Course Organiser: Dr Hannah Rohde (hannah.rohde@ed.ac.uk)

Course Secretary: Susan Hermiston (Susan.Hermiston@ed.ac.uk)

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School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. Course Aims and Objectives

*Introduction to Cognitive Science* (Intro Cog Sci, PPLS08002) is available as a self-contained, one semester, 20 credit course.

Intro Cog Sci introduces students to Cognitive Science, a field at the intersection of several disciplines including philosophy, psychology, linguistics, computer science, human-computer interaction, and neuroscience. The course has **two broad aims:**

1. To provide a high-level perspective on a set of key questions that the field of Cognitive Science aims to address.
2. To provide hands-on training in computational skills that will serve as a necessary foundation for future courses in PPLS and Informatics.

In relation to these general aims, the course embodies in its content and components certain specific **objectives,** so that students who have participated fully in Intro Cog Sci will:

1. Demonstrate an understanding of the themes and questions encompassed by Cognitive Science across a variety of disciplines
2. Evaluate recent findings in Cognitive Science to identify how they inform long-standing debates in the field
3. Be able to discuss and appreciate the interdisciplinary nature of Cognitive Science
4. Implement concrete tasks in a computer programming language to acquire the transferable skill of writing, testing, and amending computer code

2. Lecture and Lab Times and Locations

**Required lectures** take place twice a week throughout semester 1 as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>11:10 – 12:00</td>
<td>1 George Square, G.8 Gaddum LT</td>
</tr>
<tr>
<td>Thursday</td>
<td>11:10 – 12:00</td>
<td>1 George Square, G.8 Gaddum LT</td>
</tr>
</tbody>
</table>

**Required labs** take place twice a week throughout semester 1. Each student must attend one lab session on Wednesdays and one lab session on Thursdays.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>9:00 – 10:00 or 10:00 – 11:00</td>
<td>Appleton Tower, room 3.09</td>
</tr>
<tr>
<td>Thursday</td>
<td>15:10 – 16:00 or 16:10 – 17:00</td>
<td>Appleton Tower, room 3.09</td>
</tr>
</tbody>
</table>
3. Lecture Content

*Introduction to Cognitive Science* is divided into three themed blocks of teaching. Each theme will be addressed from three perspectives: that of a Philosopher, a Psychologist, and a Linguist. Additional lectures will introduce concepts in computer programming.

- **Nativism & Empiricism**: Basic questions about the degree to which certain cognitive capacities are “native”, or hard-wired, in the human brain from birth or can be learned via empirical evidence during development.

- **Representation**: Principles regarding the types of hypothesized structures and symbols that could be used to represent external reality in the human brain or in a computational model.

- **Embodiment**: Fundamental approaches to cognition that incorporate the physical constraints and affordances of the body.

The lectures are at the core experience of this course. You must attend all the lectures. You will be listening face-to-face to world experts in the various areas of Cognitive Science. The lecturers will provide you with the latest view of research in their field and give you the means to interpret the three targeted themes. They will also provide you with the specific flavour of Cognitive Science at the University of Edinburgh – Edinburgh’s particular research strengths and the theoretical positions adopted here.

The notes you take in the lectures will be your best link with the course when you are revising. The lecture slides will be available online but are not a replacement for your own notes taken during the lecture. The slides may contain only very brief indications of what the lecturer talks about; the only other record of the lecture will be your own notes. Taking detailed notes as a lecture unfolds is one of the key skills you will learn at university. Getting those notes into a more readable shape later in the day of the lecture will help embed the content of the lecture in your memory and will help you revise later in the semester.
## 4. Timetable of Lectures

### INTRODUCTION

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Lecture</th>
<th>Wednesday Lab</th>
<th>Thursday Lecture</th>
<th>Friday Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION</td>
<td>NO LAB</td>
<td>COMPUTATION</td>
<td>GETTING STARTED &amp; WRITING YOUR FIRST PROGRAM</td>
</tr>
<tr>
<td></td>
<td>Alex Doumas</td>
<td></td>
<td>Mark Sinclair</td>
<td></td>
</tr>
</tbody>
</table>

### LABS CONTINUE EVERY WEDNESDAY/FRIDAY THROUGH WEEK 11

#### THEME 1 – Nativism & Empiricism

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Lecture</th>
<th>Thurs Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>FRAMING</td>
<td>PHILOSOPHY</td>
</tr>
<tr>
<td></td>
<td>Hannah Rohde</td>
<td>Alistair Isaac</td>
</tr>
<tr>
<td>3</td>
<td>PSYCHOLOGY</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td></td>
<td>Hugh Rabagliati</td>
<td>Hugh Rabagliati</td>
</tr>
<tr>
<td>4</td>
<td>LANGUAGE SCIENCES</td>
<td>LANGUAGE SCIENCES</td>
</tr>
<tr>
<td></td>
<td>Rob Truswell</td>
<td>Rob Truswell</td>
</tr>
</tbody>
</table>

#### THEME 2 – Representation

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Lecture</th>
<th>Thurs Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>FRAMING</td>
<td>PHILOSOPHY</td>
</tr>
<tr>
<td></td>
<td>Hannah Rohde</td>
<td>Dave Ward</td>
</tr>
<tr>
<td>6</td>
<td>COMPUTATIONAL INTERLUDE</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td></td>
<td>Patrick Sturt</td>
<td>Alex Doumas</td>
</tr>
<tr>
<td>7</td>
<td>PSYCHOLOGY</td>
<td>LANGUAGE SCIENCES</td>
</tr>
<tr>
<td></td>
<td>Alex Doumas</td>
<td>Rob Truswell</td>
</tr>
<tr>
<td>8</td>
<td>LANGUAGE SCIENCES</td>
<td>COMPUTATIONAL INTERLUDE</td>
</tr>
<tr>
<td></td>
<td>Rob Truswell</td>
<td>Patrick Sturt</td>
</tr>
</tbody>
</table>

#### THEME 3 – Embodiment

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday Lecture</th>
<th>Thurs Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>FRAMING</td>
<td>PHILOSOPHY</td>
</tr>
<tr>
<td></td>
<td>Hannah Rohde</td>
<td>Andy Clark</td>
</tr>
<tr>
<td>10</td>
<td>PSYCHOLOGY</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td></td>
<td>Martin Pickering</td>
<td>Martin Pickering</td>
</tr>
<tr>
<td>11</td>
<td>LANGUAGE SCIENCES</td>
<td>LANGUAGE SCIENCES</td>
</tr>
<tr>
<td></td>
<td>Hannah Rohde</td>
<td>Hannah Rohde</td>
</tr>
</tbody>
</table>
5. PPLS Undergraduate Student Handbook

The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found [http://students.ppls.ed.ac.uk/handbooks/](http://students.ppls.ed.ac.uk/handbooks/)

6. Labs

Two one-hour labs will be held each week. Tutors will be present in the lab to help guide students through exercises in computer programming. **Labs are compulsory.** The first lab is Thursday of week 1.

You are expected to attend all lectures, and **attendance at labs is compulsory.** You must notify your tutor if you are unable to attend your tutorial. In addition, you should inform your Personal Tutor as soon as you possibly can of any illness or problem that prevents you from attending classes for more than three days. (Alternatively, if you are a student within PPLS, you may contact one of the School’s Student Support Officers instead of your Personal Tutor if you prefer: Sarah Nicol (sarah.nicol@ed.ac.uk), Tamsin Taylor-Welch (tamsin.welch@ed.ac.uk) and Mhari Davidson (Mhari.Davidson@ed.ac.uk), Dugald Stewart Building room G.03.)

If illness has seriously affected your written work or class attendance, or made you unable to attend one of the Exams, then you **must** supply the course secretary with written medical evidence as soon as possible. You should also notify your Personal tutor and discuss with them about submitting a Special Circumstances Form.

7. Assessment Information

There are five items of assessment for Introduction to Cognitive Science: two essay assignments, two programming assignments, and one exam.

- Essay assignments will address material covered in the three themes in lectures and in readings.
- Programming assignments will cover skills learned in lab.
- An exam at the end of semester 1 will consist of essay questions on the material of semester 1.

In session 2015-2016, the submission dates for coursework are as follows:

- Coursework #1 (Programming): **Thursday 20 October 2016, 14:00**
- Coursework #2 (Essay): **Thursday 27 October 2016, 14:00**
- Coursework #3 (Programming): **Thursday 24 November 2016, 14:00**
- Coursework #4 (Essay): **Thursday 1 December 2016, 14:00**

The Final Mark for Intro Cog Sci is calculated on the basis of these five items of assessment, 60% coursework and 40% exam. To pass the course, a Final Mark of 40% (Grade D) or above is needed. Should you fail an item of assessment, it is possible to compensate for this by doing well enough in the other items of assessment for the
course; if the average of your marks for the five items of assessment is at least 40%, you will still pass the course. You will be notified of your Final Mark for the course by University Registry.

If your Final Mark for the course is below 40%, you will be required to take the resit exam in August, covering the material from the entire course (see below).

7.1 Coursework Requirements
During the semester you will be asked to submit four pieces of coursework.

An electronic copy must be submitted through Learn by the deadline, along with an own work declaration confirmation form. Essays are to be submitted via TurnItIn. Programming assignments will use an alternative submission via Learn. The electronic submission allows us to check for plagiarism and word count. Late submissions should be handed into the Teaching Office on the ground floor of the Dugald Stewart Building along with a Late Submission form.

Penalties for late submission
The submission deadline must be observed. Failure to comply with the deadline without good reason will incur mark penalties as follows:
- Up to 5 working days, 5 marks per working day will be deducted
- More than 5 working days late a mark of zero will be given

Essay return
Marks and feedback will be returned within 3 weeks. The Course Secretary will email if the date changes.

IMPORTANT
1. Plagiarism, the unacknowledged use of others’ work, is a serious offence, and may be a disciplinary matter. It is essential that you read the section on plagiarism in the PPLS Undergraduate Student Handbook to avoid this.

2. You are expected to submit work on time. This is not only considerate to staff and fellow students but also an ability valued by employers, who typically ask about this when requesting a reference for a graduate.

To avoid late submission:
- start working on essays as early as possible. All deadlines are given above so you can plan ahead. Bear in mind you may have more than one deadline around the same time.
- complete the essay at least 48 hours before the deadline to allow time for proof-reading, possible problems in printing and electronic submission. Bear in mind that demand on computers and printers is often high around the time of a deadline.
- save your work frequently and back it up.

Your teachers and tutors will be happy to advise on all matters relating to your written work. You are strongly urged to take every opportunity to ensure that your work is of appropriate content and quality.

7.2 Examination
There is an exam for Intro Cog Sci at the end of Semester 1 (in December).

7.3 Resit exams
For those who have failed the course (i.e. have achieved an average mark of less than 40% over the whole relevant assessment), a resit examination is held in August. The resit exam is three hours long and will cover the content of the whole course; details of the structure of the resit exam will be made available in due course. It is the student’s responsibility to check the resit timetable on the Registry’s website http://www.ed.ac.uk/schools-departments/student-administration/exams/exam-diets, find the time and location of the resit exam and ensure they are present for that resit. No formal registration is necessary and students will not be individually notified of the resit date and location of resit exams. If you take the resit exam, your final mark will be calculated using the mark from the resit exam only.

7.4 Visiting Undergraduates
The assessment arrangements for visiting undergraduates are the same as for all other students.

8. Learn

You should regularly check your university email and check for announcements on the course Learn page, which can be assessed from your MyEd page via http://www.myed.ed.ac.uk/

The course Learn page will provide information concerning:
• General information and announcement about the course
• Lecture notes and PowerPoint slides
• Tutorial arrangements
• Information about assessment arrangements

9. Staff Contact Details

If you have a query regarding lecture content, you can post questions on the discussions board in Learn. We encourage students to use this means of communication rather than email whenever the answer to your question may be of interest to other students on the course. For anything else, you’re of course welcome to contact any of us by e-mail. Most lecturers also have an office hour when you can drop by with questions, or else you can make an appointment with them. Your tutor is also likely to be able to clarify course issues for you or direct you to the appropriate person.

The discussions board on Learn can also be used to post questions for the course organisers, and again we encourage you to use the discussions board rather than email for questions whenever the response might be useful to other students. For anything that is more personal, you should of course email us instead. Our contact details are as below:

Course Organiser:

Dr Hannah Rohde
Room 2.06, Dugald Stewart Building
tel. (0131) 650 3962
hannah.rohde@ed.ac.uk

If you have questions not specifically about lecture content, you should speak to the Course Secretary, Susan Hermison, whose office-hours and other contact details are as below:
Office: Room G.06, Dugald Stewart Building
Telephone: (0131) XXXX
E-mail: Susan.Hermiston@ed.ac.uk
Office-hours: 9.30am to 4.30pm, Monday to Friday

**Contact details of tutors** will be made available on **Learn** (under ‘General Course Information’). **Learn** will also be used to make course-related information and resources to you. You can access **Learn** through **MyED** (under the tab called ‘Teaching’).

**Contact details of Lecturers:**

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Andy Clark</td>
<td>DSB 6.14</td>
<td><a href="mailto:andy.clark@ed.ac.uk">andy.clark@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Alex Doumas</td>
<td>7 George Square S5</td>
<td><a href="mailto:alex.doumas@ed.ac.uk">alex.doumas@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Alistair Isaac</td>
<td>DSB 6.08</td>
<td><a href="mailto:a.m.c.isaac@ed.ac.uk">a.m.c.isaac@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Alex Doumas</td>
<td>7 George Square S5</td>
<td><a href="mailto:alex.doumas@ed.ac.uk">alex.doumas@ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Martin Pickering</td>
<td>7 George Square S12</td>
<td><a href="mailto:martin.pickering@ed.ac.uk">martin.pickering@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Hugh Rabagliati</td>
<td>7 George Square G28</td>
<td><a href="mailto:hugh.rabagliati@ed.ac.uk">hugh.rabagliati@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Hannah Rohde</td>
<td>DSB 2.06</td>
<td><a href="mailto:hannah.rohde@ed.ac.uk">hannah.rohde@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Patrick Sturt</td>
<td>7 George Square G29</td>
<td><a href="mailto:patrick.sturt@ed.ac.uk">patrick.sturt@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Rob Truswell</td>
<td>DSB 1.12</td>
<td><a href="mailto:rob.truswell@ed.ac.uk">rob.truswell@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Dave Ward</td>
<td>DSB 6.05</td>
<td><a href="mailto:dave.ward@ed.ac.uk">dave.ward@ed.ac.uk</a></td>
</tr>
</tbody>
</table>

### 10. Common Marking Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td><strong>Excellent</strong>&lt;br&gt;Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td><strong>Excellent</strong>&lt;br&gt;Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td><strong>Excellent</strong>&lt;br&gt;Very good or excellent in most respects, the work is what might be expected of a very competent student.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td><strong>Very Good</strong>&lt;br&gt;Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td><strong>Good</strong>&lt;br&gt;The work clearly meets requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td><strong>Pass</strong>&lt;br&gt;The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Marginal fail</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td>Clear fail</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td>Bad fail</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td>Bad fail</td>
</tr>
</tbody>
</table>

The marking scheme used for all course work and for degree and resit examinations is the University Common Marking Scheme. The principal grades and descriptors, as approved by the School of PPLS, of the University’s Extended Common Marking Scheme, are as follows:

**A1 90-100 Excellent**
*Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It…*

• shows creative, subtle, and/or original independent thinking
• demonstrates breadth of knowledge and deep understanding of the subject matter
• draws on a wide, relevant literature base
• demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
• is well focused, with concentration on the main issues to be addressed
• presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
• is written with flair
• has, where appropriate, complete and correct referencing
• is flawless in grammar and spelling

**A2 80-89 Excellent**
*Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It…*

• shows original, sophisticated independent thinking
• demonstrates a thorough understanding of the subject matter
• draws on a wide, relevant literature base
• demonstrates critical and insightful analysis of the literature
• is well focused, with concentration on the main issues to be addressed
• presents a strong case by means of clear, logically structured argument or debate, supported with evidence
• shows a good standard of academic writing
• has, where appropriate, complete and correct referencing
• shows a high standard of grammar and spelling

**A3 70-79 Excellent**
*Very good or excellent in most respects, the work is what might be expected of a very competent student. It…*

• explores the topic under discussion fully
• shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
• demonstrates a sound understanding of the subject matter
• draws in a wide relevant literature base
• demonstrates critical analysis of the literature
• is well focused, with concentration on the main issues to be addressed
• presents a good case by means of clear logically structured argument or debate, supported by evidence
• shows a competent standard of fluent academic writing
• has, where appropriate, complete and correct referencing
• shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It…
• demonstrates a good understanding of the area in question
• draws on adequate references
• demonstrates good synthesis, analysis, reflection and evaluation of the literature
• concentrates on the main issues to be addressed
• presents an adequate case by means of clear, well structured, logical argument supported with evidence.
• has, where appropriate, complete and correct referencing of sources
• shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It…
• shows evidence of sufficient knowledge and understanding of the material
• uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
• demonstrates limited critical analysis and evaluation of sources of evidence.
• addresses the area in question clearly and coherently
• has satisfactory structure, presentation, and expression
• has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes. It…
• demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
• lacks detail, elaboration or explanation of concepts and ideas.
• displays limited synthesis and analysis of the literature
• presents a highly descriptive account of the topic with no real critical analysis
• presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
• has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
• has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It…
• does not demonstrate a sufficient level of knowledge and understanding
• utilises only limited reference sources and offers poor analysis of them
• may not adequately address the area in question, because its content is too limited or because there are some inaccuracies
• presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
• has an awkward writing style or poor expression of concepts
• has incomplete or inadequately presented references
• shows a lack of attention to spelling and grammar

F 20-29 Clear fail
*The work is very weak or shows a decided lack of effort. It*…
• displays very poor or confused knowledge and understanding
• does not address the area in question.
• presents no argument or one based on irrelevant and erroneous content
• displays an unacceptable academic writing style and/or presentation
• has incomplete or inadequately presented references, if any

G 10-19 Bad fail
*The work is extremely weak. It*…
• displays no knowledge or understanding of the area in question
• presents incomplete, muddled, and/or irrelevant material
• provides no coherent discussion of the area in question
• has incomplete or inadequately presented references, if any

H 0-9 Bad fail
*The work is of very little consequence, if any, to the area in question. It*…
• is incomplete in every respect

11. Students on a Tier 4 Visa

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal duties to manage our sponsorship of your visa. These include:

• monitoring your attendance on your programme and
• reporting to the Home Office where you suspend or withdraw from your studies, complete them early, fail to register or are repeatedly absent to the point of being excluded from studies.

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.

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 “Downloads” section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk