

**Bachelor of Medical Sciences  
with Honours in  
Anthropology and Sociology of Medicine**

**Programme Handbook  
2024- 25**



**Social Anthropology and Science, Technology and  
Innovation Studies (STIS)**

School of Social and Political Science  
University of Edinburgh  
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This handbook is a guide to what is expected of you on the BMedSci in Anthropology and Sociology of Medicine and to the academic and pastoral support available to you. Please read it carefully as it will help you to make the most of your time on the programme.

While the BMedSci programme is covered by the University's regulations for undergraduate honours students, some aspects of the programme are administered in line with the generic guidance for taught postgraduate programmes within the School of Social and Political Science.

The BMedSci programme is administered via the School's Undergraduate Teaching Office and the School's administrative staff for honours programmes (<https://www.sps.ed.ac.uk/students/undergraduate/current/teaching-office>).

This handbook does not supersede the University Regulations, which can be accessed at <http://www.drps.ed.ac.uk/>. Every effort has been made to ensure that the information contained in this handbook is correct at the time of printing.

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## **Programme overview**

The intercalated honours year in Anthropology and Sociology of Medicine leads to award of the degree Bachelor of Medical Sciences with Honours in Anthropology and Sociology of Medicine (BMedSci ASM). The programme is available to medical students who have successfully completed at least the first two years of an undergraduate medical degree. The programme is specifically designed for medical students wishing to devote a year to in-depth study of the social and cultural dimensions of medicine and healthcare. Students are introduced to core concepts from the anthropology and sociology of medicine, and learn to use those concepts to engage in a critical and informed manner with urgent questions about the organisation, direction and purpose of modern medicine. Designed to build on students' prior experience of medical training, the programme provides specialist immersion in a culture of social science teaching and research: intercalating students join social science undergraduates for much of their coursework, while an exclusive core course (Understanding Medicine) provides a dedicated space for intercalating students to address their own specifically medical interests and concerns. A supervised dissertation project provides an opportunity for students to undertake a focused and sustained social scientific investigation of a medical topic of their choice.

## **Aims**

The programme aims to develop:

- A strong understanding and appreciation of the social and cultural dimensions of modern medicine and healthcare, from individual experience of illness to the formulation of global health policy;
- Substantive knowledge of a range of topics and issues in the anthropology and sociology of medicine and healthcare, informed by a thorough understanding of the research underlying that knowledge;
- The ability to understand, evaluate and use a range of theoretical frameworks from anthropology and sociology, and to apply those frameworks to the analysis of modern medicine and healthcare;
- The ability to use qualitative methods from anthropology and sociology to collect, evaluate and interpret empirical evidence about aspects of contemporary medicine and healthcare in different cultural contexts;
- The capacity to apply anthropological and sociological knowledge and perspectives to understand and evaluate the opportunities and challenges facing contemporary medicine;
- Key generic skills in critical thinking, evaluation of evidence, conceptual analysis, logical argument and oral and written communication.

## **Outcomes**

### **1a) Knowledge and understanding**

On completion of the programme, students should be able to:

- Demonstrate knowledge and understanding of key concepts and approaches within the anthropology and sociology of medicine;
- Demonstrate the ability to apply their knowledge and understanding of the anthropology and sociology of medicine to real-world problems in the delivery and orientation of healthcare;
- Understand the relationship between social scientific argument and empirical evidence;
- Use a range of social scientific strategies and methods to gain knowledge and undertake critical analysis of contemporary problems and issues in the organisation and delivery of healthcare;

### **1b) Skills and abilities in research and enquiry**

Graduates in Anthropology and Sociology of Medicine will be able to create new knowledge and opportunities for learning through the process of research and enquiry, including the abilities to:

- Discuss and assess social scientific evidence and theoretical argument in a clear and reasoned way;
- Apply different theories to the interpretation and explanation of medicine and healthcare as a social and cultural enterprise;
- Evaluate, critique, and build on research and analysis in the anthropology and sociology of medicine;
- Select and use appropriate methods of social scientific enquiry to plan and carry out a piece of sustained investigation into a specific aspect of modern medicine, and report its findings appropriately;
- Draw on anthropological and sociological research and perspectives to critically and constructively reflect on the purpose and meaning of their own medical practice, and on the social and cultural circumstances in which they undertake that practice;
- Contribute in an informed and critical fashion to debates around the organisation, orientation, purpose and values of medicine and healthcare;
- Contribute strategically to the development of medicine and healthcare in ways that will best serve the needs of patients and society;
- Identify and design socially and culturally sensitive ways of addressing medical problems.

### **1c) Skills and abilities in personal and intellectual autonomy**

Graduates in Anthropology and Sociology of Medicine will be able to work independently and sustainably, in a way that is informed by openness, curiosity, and a desire to meet new challenges, including the abilities and dispositions to:

- Be independent learners who take responsibility for their own learning and are committed to continuous reflection, self-evaluation and self-improvement;
- Be able to sustain intellectual interest by remaining receptive to both new and old ideas, methods, and ways of thinking;

- Be able to make decisions on the basis of rigorous independent thought, taking into account social, cultural and professional issues;
- Be able to use collaboration and debate effectively to test, modify and strengthen their own views;
- Be able to respond effectively to unfamiliar problems in unfamiliar contexts;
- Have a personal vision and goals and be able to work towards these in a sustainable way.

#### **1d) Skills and abilities in communication**

Graduates in Anthropology and Sociology of Medicine will recognise and value communication as a tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning, including the abilities to:

- Make effective use of oral, written and visual means to critique, create and communicate understanding;
- Use communication as a tool for collaborating and relating to others;
- Further their own learning through effective use of a range of communication approaches;
- Seek and value open feedback to inform genuine self-awareness;
- Recognise the benefits of communicating with those beyond their immediate environments;
- Use effective communication to articulate their skills as identified through self-reflection.

#### **1e) Skills and abilities in personal effectiveness**

Graduates in Anthropology and Sociology of Medicine will be able to effect change and be responsive to the situations and environments in which they operate, including the abilities to:

- Make constructive use of anthropological and sociological skills of observation and analysis in personal, professional, and community life;
- Apply understanding of social and cultural risks and vulnerabilities in relation to diverse stakeholders;
- Be both adaptive and proactively responsive to changing social and cultural contexts;
- Have the confidence to make decisions based on their understandings and their personal and intellectual autonomy;
- Transfer their knowledge, learning, skills and abilities from one context to another;
- Understand and act on social, cultural, global and environmental responsibilities, and help others to do the same;
- Be able to work effectively with others, capitalising on their different thinking, experience and skills;
- Be able to make effective use of empirical evidence in contexts where evidence of diverse kinds is being debated;
- Understand and promote the values of diversity and equity, while also recognizing possible trade-offs between these.

## **1f) Technical/practical skills**

Students will gain practical skills in:

- The use of library resources, information location and retrieval;
- Oral presentations, including the use of relevant and presentation packages (e.g. Powerpoint);
- Essay writing and presentation, including the use of appropriate word processing software;
- The ability to analyse diverse source materials from a social scientific perspective;
- The ability to work across disciplinary boundaries.

The BMedSci ASM programme is run from the subject groups Social Anthropology and Science, Technology and Innovation Studies (STIS). Social Anthropology and STIS staff have offices in the Chrystal Macmillan Building, 18 Buccleuch Place and in Old Surgeon's Hall, High School Yards. Institutionally, Social Anthropology and STIS are located within the School of Social and Political Science.

### **Social Anthropology**

Social Anthropology at Edinburgh is a major international centre of undergraduate and postgraduate training, offering regional specialisations in Africa, South Asia and Latin America. It is also one of the premier research departments in the United Kingdom. Rooted in a strong disciplinary tradition, the subject group's research asks challenging questions about contemporary global problems, which put them at the cutting edge of Social Anthropology. For more information on Social Anthropology at Edinburgh, visit <http://www.san.ed.ac.uk>.

**The Edinburgh Centre for Medical Anthropology (EdCMA)** is a world leading academic unit dedicated to the anthropological study of the body, health, and medicine. Medical Anthropology, a subfield of social anthropology, applies anthropological ideas, comparative theories and methodologies to the study of global health problems. Staff within the centre have in-depth knowledge of environments where biomedical models of illness and formal healthcare systems encounter major problems. Moreover, the field of global health has increasingly recognized that many of the factors that influence health (e.g. lifestyle, poverty, violence, sexual behaviour, etc.) occur outside of formal care. While grounded in social anthropology, the Centre is open to all disciplines focusing on health related issues. For more information on EdCMA, see <http://www.san.ed.ac.uk/edcma>.

### **Science, Technology and Innovation Studies (STIS)**

STIS is a multidisciplinary subject group focused on tackling important questions around how societies both influence and are influenced by science, medicine and technology. The staff produce innovative and interdisciplinary research on the social and historic dimensions of science, medicine and technology, as well as public policy advice and consultancy on the socio-political implications of technology and innovation. With an international reputation as a leading centre of excellence, they attract a substantial level of external funding. They also host the Innogen Institute and the Institute for the Study of Science, Technology and Innovation. Research currently covers four broad themes: Environmental Science, Technology and Sustainability; History and Sociology of Science, Technology and Medicine; Information and Communication Technology; Life Science Innovation. For more on STIS, see <http://www.stis.ed.ac.uk>.

## Administration

### Key contacts and support

Applications to the BMedSci (ASM) programme and queries about the admission process should be addressed to the College of Medicine and Veterinary Medicine office:

<https://www.ed.ac.uk/biomedical-sciences/undergraduate-studying/bachelor-of-medical-sciences-with-honours>

Queries about the academic content of the programme should be addressed to the programme organisers, Professor Ian Harper and Dr Fadhila Mazanderani.

Prof Ian Harper  
5.03 Chrystal Macmillan Building  
15a George Square  
Edinburgh, EH8 9LD  
Email: [ian.harper@ed.ac.uk](mailto:ian.harper@ed.ac.uk)  
Tel: +44 (0)131 650 3816

Dr Fadhila Mazanderani  
2.92 Old Surgeons Hall  
Science, Technology & Innovation Studies  
High School Yards  
Email: [f.mazanderani@ed.ac.uk](mailto:f.mazanderani@ed.ac.uk)

General pastoral support queries/issues should be addressed to the programme organisers, also known as Academic Cohort Lead (ACL), or your student adviser. Students will be assigned one of the programme organisers (Prof Harper or Dr Mazanderani) as an Academic Cohort Lead (ACL) in relation to the intercalated degree. Please inform the programme organisers if you have personal or medical problems that are interfering with your ability to participate in the BMedSci programme.

You can check in your MyEd to see your named Student Adviser allocated from the Edinburgh Medical school. However, for day-to-day support and advice during your time on the BMedSci Hons programme, you would greatly benefit from speaking with the designated SPS student adviser to this programme:

Ms Sahara Choudhury  
(she/ her)  
Ground Floor behind the reception of Chrystal Macmillan Building  
15a George Square, University of Edinburgh, EH8 9LD  
Email: [student.sps@ed.ac.uk](mailto:student.sps@ed.ac.uk)

The courses you will take as part of the programme are administered via the Undergraduate Teaching Office (UTO) of the School of Social & Political Science. The UTO is located in the Chrystal Macmillan Building but it is best to connect with them via email: [ugteaching.sps@ed.ac.uk](mailto:ugteaching.sps@ed.ac.uk)



## Important dates

See the table below for important dates in the BMedSci programme. ***Please ensure you are in Edinburgh and available for key teaching events if possible, including all dissertation meetings.*** You are welcome to leave Edinburgh for the Winter vacation (23 December 2024 - 13 January 2025), but are advised to be available for meetings/not to go on holiday during the University's Spring vacation (7- 18 April 2025) since you will be working on your dissertation project over this period and may need to meet with your dissertation supervisor.

Please see <https://www.ed.ac.uk/semester-dates/202425> for any changes or updates to official semester dates.

|                                                                       |                                                                                                                          |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Welcome week                                                          | 9- 15 September 2024                                                                                                     |
| <b>Semester 1 start of teaching</b>                                   | <b>16 Sep 2024</b>                                                                                                       |
| 1 <sup>st</sup> group dissertation meetings (introduction to project) | Friday 5th Oct 2024                                                                                                      |
| Initial research outline submission                                   | 11 November 2024 (12 noon)                                                                                               |
| Semester 1 end of teaching                                            | 29 November 2024                                                                                                         |
| 1 <sup>st</sup> individual dissertation meetings (with supervisor)    | December 2024                                                                                                            |
| Semester 1 assignments due                                            | Oct/Dec 2024                                                                                                             |
| Winter vacation                                                       | 23 December 2024 - 13 January 2025                                                                                       |
|                                                                       |                                                                                                                          |
| <b>Semester 2 start of teaching</b>                                   | <b>13 January 2025</b>                                                                                                   |
| Dissertation presentations                                            | Late Jan 2025 (date tbc)                                                                                                 |
| Revised dissertation project plans due                                | Early Feb 2025 (to be agreed with supervisors)                                                                           |
| Flexible learning week                                                | 17 February 2025                                                                                                         |
| Semester 2 end of formal teaching (courses)                           | 4 April 2025                                                                                                             |
| Final drafting of dissertation projects                               | April 2025                                                                                                               |
| Submission of dissertation projects                                   | 5 <sup>th</sup> May 2025 (date to be confirmed, it may change slightly)                                                  |
| Board of Examiners meeting                                            | Early June 2025                                                                                                          |
| Graduation                                                            | Late June / Early July 2025<br>(date will be set by Registry <a href="#">Graduations   The University of Edinburgh</a> ) |

## Welcome Week

The School of Social and Political Science holds a series of welcome and induction events that are designed to introduce students to Social Anthropology, STIS, the School of Social and Political Science and the University more generally. While this programme is primarily geared toward taught Masters or first year undergraduate students, you are welcome to participate in any aspect of it. A detailed schedule of events is available from the University website at:

<https://www.ed.ac.uk/students/new-students/start-university/welcome-week/events>

There is also an app to download to stay up to date with events and add activities to your schedule: <https://www.ed.ac.uk/students/new-students/ready-university/top-6-tasks/events-app>

We will host a welcome session that you should attend. This session will allow you to meet the programme organisers and your fellow students. We will also use this initial meeting to answer any questions you might have. Our induction event will take place on:

**Wednesday 11th September 2024 in Chrystal Macmillan Building (CMB) Seminar room 1**

**11am-1pm**

Please inform the programme organisers if you are NOT able to attend. You will also each have a one-on-one meeting with the programme organiser assigned to be your Academic Cohort Lead (ACL) within the School of Social and Political Science.

The University Students' Association provides a wide programme of optional orientation and social events during induction week – see <https://www.eusa.ed.ac.uk/events> for a full listing.

## Communication

### *E-mail*

Communication relating to the BMedSci (ASM) programme will be sent to your official University e-mail account. The University will also send vital information (for example on exam arrangements or library-related alerts) to this e-mail address from time to time. You **must** therefore access and manage this account regularly as the programme organiser and the University will assume that you have opened and acted on these communications.

If you already have a web-based e-mail account and think that you are unlikely to check your University e-mail account, it is your responsibility to set up a forward on the University account to ensure that all official University communications are received.

Students can set up an auto-forward on their University email account to ensure that all official University communications are received. Guidance on how to do this and the full policy can be viewed at

[http://www.ed.ac.uk/files/atoms/files/contacting\\_students\\_by\\_email.pdf](http://www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf)

### *Change of Personal Details*

If you change your living address, contact number, preferred name or other personal details during the academic year **please update your student record directly**. This allows us to always reach you with important communications: <https://www.ed.ac.uk/student-systems/support-guidance/students/change-your-student-record>

### ***Course websites***

Individual taught courses have their own websites that you will be expected to access (LEARN pages). Once you are enrolled on a course, you will automatically be able to access the relevant course website through the MyEd portal, accessed via your University user name and EASE password at: <https://www.myed.ed.ac.uk/>

The websites of courses based within SPS are accessed through Blackboard Learn. This can be accessed from the MyEd portal by clicking on the 'launch Learn' icon.

### ***Data Protection***

Under Data Protection Law, personal data includes all recorded information about a living, identifiable individual. Students using personal data as part of their studies must comply with the responsibilities as outlined in the linked guidance. Before using personal data as part of their studies students must become familiar with the linked guidance, discuss implications with their supervisor and seek appropriate ethics approval. They must also obtain consent from the data subjects to take part in the studies. Failure to comply with the responsibilities is an offence against University discipline, and could lead to a breach of Data Protection Law. A data protection breach can cause distress to the people the information is about, and can harm relationships with research partners, stakeholders, and funding organisations. In severe circumstances the University could be sued, fined up to £20,000,000, and experience reputational damage.

For full guidance please see <https://data-protection.ed.ac.uk/>

### ***Contacting the programme directors***

Formal meetings between all students and the programme directors will take place during induction week. During the BMedSci programme, you can see the programme directors as required. This is usually done by attending their weekly guidance and feedback session ('office hours'). If you are unable to attend this session or have an urgent enquiry, you can email the programme directors to agree on a mutually convenient time to meet.

### ***School Facilities***

All SPS students have access to a wide range of facilities, including access to computing and printing facilities Monday to Friday, 8am-6pm. Undergraduate students wishing to work on campus out of hours are advised to use the Main Library, which is open 24/7. The Chrystal Macmillan Building is fully accessible and includes a reading room and a designated computer lab on the basement level, and a café and common seating area on the ground floor.

### ***Teaching rooms***

Lectures and seminars run by social anthropology, EdCMA and STIS will be held in various locations around the central campus area (see map on last page of this handbook). Most teaching areas are centred around George Square / Bristo Square / Chambers Street and include the Chrystal Macmillan Building, the Lister Learning & Teaching Centre, the Medical School (building 18 on the map), Appleton Tower (building 28), and the Main Library (building 38).

While we will do our best to provide as much face-to-face teaching as possible, we cannot guarantee that all courses will offer face-to-face teaching due to Hybrid working patterns and flexible working patterns allowed at the University. Some meetings and courses may be delivered remotely if necessary. We will update you about any differences.

### **Library**

The University library website is <https://www.ed.ac.uk/information-services/library-museum-gallery>. This provides access to the library catalogue, electronic textbooks and journals, electronic databases such as Medline and Embase, and advice on searching the literature. The Main Library is located on the south side of George Square and students have full borrowing rights.

Please visit the library website for further information on opening times and services provided under the circumstances of the Covid pandemic.

### **Engagement and attendance monitoring**

In accordance with the University general degree regulations, you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Advice and Support Team and be asked to explain your absence. And offered support to reengage with teaching.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

UK legislation relating to Points-Based Immigration requires all universities to monitor the attendance and engagement of their international students. Students on a Tier 4 visa must read Appendix 1 of this document.

### **Student Contract**

Successful study at the University stems from a partnership between students and staff, and the University is committed to providing you with a learning environment and student services which enable you to fulfil your potential.

The procedures underpinning this partnership, along with the Terms and Conditions of Admissions, form the contract between you and the University in relation to your studies at the University. Details of this contract can be viewed at: <http://www.ed.ac.uk/staff-students/students/academic-life/contract>

### **Dignity and Respect**

As part of the University's efforts to offer as supportive learning environment as possible, it is developing a framework on Dignity and Respect which will underline the University's commitment to create a culture where all staff and students are treated with respect and feel safe and fulfilled within the university community. To view the full policy, go to <https://www.ed.ac.uk/equality-diversity/respect>

## BMedSci Anthropology and Sociology of Medicine degree programme

### Programme structure

**Programme Overview:** Students are required to take a total of 120 credits, with 80 credits from taught courses and 40 credits from a dissertation in the Anthropology and Sociology of Medicine.

(a) **Compulsory courses.** Students must take all of the following courses:

| Code      | Course name                                         | Credits | SCQF level |
|-----------|-----------------------------------------------------|---------|------------|
| SCAN10082 | Understanding Medicine: Social Science Perspectives | 20      | 10         |
| SCAN10083 | Anthropology and Sociology of Medicine Dissertation | 40      | 10         |

(b) In addition, they must take ONE or BOTH of the following courses in Semester 1:

| Code      | Course name                        | Credits | SCQF level |
|-----------|------------------------------------|---------|------------|
| SCAN10062 | Anthropology of Health and Healing | 20      | 10         |
| STIS10002 | Sociology of Medicine              | 20      | 10         |

(c) **Elective courses.** Students must take 20-40 credits' worth of courses from the following

|                                                                              |                                                                                 |                                                                                   |                                                                              |                                            |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------|
| Advanced Issues in the Making of Contemporary Africa<br>AFRI10003 20 credits | Advanced Issues in the Political Economy of Development<br>AFRI10005 20 credits | Global Politics of Public Health<br>IPHP10002 20 credits                          | Anthropology of Global Health<br>PDSF11379 20 credits                        | Social Development<br>SCAN10044 20 credits |
| Himalayan Ethnography<br>SCAN10049 20 credits                                | Anthropology of Health and Healing<br>SCAN10062 20 credits                      | Anthropology and Environment<br>SCAN10066 20 credits                              | Anthropology of Sex and Reproduction<br>SCAN10068 20 credits                 | Contagion<br>SCAN10070 20 credits          |
| Anthropology of East Asia<br>SCAN10087 20 credits                            | War and Peace: Anthropological Perspectives<br>SCAN10098 20 credits             | Anthropologists Read the News<br>SCAN10091 20 credits                             | Generation and Inheritance: Anthropological Concepts<br>SCAN10094 20 credits |                                            |
| Anthropology of Race and Racism<br>SCAN10097 20 credits                      | Spectacles and Crowds: anthropology through publics<br>SCAN10095 20 credits     | Anthropology & Psychoanalysis<br>SCAN10099 20 credits                             | Population Health and Health Policy<br>SCPL10029 20 credits                  |                                            |
| Drug Policy and the Public Good<br>SHSS10011 20 credits                      | The Internet and Society<br>STIS10001 20 credits                                | Controversies in Medicine, Technology and the Environment<br>STIS10059 20 credits |                                                                              |                                            |

Students may select between 0 and 20 credits from Level 10 courses in [Schedules A to J and W](#)

Please note: not all electives run every year and there may be other options available not listed here. The programme organisers will help you in your decisions during the induction week.

### Compulsory courses for the Anthropology and Sociology of Medicine Honours Degree

| Code                                                                                                      | Course name                                         | Prog | Sem | Time | Max |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------|-----|------|-----|
| SCAN10082                                                                                                 | Understanding Medicine: Social Science Perspectives | SCAN | S1  | TBC  | n/a |
| <u>Description:</u> This course provides a thematic introduction to key concepts and approaches in social |                                                     |      |     |      |     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                            |      |       |     |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------|-------|-----|-----|
| science studies of medicine. It will expose students to the different methods that anthropologists and sociologists use to study medicine, health and illness, and will foster critical engagement with what constitutes 'evidence' in the social sciences. The course is structured around in-depth discussion of key texts, questions and issues of interest to trainee medical doctors.                                                                                                                                                                                                                                                                                                                                |                                                            |      |       |     |     |
| SCAN10083                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Anthropology and Sociology of Medicine Dissertation</b> | SCAN | S1& 2 | TBC | n/a |
| <b>Description:</b> The dissertation project aims to equip students with the scholarly skills and judgement to undertake independent investigation and analysis using the theories, methods and perspectives of the social sciences. Based primarily on an extended programme of focused supervised reading and analysis around a particular topic or issue in modern medicine, the dissertation may also involve an element of original analysis of available data (e.g. policy documents, media reports, websites). Students will be supported to develop their own research topics in discussion with the programme organisers and their supervisors. The project will be assessed by means of a written dissertation. |                                                            |      |       |     |     |

**In addition, students must take ONE or BOTH of the following courses in Semester 1:**

| <b>Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Course name</b>                        | <b>Prog</b> | <b>Sem</b> | <b>Time</b> | <b>Max</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------|------------|-------------|------------|
| SCAN10062                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Anthropology of health and healing</b> | SCAN        | S1         | TBC         | n/a        |
| <b>Description:</b> Medical Anthropology is concerned with experiences and practices of health, illness, and healing in different social and cultural settings. One of anthropology's most rapidly growing sub-disciplines, medical anthropology explores both traditional healing and modern medical technologies. It looks at how healing forms address both old ills and emerging health problems associated with social change. This course introduces students to the key issues in medical anthropology and gets them engaged with the field's distinctive perspective on health and healing.                                             |                                           |             |            |             |            |
| STIS10002                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Sociology of Medicine</b>              | STIS        | S1         | TBC         | n/a        |
| <b>Description:</b> This course explores the complex ways that medicine, as professional practice, system of knowledge and form of power, is shaped by and shapes society. It focusses on: core theoretical insights that have emerged from sociological studies of medicine (e.g. on the nature of professions, biomedical power and knowledge, the body, subjectivity and selfhood); applied research that contributes to medical policy and practice (e.g. the improvement of healthcare services, informing the regulation of new therapies); key contemporary issues in biomedicine (e.g. the rise of genetics and personalized medicine). |                                           |             |            |             |            |

If you select only ONE of the above two courses, you may choose one additional course listed below in Semester 1 and you may choose ONE or TWO courses from the list of electives available in Semester 2: <http://www.drps.ed.ac.uk/24-25/dpt/utbmeansom1f.htm>

Students are advised to click through to each course and read the descriptions available.

Acronyms:

GPHU: Global Public Health Unit (School of Social & Political Sciences)

SCAN: Social Anthropology (School of Social & Political Sciences)

SCIL: Social Policy

STIS: Science, Technology and Innovation Studies (School of Social & Political Sciences)

Taught courses combine lectures with student discussion and presentation.

**Lectures** typically provide an outline or overview of relevant concepts and issues, while seminars are used to explore and discuss these issues in a more interactive environment and to examine specific case-studies that provide examples of the practical application of concepts introduced in the lectures. **Seminars** place a strong emphasis on student-led learning, providing an opportunity for students to articulate their own perspective on the issues under discussion and to reflect on others' perspectives. Both lectures and seminars are supported with copies of lecture slides, readings and other materials made available through the School's web-based teaching platform.

Students will attend lectures and seminars alongside undergraduate and postgraduate social science students. This provides them with the opportunity to mix with students from a wide variety of disciplinary and professional backgrounds.

All students prepare an **8,000-word dissertation** on a research topic of their choice, with guidance and support from an academic supervisor. The dissertation is an extended project focussed on applying anthropological and sociological perspectives and methods to a particular topic or aspect of modern medicine, and is conducted by the student on an individual basis guided by a series of workshops and supervision meetings with a member of staff; it may, but will not necessarily, involve a small amount of original empirical research using documentary or other sources.

During the Flexible Learning Week, students can participate in activities organised by the Institute of Academic Development including alumni and networking events. In addition, membership to the Edinburgh Centre for Medical Anthropology will facilitate engagement with a range of workshops, the book reading club, and other activities conducted by the Centre.

## **Assessment**

Assessment methods used in the BMedSci Anthropology and Sociology programme include essays, oral presentations, examinations, and a written dissertation. These assessments are designed to use a variety of approaches to develop written and oral skills.

Assessment for the core ***Understanding Medicine*** course is designed to provide students with opportunities for formative feedback as they develop their knowledge of social science approaches and perspectives. This includes an initial short reflection and a longer essay, chosen from one of a set number of questions. Students also write a short research proposal to serve as the basis for their dissertation; this is an opportunity for formative feedback but is not assessed. Assessment of the other taught courses takes place predominantly through written essays of 2,500-3,000 words in which students develop an analysis in response to an essay question chosen from a range of options or a topic of their own design.

Feedback is provided by detailed comments on all essays in a standard format and the opportunity for personal discussion about them with the marker. Building on an initial proposal developed in semester 1, students will give an oral presentation on their chosen dissertation topic at the beginning of semester 2. They will receive formative feedback on their presentation to help them develop their dissertation research. The final dissertation will be independently assessed by two members of staff.

All assessments are moderated by the appropriate course organiser, and a sample of work from across the BMedSci cohort is reviewed by the external examiner.

## ***Assessment regulations***

The Undergraduate Office of the School of Social and Political Science, together with on-course students, external examiners and quality assurance procedures, continually monitors the quality of the organisation, content, and delivery of its teaching to achieve the highest standards. You can find more information about assessment and regulations here:

<https://www.sps.ed.ac.uk/students/undergraduate/your-studies/assessment-regulations>

The University degree regulations can be found on <http://www.drps.ed.ac.uk/>, and assessment regulations can be found on <http://www.acaffairs.ed.ac.uk/Regulations/Assessment/Home.htm>. While courses taught at SCQF level 11 are assessed according to the Postgraduate (Taught) Assessment Regulations, the BMedSci (ASM) programme as a whole is assessed according to the Undergraduate Assessment Regulations.

Once coursework has been marked and moderated, provisional results (which may be changed by the Board of Examiners) will be fed back to students as promptly as possible. The programme uses the University's common marking scheme for both the taught and dissertation components as shown below. Please note that this marking scheme is different to that used for the MBChB programme.

## ***Common Marking Scheme***

The marking criteria for coursework, exams and dissertations have been established to guide both staff and students about what is normally expected of work receiving a particular grade. This information can be viewed at <https://www.sps.ed.ac.uk/students/undergraduate/your-studies/assessment-regulations/marking-descriptors>

## ***Undergraduate marking schedule***

| Mark (%) | Grade | Equivalent Honours class for undergraduate degree |
|----------|-------|---------------------------------------------------|
| 90-100   | A1    | 1 <sup>st</sup>                                   |
| 80-89    | A2    |                                                   |
| 70-79    | A3    |                                                   |
| 60-69    | B     | 2.1                                               |
| 50-59    | C     | 2.2                                               |
| 40-49    | D     | 3 <sup>rd</sup>                                   |
| 30-39    | E     | Fail                                              |
| 20-29    | F     |                                                   |
| 10-19    | G     |                                                   |
| 0-9      | H     |                                                   |



## Guidance on written coursework

For courses taught within the School of Social & Political Science, written coursework is assessed against six main criteria:

- Critical and conceptual analysis
- Strength and cohesion of argument
- Use of sources and appropriate evidence
- Structure and organisation
- Breadth and relevance of reading
- Clarity of expression and presentation and referencing

All six criteria are interrelated: an effective conceptual analysis must be grounded in knowledge of relevant literature, and is in turn critical to the strength and cohesion of your argument; an argument has to be backed up by critical evaluation of evidence, and is conveyed best in a well structured and clearly presented paper. Lastly, your evidence will carry most weight when sources are properly cited and referenced.

Your assessment feedback will include a separate mark for each of the above criteria in order to help you identify areas of respective strength and weakness in your work. It is important to note that marks for the six criteria are not weighted equally in relation to the overall mark for your work: marks for critical analysis and the coherence of your argument carry greater weight than those relating to presentational aspects of your work.

## Referencing

Data and information that you use in preparing your coursework and dissertation should be clearly and fully acknowledged. References should be given when:

- Data or ideas are used from any written source.
- Passages are summarised from any written source.
- Exact words from another person's work are quoted (in such circumstances the extract must be delimited by quotation marks).

You are required to use the Harvard system of referencing (author, date) for all written assessment (both essays and dissertations). A useful guide for how to reference is available at: <https://institute-academic-development.ed.ac.uk/study-hub/learning-resources/referencing-and-citations>

Guidance for students about using academic sources effectively is available at the Institute of Academic Development Study Hub: <https://www.ed.ac.uk/institute-academic-development/undergraduate/learning-resource>

## Submission of coursework

Submission, marking and feedback for all courses run through SPS is carried out electronically via the submission system Turnitin.

To access Turnitin go to the Course LEARN page for the assignment. For information, help and advice on submitting coursework and accessing feedback, please see:

<https://www.sps.ed.ac.uk/students/undergraduate/your-studies/assessment-regulations/turnitin-guidance>

Detailed instructions for accessing Turnitin can also be found on Learn.

Please note that:

- All coursework must be saved and uploaded in **Word** (.doc) format, not as PDFs or other formats.
- The first page of your coursework must be the **cover sheet**, which can be found on Learn in the relevant course folder. The cover sheet must contain the following information (i.e. YOU must fill in this information!):
  - Exam Number (NOT matriculation number)
  - Course Code (e.g. SCPL10029)
  - Course name (e.g. Population health and health policy)
  - Assignment type or essay question number (eg Q2)
  - Word count
- Your assignment should be named (i.e. saved) using the following convention:  
**Exam number\_Assessment type\_ Question number**. For example: B000000\_Essay\_Q4.doc
- Remember that your name should not appear anywhere on your coursework or cover sheet

***Please ensure you use your exam number on all submitted coursework - not your matriculation number.***

## Word Count Penalties

Your course LEARN page will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 word or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

Make sure you know what is and what is not included in the word count. Again, check the course LEARN page for this information and if you are unsure, contact the Course Organiser to check. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

## Submission Deadlines, Lateness Penalties & Extensions

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours level. Timely submission of all assessed items is a vitally important responsibility at this stage in your university career.

If you miss the submission deadline for any piece of assessed work, 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness, and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

**Please be aware that all work submitted at undergraduate honours level (level 10 courses) is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on LEARN is therefore subject to change following the consideration of the Board of Examiners.**

## Support

### What to do if you are struggling

If you feel you are struggling with the academic content of the programme you should approach the relevant course organiser in the first instance. If you still have concerns you should approach the programme director and/or Academic Cohort Lead (ACL). If you have medical or personal problems that are interfering with your participation in the BMedSci programme again you should approach the programme director and/or Academic Cohort Lead (ACL).

If your participation in assessment is jeopardised you must contact your Student Adviser as soon as possible – see the section on Support below.

There is a wide range of support services available within the University to help with academic and personal problems, for example:

- The Institute for Academic Development provides help with study skills <https://institute-academic-development.ed.ac.uk/undergraduate>
- The EUSA Advice Place provides assistance with a wide range of issues from student debt to academic problems (<http://www.eusa.ed.ac.uk/advice>)
- The University Health Centre provides general primary care and GP services (<http://www.health-service.ed.ac.uk/>)
- The Accommodation Service can provide help with finding a suitable place to live <http://www.accom.ed.ac.uk/>
- The Disability and Learning Support Service provides advice and practical support to students with disabilities (<http://www.disability-office.ed.ac.uk/>)
- There is a University Counselling Service that is freely available to students (<http://www.student-counselling.ed.ac.uk/>)
- The University Chaplaincy provides pastoral support to students of all faiths or none (<http://www.chaplaincy.ed.ac.uk/>)

- The Student Wellbeing Service works collaboratively with colleagues across the University to provide proactive and reactive wellbeing support for students (<https://student-wellbeing-service.ed.ac.uk/referral-form>)

A comprehensive guide to support services is available on [Student services A-Z | The University of Edinburgh](#)

### **Extensions and Exceptional Circumstance/ Special Circumstances application**

We know that sometimes things can happen in your life, which are beyond your control, but that you feel may hurt your academic performance. Therefore, we have a dedicated [Exceptional Circumstances service](#) so that you can apply for **an extension** (for a maximum of four calendar days) **or exceptional circumstances** (previously called Special Circumstances) when unexpected circumstances have had a significant impact on your performance, or resulted in non-attendance or non-submission for an assessment.

You can apply for an extension and/or exceptional circumstances online via the Assessment Support Tool. You will be able to access the system via MyEd as well as via the Exceptional Circumstances [website](#). The website also has a dedicated 'Applying for support' page that will guide you through all steps of the application process for both, extensions and special circumstances. Click [here](#) for more information.

#### **Extensions** (you are experiencing a short-term issue)

- Only available for coursework (not exams or tests)
- You can apply up to **3 times per academic year**
- Each extension application can cover multiple assessments in a period of **4 calendar days**
- Extensions to deadlines will be for **4 calendar days**
- You can apply up to 10 days before the deadline for the assessment
- You must apply before the deadline for the assessment. If after the deadline you cannot ask for a retrospective extension- instead you should apply for a Exceptional Circumstance/ Special Circumstances application
- Individual Course Organisers are not able to authorise extensions
- No evidence needed
- You will hear back immediately if approved

#### **Exceptional Circumstances/** formerly Special Circumstances

- You can apply **as many times as you need to** (so don't worry if you reach the limit of 3 extensions per academic year)
- Each application can cover multiple assessments within the same semester
- You will need to provide supporting evidence for your application
- You can apply up to 10 days before the deadline for the assessment
- You must apply **by the end** of the semester
- Within 7 working days you shall hear back if the application is approved. Outcomes regarding specific work will be delivered to you after the semester ends.

Your Student Adviser and/or Student Support team in your School are your first point of contact should you wish to discuss your circumstances with them, access wider support from the University, and if you need help submitting your application.

## Learning Adjustments and Disability and Learning Support Service (DLSS)

If you have a health condition, injury, access need or learning difference, please register with Disability and Learning Support Service (DLSS): <https://disability-learning-support-service.ed.ac.uk/registration-apt-query>

Once registered Disability and Learning Support Service (DLSS) will provide you with a Schedule of Adjustments (SoA) or a learning adjustment.

An advisor from Disability and Learning Support Service (DLSS) will be happy to meet with you. The advisor can discuss possible learning support which may include adjustments and specific examination arrangements. The Student Disability Advisor can assist you with an application for Disabled Students' Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments.

For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this evidence, the Disability and Learning Support Service can put you in touch with an independent Educational Psychologist.

### Extra Time Learning Adjustments

One type of Learning adjustment may be Extra Time Learning Adjustment which you can add on to any coursework via here and usually is 7 days: <https://www.ed.ac.uk/student-administration/extensions-special-circumstances/extra-time-learning-adjustments>

- Learning adjustments are requested through the Extra Time Adjustment Tool (go to the 'Disability support' page within your MyEd student account)
- You can add on a usual extension **AND** your Learning adjustment, **before** a coursework deadline, thus have 4 + 7 days= 11 extra days
- For more information on the process, please visit our [website](#).

In 2013, the University implemented an Accessible and Inclusive Learning Policy, which states that the adjustments in the section below will be "mainstreamed". This means that the following provisions should be available to ALL students, regardless of whether or not they have a schedule of adjustments/learning profile.

1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.
2. Reading lists shall indicate priority and/or relevance.
3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class. (Note for many courses a brief lecture outline is already provided in the course guide.)
4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.
5. Students shall be notified by email of changes to arrangements/ announcements such as changes to courses/room changes/cancellations.

6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning\*
7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

*\* Teaching staff have the right to insist that recording stops if sensitive or confidential information is discussed. In these cases reasons should be made clear to students.*

Full details on the Mainstreaming learning adjustments can be found at [https://www.ed.ac.uk/files/atoms/files/accessible\\_and\\_inclusive\\_learning\\_policy.pdf](https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf)

Each School has a Coordinator of Adjustments. In SPS the Coordinator of Adjustments is Catriona Elder, Head of Student Support and Enhancement ([catriona.elder@ed.ac.uk](mailto:catriona.elder@ed.ac.uk)). With your agreement, your Schedule of Adjustments (SoA) will be electronically circulated to the Coordinator of Adjustments, who then approves some or all of its recommendations and produces an Adjustment Schedule. This is then electronically circulated to those concerned with the administration of your courses (Course Organisers and course Secretaries), your Academic Cohort Lead (ACL), and yourself.

Note: Learning adjustments referring to the need for some students to occasionally submit coursework late does not, according to the Disability and Learning Support Service's guidelines, 'guarantee' an extension or waiver. Students should not assume an automatic right to extra time and should instead follow the extension or LPW procedures listed.

If a student is allowed extra time on an exam, this adjustment is coordinated between the Disability and Learning Support Service and the University's central Student Administration.

Further information on examination adjustments can be found at: <https://www.ed.ac.uk/timetabling-examinations/exams/adjustments>

Any non-standard support adjustments not covered by routine procedures can be arranged through the intervention of the Coordinator of Adjustments, Catriona Elder, with support from the Director of the Undergraduate Programmes, Nathan Combs: [sps.dug@ed.ac.uk](mailto:sps.dug@ed.ac.uk).

### ***Authorised Interruption of Studies***

If you are temporarily unable to engage with your studies, you can apply for an authorised interruption of study. An interruption of study involves taking a complete break from study for an agreed time.

Further information and guidance can be found on our webpages

at <https://www.sps.ed.ac.uk/students/support/authorised-interruption-of-study>

## Feedback

The School of Social and Political Science has had extensive discussions about how we can meet our aspirations to deliver the highest quality feedback, assessment and learning environment to our students.

One important step is to ensure that all of our staff and students are fully informed of our procedures. We thus provide below a summary of measures in place.

Feedback takes many forms including:

- detailed feedback sheets for coursework
- written or verbal feedback on tutorial presentations and performance
- general and individualised feedback on exams, including opportunities to view and discuss exam performance
- ongoing opportunities for informal feedback and discussion with teaching staff during Guidance and Feedback hours

Our online information on feedback and assessment has been vastly expanded and centralized. It contains guidance on 'writing essays', 'making the most of feedback' 'study involvement and representation', special circumstances, etc. The same web-page provides information on the latest developments in assessment and feedback. You can view these pages at: [Making the most of feedback | School of Social and Political Science](#)

Students can always discuss their marks and receive extra feedback if they wish. In the first instance, you should do so with the particular marker first (i.e. the tutor or course convenor). Your Programme Organiser is also available to help provide extra feedback on your work, and can look at a range of your work. You can ask to see your exam scripts, and can ask for feedback on your exam marks.

## Guidance on how to avoid academic misconduct (including plagiarism)

Academic misconduct is not just deliberate cheating; it can be unintentional and, **whether intended or not, significant grade penalties can be applied**. Academic misconduct comes in a variety of forms, including collusion (working together when not allowed), falsification (knowingly providing false information, data etc. in assignments), and the use of online essay mills or essay-writing services. The university takes a **zero-tolerance approach** to these forms of cheating, and students found guilty of these practices can be subject to formal disciplinary procedures and very heavy grade penalties.

The most common form of misconduct we encounter in the School of Social and Political Science is plagiarism. **Plagiarism is giving the impression that something you have written is your own idea or your own words, when actually it is not**. It can come from copying and pasting sections of text from books, articles, webpages or other sources into your assignments, or simply from poor standards of referencing.



To avoid plagiarism, use a recognised referencing system such as the Harvard system or the Chicago/numbered note system. (The Harvard system is recommended because the reference list at the end is not included in assignment word counts. The numbered notes of the Chicago system are included, leaving you with fewer words overall to write the main body of your assignments). Whichever system you use, you must be open and honest about where you get your ideas from, and **reference sources appropriately**. Do this by **referencing all works** from which you have taken ideas or information, each time you use them in your assignments. Use quotation marks (“ ”) to indicate where you have quoted (used the exact words of) someone else, and provide page numbers from the original source when they are available. As far as possible, paraphrase others by writing in your own words to avoid over-quoting, but provide a reference to show whose ideas you are using.

Copying from an assignment you previously submitted for credit – either at this university or another – is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

To detect plagiarism we use Turnitin, which compares students’ assignments against a constantly-updated global database of existing work. Students found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for investigation. In extreme cases, assignment grades can be reduced to zero. **Do not put your work through Turnitin yourself before submission**. This can lead to you being investigated for academic misconduct by making it seem that an identical assignment already exists.

**For further details on plagiarism and other forms of academic misconduct, and how to avoid them, visit the university’s Institute for Academic Development webpage on good academic practice:**

<https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice>

**Also see this useful video and further information on the University website:**

<https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

If you would like to discuss anything related to matters of academic misconduct, speak with your Academic Cohort Lead (ACL) or the School Academic Misconduct Officer (SAMO): Dr Rebecca Hewer ([rebecca.hewer@ed.ac.uk](mailto:rebecca.hewer@ed.ac.uk)).

## **Learning Resources for Undergraduates**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: [www.ed.ac.uk/iad/undergraduates](http://www.ed.ac.uk/iad/undergraduates)

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. The schedule is available from the IAD Undergraduate web page (see above).



Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proofread students' work.

### **Final classification and award of BMedSci (ASM)**

The final ratified marks for each taught course and the dissertation will be agreed at the Board of Examiners meeting at the end of the academic year (early June). The overall honours classification to be awarded to each student is also agreed at the Board of Examiners meeting. The degree class awarded only takes into account courses taken during the intercalating BMedSci year (ie results from the first two years of the MBChB programme are not considered).

To graduate, students must pass (ie obtain at least 40% in) courses worth a total of at least 80 credits (including the dissertation 'course') and also be awarded an aggregate pass for the whole 120 credits of the degree programme. Overall degree classification is derived by calculating the mean of marks of the individual courses, weighted by the number of credit points of each course.

The Board has a duty to consider modification for students whose overall marks are borderline for degree classification purposes. Boards of Examiners must consider students whose marks are borderline for progression, award or classification purposes. Borderline marks are defined as marks from two percentage points below the class or grade boundary up to the boundary itself, e.g. 58.00% to 59.99% for an undergraduate 2.1 classification or 38.00% to 39.99% for a pass. In considering borderline marks, the Board of Examiners can take into account:

- (a) cases in which a student has performed better in courses at a higher level (eg work assessed at SCQF level 11 rather than 10);
- (b) individual student profiles of performance (eg improved performance during the course of the academic year).

The procedure for appealing against a decision of the Board of Examiners can be found on <http://www.acaffairs.ed.ac.uk/Regulations/academicappeals/index.htm>

### **Additional information**

#### ***Additional learning opportunities***

A large number of seminars on topics relevant to international public health policy are held by various University departments throughout the academic year. Students should take advantage of these for their own enjoyment and to broaden their learning experience.

The University's Institute for Academic Development provides a wide variety of resources for students to promote effective learning. Written resources and workshops on issues such as writing essays, preparing for exams, and avoiding procrastination whilst studying are available. If you think this would be helpful to you, explore their website on

<http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate/advice>

### ***Health and Safety***

The University has a duty, so far as reasonably practicable, to ensure the health, safety and welfare of all employees and students while at work, and the safety of all authorised visitors and members of the public entering the precincts of the University.

The University Health and Safety Policy is issued upon the authority of the University Court and contains the Health and Safety Policy statement and summary of the organisation and arrangements of health and safety within the University. The successful implementation of the University Policy requires the support and co-operation of all employees and students - no person shall intentionally interfere with, or misuse anything provided by the University in the interest of health, safety or welfare.

The University Health and Safety Policy is supported by a Framework document published in two parts on the Organisation and Arrangements of health and safety within the University. Individuals are required to comply with any procedures or arrangements formulated under the authority of this Policy. Any questions or problems about matters of health and safety can be taken up initially with the School Safety Adviser. Further guidance on health and safety matters can be found on the Health and Safety Department website at <https://www.ed.ac.uk/health-safety> including contact details for all professional staff within the corporate Health and Safety Department.

### ***Discussing Sensitive Topics***

The discipline of public health addresses some topics that some might find sensitive or, in some cases, distressing. If there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Academic Cohort Lead (ACL).

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

### ***Harassment and Complaints***

Information for students on dealing with personal harassment can be accessed on <https://www.ed.ac.uk/equality-diversity/respect>

Students who have a complaint should view the complaint handling procedure. The complaint procedure is designed to ensure that complaints are properly investigated and are given careful and fair consideration.

<http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure/procedure>

Students can also view the University wide policies and regulations at <http://www.ed.ac.uk/academic-services/policies-regulations>

### ***Appeals***

If you are considering lodging an appeal, it is important that you act promptly. EUSA have some helpful information on the appeals process and you can read this at

<http://www.eusa.ed.ac.uk/adviceplace/academic/appeals/>

Students should note that the appeal process cannot be used to challenge academic judgment i.e. a judgment made about a matter where only the opinion of an academic expert will suffice. A student cannot submit an appeal simply because they believe that they deserve a better mark or different outcome.

There are specific and fairly narrow grounds under which an appeal may be submitted. These are set out in the relevant university Student Appeal Regulations which can be viewed at <https://www.ed.ac.uk/academic-services/students/appeals>

Strict timescale apply with appeals so it is important that you act promptly.

| Time Scales for Appeals against Academic Decisions for Undergraduate Students |                                                   |
|-------------------------------------------------------------------------------|---------------------------------------------------|
| Year of study                                                                 | Appeal timescale                                  |
| Final Year                                                                    | within 30 working days of the result being issued |
| All others                                                                    | within 10 working days of the result being issued |

## Map of the University Central Campus Area



- 1 New College: School of Divinity
- 2 Minto House
- 3 Charles Stewart House
- 4 Adam House
- 5 St Cecilia's Hall
- 6 High School Yards
- 7 The Moray House School of Education
- 8 St Leonard's Land
- 9 Centre for Sport and Exercise
- 10 The Pleasance
- 11 Old College
- 12 Disability Office
- 13 Alison House
- 14 The Potterrow Student Centre: Students' Association (EUSA), Chaplaincy Centre, Health Centre

- 15 The University of Edinburgh Business School
- 16 Bedlam Theatre
- 17 McEwan Hall
- 18 Medical School
- 19 Chrystal Macmillan Building
- 20 Hugh Robson Building
- 21 Reid Concert Hall
- 22 7 George Square
- 23 Teviot Row House: Student Union
- 24 1 George Square
- 25 Dugald Stewart Building
- 26 Visitor Centre: Information, Exhibition and Shop
- 27 Informatics Forum

- 28 Appleton Tower
- 29 International Office and Student Recruitment and Admissions
- 30 College of Humanities & Social Science Office
- 31 William Robertson Building
- 32 David Hume Tower Lecture Theatres
- 33 Careers Service
- 34 Student Counselling Service
- 35 David Hume Tower
- 36 Adam Ferguson Building
- 37 George Square Lecture Theatre
- 38 Main Library
- 39 International Student Centre
- 40 Office of Lifelong Learning

- 41 Edinburgh Central Mosque
- 42 Surgeon's Hall
- 43 Royal Scottish Museum
- 44 Greyfriars Kirk
- 45 The National Library of Scotland
- 46 St Giles' Cathedral
- 47 City Chambers
- 48 Edinburgh Castle
- 49 Royal Scottish Academy
- 50 National Gallery of Scotland
- 51 Edinburgh Waverley train station
- 52 St Andrew's bus station

 Bus stop

## Appendix 1. Updated Tier 4 and Student Engagement

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office when:

- you suspend your studies, transfer or withdraw from a programme, or complete your studies significantly early;
- you fail to register/enrol at the start of your programme or at the two additional registration sessions each year with no explanation;
- You are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;
- As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):
- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;
- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.
- Make sure that your contact details, including your address and contact numbers are up to date in your student record.
- Make satisfactory progress on your chosen programme of study
- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Rights, responsibilities and restrictions” section at [www.ed.ac.uk/global/immigration](http://www.ed.ac.uk/global/immigration)

More information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, Email: [visahelp@ed.ac.uk](mailto:visahelp@ed.ac.uk)