



University of Glasgow | School of Humanities
Sgoil nan Daonnachdan

Philosophy Honours Handbook



www.gla.ac.uk/philosophy

CONTENTS

A How to use the Handbook.....	2
B Philosophy and your Honours degree.....	2
C General Aims of Honours Philosophy	4
D Junior Honours Philosophy.....	5
E Senior Honours Philosophy	8
F Honours Dissertation.....	10
G Honours Course Selection	11
H Notifications and Moodle	11
I Staff Support.....	12
J Student Community.....	13
K Marking and Feedback	14
L Plagiarism	17
M Late Submission and Missed Assessment.....	19
N Extensions and Good Cause	19
O Appeals and Reassessment	21
P Course Grades and Degree Result.....	22
Q Disability.....	23
R Student Voice.....	23
S University Complaints Procedure, Harassment, and Equality.....	24
T Visiting Students.....	25

A How to use the Handbook

The Handbook contains the regulations that apply to Honours Philosophy. Details specific to individual Honours courses, such as Aims and Intended Learning Outcomes, can be found in the relevant Course Moodles.

It is recommended that students consult the Handbook before contacting a member of staff about regulations: in almost all cases, the information will be here. *You are expected to familiarise yourself with the regulations*; ignorance of the rules will not be seen as an excuse in cases where the regulations are not followed.

B Philosophy and your Honours Degree

Full-time students taking the Honours component of their degree must complete 240 credits worth of courses over two years (called the “Junior” and “Senior” Honours years). Students accumulate credits by selecting, studying, and fulfilling the

requirements for individual Honours courses. In Philosophy, all Honours courses are worth 20 credits (see *Junior Honours Philosophy* and *Senior Honours Philosophy* sections below for more information). Philosophy subjects can be taken as part of a Single or Joint Honours degree (and can also be taken as 'outside' courses for students studying degrees that do not include Philosophy in the classification).

Single Honours

Students in the College of Arts and Humanities may study for a Single Honours degree in Philosophy.

Given that they require 120 credits per year and that each Honours Philosophy course is worth 20 credits, full-time Single Honours students who do not opt for any 'outside courses' (about which, more below) must take six Philosophy courses each year, three per semester. This includes a compulsory dissertation which is to be written in the Senior Honours year (see *Honours Dissertation* section below).

A Single Honours student may take Honours courses totalling up to 60 credits (comprising one-quarter of the total 240 credits) from one other subject (and correspondingly fewer courses from Philosophy). Students must obtain the approval of both subjects involved. In cases where there is significant overlap between the outside course and a Philosophy course being taken, a student's choice may not be approved. Courses with significant philosophical content may be of special interest. Subjects offering such courses include TRS, Economics, Politics, and History.

Joint Honours

Students in either the College of Arts and Humanities or the College of Social Sciences may take Philosophy as a Joint Honours degree. Within the College of Arts and Humanities, Philosophy may be combined with any other subject in which Honours degrees in Arts are offered, while in the College of Social Sciences, Philosophy may be combined with the subjects listed on this page:

<http://www.gla.ac.uk/undergraduate/degrees/philosophy/#/degreesanducascodes>

Other subject combinations may be possible. For more information, students should consult with their Advisor of Studies and the Director of Teaching for Philosophy.

For all Joint Honours degrees, only those combinations which do not generate systematic timetable clashes are permitted.

As with Single Honours, full-time students taking Joint Honours Philosophy need to acquire 120 credits per year of study in their Honours years. Unlike Single Honours students, they take half of their courses from their other Joint Honours degree subject, e.g., History. Given that each Philosophy Honours subject is worth 20 credits, Joint Honours Philosophy students should take three Philosophy courses each year. Students are free to distribute their Philosophy courses over the year as convenient, depending for example on anticipated workloads in their other Honours subject. Note that Joint Honours students must do a dissertation in *one of* their Honours subjects during their Senior Honours year.

In some cases, it may be impossible to split credits evenly between subjects in one year. In such cases, students must bring the balance as close as possible to an even balance of 60 credits in philosophy and 60 credits in the other subject. The ratio should then be reversed in the senior year, so that the total number of credits in each subject is equal to or exceeds 120. Whichever way this is managed, the student

must earn at least 120 credits in each of the two Honours years, and at least 120 credits in Philosophy by the end of the Senior Honours year. If a student finds that they are unable to ensure a 60-60 split over the year, or have any other difficulty in meeting these requirements, they should contact the Honours convenors (special regulations govern Joint Honours in Philosophy and Law.)

Joint honours students must also strive to ensure that the credits earned in each year are balanced over the two semesters. For uneven splits of up to 50/70, you need not seek permission; for greater imbalances, you must consult the Honours Convenor or Director of Teaching.

C General Aims of Honours Philosophy

General Aims

- To give students a grounding in some of the central doctrines of philosophy.
- To give students a grounding in some of the classic philosophical texts in which these doctrines were first expounded.
- To teach students to distinguish different types of questions and the differing methods appropriate to answering them.
- To encourage students to engage with the topics and debate them for themselves.

Skills Aims

To foster the development of:

analytical thinking:

- ability to identify and clarify conceptual relationships
- ability to identify and question assumptions;
- ability to argue a case;

engaging with controversy:

- ability to evaluate opposing arguments
- readiness to question received wisdom;
- ability to listen to what others say;
- ability to develop a structured and reasoned response;

breadth of view:

- preparedness to cross traditional subject boundaries in search of a synoptic overview;
- ability to trace formal analogies;

communication skills:

- clarity;
- relevance;
- succinctness in writing and discussion;

comprehension:

- mastery of challenging texts;
- ability to appreciate different points of view;

reflexivity:

- ability to handle second-order questions;
- awareness of one's own preconceptions.

By fostering the development of these skills, Honours Philosophy equips students with transferable skills, i.e., abilities that are of relevance in domains other than philosophical research and study.

For the Aims and Learning Outcomes of particular Honours courses, see the course Moodle pages.

All Philosophy Honours take their Honours courses over two years: the Junior and Senior Honours years, respectively. What follows is more detailed information on these two levels.

D Junior Honours Philosophy

Courses

At Junior Honours we currently offer the following courses (each worth 20 credits):

Semester 1

History of Modern Philosophy
 Philosophy of Language
 Philosophy of Science
 Political Philosophy
 History of Moral and Political Philosophy

Semester 2

Logic
 Moral Philosophy
 Metaphysics
 Epistemology
 Philosophy of Mind

Course descriptions can be found here:

www.gla.ac.uk/schools/humanities/studentstaff/philosophystudents/currentundergraduates/honours/honourscoursesoverview/

All these courses will normally be available every year. Please check on MyCampus or the Honours timetable to confirm. Note that Logic is available both to Junior and Senior Honours students (but, alas, cannot be taken twice!).

Typical Single Honours students will take up to six of these courses during their Junior Honours year, while typical Joint Honours students will take three.

Junior Honours Teaching

Currently, teaching for Junior Honours courses is delivered by around 16x hours of lectures supplemented by 4x hours of seminars (small group classes with a maximum of 20 students).

Lectures

The central aim of lectures is to provide students with opportunity to examine and consider significant philosophical theories across the full breadth of philosophy.

Lectures for Honours courses are held in person. Depending upon the Course Convenor, course lecture recordings are later made available for revision. Where possible lecture handouts or slides are made available 24 hours prior to the lecture.

Lectures tend to involve substantial input from the lecturer, e.g., helping students to understand a particular argument or concept. However, students are encouraged to be actively engaged throughout.

Lecture attendance is strongly encouraged. Students who attend lectures do better on coursework and exams. Lecture recordings – where made available – should only be used to catch up for missed lectures and/or tools for revision. In person lectures provide an opportunity to have live interactions with your lecturer. And they provide an opportunity to meet and engage with other students.

Seminars

The central aim of seminars is to provide students with the opportunity to critically engage with, and verbally discuss, philosophical issues in a small group setting.

Seminars are held in person. They are not recorded. Students should prepare for seminars according to instructions given by their Course Tutor. Students are strongly encouraged to attend. Not only does seminar attendance benefit students with respect to Course Assessment, but it also helps to embed transferable skills such as verbal communication and teamwork. In any event, students should notify their course Tutor in advance any unavoidable absence. If that is not possible, students should contact their Tutor as soon as possible thereafter, to explain the absence and to bring themselves up to date with what has been missed.

Junior Honours Assessment

Except for Logic, Moral Philosophy and Philosophy Science which have distinctive assessment profiles (see Mycampus and/or Course Moodles), Honours courses are assessed by a Course Essay (40%) and online Course Examination (60%).

Course Essays

Course Essays will require students to answer a philosophical question relevant to one of the course components (for further information on essay grading see *Marking and Feedback* section below). Essay topics will be highlighted by the Course Convenor and will be posted on the Course Moodle.

At Junior Honours all Course Essays have a word target of 2000 words. Essays that exceed this target by more than 10% will be deemed to have an unfair advantage and therefore will be penalised. Essays that are substantially shorter than the target will not be penalised for length but are less likely to fulfil the requirements. Note that everything except for the essay title and bibliography counts towards the word count of the essay.

Course Essays will be submitted electronically on Moodle – see course Moodle for details. Unless a student has received an extension, the Course Essay must be submitted on time to avoid penalties (see the *Late Penalties and Missed Assessment* section below for more information on penalties)

Philosophy at Glasgow has a few rules about the presentation of essays. Most are common-sense measures to facilitate the smooth and secure distribution and marking of essays. The others are self-explanatory.

- Essays should be word-processed in a legible font with a left-hand margin of at least 4 cm.
- The first page of the essay proper should bear the title.
- Pages should be numbered.
- All quotations must be put in inverted commas or set off from the main text and indented (not both), and their source must be acknowledged. Failure to do this is plagiarism. Students who submit plagiarised essays will receive no marks for them and will be subject to disciplinary action. If you are unclear about what constitutes plagiarism, check the main University of Glasgow policy.
- At the end of each essay there should be a bibliography. This should list all books and articles consulted during the preparation of the essay. For books, the details given should include the author's name, the title of the book, the place of publication, and the date of publication. For journal articles they should include the author's name, the title of the article, the name of the journal, the volume of the journal, the date, and the page numbers of the article.

Advice about writing essays can be found on the Philosophy website. See: www.gla.ac.uk/schools/humanities/studentstaff/philosophystudents/currentundergraduates/studyresources/

Grading for Class Essays is completed in line with the 22-point Grading Schedule (see the *Marking and Feedback* section below for more information).

Course Exams

The Course Exam will cover parts of the course not covered in the Course Essay. There are variety of formats, depending on the course.

The Course Exam will be held online. Students will download the exam booklet and upload answers to the questions selected via Moodle. Students will have a 24-hour window to complete the examination but are advised that Junior Honours exams are written in such a way that students are expected to successfully answer the questions in two hours.

Although examinations are online and non-invigilated, students are advised that they are *not* open book examinations. Evidence of using course materials, collusion with other students, or unacknowledged use of large language models such as ChatGPT will be treated as cheating (see section below on *Plagiarism* for more information).

Grading for the Course Exam is completed in line with the 22-point Grading Schedule; the overall grade for the exam is the mean of the grades for each of the questions answered (see *Marking and Feedback* section below for more information).

E Senior Honours Philosophy

To progress from Junior to Senior Honours in Philosophy, the student's performance in Junior Honours Philosophy must meet or exceed the standard for a Third Class Degree. Thus, the mean grade for Philosophy courses in the Junior Honours year must not be lower than D3 (9/22) (see section on *Course Grades and Degree Results* below).

Courses

This session we are offering the following courses at Senior Honours (each worth 20 credits):

Semester One

- Distributive Justice
- Dreams
- Philosophy of Law
- Philosophy of Art
- Philosophy of Perception
- Contemporary Ethics

Semester Two

- Logic
- Pain and Pleasure
- Gender and Race
- Causation
- Classical Indian Philosophy
- Liberalism

Course descriptions can be found here:

www.gla.ac.uk/schools/humanities/studentstaff/philosophystudents/currentundergraduates/honours/honourscoursesoverview/

Typical Single Honours students will take up to five of these courses during their Junior Honours year, plus the Senior Honours Dissertation, which is worth 20 credits. Typical Joint Honours students will take two or three depending upon whether they choose to take their Senior Honours Dissertation in Philosophy (see *Honours Dissertation* section for more information).

Senior Honours Teaching

Currently, all teaching for Senior Honours courses is delivered by around 16x hours of lectures supplemented by 4x hours of seminars (small group classes with a maximum of 20 students).

Lectures

The central aim of lectures is to provide students with the opportunity to examine and consider significant philosophical theories across the full breadth of philosophy.

Lectures for Honours courses are held in person. Depending upon the Course Convenor, course lecture recordings are later made available for revision. Where possible, lecture handouts or slides are made available 24 hours prior to the lecture.

Lectures tend to involve substantial input from the lecturer, e.g., helping students to understand a particular argument or concept. However, students are encouraged to be actively engaged throughout.

Lecture attendance is strongly encouraged. Students who attend lectures do better on coursework and exams. Lecture recordings – where made available – should only be used to catch up for missed lectures and/or tools for revision. In person lectures provide an opportunity to have live interactions with your lecturer. And they provide an opportunity to meet and engage with other students.

Seminars

The central aim of seminars is to provide students with the opportunity to critically engage with, and verbally discuss, philosophical issues in a small group setting.

Seminars are held in person. They are not recorded. Students should prepare for seminars according to instructions given by their Course Tutor. Students are strongly encouraged to attend. Not only does seminar attendance benefit students with respect to Course Assessment, but it also helps to embed transferable skills such as verbal communication and teamwork. In any event, students should notify their course Tutor in advance any unavoidable absence. If that is not possible, students should contact their Tutor as soon as possible thereafter, to explain the absence and to bring themselves up to date with what has been missed.

Senior Honours Assessment

The assessment structure for Senior Honours courses is highly variable. Students should consult the descriptions on the Senior Honours Moodle and individual Senior Honours Course Moodles.

www.gla.ac.uk/coursecatalogue/courselist/?code=PHIL&name=Philosophy

Some courses are assessed entirely by Course Essays, others by a mixture of Essay and Exam. Other courses incorporate alternative modes of assessment, e.g., book reviews, portfolios, etc.

Non-Exam Written Coursework

For non-Exam written coursework the guidance detailed above for Junior Honours Course Essays broadly applies. That is, Senior Honours written coursework will be highlighted by the Course Convenor and information about it will be posted on the relevant Course Moodle. Coursework will have a word target of X-words (depending upon the assessment and Course). Coursework assignments that exceed this target by more than 10% will be deemed to have an unfair advantage and therefore will be penalised. Coursework assignments that are substantially shorter than the target will not be penalised for length but are less likely to fulfil the requirements. Note that everything except for the essay title and bibliography counts towards the word count of the essay.

Students should carefully note the submission dates for the coursework assessment for their individual Courses – they will be on Course Moodles in various places.

Unless a student has received an extension, Senior Honours coursework must be submitted on time to avoid penalties (see the *Late Penalties and Missed Assessment* section below for more information on penalties).

Grading for written coursework is completed in line with the 22-point Grading Schedule (see the *Marking and Feedback* section below for more information).

Course Exams

Course Exams will cover parts of the course not covered in coursework assessment. There are variety of formats, depending on the course.

Course Exams will be held online. Students will download the exam booklet and upload answers to the questions selected via Moodle. Students will have a 24-hour window to complete the examination but are advised that Senior Honours exams are written in such a way that students are expected to be able to successfully answer the questions in considerably less time (normally between 1 and 2 hours, depending on the Exam in question).

Although examinations are online and non-invigilated, students are advised that they are *not* open book examinations. Evidence of using course materials, collusion with other students, or unacknowledged use of large language models such as ChatGPT will be treated as cheating (see section below on *Plagiarism* for more information).

Grading for the Course Exam is completed in line with the 22-point Grading Schedule. The overall grade for the exam is the mean of the grades for each of the two questions answered (see *Marking and Feedback* section below for more information).

F Honours Dissertation

All Single Honours Philosophy students submit a dissertation in Philosophy, the word count of which is between 5000-8000 words. Joint Honours Students must decide in which of their subjects to submit a dissertation. Joint Honours Students doing a Dissertation (or equivalent independent work) in their other subject may not write a Dissertation in Philosophy.

Dissertations in Philosophy must be submitted during the Senior Honours year. You choose whether to write it in Semester 1 or Semester 2, and you'll receive supervision from a member of staff during that semester.

Junior Honours students will submit a Dissertation proposal at the end of the academic year (deadline is usually in June). After this point, Dissertation supervisors are assigned. The deadlines for Honours Dissertation submissions are December 5th (Semester 1) and 27th March (Semester 2).

The Dissertation counts as one 20-credit course. Full-time Honours students normally take 60 credits per semester, so those writing a Philosophy Dissertation take the Dissertation plus 40 further credits (e.g., two Philosophy Honours courses) in one semester and 60 credits (e.g., Philosophy Honours courses) in the other semester.

It is important for students to note that obtaining a grade of D3 (9/22) in the Honours Dissertation is a University of Glasgow requirement for obtaining an Honours degree.

It is therefore crucial that students understand what is required. The Dissertation Convenor will provide information on Honours Dissertations. For written advice on how to select a Dissertation topic, what is expected from a Senior Honours dissertation see the Dissertation, and what to expect from Dissertation supervision, see the Philosophy Dissertation Moodle page:

[MOODLE LINK](#)

G Honours Course Selection

All Honours students should attend the Honours Induction meeting at the beginning of semester 1. This year it is being held on the 19th of September.

Honours course enrolment is through MyCampus. Students are advised to choose courses as soon as enrolment opens. If a student is unable to enrol due to an outstanding MV (a result in place of a course grade due to medical or personal circumstances) on their record, you can contact the Honours convenor or Administrator to ask that a place be reserved for you.

Students will not normally be permitted to enrol for courses which they are unable to attend, for example, because they clash with lectures in their other Joint Honours subject. If a student is keen to take a combination involving a clash, they should consult the Honours Convenor and relevant Course Convenor.

Note: If a student wishes to change their choice of courses after the enrolment meeting, they should notify the appropriate Honours Convenor and Administrator. It is very important that we have an up-to-date record of which courses people are taking. Students will not normally be allowed to change courses more than three weeks into the semester. Changing courses late or without informing us may lead to exam clashes which we will not be able to remedy.

H Notifications and Moodle

All official information from Philosophy is communicated via Moodle or e-mail. It is student's responsibility to make sure that they receive this information. To that end, please note that:

- Each of Junior and Senior Honours has a main Moodle page, with discussion and news fora. Students should make sure that they are signed up for it – though this should happen automatically – and are receiving emails notifying them of news updates. The Moodle is the central means by which staff will communicate information relevant to Philosophy Honours as a whole.
- Each individual Honours course has a Moodle, with teaching materials, lecture recordings, information about essays and exams, room for discussion, and the mechanism for online submission of essays. Once again, students should make sure that they receive e-mails notifying them of messages posted in the news fora. This is where staff will communicate information specific to each course.
- Important information is also communicated via students' university email addresses. It is therefore essential that students read their email regularly.

Please note that all lecture recordings and ALL course materials provided are for student's personal use and can only be used in relation to their studies. Any

unauthorised distribution of course materials will be considered in breach of the code of conduct and will be subject to disciplinary action.

I Staff Support

Honours Philosophy students will be supported by a team of staff.

There are two **Honours Programme Conveners**, one for Junior Honours – currently Dr Emma Gordon, emma.gordon@glasgow.ac.uk – and another for Senior Honours – currently Dr Bryan Pickel, bryan.pickel@glasgow.ac.uk – are responsible for overseeing the running of Honours Philosophy. They organise key Honours events such as the Honours Induction and Reading Parties. They are also available to provide students with information about Honours regulations and as a limited source pastoral support. Note, however, that requests for extensions or Good Cause claims should *not* be directed to the Honours Convenor by email but should instead be made through the appropriate channels (detailed below in the section on *Extensions and Good Cause*).

The **Honours Programme Administrator** – Mr Sam Harrison, sam.harrison@glasgow.ac.uk – supports the Course Convenor and teaching team in delivering the course to students. The Administrator should be contacted in cases where students are having problems with course enrolment, MyCampus, issues with extension request, Good Cause, Moodle, questions about how to find their grades, or other technical issues.

Course Convenors are on hand to provide support on academic matters specific to their Honours Courses, e.g., providing an explanation of course material, essay questions, etc. Students should feel free to contact them by email and to attend their office hours (normally held online). Students should *not* direct extension or Good Cause request to Course Convenors. Instead, they should either use the Moodle form or Mycampus interface (see *Extensions and Good Cause* section below).

Students will also be assigned a **Course Tutor** for each of their Honours Courses. Sometimes this will be the same person as the Course Convenor. They will support group discussions during Seminars but will also provide academic support, e.g., with respect to course content, essay writing, etc., and in some cases will be responsible for marking student's essays and exams. Students should feel free to contact them by email and to attend their weekly office half hours (normally held online).

The **Dissertations Convenor** – Dr Gary Kemp, gary.kemp@glasgow.ac.uk – can be consulted on matters pertaining to Senior Honours dissertations.

The **Exams Officer for Philosophy** – in semester 1 Dr Bryan Pickel and semester 2 Professor Stephan Leuenberger, Stephan.leuenberger@glasgow.ac.uk – can be consulted on matters pertaining to Honours Examinations.

The **Philosophy Learning and Teaching Convenor** – Dr Robert Cowan, robert.cowan@glasgow.ac.uk – is responsible for overseeing teaching in Philosophy. Students are welcome to contact them by email and can organise meetings where relevant. The Director of Teaching convenes the once-per-semester Learning and

Teaching Committee meeting which student course representatives from all levels of Philosophy present student feedback.

Finally, the **Head of Philosophy** – Professor Glen Pettigrove, glen.pettigrove@glasgow.ac.uk – is available for email contact and meetings with students, but note that routine administrative matters are dealt with by the Honours Convener and Administrator. Appointments with the Head of Subject can be made through the Course Administrator.

In addition to Philosophy Staff support, students can also contact the Advising and Wellbeing Team for pastoral and academic support:

<https://www.gla.ac.uk/colleges/arts/students/undergraduatestudents/ugadvising/>

arts-advising@glasgow.ac.uk

They are a team of experienced academics who provide information and advice on academic choices concerning your degree. They are based at 6 University Gardens. You can book appointments or can attend drop-in sessions Mon, Tues, Thurs, Fri 0930-1530, and Wed 1330-1530.

J Student Community

In addition to Staff Support, Honours students at Glasgow have multiple opportunities to be part of, and contribute to, a philosophical community of students.

Lectures and Seminars

Attending lectures and seminars provides a great way to start or develop friendships with others, as well as engaging with different points of view.

Reading Party

The Reading Party is a fine tradition in Glasgow Philosophy. We go away for a couple of days, take over a Youth Hostel somewhere in the Scottish countryside, and talk some philosophy. There will be walks, talks, drinks, food, quizzes, silly games, and opportunities for you to get to know your lecturers and your fellow students in a more relaxed setting. Previous Honours students have said that the Reading Party played a pivotal role in making them feel part of an intellectual community with lots of friends and philosophical fellow-explorers.

The Honours Reading Party will take place in week 6 of the first semester – we will travel to Rowardennan on the bonny banks of Loch Lomond. Sign-up and information about costs and location are announced by the Honours Convenors early on in each semester.

Senior Seminar

Honours students are encouraged to attend the Philosophy Senior Seminar, at which visiting speakers from other philosophy departments give talks. These are usually held on Tuesdays at 3pm, venues TBA. We will aim to communicate these to students on a weekly basis.

Philosophy Society

There is a student-run Philosophy Society in which Honours are especially encouraged to participate; details of meetings, etc., will be posted on course Moodles. Details are also available through the Philosophy website and the PhilSoc Facebook page.

www.gla.ac.uk/schools/humanities/studentstaff/philosophystudents/thephilosophysociety/

Minorities in Philosophy (MAP)

Minorities and Philosophy (MAP) is a network of graduate students, in English-speaking philosophy departments, committed to examining and addressing issues of minority participation and underrepresentation in academic philosophy. Though primarily led by graduate students, MAP also relies on faculty support and encourages undergraduate participation.

The MAP chapter at Glasgow University aims to:

- Support a culture of openness for philosophy students at Glasgow
- Provide a forum to examine and address minority participation and underrepresentation issues as they relate to the study of philosophy at Glasgow
- Explore the wider minority participation and underrepresentation issues in academic philosophy
- Foster ties with existing initiatives within the department and beyond, that are already addressing issues of participation faced by minority and underrepresented groups, including gender, race, native-language, sexual orientation, class and disability minorities, among others.

www.gla.ac.uk/schools/humanities/studentstaff/philosophystudents/minoritiesandphilosophy/

K Marking and Feedback

Coursework

All Honours coursework will be awarded grades on the University's 22-point scale. The scale is given in the first column below. The numerical equivalents in the second column are used for calculating the final Course grade. Students should not think of them as indicating the numerical proportion of the answer that is correct: D1(11) does not mean that exactly half an answer is correct, but that the marker regarded your answer as "satisfactory".

0 is a possible mark for an essay, either because little or no answer has been provided or because of deduction of marks for lateness (for more information see *Late Penalties and Missed Assessment* section below).

The GU 22-Point Marking Scale

A1	22	FIRST	EXCELLENT
A2	21	FIRST	EXCELLENT
A3	20	FIRST	EXCELLENT
A4	19	FIRST	EXCELLENT

A5	18	FIRST	EXCELLENT
B1	17	UPPER SECOND	VERY GOOD
B2	16	UPPER SECOND	VERY GOOD
B3	15	UPPER SECOND	VERY GOOD
C1	14	LOWER SECOND	GOOD
C2	13	LOWER SECOND	GOOD
C3	12	LOWER SECOND	GOOD
D1	11	THIRD	SATISFACTORY
D2	10	THIRD	SATISFACTORY
D3	9	THIRD	SATISFACTORY
E1	8	WEAK	WEAK
E2	7	WEAK	WEAK
E3	6	WEAK	WEAK
F1	5	POOR	POOR
F2	4	POOR	POOR
F3	3	POOR	POOR
G1	2	VERY POOR	VERY POOR
G2	1	VERY POOR	VERY POOR
H	0		NOT DESCRIBED

For essays and other kinds of essay-style coursework, e.g., book reviews, grades will be awarded in accordance with a Marking Rubric (available on Moodle). The grades for such work are determined by assessment relative to five parameters:

1. Argumentation: whether arguments are clear and precise, rationally persuasive, and whether alternative views are charitably presented and convincingly addressed.
2. Engagement: is based upon whether there is direct and consistent engagement with the set task, and whether there is appropriate engagement with relevant literature on the topic.
3. Explanation: whether the explanation of the material is accurate, comprehensive, and succeeds in articulating relations between key elements.
4. Independence: whether there is distinctive explanation, and either novel presentation/application of extant argument, or development of original examples and lines of thought.
5. Presentation: whether the answer is well-structured and consistently signposted, whether sources are correctly referenced, and whether the writing is clear, concise, grammatical, and engaging.

Details of what constitutes an Excellent answer relative to the “Argumentation” parameter, etc. are provided in the Marking Rubric. Note that the grade for a given piece of assessment is not determined algorithmically by the evaluation of each parameter, e.g., receiving comments suggestive of excellent performance in three out of the five parameters does not entail an overall excellent grade. Students are

strongly encouraged to consider the Marking Rubric prior to completing their essays and relevant coursework.

For all coursework, grades and written feedback **should be returned within 15 working days**. Often, feedback will contain an indication of how the student performed relative to the five parameters in the Marking Rubric, and a suggestion for how to improve for the future.

Note that **if a student has obtained a 5-day extension or Good Cause extension for Course Essay submission then feedback will be returned to them later than the normal time**. For instance, essays with a 5-day extension will typically be returned with a grade and feedback 5 working days after the normal return date.

Course Exams

All exam answers will be awarded grades on the University's 22-point scale. For essay-style exam answers, grades will be awarded in accordance with the same Marking Rubric as that used for essays (available on Moodle), unless otherwise stated by the Course Convenor.

Marks for exam answers to Logic will be based upon bespoke marking rubrics. Students can access previous bespoke marking rubrics in the Exam Revision section of the Logic Course Moodle.

For the Course Exam, grades will be returned at the same time as the overall Course Grade is returned. This will be preceded by the normal marking and moderation process (see below for more details), but also the process of External Examination and the Summer Exam Board (see *Course Grades and Degree Results* for more information). Written feedback is not provided for Exam questions, except in cases of a grade of E1 or below. Generic exam feedback will be provided to all students (posted on Moodle) by the Course Convenor following the return of the Exam grades. For the Course Exam, grades and feedback will be returned at the same time as the overall Course Grade is returned. This will be preceded by the normal marking and moderation process, but also the process of External Examination.

Moderation

Except for the Honours Dissertation (see below), Honours marking is subject to a moderation process. Each marker for an Honours assessment – coursework or exam – will either have 10% of their marking or a minimum of 10x examples (whichever is greater) moderated by another member of Philosophy staff. Normally, the marker has discretion as to how they take account of the moderator's marks and comments into account. In cases of systematic disagreement, the marker may apply comments to unmoderated items. In cases of substantial disagreement - of at least one full grade band – the marker and moderator should try to reach agreement. If there is no resolution, then a third marker (selected by the relevant Honours convenor) may be included as a last resort. The third marker's verdict is final.

Dissertations and Double Marking

All Dissertations are awarded grades on the University 22-point scale. Grades will be awarded in accordance with the same Marking Rubric as that used for essays (available on Moodle). Grades and written feedback will be provided after the

Summer Exam Board. Written feedback may be presented in the Feedback Template, but this will vary between markers.

Unlike other Honours assessment, all Honours Dissertations are double marked, i.e., marked independently by two members of staff. Part of the reason for this is that students must obtain a D3 (9/22) for their Dissertation to graduate (see *Course Grades and Degree Results* for more details). With double marking, both marker's assessments have equal standing; in cases of disagreement negotiation is required to reach an agreed mark.

L Plagiarism

University Policy

The University's definition of plagiarism is: "The incorporation of material without formal and proper acknowledgment (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarism if it consists of; a direct quotation; a close paraphrase; an unacknowledged summary of a source; direct copying or transcription".

All the following are against University rules:

- submitting work containing quotes or ideas taken from someone else's work, or similar wording to someone else's work without referencing that other work. Even incomplete acknowledgement or poor referencing can constitute plagiarism
- submitting work written by someone else, but presenting this as your own work
- inappropriate collaboration with others (collusion)
- submitting work which has been copied from somewhere else – this also includes where text has been replicated by retyping and
- submitting the same piece of coursework, or a substantial part of the same coursework more than once for the purpose of coursework assessment. This is the case even if this was all your own work initially (this is called 'auto-plagiarism' or 'self-plagiarism') as it could be deriving double credit for a single effort
- submitting work purchased from essay writing services.

All University assignments must be submitted with a copy of the Standard University Declaration of Originality Form signed by the student (or the online equivalent where assessment is submitted online). The primary purpose of the form is to remind students of the University's policy on plagiarism when they are working on and submitting assignments.

Reporting Plagiarism

Philosophy staff who suspect that student work contains plagiarism must report it to the Head of the School of Humanities or their nominee. The Head of School or their nominee must report the case to the Senate Assessors for Student Conduct. Any of these actions can result in penalties that can negatively impact the ability of students to graduate. This includes, but is not limited to, refusal of Course credit.

Large Language Models (AKA Generative Artificial Intelligence)

The University guidance is that, except in specific cases such as in-person examination or language skills assessments, some student use of large language models like ChatGPT in assessment is permissible. Students should be cautious in how they use it and be aware that unacknowledged use is plagiarism. For more information see:

<https://www.gla.ac.uk/myglasgow/learningandteaching/af-aiguideance/whatistheuniversityofglasgowspoonuseofaitools/aiguideanceforstaff/#schoolcommunicationswithstudents,staffsupportandresources>

In Philosophy, we do not forbid the use of ChatGPT (for example) to complete assessments. However, there are important caveats:

1. Any such use must be adequately referenced.
2. Students should be aware of the pitfalls of reliance on ChatGPT.

On 1:

- Students should reference any use of LLMs as if they were referencing personal correspondence from another human being.
 - o Name the LLM platform used (e.g., ChatGPT)
 - o Include details on the date of use of LLMs
 - o Ideally, include details on the prompts input (and, if possible, the responses received)
 - o Include details of the person who input the prompts
 - o Keep records of the responses output by LLMs, even if you do not include these in the submission itself
 - o Be clear, open and transparent in your use of LLMs

Failure to acknowledge use of LLMs will be treated as plagiarism. If a student is suspected of this, then Philosophy staff may require the student to attend an *Exploratory Interview* to ascertain the process by which the work was produced. The result of this meeting can be the start of a Student Conduct Process. Recently, this has resulted in students receiving a 0 grade, a reprimand from the University, and some have even faced delays in the receipt of their final degree result.

On 2:

It is important to realise that

- ChatGPT does not understand its own responses.
- ChatGPT is bullshit (in the sense that it doesn't care about accuracy or truth).
- ChatGPT exhibits racial and gender biases.
- Relying on ChatGPT to write essays won't provide you with skills of any value.
- Using ChatGPT creates risks that you won't be judged to have fulfilled the intended learning outcomes for the course, and hence will be downgraded.

Given all of the above: the sensible choice for Philosophy students is to avoid using LLMs as much as possible.

M Late Penalties and Missed Assessment

Late Coursework Submission

Coursework that is submitted late will be penalised by the deduction of 2 marks per working day or part of a working day, up to a maximum of five days, after which the essay will get a mark of 0. Coursework will be counted as a non-submission if it is submitted after the return of feedback/marks to the rest of the class (normally 15 working days after submission).

Missed Assessment

If a student misses a piece of assessment without successfully submitting a Good Cause claim (see *Extensions and Good Cause* section for more information) then the following are possible outcomes:

- if the student has submitted more than 75% of their total Honours assessments, then the missed assessment will receive a grade of H (0/22) and will contribute to their overall Course Grade and Degree result.
- if the missed assessment is worth more than 25% of the Course Grade and the student has submitted less than 75% of their total Honours assessments then they will receive a Credit Refused for the Course and will be prevented from graduating.

If, however, a student has a medical or personal justification for missing a piece of assessment then they should apply for Good Cause (see section on *Extensions and Good Cause* for information). The default assumption is that an opportunity reassessment will be put in place for the missed assessment; in special circumstances where this is not possible, so long as a student has completed 75% or more of their overall Honours Assessment, the missed assessment may be discounted (see section on *Regrading and Reassessment* for more information).

N Extensions and Good Cause

5 Day Extensions

Students unable to meet an Honours coursework submission deadline for good reason may apply *in advance* for an extension of up to 5 working days after the deadline. To do this, students should complete the 5-Day Extension Request form on Moodle. They should select which of the permissible justifications applies in their case, after which point their request will count as approved (without further evidence).

Do not contact your Tutor, a Course Convenor, the Course Administrator, or the Honours Convenors to obtain a 5-day Extension. The entire process is completed on Moodle. If, however, you wish to talk to someone about the reasons for your extension request, e.g., some medical or personal circumstance, please do not hesitate to contact the relevant Honours Convenor. In general, we encourage students who are experiencing problems to let the Honours Convenor know as soon as possible. We want to be able to help and support you but can only do so if we have the relevant information (see also *Staff Support* section for more information).

Students who submit a 5-day extension request less than 5 days *after* the original deadline can still submit a 5-day extension form but must also adequately explain why they were prevented from doing so prior to the deadline.

Good Cause Claims

Aside from 5-day extension requests, all other kinds of extensions, excusals for missed assessment, and claims of affected performance by adverse circumstances, should be made by submitting a Good Cause claim on MyCampus, complete with supporting evidence.

For details on the criteria for a Good Cause claim see the student guide to extensions in the Course Information section of Moodle. The following are cases in which a Good Cause claim should be used to avoid penalties, or course credit being refused:

- A student requires more than a 5-day extension for their coursework.
- A student feels that their performance in an examination was adversely affected.
- A student is/was unable to complete a piece of coursework or exam.

How and When to Submit a Good Cause Claim

To submit a Good Cause Claim on MyCampus:

1. Go to the 'Student Centre' and select *My Good Cause* from the Academics menu.
2. Read the instructions and tick the box if you wish to continue.
3. Select "Add Good Cause".
4. Select the course(s) for which the Good Cause claim is relevant.
5. Select the date, time, title of the assessment and the relevant impact category, e.g. missed exam, affected performance. Only one impact category can be selected per assessment.
6. Click "Save and Proceed" once you are done.
7. Provide a description of the nature of your illness or other circumstances in the text box. If you are submitting more than five working days from the date of the assessment you must explain why you were prevented from submitting the claim on time.
8. Add supporting evidence by uploading documents.

If students encounter any difficulties with this process, please contact the Course Administrator as soon as possible.

Once students have submitted a Good Cause claim, the Course Administrator and Course Convener will ensure that their claim is considered in accordance with the section of the Code of Assessment which covers incomplete assessment and good cause (paragraphs 16.45 to 16.53). The outcome of a student's claim will be posted into the Approval Information section on your Good Cause Claim in MyCampus. If it is accepted that the assessment was affected by relevant circumstances, the work in question will be set aside and (as far as is practicable) students will be given another opportunity to take the assessment with the affected attempt discounted (see

Regrading and Reassessment section for more details). If it is declined, students will be provided with information concerning the reason for this.

Good Cause claims should be submitted within five working days of the date of the affected assessment. If a Good Cause claim is submitted after this time, then an adequate explanation for this must be provided with the Good Cause claim.

Do not wait until your degree result is announced to make a Good Cause claim: medical or other special circumstances are normally only considered prior to determination of the result, not by way of appeal afterwards. Note:

1 Students must consult your doctor *as soon as possible, if possible while they are ill*. A doctor's letter saying that some weeks after the exam the student told their doctor they were ill at the time of the exam is of little or no evidential value.

2 The onus is on students to supply medical or other documentation, not on staff to request it.

3 A doctor's letter should not merely testify to a student's condition but also to how, in the doctor's view, it affected their performance.

4 A medical or comparable condition does not get the student a higher mark for academic work done at the time of it. We cannot alter marks on the basis of such evidence but it might be possible to permit the student another attempt at the assessment.

It would also be helpful if students contact the Honours Administrator or Honours Convener directly to inform us that they are submitting such evidence through MyCampus.

Absence

If a student is absent from the University, for illness or any other reason, they should keep the Honours Convenor fully informed. In addition to contacting the convenor, it is important that you create an absence report on MyCampus; evidence should also be uploaded here. Note that normally submission of coursework may only be postponed because of absence, not cancelled.

O Appeals and Reassessment

Appeals

The **only** grounds for appeal on a grade for assessed work are:

- Unfair or defective procedure
- A failure to take account of medical or other adverse personal circumstances
- There are relevant medical or other adverse personal circumstances which for good reason have not previously been presented

Further information on the Appeals process can be found here:

<https://www.glasgowunisc.org/advice/academic/appeals/>

Students should be aware that an intention to make an academic appeal must be registered with the College of Arts and Humanities administration within 10 working days of receipt of the grade. They have 20 working days to lodge the appeal.

Reassessment

The only cases in which there can be reassessment at Honours are where students have Good Cause. If a student with Good Cause has missed an assessment the default assumption is that we will try to provide an opportunity for reassessment. Depending upon the circumstances, special assessments may be put in place. These will be organised by the Honours Convenor subject to agreement by the Board of Examiners. In a limited number of cases where reassessment is not feasible, missed assessment can be discounted (so long as a student has completed 75% or more of their overall Honours Assessment). Students should contact the relevant Honours Convenor for more information.

P Course Grades and Degree Results

Course Grades

Course grades are awarded according to the above 22-point scale, e.g., B1 (17/22). Course grades are calculated as a weighted mean of the course assessment grades.

In some limited range of cases in which a student has missed assessment with Good Cause, the Course grade may be determined by the submitted Course assessment. In other cases, a result of MV may be returned for the course; so long as the student has completed 75% or more of their overall Honours assessment they will still be able to graduate with an Honours degree.

In cases where a student without Good Cause has missed assessment worth more than 25% of the Course Grade and where the student has submitted less than 75% of their total Honours assessments then they will receive a Credit Refused result for the Course and will be prevented from graduating.

Degree Results

The overall degree classification is arrived at as follows. (Full details can be found at <http://www.gla.ac.uk/services/senateoffice/policies/assessment/>.) A score on the 22-point scale is determined for each course. The mean is calculated and rounded to 1 decimal place. A mean of 17.5 – 22.0 results in an overall First Class degree; a mean of 14.5-17.0 in an Upper Second Class degree; and similarly at the boundaries between Upper Second and Lower Second, and Lower Second and Third. If the mean is between 17.1 and 17.4, the outcome is a First if there are at least 50% of credits at the first class, and otherwise an Upper Second. If the mean is between 14.1 and 14.4, the outcome is an upper Second Class degree if at least 50% of credits are at least at Upper Second Class (i.e. First or Upper Second class). Similarly, again, for the boundaries between other degree classes.

Degree results are ratified at a final “Exam” Board meeting. Normally present are the Honours Convenors, Exam’s Officer, and two External Examiners present. An External Examiner is a senior academic of another University, who scrutinises examination papers when they are set, monitors the marking process, and comments directly to the Principal on the standard and presentation of Honours Philosophy Courses. All examination scripts are made available to the External, and they may also be asked to adjudicate on difficult cases, and those involving medical or other special circumstances. The External Examiner has the right to inspect coursework and may do so if you claim that medical or other special circumstances

affected your Degree Examination performance. **The External Examiners for Philosophy are currently Dr Richard Gray (Cardiff University) Professor Christopher Macleod (University of Lancaster).** Under University regulations students are not permitted to contact external examiners directly.

Q Disability

Students with any kind of disability which may make it difficult to attend Lectures or Collaborative Classes or otherwise to fulfil the requirements of the course should make this known to the Disability Service and Course Convenor at the earliest opportunity. Wherever possible we will make arrangements to facilitate the student's full participation. Special arrangements can be made for the final examination but must be made through the Disability Service.

www.gla.ac.uk/myglasgow/disability/

R Student Voice

In Philosophy we value student involvement in developing and improving teaching across the subject. To that end, we have several different ways in which we encourage students to feedback information about how we're doing, and to participate in making decisions about how Philosophy is taught at Glasgow.

Class Questionnaires

Philosophy consults with students by asking them to fill in an EvaSys questionnaire in week 8 of the semester. Some weeks after this, the course convenor should notify students with a summary and response to the feedback.

Student Feedback

The Honours convenors or other Philosophy teaching staff will sometimes e-mail students asking for comments on specific proposals (e.g. to introduce a new course at Senior Honours).

Students are also encouraged to give feedback directly, if there is a matter they wish to raise: these can be taken up directly with the Honours convenors (by e-mail or during office hours) or can be relayed anonymously via the Student Representatives if preferred. Each honours year has two representatives, for Single and for Joint Honours students. The names and contact details of your representatives will be posted on the main Moodle site for each year.

Honours Reps and Convenors

In addition, student representatives for Honours meet with the Honours convenors during the semester to provide feedback on what is and is not working. Course convenors may also conduct in-class feedback gathering activities and this may sometimes result in immediate changes in approach.

Staff-Student Liaison Committee

There is also a general Philosophy Staff Student Liaison Committee which meets twice a year to discuss more general matters concerning study in Philosophy. This

may include points discussed at Honours meetings which have broader implications, or for which a more formal subject decision is needed. The SSLC is chaired by the Director of Teaching, and contains representatives from each class, as well as a number of representatives from graduate students and staff.

Student Experience Committee

Finally, there is a School-level Student Experience Committee which meets twice a year. It will be focused on a general theme of interest to students across the School, e.g. plagiarism, exams, LLM use, pastoral care, etc. It will be publicised to all students. The first meeting is on Wednesday 15th of January 2025.

S University Complaints Procedure, Harassment, and Equality

The University has a standardised Complaints Procedure (see <http://www.gla.ac.uk/services/senateoffice/studentcodes/>).

If students have a then please raise it with a member of staff in the area concerned. We aim to provide a response to the complaint within five working days. This is Stage 1.

If students are not satisfied with the response provided at Stage 1, they may take the complaint to Stage 2 of the procedure. Similarly, if the complaint is complex, a student may choose to go straight to Stage 2. At this stage, the University will undertake a detailed investigation of the complaint, aiming to provide a final response within 20 working days.

Students can raise a Stage 2 complaint in the following ways:

- by e-mail: complaints@glasgow.ac.uk; by phone: 0141 330 2506
- by post: The Senate Office, The University of Glasgow, Glasgow, G12 8QQ
- in person: The Senate Office, Gilbert Scott Building, The University of Glasgow.

Complaints do not have to be made in writing, but students are encouraged to submit the completed Complaint Form (available on the webpage above) whether it is at Stage 1 or Stage 2. This will help to clarify the nature of the complaint and the remedy that is being sought.

Remember that the SRC Advice Centre is available to provide advice and assistance if students are considering making a complaint. (e-mail: advice@src.gla.ac.uk)

Information about GU's regulations about, definition of, and contacts in the event of, sexual harassment are available here:

<http://www.gla.ac.uk/services/humanresources/equalitydiversity/policy/dignityatwork/app-b/>

General information about GU's policy on equality and diversity is here:

<http://www.gla.ac.uk/services/humanresources/equalitydiversity/policy/equalitypolicy/>

T Visiting Students

Visiting students who are registered at the University of Glasgow for Semester 1 only, and who are taking a course that has an examination in April/May as part of its normal assessment, will be given an alternative 'open book' examination in December which will be submitted online.