



Edinburgh Medical School: Biomedical Sciences
University of Edinburgh

**UNDERGRADUATE
GENERAL COURSE INFORMATION
2026/27**

Produced by
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DISCLAIMER

This handbook provides a Biomedical Sciences perspective and guidance, but does not supersede, the [University Degree Regulations and Programmes of Study](#).

We consider it each student's responsibility to make themselves familiar with the contents of this handbook and the [Taught Assessment Regulations](#) for the current academic year.

Some sections of this handbook will not apply to all courses, for example, courses that have a pass/fail marking criteria.

If you require this document, or any of the internal University of Edinburgh online resources mentioned in this document, in an alternative format please contact us by email at biomedug@ed.ac.uk or phone, 0131 650 3160.

The contents of this handbook apply for the session year stipulated. The University may make changes for future sessions.

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1. Introduction

This handbook is a guide to what is expected of you as a student enrolled on degree programmes in Edinburgh Medical School: Biomedical Sciences at the University of Edinburgh, and also the academic and pastoral support available to you. This handbook collects together the essential information about University of Edinburgh regulations and policies from The Edinburgh Medical School: Biomedical Sciences UG that you will need during your studies on one of our courses or programmes. **Note that requirements for courses in other areas of the University may be different and students should check for those requirements e.g. courses in the School of Biological Sciences or Chemistry.**

You must read this handbook in conjunction with course specific information provided on individual course Learn pages.

Each course or programme Learn page will give you course specific information on:

- Learning Outcomes
- Teaching (lectures, tutorials and practicals)
- Assessment

Every student must comply with the requirements for their degree programme as set out in:

- The appropriate Degree Programme Table
- Programme and Course documentation
- The items of assessment for the programme, which are published in the [University Degree Regulations and Programmes of Study \(DRPS\)](#)
- The [Taught Assessment Regulations](#) which set minimum requirements and standards for students and staff.

Please note that the [Taught Assessment Regulations](#) and the [DRPS](#) are subject to review. You should ensure that the regulations you are referring to are for the current year. If you are unsure, please ask a member of your course/programme team for assistance.

Help and Support

Useful links including IT support, Biomedical Sciences UG policies and guidance, and central university support can be found in the [Biomedical Sciences student guide](#).

Note on our name

In August 2025 the Biomedical Teaching Organisation (BMTO) became part of the Edinburgh Medical School Student Administration Service. You may find references to our former name on our website and documentation. Please bear with us while we make updates.

1.1 Code of Student Conduct

Every student of the University is required to be aware of and adhere at all times to the University regulations, policies and codes of practice which relate to student behaviour. When a student fails to observe University rules and regulations, disciplinary action may be taken against them through the procedures set out in the [University's Code of Student Conduct](#), the [academic misconduct investigation procedures](#), or [Colleges' 'fitness to practice' procedures](#) (when the behaviour of students on professional programmes raises issues regarding their fitness for entry in to the profession).

1.2 Dignity and Respect

The University has a zero-tolerance stance towards any forms of bully and harassment. Information and support can be found on the [University website](#).

1.3 Professionalism

We expect all staff and students to maintain a high level of professionalism in their interactions and communications with each other. It is important to maintain professional levels of courtesy in all verbal and digital communications between students, academic and professional services staff. This also extends to feedback provided on courses and programmes. We welcome constructive feedback in all forms and from all perspectives, for example, highlighting where something is not working and how things can be improved and enhanced, as well as where things are working well. It is fine to disagree but this must be done professionally. Anonymity in the provision of feedback should not be a shield behind which unprofessionalism is hidden. Where the boundaries of professionalism, courtesy and respect are exceeded we reserve the right to disregard feedback.

From a staff perspective, we will commit to being supportive and critically constructive in the feedback provided on student work. We will listen to and respond to student feedback on our courses and programmes, enacting change to improve and enhance the student experience. Where change cannot be implemented, we will explain why.

The University's Careers Service also offers guidance on [professionalism](#).

Further details on support provided to students can be found under [Mental Health & Wellbeing Support at University of Edinburgh](#)

2. Biomedical Sciences Staff Contact Details

Director of Teaching: UG BMS	Dr Dawn Livingstone	Dawn.Livingstone@ed.ac.uk
Director of UG BMS Student Support	Dr Paul Skehel	Paul.Skehel@ed.ac.uk
Student and Academic Services Manager (UG BMS)	Ms Tina Harvey	Tina.Harvey@ed.ac.uk
BMS Student Support Manager	Ms Jenny Blair	EMS.BMSStudentSupport@ed.ac.uk
Medical Sciences Y2 Cohort Lead	Dr Allison Wroe	awroe@ed.ac.uk
Medical Sciences Y3/4 Cohort Lead	Dr Karen Smillie	K.Smillie@ed.ac.uk
Biomedical Sciences Y1 Cohort Lead	Dr Jane Taylor	Jane.Taylor@ed.ac.uk
Biomedical Sciences Y2 Cohort Lead	Ms Althea Kelsey	alethea.kelsey@ed.ac.uk
Biomedical Sciences Y3 Cohort Lead	Dr Tom Pratt	T.Pratt@ed.ac.uk
Anaesthetics, Critical Care and Pain Medicine Hons Cohort Lead	Dr Mort Kelleher	Mort.Kelleher@ed.ac.uk
Anatomy and Development Hons Cohort Lead	Dr Lyndsay Murray	Lyndsay.Murray@ed.ac.uk
Biomedical Sciences Hons Cohort Lead	Dr Celine Caqueneau	C.Caqueneau@ed.ac.uk
Biomedical Science (Professional Practice) Hons Cohort Lead	Dr Martin Simmen	M.Simmen@ed.ac.uk
Health Sciences Hons Cohort Lead	Prof Jeremy Hughes	Jeremy.Hughes@ed.ac.uk
Infectious Diseases Hons Cohort Lead	Dr Thamarai Dorai-Schneiders	Thamarai.Schneiders@ed.ac.uk
Neuroscience Hons Cohort Lead	Dr Ian Duguid	Ian.Duguid@ed.ac.uk
Pharmacology Hons Cohort Lead	Dr Dawn Livingstone	Dawn.Livingstone@ed.ac.uk
Reproductive Biology Hons Cohort Lead	Dr Agnes Stefansdottir	A.Stefans@ed.ac.uk

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For course specific queries, please contact the course team. Contact details are available via course Learn pages.

2.1 Contact Details for Student Advisors

[Student Advisor contact details.](#)

2.2 Contact Details for Course/ Programme Organisers and Administrators

[Course and Programme Organiser contact details.](#)

2.3 Emergency Contacts

In cases of emergency on campus students should dial 2222. This number is only available from the University internal telephone system. Students in Residences or those calling from a mobile phone should dial 0131 650 2257.

Students who experience a crisis outside normal working hours can contact the University for [Emergency student support \(out of hours\)](#) through the University Security 24/7 contact number +44 (0)131 650 2257.

For guidance on when to call public emergency service on **telephone number 999** refer to [emergency contacts and procedures](#).

3. Teaching and Learning

3.1 Calendar of the Academic Year

Confirmed [semester dates](#) are published by the University of Edinburgh at least one year in advance. Students are expected to be on campus and available for all teaching and assessment during semester time.

3.2 Engagement

All students are expected to attend and engage with every whole-class teaching session and every sub-group teaching session to which they are allocated. As learning in courses is integrated across activities, attend all classes will allow you to draw upon material for assessment and to fulfil course aims and objectives. We regularly monitor and record attendance on the engagement tab in the student record on Euclid. Unexpected patterns of engagement will be reported in the first instance to Student Advisors for follow up. For individuals holding a student visa a number of these attendance points will be compulsory. If you miss one you should contact the course administrator and/or your student advisor giving a reason for your absence.

[Biomedical Sciences policy on absence and illness](#).

3.3 Timetable and Lecture Times

Each course will publish a timetable of all classes on its Learn page. You will also have a personal timetable available on Office 365 which contains lecture activities for your courses, as well as any allocations for group activities. You can find out more about your personalised timetable on the [timetabling and examinations webpage](#).

Occasionally some details may not automatically transfer to your personal timetable. The course timetable on Learn is the definitive version.

Details of the standard teaching day including the start times of defined teaching slots can be found on the [timetabling and examinations webpage](#).

If you discover that you have been allocated to a group that causes a timetable clash, you can change your group via the Self Change Process **if changes are permitted by the course**. Guidance on how to do this can be found on the [timetabling and examinations webpage](#).

3.4 Lecture Recording

Lecture recordings are provided to help facilitate your learning and must not be used as a substitute for lecture attendance. While the majority of lectures will be recorded, in line with the [Lecture Recording Policy](#), not all will. Each course will clearly indicate if lectures are not recorded, or how any recordings will be released. Lectures that contain sensitive material, unpublished research, or seminars that are discussion based are unlikely to be recorded. Please also note that some sessions may not be recorded for pedagogical reasons. It is also possible that, on occasion, recordings can fail and are therefore not an alternative to attending in person. Guidance on how best to use lecture recordings can be found at: [Top tips for students to make the most of lecture recording](#).

Personal **audio** recordings are normally permitted as a [mainstream learning adjustment](#).

All recordings of lectures that are made available to students via Learn or by any other means (such as personal recordings made by students) are for individual use only, for the purposes of personal study. It is a disciplinary offence to use the material for any other purpose or to distribute the material. All Intellectual Property Rights (IPR) in the recording remain with the University and the person delivering the lecture. By accessing this recording, you are agreeing to these conditions of use.

4. Assessment, Marking and Feedback

The University of Edinburgh has an [Assessment and Feedback Policy](#) which sets out the principles which underpin assessment and feedback practices at the University.

Assessment can serve a number of purposes:

- Diagnostic: to assess prior knowledge and provide a context for future learning (**assessment for learning**).
- Formative: as a means of learning, to develop knowledge, skills and attributes (**assessment as learning**).
- Summative: to provide assurance / monitoring of learning, and assessing competence (**assessment of learning**).

Assessment as learning means that assessment facilitates the development of a students' knowledge, understanding, skills and attributes. The provision of feedback on student work is central to this process of supporting student learning. The University of Edinburgh is committed to;

- **Supporting you in preparing for assessment, in developing an understanding of the expectations of assessment, and providing time to reflect on feedback.**
- **Ensuring feedback is delivered in time to be useful for the next relevant assessment in the course it was delivered in.**
- **Providing you, at the start of the academic year, with a timetable for the return of summative marks and feedback.**

Across the courses you take as part of your degree programme you will be given the opportunity to complete **formative** work (assessment as learning), where the principal intention is that the provision of feedback is important for developing skills and attributes

that will help you to succeed in your studies, but where any mark, if indicated, does not count towards the final mark for the course.

Feedback is also provided on **assessment of learning**. These assessment activities are referred to as **summative**, where the mark contributes towards the final mark for the course. These summative assessments may be in-course assessments (ICA) or examinations.

Biomedical Sciences is committed to fulfilling these requirements and aims to provide timely and constructive feedback on all submitted work in all its courses. It will also work closely with other schools to ensure these standards are met on all courses that form part of our degree programmes. **It is important to recognise that feedback can be delivered either directly to the individual or the whole class and comes in many different formats including written, oral and video.**

Comments received on your work in any of these forms should also be regarded as guidance and advice that will help you in future assessments. As such it is important that you reflect on the comments provided, and on your experiences during the assessment, and act on any guidance in relation to your study practices. Where appropriate, formative guidance received in one course should be regarded as being relevant to all areas of your study. If there are specific aspects of feedback that you do not understand you should approach the feedback provider, usually the Course Organiser, for clarification. Your Cohort Lead is also someone who you should consider discussing more generic aspects of your feedback with.

4.1 Academic Misconduct and Plagiarism

Unless clearly designated as a group-based assessment, all work submitted by you for assessment purposes must be entirely your own work, written by you in your own words, and containing your own interpretations, ideas and approaches. Academic Misconduct is any type of cheating that occurs in relation to a formal academic exercise. The University takes all reported incidences of academic misconduct seriously and seeks to ensure that they are dealt with efficiently and appropriately. Examples of academic misconduct include plagiarism, collusion, falsification, deceit, cheating, personation, and inappropriate use of Artificial Intelligence tools.

Information on what constitutes academic misconduct and plagiarism, how to avoid it, and how such cases will be handled, is provided on both the [Academic misconduct](#) webpage. Guidance from the Biomedical Sciences Academic Misconduct Officer is also available on the use of [Generative AI, Plagiarism and the risks of Academic Misconduct](#).

Note that, unless specifically stated in the assessment guidance, if you use generative AI tools (such as ChatGPT, copilot or any other large language models) to generate an assessment or exam (or part of an assessment) and submit this as your own work, this will be regarded as academic misconduct and treated as such. Therefore, you should ensure that you are familiar with the [University Guidance on the use of Generative AI](#).

Guidance on understanding good academic practice and how to avoid plagiarism is available on the [Academic Skills](#) website. Students are strongly advised to participate in the Academic

Integrity course, which is a self-enrol course found in the 'Essentials' area of Learn. You can also find [guidance on proof reading](#) of assessments on the University website.

You may be invited for an [Affirmation Meeting](#) following the submission of any piece of assessment.

4.2 Citing and referencing

Plagiarism is the deliberate use of another person's work as if it were your own, without adequate acknowledgement of the original source. Citing and referencing allows you to acknowledge the information sources used in producing your own academic work. [General guidance on referencing](#) is available on the university website. Here you will find information on what referencing is, how to avoid plagiarism and the correct way to reference different source materials. Please see [Referencing requirements for Biomedical Sciences courses](#) for both formative and summative assessments. Guidance on referencing in relation to course-specific assessments is also provided on course Learn pages.

4.3 Common Marking Scheme and Marking Criteria

All work submitted for assessment is marked according to the [extended common marking scheme](#). Marking criteria and descriptors appropriate to each assessment undertaken will be provided by each course in the assessment folder of the course Learn pages.

4.4 Learning Outcomes

Assessment of learning in each course is linked to a set of unique course learning outcomes published on individual course Learn pages. Courses employ different modes of assessment to evaluate whether, and to what level, these learning outcomes have been fulfilled by each individual student.

4.5 Passing a Course

Each course will have defined requirements, published on the respective course Learn pages, that you must meet to pass the course. These requirements will vary between courses, but will specify which assessments, or combinations of assessments, you must pass to allow you to pass the course overall. The minimum pass mark on the extended Common Marking Scheme is 40%.

5. In-Course Assessment (ICA)

ICA is assessment usually completed in either your own personal study time, or during a course session, and submitted by a specified deadline. A course may have one or more components of ICA. Full details of each assessment will be provided via the course Learn page. This will include the submission deadline and the date of feedback return for work submitted by the deadline.

5.1 Submitting ICA

Unless otherwise stated, all ICA is submitted electronically through the appropriate dropbox in the assessment folder on the course Learn page. Guidance on the electronic submission of ICA can be found on your course Learn page.

5.2 Submission Dates and Late Submission information

Each course will publish deadlines for the submission of assessments on the course Learn page. Assessment not submitted by this deadline will be subject to a late penalty as specified in the [Taught Assessment Regulations](#).

If assessed coursework is submitted late without an agreed extension to the deadline for an accepted good reason, it will be recorded as late and a penalty will be applied by the School. The penalty applied is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% on the Common Marking Scheme scale would be reduced to 60% up to 24 hours later).

This applies for up to seven calendar days (or to the time when feedback is given, if this is sooner), after which a mark of zero will be given. The original unreduced mark will be recorded by the School and the student informed of it.

It is your responsibility to ensure that you upload the correct version of your assessment to the dropbox and that the formatting is correct. One step of the upload is to review the document that you are submitting. It is strongly recommended that you take a screen shot of the submission receipt for your records.

If you experience problems uploading your assessment, do not panic; send the file directly to the Course Administrator, **prior to the deadline**, and explain what has happened. If you have a computer or software issue, remember to take screen shots to evidence this.

If there is a situation beyond your control that you feel may have an adverse impact on your academic performance, you can apply for a coursework extension and/or to the [Exceptional Circumstances service](#). See section 9 for further information.

5.3 Marking of Late ICA.

Information on how work submitted late will be marked can be found on the [Biomedical Sciences: Current students website](#).
[Biomedical Sciences Policy for Marking Late ICA Submissions](#)
[Biomedical Sciences Policy for Marking Late Submissions of Honours Dissertations](#)

5.4 Word Limits and Word Counts

Where an absolute word limit is specified in assessment documentation, penalties will be applied if the word limit is exceeded according to the [Biomedical Sciences word count policy](#).

6. Examinations

Examinations usually take place three times a year, in December, April/May and August. Semester 1 courses will be examined in the December diet and Semester 2 courses will be examined in the April/May diet. Full year courses may hold exams in both diets. A third exam diet, held in August, allows students to either, resit a failed exam (where permitted) or, to sit an exam where a null sit was awarded (where approved by the Board of Examiners).

A searchable timetable of forthcoming exams, examination adjustment deadlines, details of current and forthcoming exam diets is [available from the Timetabling and Examinations website](#). Timetables detailing the time and venue of exams are also published to students' Office 365 calendars.

Full details of the format of examinations will be provided via each course Learn page.

6.1 Examination regulations

The University has exam policies to prevent unauthorised access to any material that could give an advantage to any student. Items not permitted in examinations include:

- Dictionaries
- Reference books
- Calculators - unless specifically permitted for an exam, and authorised model
- Calculators or watches that can store text
- Mobile phones, PDAs, or other electronic devices

A full list of [examination regulations](#) can be viewed from the University website.

For some examinations you may use a calculator from the list below. Courses that permit a calculator in exams will make this clear in the Assessment section on Learn. Invigilators may inspect these at any time during exams. It is each student's responsibility to ensure they remember to bring their calculator to the exam and that the batteries are in good working order. Invigilators cannot provide calculators nor batteries.

Make	Model
Casio fx85	Any version, e.g. fx85WA, fx85MS
Casio fx83	Any version, e.g. fx83GT, GT Plus
Casio fx991	Any version
Sharp EL-531	Any version
Texas Instruments TI-30	Any version

The following models are recommended for students with dyslexia:
Casio fx-83GTPLUS / Casio fx-85GTPLUS

Please note this list is correct as of September 2026. It is occasionally reviewed and may be revised for future exam diets.

7. Return of Marks and Feedback

7.1 In Course Assessment (ICA)

Once you have submitted your work there are three key stages to the marking process that need to be completed before the return of feedback and provisional marks.

- First, your work and that of your classmates needs to be marked.
- Second, once all work has been marked those marks and feedback must be moderated to ensure that marking is fair and consistent between markers - find out what this means and [how undergraduate assessments at Biomedical Sciences are moderated](#).
- Third, marks need to be entered into the assessment database and double checked to avoid any incorrect entry.

Please be aware that completion of these three stages dictate the overall marking timeline.

Dates for the return of provisional marks and feedback will be published in the Assessment folder on the course Learn page and will normally be within 3 weeks of submission. In some cases, the feedback return date may be later, for example, if different groups of students have different submission deadlines for the same assessment or the marking period falls across a period of official University closure. In such cases course documentation will still inform you of the date to expect provisional marks and feedback.

Provisional marks will be returned as a raw mark. This mark does **not** take into account any penalties or Exceptional Circumstances. All marks remain provisional until they are ratified by the Board of Examiners. Occasionally, this may result in changes to the provisional marks. Final, ratified marks are published through Euclid at the same time as final course marks.

7.2 Examinations

Return of marks for degree examinations held during the University scheduled end of semester and summer assessment diets will be after the meeting of the relevant Board of Examiners and on or before the University deadline for the return and publishing of marks on the student record. Dates for release of ratified marks are published on the [Biomedical Sciences: current students website](#).

Often this seems like a long delay between completing the examination and receiving a mark. As for ICA, this process involves a number of steps:

- The assessment needs to be marked.
- Where appropriate, marks are then moderated before being reviewed by Course Assessment Groups.
- Student work and marks are then reviewed by one or more External Examiners and marks are submitted to our professional services teams to generate anonymous course reports of marks for the Board of Examiners.
- Exceptional Circumstances (EC) Committees need to review EC applications relevant to the assessments and provide recommended outcomes for the Board of Examiners to consider applying in mitigation for EC.

- Course board reports are then reviewed by a pre-Board of Examiners prior to being presented for ratification by the full Board.

This process ensures that published assessment outcomes are fair, equitable and robust.

Feedback on exam scripts will be made available in accordance with [Taught Assessment Regulations](#). Specific arrangements for viewing marked examination scripts will be provided on course Learn pages.

7.3 Retaining and Sharing Student Work

Each course will ask for your consent for assessments to be retained. This will typically be through a form on the course Learn page. With your consent and with your name removed, assessments submitted for your course may be retained by the Edinburgh Medical School: Biomedical Sciences for 10 years and may be made available to other students. Please note that video recordings cannot be anonymised.

This collection of work is held to assist staff and future students and you may have used this resource in your studies. However, if you do not consent to your work being retained, we will destroy the work as per [Taught Assessment Regulations](#). For further details see: [Retention of Student Records](#)

8. Boards of Examiners

The role of a Board of Examiners is to take an overview of each student's academic performance on a course or programme, and, using agreed evidence and processes, make a final academic judgement on the appropriate outcome.

In reaching their decisions, the Board of Examiners aims to ensure that students have achieved their intended learning outcomes in a consistent, fair and reliable way.

Undergraduate Boards of Examiners in Biomedical Sciences are:

- Pre-Honours Board of Examiners – covering year 1 and year 2 courses in the Biomedical Sciences UG and progression from years 1 to 2, and years 2 to 3.
- Junior Honours Board of Examiners – covering year 3 courses in the Biomedical Sciences UG portfolio and progression from year 3.
- Senior Honours Elective Course Board of Examiners – covering all Senior Honours elective courses in the Biomedical Sciences UG portfolio.
- Senior Honours Programme Board of Examiners (Stage 1) – each programme has its own Board of Examiners covering all compulsory, programme-specific, Senior Honours courses.
- Senior Honours Classification Board of Examiners (Stage 2) – overseeing award and classification in all undergraduate programmes within the Biomedical Sciences UG portfolio.

Boards of Examiners in Biomedical Sciences have their membership approved by the College of Medicine and Veterinary Medicine.

Board of Examiners meetings take place after each exam diet. At these meetings final course marks are ratified and Exceptional Circumstances actions are applied.

An External Examiner is appointed for every course and programme to ensure;
Consistent application of assessment standards and processes

- Consistency in student achievements that are comparable with equivalent institutions
- The integrity and rigour of assessment
- Fair, reliable and transparent assessment and degree classification

The External Examiner will be named within the Assessment folder of your course Learn page. Students must not make direct contact with External Examiners. Any queries about the assessment process should be directed to the Course Administrator or the Course / Programme Organiser.

8.1 Class Prizes

Each year Biomedical Sciences awards prizes to our undergraduate students to recognise and celebrate their academic achievement. At course level, prize winners are nominated by Course Assessment Groups and formally ratified and approved by the relevant Board of Examiners. At Programme level, prize winners are nominated by the Senior Honours Programme Board of Examiners (Stage 1) and ratified by the Senior Honours Classification Board of Examiners (Stage 2).

Criteria for award of prizes can be found [here](#).

8.2 Regulations concerning Progression

General regulations which concern progression and awards can be found in the [Taught Assessment Regulations](#) with guidance on the application of the regulations.

Specific requirements for progression from year to year of the BSc Biomedical Sciences and Medical Sciences degree programmes are detailed within the Biomedical Sciences or Medical Sciences programme pages.

8.3 Regulations concerning Classification / Award

The award of an undergraduate degree is decided by the appropriate Board of Examiners through the application of Taught Assessment Regulations 53 and 54. Taught Assessment Regulation 55 defines the process by which the classification average mark is calculated.

8.4 Borderlines

At the point of classification, the BMS Classification Board of Examiners is required to consider all classifications that fall within a borderline, that is within 2% of a higher classification. For students on a programme in the Biomedical Sciences UG portfolio, the process and criteria by which borderlines are considered can be found at [Biomedical Sciences for borderline criteria](#)

9. Exceptional Circumstances and Extensions

The University is committed to supporting you during your studies. If there is a situation beyond your control that you feel may have an adverse impact on your academic performance, you can apply for a coursework extension and/or to the Exceptional Circumstances service. You are strongly advised to report any Exceptional circumstances to the Extensions and Exceptional Circumstances service using the online system as soon as possible and not more than a week after your final assessment for the semester.

Please note that Extensions are only available for summative individual written assessments and must be requested before the original deadline of that assessment but not earlier than 10 days before the original deadline. The maximum extension period is 4 days. Please note that some assessments do not permit any extensions, in these instances it will be made clear on the course Learn pages that no extension is permitted.

For further guidance on how to apply and what types of documents to provide as evidence students should refer to the [Extensions and Exceptional Circumstances Service webpage](#). It is advised that students consult their Student Advisor when completing the application.

Where the mitigation for Exceptional Circumstances is to consider a course for progression and/or classification Boards of Examiners follow a defined process that can viewed at [Biomedical Sciences for borderline criteria](#).

10. Procedure for Appeals

An appeal is a request for the re-consideration of a decision by the body that made the original decision in relation to: marks, progression, degree classification, degree award, decisions of Student Discipline Officers or the Student Discipline Committee, decision of Fitness to Practice Panels, and exclusion decisions. If you are considering lodging an appeal, it is important that you act promptly as there are strict time limits.

It is recommended that you seek advice on the appeals process from [The Advice Place](#). Further guidance and information about the appeals procedure can be found on the [Academic Quality and Standards](#) webpage.

11. The Student Voice

11.1 The Student Voice Policy

The [Student Voice Policy](#) outlines the University's approach to gathering, learning from and responding to the student voice.

11.2 Student Feedback

Student experience feedback is essential to quality assurance and enhancement. The feedback is used to enhance the quality of current courses and degree programmes as well as the wider educational experience. By taking the opportunity to provide feedback on your experience, you are not only influencing the period of your own studies, but that of future students and the future development of the University.

The University uses a number of methods to gather feedback from students. These are:

- An opportunity to provide feedback on each course. This might be in the middle of the course, towards the end or both.
- Programme and School student representatives
- Student staff liaison committees (SSLCs)
- Surveys

Students are welcome to provide feedback at any time, either directly to the Course Organiser, or through their course/programme representative.

[See how your feedback is utilised by Biomedical Sciences.](#)

11.3 Student Representative Structure

Student representatives – both Programme and EUSA elected representatives – work closely with staff to ensure your voice is heard on the issues that matter to you, from teaching and learning, to student support, key services, and your sense of belonging to the University community. Throughout the year, representatives will gather feedback from you, share that feedback with relevant staff and other student representatives including the full-time EUSA Sabbatical Officers, and work to enhance your student experience. The Edinburgh Medical School: Biomedical Sciences team will facilitate communication between you and your representatives, in-line with this guidance. Student representatives are trained and supported by staff within the Students' Association.

11.4 Student representation on Edinburgh Medical School: Biomedical Sciences committees

Student Representatives are invited to attend the Edinburgh Medical School Board of Studies and other committee throughout the year.

11.5 Peer Support

Peer Learning and Support in the context of the University means a student with more experience sharing their knowledge, skills, abilities and expertise with a new or less experienced student. Peer Learning and Support Schemes may focus around advancing your academic work, providing 1-2-1 mentoring, or opportunities to socialise with other students within your School or offering additional support to ensure your wellbeing while at University. The Students' Association, in partnership with Schools and University Services, provide some of these opportunities, facilitated by trained student volunteers, at both the undergraduate and postgraduate level of study at Edinburgh. Other peer support opportunities are also provided by the University.

[Peer Assisted Learning Schemes](#) (more commonly known as PALS), involve trained volunteers in second year and above who plan and facilitate structured study sessions for other students. These academic sessions cover a variety of topics, including settling into university life, study skills, course content, module choices, assessment and the skills students need to excel in their degrees.

[Peer Support Schemes](#) (e.g. academic families, buddies, clans or similar) aim to build a sense of community for students, enhance student well-being and enrich the university experience. Peer Support Schemes are based on a model where higher year's students plan and run regular sessions to foster a sense of community and belonging through the integration of the year groups. Sessions can vary depending on the Scheme, but sessions usually have a specific well-being or academic focus, while others provide more social opportunities to facilitate meeting new people. All new students on a programme within the Edinburgh Medical School: Biomedical Sciences are allocated to an [Academic Family](#).

Peer Mentoring Schemes are a form of peer support that take place in a 1-2-1 environment, whether this is in person or online. Peer Mentoring Schemes usually have a pastoral/welfare or academic focus, however, we do also have some identity-based Schemes available, for example our LGBTQ+ Peer Mentoring Scheme. More information on peer learning and support can be found on the [Edinburgh Student Association website: A guide to peer learning and support](#).

11.6 Student Complaint Procedure

The [University complaint procedure](#) is designed to ensure that complaints are properly investigated and are given careful and fair consideration.

If you do have a complaint, while the formal University complaint procedure provides a route to communicate this, it is often helpful to share your issue with senior members of the Biomedical Sciences management (Director of Teaching Biomedical; Deputy Director of Student Support (BMS); Student and Academic Services Manager (UG BMS)) in the first instance to allow where possible a quicker resolution.

12. 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.

12.1 The University Health and Safety Policy

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](#) which includes contact details for all professional staff within the corporate Health and Safety Department.

12.2 Disability Policy

The Edinburgh Medical School: Biomedical Sciences has procedures for looking after disabled individuals when, for example, the building has to be evacuated in an emergency. If you are disabled (for example, in a wheelchair or hard-of-hearing), you should get in touch with one of the following without delay:

- Biomedical Sciences Technical Support: BMTechnicalsupport@ed.ac.uk
- Efe Scott Emuakpor, Hugh Robson Building; e-mail efe.scott@ed.ac.uk

Remember to let one of these individuals know if you become temporarily incapacitated during the course, for example, by breaking your leg in a sporting accident or if circumstances arise that require bespoke health and safety consideration.

12.3 Lab Safety

For courses that run wet labs, laboratory safety information will be available on the course Learn page. You will need to read this safety information and confirm you understand it before you will gain access to the Practical folders on learn.

13. IT Services and Facilities

13.1 New Student Guide

The [New Students website](#) is aimed at all new students and provides guidance on a range of necessary actions such as obtaining a visa, securing accommodation and completing the process of registration, as well as useful advice on money, health, orientation events and student support.

13.2 Support using Information Technology and Libraries

Our computer support services, training opportunities and library resources will help you make the most of your study time.

Guidance on digital tools for your studies, how to develop your digital skills, and how to stay safe while studying online: [Digital Skills and Training](#).

[EdHelp](#) gives a single point of contact for help with student services. This includes questions about library, computing services and online learning. Please contact using your university email account to help us process your enquiry.

13.3 Learn Essentials Courses

The 'Essentials' area of Learn Ultra has a number of self-enrol courses. Students can enrol on these courses at any time and engagement is voluntary. Note these courses do not carry any credit.

- Preparing for Study (UG)
- Support for Taught Postgraduates
- Successful Academic Communication
- Information Security
- Exam Bootcamp (for UG students) – available from the end of October
- LibSmart I and II
- Introduction to Sustainability
- Digital Skills

14. Support Services and Welfare

14.1 Student Health and Wellbeing

As with all transitions in life studying at university can be both exciting and challenging – whether it is your first time at university or you are a returning student, and whether you have a pre-existing mental health condition or not, it is important to look after yourself. University can be busy and stressful at times, this can in turn cause our state of wellbeing to fluctuate. We all have strategies for coping with life and it is important to continue using and revising these skills, to help support and maintain your wellbeing which is crucial to allow you to experience a positive and happy university journey. The University provides a range of evidence-based resources, workshops and support which are available to you. These are provided by a number of different services, including the Centre for Sport and Exercise, Chaplaincy, Student Counselling & Disability Services, Academic Skills and the Edinburgh University Students' Association. We also have the Student Wellbeing Service which will provide wellbeing support, the Equally Safe team to provide support for survivors of gender-based violence, and our online reporting platform Report + Support. Each student will be assigned to a Student Advisor, who will support you through your university journey.

Students in the Edinburgh Medical School: Biomedical Sciences can find information on [Student Support and Student Advisors](#) on the [Biomedical Sciences: current students website](#). Students from other Schools will find student support information on their school's webpages.

14.2 Mental Health & Wellbeing Support at University of Edinburgh

While university life is full of exciting opportunities, it can sometimes be an overwhelming time. Here you can find information to support your physical and mental health and wellbeing.

We have a range of support services to guide you through your university journey, and help to support your wellbeing, such as;

- Student Advisers/Student support teams/Graduate School staff in Schools and Deaneries

- [Wellbeing Advisers](#) for you to contact yourself or through your Student Adviser and wellbeing activities in Schools and Deaneries
- Our [Chaplaincy](#), for all faiths or none, offer The Listening Service 24/7 365 days a year for confidential caring conversations as well as Mindfulness, Yoga, Tai-Chi, PhD bookclub, Writing and Doodling workshops
- Drop-in groups such as [Skills for Life and Learning](#) run by Student Counselling, [Academic skills](#), [Disability support groups](#) and Comfort Cafes
- Keeping active through our [Feel Good Walks](#), [Just Play Sport Sessions](#), and through the various offering of our [Sport & Exercise team](#), including the Pleasance gym, St Leonards Land swimming pool, sports teams, clubs and the [Sports Union](#)
- [Residence Life](#) provide wellness support for those in university accommodation
- [Student Counselling Service](#) offer short-term counselling
- [Disability & Learning Support Service](#) for learning adjustments, mentoring and other specialist support services.
- [The Advice Place](#) for independent support and The Student's Association for student societies, peer support, Nightline and Let's Talk campaign & events

IT IS IMPORTANT FOR YOU TO COME FORWARD AND ASK FOR HELP AS EARLY AS POSSIBLE. IF YOU ARE NOT SURE WHAT TO DO, PLEASE CONTACT YOUR STUDENT ADVISER OR YOUR SUPERVISOR AS THE FIRST STEP.

14.3 University Support services

A list of University Support Services can be found in the [Biomedical Sciences UG Student Guide](#).

15. Data Protection

Under Data Protection Law, personal data includes all information about a living, identifiable individual. Students using personal data as part of their studies must comply with the University's data protection policy and the related 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 under the policy is an offence against University discipline. A breach of the [University of Edinburgh policy on Data Protection](#) 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.