UNIVERSITY OF EDINBURGH

College of Medicine & Veterinary Medicine
Deanery of Clinical Sciences
MRC Centre for Reproductive Health
Queens Medical Research Institute (QMRI)

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## Contents

INTRODUCTION ......................................................................................................................... 6

Contacts/Support ........................................................................................................................ 7
  Examination Board .............................................................................................................. 9
  Graduations .......................................................................................................................... 9

Aims, Structure and Learning Outcomes of the Programme .................................................... 10
  Aims ..................................................................................................................................... 10
  Structure ............................................................................................................................. 10
  Learning Outcomes ............................................................................................................ 11
  Credit-bearing components of the programme .................................................................... 11
  Basic Laboratory training .................................................................................................... 11
  Initial Project Plan ............................................................................................................... 12
  Health and Safety and Project Risk Assessment .................................................................. 13
  Project Preliminary Literature Review ............................................................................... 13

Guidelines for preparation and submission of reports ................................................................. 16
  Laboratory Research Projects .............................................................................................. 16
  Preparing your report .......................................................................................................... 16
  Marking scheme .................................................................................................................. 17
  Recommended Standards for MSc Project Reports ............................................................. 17
  Submission .......................................................................................................................... 18

Preparing a scientific poster for the Poster Session .................................................................. 20

Research Project Proposal ......................................................................................................... 21
  Marking guidelines for Research Project Proposal ............................................................. 22
  Final Project Presentation ...................................................................................................... 23

Assessment & Progression .......................................................................................................... 23
  Marks & Marking .................................................................................................................. 23
  Progression .......................................................................................................................... 24
  Provision of effective feedback and the return of marks ...................................................... 24
  Plagiarism ............................................................................................................................ 25
  Academic Misconduct .......................................................................................................... 25
  University Assessment Regulations ...................................................................................... 26

Submission dates ...................................................................................................................... 26

Interruptions of Study ............................................................................................................... 27

Extensions of Study .................................................................................................................. 27

Special Circumstances .............................................................................................................. 28
Introductory Statistics for Life Scientists - Level 1 ........................................54
Introductory Statistics for Life Scientists - Level 2 ........................................55
Appendix 7 .........................................................................................................56
Academic & English Support Assistance ..........................................................56
Help With Statistics and Research Interpretation ............................................57
Appendix 8 .........................................................................................................59
Autumn Timetable .............................................................................................59
Spring Timetable ...............................................................................................65
Appendix 9 .........................................................................................................70
Advice on using Social Media Networks & Confidentiality of Information ........70
Top tips for keeping yourself and your information safe. ...............................71
INTRODUCTION

Welcome to Edinburgh, to the MRC Centre for Reproductive Health (CRH), and to the MSc by Research in Reproductive Sciences!

This handbook is a guide to the core information you will need. It informs you of what is expected of you as a student on the MSc by Research in Reproductive Sciences programme, and outlines the academic and pastoral support available to you. Please read it carefully and continue to refer to it throughout your programme. It will help you to make the most of your time on the Programme. For some of you, this will be your first opportunity to work in a British University. Our ways of doing things may be very different from those you are used to back home. One of our aims is to ensure that you appreciate international standards for scientific research, and that you realise that the essence of becoming a good scientist is to learn to take the initiative, and be responsible for your own work.

Scientific research is a collaborative endeavour and you are therefore encouraged to get to know - and enjoy working with - the other students on the course and also our staff in the Centre and indeed the QMRI and wider university, and to build up a network and community of academic friends for the future. We would like to emphasise that you are not in competition with one another, and all marks are awarded based on the quality of the work submitted – for example there is no limit on the number of “distinctions” available.

The University Degree Regulations and Programmes of Study set out University-wide and programmes specific regulations. [www.drps.ed.ac.uk](http://www.drps.ed.ac.uk)

The Taught Assessment Regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University. [www.ed.ac.uk/academic-services/students/assessment/assessment-regulations](http://www.ed.ac.uk/academic-services/students/assessment/assessment-regulations)

The degree regulations are supported by the Code of Practice for Taught Postgraduate Programmes, although not regulatory; provides essential information for staff and students. [www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf](http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf)

Some important general aspects covered in this handbook are amplified in the University’s Code of Practice for Taught Postgraduate Programmes. This handbook does not supersede the University Regulations. **We consider it each student’s responsibility to make themselves familiar with the contents of this handbook and also the regulations and Code of Practice for Taught Postgraduate Programmes.** The information provided in this handbook is intended to help you avoid unnecessary problems.

I wish you every success, and hope that your time here in the Centre for Reproductive Health will be rewarding, exciting and enjoyable.

Dr Richard Smith

MSc by Research in Reproductive Sciences Programme Director

September 2018
Contacts/Support

The Programme Director is responsible for the smooth running of the MSc by Research in Reproductive Sciences, including responsibility for the admission to the Programme, plus coordination of teaching inputs, project marking, Programme evaluation, and curriculum development. The Programme Director is also there to facilitate your orientation and smooth progression through the degree, from initial induction to subsequent project choices, and to the successful completion of the degree.

The deputy Programme Director will be your personal tutor and is available as a first line of pastoral support and advice, who will treat any matters raised in confidence. Your project supervisor may also be approached for support.

It is your responsibility to inform the Programme Director immediately of any problems that are interfering with your coursework or progress through the Programme, including any professional, personal, religious or medical requirements that might affect your participation in any aspect of the Programme. This will be treated in confidence and as appropriate for the circumstances. A student is required to supply a doctor’s note if sick for more than 5 days consecutively.

Personal Tutor

All taught students at Edinburgh University are assigned a Personal Tutor (PT). Your Personal Tutor is a member of academic staff from your matriculated School, who is allocated to you at the beginning of the academic year. Their role is to:

- help you to review your academic progress
- provide opportunities for you to reflect on how your learning can help you pursue your future development
- foster in you a sense of belonging to a community of learners

Your Personal Tutor is available if you have any concerns or problems that might affect your studies, for example when there are special circumstances affecting your studies. They can also advise on academic matters such as course choices in your degree programme.

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MRC Centre for Reproductive Health
Queen’s Medical Research Institute
47 Little France Crescent
Edinburgh
EH16 4TJ
Tel No: 0131-242-9427
Hours: 09:45-16:15, Mon-Fri
Email: dean.ainscough@ed.ac.uk
Information for new students can be found at: www.ed.ac.uk/new-students

College of Medicine and Veterinary Medicine (CMVM)
Postgraduate Section
The University of Edinburgh
The Chancellor’s Building
49 Little France Crescent
Edinburgh
EH16 4SB
Hours: 9-5pm, Mon-Fri
Tel: 44 (0)131 242 6460
Fax: 44(0)131 242 6479
Email: mvmpg@ed.ac.uk
www.ed.ac.uk/schools-departments/medicine-vet-medicine

Students who have a pastoral or work-related problem may also approach any member of the Post-Graduate Studies Committee of the Centre for Reproductive Health (CRH) formally or informally (see Appendix 1 for a list of members), in the assurance that the matter will be dealt with in complete confidence.

In cases of emergency 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
Calendar of the Academic Year 2018-2019

**Semester 1**: Monday 17 September 2018 - Thursday 21 December 2017
**Semester 2**: Monday 14 January 2019 - Friday 23 August 2019

Submission of 1st 20 week Project: Monday 11 March 2019
Submission of 2nd (final) Project Proposal: Friday 3 May 2019
Submission of 2nd (final) 20 week project: Monday 19 August 2019
Presentation of Final Project to Exam Board: Thursday 22 August 2019

**END OF COURSE**

Final Exam Board Meeting: September 2019 (to be confirmed)

A detailed timetable is included in Appendix 8 – **Please note that this is subject to changes, updated on LEARN.**

**Examination Board**
Examination Board meetings usually take place twice a year. An External Examiner is appointed for every MSc Programme to validate programme management and assessment standards, and moderate and adjudicate on this assessment. A list of the current Exam Board is given in Appendix 1.

**Graduations**
Further information about Graduations can be found at on the University website. [www.ed.ac.uk/schools-departments/registry/graduations](http://www.ed.ac.uk/schools-departments/registry/graduations)

Students on this MSc programme usually graduate at the end of November/Early December (to be confirmed).
Aims, Structure and Learning Outcomes of the Programme

Aims

Key aims of the Programme are to enable students to gain insight into a career in the field of Reproductive Sciences and to have some control over their own learning requirements within this field to fulfill their own professional aims. If this becomes your chosen career path, you will be able to assimilate more rapidly into that research career, gain the award of an MSc by Research en route to a PhD, bringing a more mature perspective and a broader range of experimental approaches than would be possible for students entering standard three year PhD Programmes. Alternatively, you will exit from this research training with a University of Edinburgh Masters (or Diploma) by Research degree in Reproductive Sciences, with specific and generic professional skills and insight to take forward to other career paths.

Structure

The Programme comprises research projects, lectures, tutorials, workshops and other group sessions, practical training and presentations. Assessment is based on project write-ups, a project proposal and your final presentation. You are expected to attend all of the lectures and tutorials, which complement the remainder of the Programme and provide essential academic background and support to the practical components.

While you are in the CRH, we want you to be fully integrated as a member of our research community. Further research seminars, research clinics and lab journal clubs are intended to broaden and deepen students’ knowledge of reproductive sciences and of applied research methods. There are a very wide range of learning opportunities in the CRH, in the QMRI, and across the University of Edinburgh, that we strongly encourage all students to take full advantage of. It is up to you to take responsibility for your own learning and make the most of these opportunities, according to your own personal and professional aims and learning requirements.

Project choices are offered on the agreement that students meet up with/contact potential supervisors before any commitments are offered. There is a significant commitment from supervisors – they are providing you with a framework for a project, and allowing you to use their laboratory resources. In return they want you to become an integrated part of their lab team for the duration of the project, and demonstrate a similar level of commitment to the project and to work within the lab.

Recognising these mutual commitments is a key element to this MSc by Research, allowing students to take ownership and responsibility for learning and development, creating a learning environment that allows students to take this responsibility. This environment should be supportive, to allow students to continue to develop their skills with the aid of considered tasks and useful feedback, that builds up to the assessments, so students can perform to their best abilities. The programme leads will not micro-manage every student project – this should be between student and supervisor.

You are expected to work at least the normal times of the staff in the laboratory where you
are doing your project (typically 09.00 – 17.00). To gain high marks it is likely that you will have to spend considerable time outside these times working at home or in the library researching your topic, writing reports and preparing for tutorials.

Learning Outcomes
The MSc by Research in Reproductive Sciences will enable you to achieve the following learning outcomes:

- By working in different research laboratories on a range of different projects, be able to analyse and discuss research within the Reproductive Sciences field;
- Gain insight and practical skills to utilise a wide range of experimental and laboratory methodologies within the context of the Reproductive Sciences field, and generalise across biological research;
- Theorise about the importance of the basic research underpinning reproductive sciences and how it may impact upon human reproductive health and disease.
- To gain a wide range of key professional generic skills, which together with a deep understanding in the context of the field of reproductive science, will permit you to apply these skills across the broader field of biosciences.

Credit-bearing components of the programme

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Period</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REBM11021</td>
<td>Reproductive Sciences Project I</td>
<td>As available</td>
<td>80</td>
</tr>
<tr>
<td>REBM11024</td>
<td>Reproductive Sciences Project II</td>
<td>As available</td>
<td>80</td>
</tr>
<tr>
<td>REBM11018</td>
<td>Research Proposal (Reproductive Biology)</td>
<td>As available</td>
<td>20</td>
</tr>
<tr>
<td>LISC11051</td>
<td>Effective Presentations Notes: Recommended Course</td>
<td>As available</td>
<td>0</td>
</tr>
<tr>
<td>LISC11053</td>
<td>Writing up Science Notes: Recommended Course</td>
<td>As available</td>
<td>0</td>
</tr>
<tr>
<td>LISC11052</td>
<td>Project Planning and Ethics in Scientific Research Notes: recommended course</td>
<td>As available</td>
<td>0</td>
</tr>
<tr>
<td>TPGR11004</td>
<td>CMVM Scientific Academic Writing Notes: recommended course</td>
<td>As available</td>
<td>0</td>
</tr>
<tr>
<td>REBM11023</td>
<td>Reproductive Mechanisms and systems Notes: recommended course. Reproductive Biology Lecture and tutorial series</td>
<td>As available</td>
<td>0</td>
</tr>
</tbody>
</table>

Basic Laboratory training
Following combined MSc programme Core Week Lectures, the programme continues with a week of practical training to equip you with the basic skills to enter a laboratory and begin your project work. Details of this laboratory training are covered in a separate handbook.
Initial Project Plan

Getting a project started successfully requires that you have a clear idea of what you are expected to achieve, and how. It is likely that you will be unfamiliar with the area, and/or the techniques, that will comprise your project, and gaining this understanding will take time. This good start is essential and your Initial Project Plan is designed to facilitate this. It will form a basis for the essential discussions with your supervisor at the start of the project.

The aims of the Initial Project Plan are to ensure that you are fully aware of what is involved in getting your project **started effectively**. You should use it as a framework to initiate your review of the literature, and discuss with your supervisor and the laboratory team (a) the project, (b) the laboratory techniques, and (c) how to get started working in the laboratory. It should provide a clear guide as to what laboratory studies you will be doing in your first few weeks, and why, and what the expected outcomes are. You should be clear on what is expected from you and what support will be provided. **You must complete this task, but it does not form any part of your marked assessments.**

**Before submission, you must show your supervisor/s a draft of your Initial Project Plan, and discuss it with them.**

The Initial Project Plan should consist of no more than one page of text (submit electronic copies to 1/ Programme Administrator and 2/ your supervisor).

The Initial Project Plan should be organised with the following seven headings (**in bold**)

Briefly, what is the **hypothesis** that forms the basis of your experimental work?

What are the **main experimental aims at the start** of your project you will address?

You should specify the 3-5 **key primary research articles** (i.e. not reviews) that you are reading in depth, to begin to establish insight into your project.

Are the **biological samples already available** for you (e.g. tissues, animals, cells, etc), or to be collected during your project?

What **laboratory techniques** will you be using **at the start** of the project? Are these established in the laboratory? A brief outline of your first 3-4 weeks lab work should be included.

Will you be going on to use **other laboratory techniques**? If so, which ones, and are they established in the laboratory?

Are there any **parts of the project with a significant “risk”** that they will not be feasible, for instance tissue samples not becoming available, as anticipated, or techniques new to the laboratory not working? If there is this perceived potential significant risk, please explain in more detail.

**Note** - There is a separate “Risk Assessment” form that you should work through with your supervisor (University Risk Assessment form RA1), that assesses the risks in the laboratory, and considers the methods you will be using and the tissue samples etc.
Health and Safety and Project Risk Assessment

Health and safety of all staff in the laboratory working environment is paramount and is taken very seriously.

You are required to attend a series of health and safety training sessions and to abide by the Health and Safety regulations and procedures. Two weeks into the start of each laboratory research project, students are required to complete a Risk Assessment form (General Risk Assessment Form RA1), in conjunction with and signed off by their supervisor. This describes any hazardous chemicals and procedures that will be used, indicating the level of risk involved and the training, standard operating procedures and precautions that should be taken by the student.

Forms can be downloaded from the UoE Health and Safety website: http://safety.biology.ed.ac.uk/risk

On completion of this form, you should scan an electronic copy and then:

1/ insert a paper (and/or electronic) copy into your laboratory Health and Safety file, and
2/ submit a copy to the course administrator

Remember – you have a responsibility to yourself, and to others working with and around you to ensure you maintain a safe working environment.

IF YOU ARE NOT SURE – STOP AND ASK!

Project Preliminary Literature Review

Guidelines for formative writing task enabling you to engage with the scientific literature underlying your research project (This task is not optional, it must be submitted, but it is formative, so does not count to your final degree assessment)

The educational learning outcomes of the task is to write the “Project Preliminary Literature Review” will ensure that you have:

1. Discussed and interacted with your supervisor(s) to gain academic insight into your project
2. Begun to establish deep and comprehensive understanding of the scientific literature that underlies the experimental work you are currently performing for your project
3. Further developed your academic writing abilities
4. Presented your work in an appropriate style (e.g. formatting, referencing)
5. Been able to work within a specified timeframe and to a set deadline
6. Received extensive formative feedback enabling you to improve your skills, knowledge and understanding for the first summative assessment.

Introduction to this task

It is extremely important as a researcher to be fully informed and aware of the scientific literature that precedes and underlies your current experimental design and laboratory work, which in turn will allow you to develop informed plans for the future. It can sometimes be easy for a student starting a research project that has already been well
planned and organised by the supervisor and their laboratory team, to get deeply involved in the technical aspects of the laboratory work, without fully considering the underlying hypothesis, aims and the literature in the field of study. Your supervisor(s) will know the literature and field very well, but likely you won’t yet. You must utilise a significant amount of time throughout your project to appraise the literature and think about the field. This will enable you to ask your supervisor insightful questions, answers to which you can incorporate to add real value to your final project report.

In addition, academic writing is challenging. For many students, one of the most difficult aspects of an MSc by Research is developing your academic writing skills. You have already been attending some workshops on developing these skills. This “Project Preliminary Literature Review” enables you to practise this wide range of skills, whilst producing work that is directly relevant, useful and contributing to your eventual final project report. It will also allow you, your supervisor and the Programme Director to identify if you are struggling with any aspects of your academic writing. By identifying any problems early, you can be offered extra support, before it is too late and you are struggling to write substantial pieces of work that are being assessed summatively (i.e. it is being formally marked and contributes to your final degree mark).

You are expected to interact with your supervisor(s) over the next few weeks to discuss, critically appraise and review this literature. You will also likely wish to have some early discussions with your supervisor about the structure of your “Project Preliminary Literature Review”. You may also want to submit 2 or 3 paragraphs to them for advice on your writing style. However, you are not permitted to submit multiple drafts to them all at various stages of completion. Your supervisor will only review one ‘final draft’, and provide their insight and feedback before the submission deadline. You should discuss with your supervisor when you should provide them with this final draft, and it is appropriate to ask them when they will respond with feedback. Nevertheless, it is strongly suggested that you should provide this final draft at least a week, preferably two weeks before the submission deadline. If you give your supervisor less than a week, they will have very little time to read and provide feedback, and you will have little time to act on any feedback – it may just be damage limitation with so little time available.

As the “Project Preliminary Literature Review” is being formatively and not summatively assessed, it is acceptable for you to incorporate some, or all of it in your final project report. This is to get you started. In practice, you will likely reject some, and extensively rewrite much of the remainder of this initial submission.

Format

The “Project Preliminary Literature Review” should amount to between 2,000 (a maximum 2,500) words (not including references), incorporating perhaps 20-40 references. You should write in a succinct style. It should be divided into the following sections:

1. **Title page** (i.e. title of project, your student number, acknowledgements, the word count),
2. **Introduction** - for clarity it may be divided into appropriately sub-titled sections; this should lead into, a clear statement of the:
3. **Hypothesis**, and then the specific:
4. **Experimental aims**,  
5. **Review of current progress and next steps** (e.g. mention preliminary results, and progress in experimental work [no more than 250-300 words]),  
6. **References** (not included in word count).

*This piece of work should not include any write up of the materials and methods you are using.* It should be 1.5 or double spaced. You may wish to include diagrams to introduce or explain concepts or preliminary findings, and it should be fully referenced. The word count should be stated.

**Submission**

*You should upload an electronic copy to the Turnitin function in the Preliminary Literature Review folder on LEARN.*

This “Project Preliminary Literature Review” will be submitted to the anti-plagiarism software “Turnitin”, and if required, you will be provided with feedback by the Course Organiser. This will be formative feedback – the educational aim here being to help you fully understand this aspect of academic integrity. You will not be penalised, but this may amount to discussing any evidence highlighted by the Turnitin report of poor academic writing practice, with provision of feedback and guidance on how to improve in the future.

**Formative feedback**

Your supervisor will play an important role in providing you with formative feedback. This will include feedback on the structure and content of your submission, and perhaps also on your academic writing style. This feedback will be provided after the Christmas / New Year holiday, in time for you to discuss, reflect and act upon the feedback to enable you to improve your skills before you complete your first project report submission.
Guidelines for preparation and submission of reports

Laboratory Research Projects

The two Laboratory Research Projects are designed to enable students to gain experience and confidence in the technical skills associated with molecular and cellular biological research, and the generic skills required by research workers (gaining these generic skills should represent a major aim for every student and include use of web-based literature searching tools and information technology, statistical analysis, communication of results particularly written, oral and poster presentations and the critical appraisal of their own findings in the context of the existing literature.

Students will choose one research project from the ongoing areas of current research within the Centre for Reproductive Health and its associated Institutions from a list provided by the Programme Director early in the semester. These will normally be related to hypothalamic-pituitary control, ovarian regulation, development and control of the testis, uterine function, pregnancy and parturition, fertility control and contraception, and genetics and development. Nevertheless, a range of other projects may also be offered in other research areas, depending on availability, which may also link with other Research Centres in the University of Edinburgh. Recent projects have for example been based in or between our own Centre, the Centre for Reproductive Health (CRH), and also with the Centres for Cardiovascular Sciences (CVS), Inflammatory Research (CIR), Regenerative Medicine (SCRM), Integrative Physiology, the Roslin Institute, Western General Hospital and the Royal Dick Veterinary School.

For the two 20 week Laboratory Research Projects, students will choose from a list of research projects provided by the Programme Director. Students are expected to engage potential supervisors about their projects, asking related questions that may help form a working relationship going forward. The Programme Director will then allocate projects aiming to ensure all students have their highest choices of project possible according to the student choices and supervisor feedback. Alternatively, students may negotiate with a suitable supervisor to design a research project that more closely suits their own interests.

*Please note* that this may not always be possible, as laboratory space is at a premium, and most members of staff are busy and are often already supervising other postgraduate students. At the end of the final Laboratory Research Project, students will give a 10-minute oral presentation of their findings.

Preparing your report

You should seek advice from your project supervisor, who will give you general advice on what to include in the report. The supervisor is allowed to provide limited advice on the presentation and content of the dissertation. The supervisor should have an initial meeting to discuss the content of and the plan for the dissertation and could, for example, point out any fundamental flaws in the approach and the methods of data analysis. Thereafter, the supervisor is only permitted to comment on the first draft of the proposal. Comments should be limited to style, layout and use of English. Also to point out ambiguities or where information could be misunderstood. For students whose first language is not English, the supervisor is permitted to see an additional draft to comment on and provide advice on spelling, grammar and the use of English. Supervisors are not permitted to make detailed
corrections or additions to scientific content or interpretation, although general comments on an overall impression of the report are permitted.

The project reports should not exceed 10,000 words. The word count does not include appendices, figure legends and references and can be extended if properly justified and agreed by the supervisor and Programme Director. The word count should be stated at the end of the report, and may be checked in your electronically submitted version.

The reports should include the following sections, all of which will be awarded weighted marks according to the scheme.

Marking scheme

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum marks (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract (professional)</td>
<td>5</td>
</tr>
<tr>
<td>Abstract (layman’s)</td>
<td>5</td>
</tr>
<tr>
<td>Introduction &amp; Literature</td>
<td>15</td>
</tr>
<tr>
<td>Aims</td>
<td>5</td>
</tr>
<tr>
<td>Materials &amp; methods</td>
<td>10</td>
</tr>
<tr>
<td>Results</td>
<td>30</td>
</tr>
<tr>
<td>Discussion</td>
<td>25</td>
</tr>
<tr>
<td>General Presentation</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Please ensure you consult the marking sheet on LEARN for further guidance.

Recommended Standards for MSc Project Reports

Size and Thickness of Paper

A4 (minimum weight 70 gsm).

Type or Print  Consistent and clear type of laser print quality should be used for all copies for both text and illustrations.

Layout of Text  4 cm binding margin  2 cm head margin
               2.5 cm fore-edge margin  4 cm tail margin

The text of the report should be produced in single-sided copy, on right-facing pages only. Alternatively, the text of the report may be produced in double-sided copy; in which case each chapter must start on a right-facing page. The main text should be in no less than 1½ spacing (or 18 points leading) - this is so much easier for markers to read. Quotations and notes should be in single spacing.Pagination must be continuous throughout and include all plans, tables, illustrations, etc. that are bound in with the text. Handwritten numbers in indelible ink are acceptable.

It is recommended that students have project reports professionally bound.

**** PRINTING AND BINDING COSTS SHOULD BE AGREED WITH YOUR PROJECT SUPERVISOR AHEAD OF TIME, THIS IS AT THEIR DISCRESION. PAYMENT FOR THIS SHOULD BE DONE DIRECTLY USING A UNIVERSITY EIT (ELECTRONIC TRANSFER) AND NOT CLAIMED BACK AFTERWARDS. CHECK WITH YOUR LAB PROCESSES AND PROVIDE EIT DETAILS TO AILEEN HAMILTON (ROOM C1.20) TO ARRANGE IN GOOD TIME ****

Character Size

The size of character used throughout the text, including prefatory material, appendices and displayed matter, should be no less than 2.0 mm for capitals and 1.5 mm for x-height (i.e. the
height of lower-case x). Character sizes should be at least 10 points, with body text (text other than headings) not exceeding 12 points.

**Character Styles – fonts**
A suitable font should be selected and used throughout (e.g. Times New Roman or Helvetica/Arial)

**Word spacing and division**
Text should be set to ensure an even spacing between words for any particular line. Word division at the ends of lines (hyphenation) should be avoided if possible.

**The Title Page should contain the following:**
1. Title of project.
2. Author’s student number
3. Title of degree
4. Year of presentation
5. Name of University
6. Date submitted

**Acknowledgements**
It is important that the report contains a comprehensive and clear declaration specifying ALL the support you have received and an acknowledgment statement indicating your contribution and the contribution of others to the work reported. **You should detail** the intellectual input, help and assistance you have received over the course of your project. This could and/or should mention support from your supervisor, members of the supervisor’s team, help with skills, techniques, data collection, analysis of samples, statistical analysis, other data and preliminary data generated by others. You should also clearly detail any previous or current project work or database or samples you have used, produced or collected by another student, collaborator or member of staff, highlighting joint or rollover projects.

**Submission**
3 copies of all reports should be submitted to the Programme Director or Administrator by the due date. These should be securely bound and conform to the regulatory standards for theses set out in the Regulations. To conform to the requirements for anonymity in marking, for these three copies you should include ONLY your student (matriculation) number (sXXXXXXX) on the cover and in the report.
It is recommended that students have all project reports professionally bound.

Another copy should then be given to your supervisor. The supervisors copy SHOULD include your name and full named acknowledgements.
It is recommended that students have all project reports professionally bound.

1 electronic copy (anonymous) uploaded to LEARN. If not uploaded to learn, students must forward a digital copy by email by the submission time and incorporate a signed copy of the University of Edinburgh Own Work Declaration (available from the MSc Administrator and Learn) that the thesis has been composed by you and is your own work.

**It is not acceptable for students to resubmit data and results from a previous project as ‘new’ results. However, students are allowed to refer to these results in a project introduction and discussion.** Dissertations or project work must not include work
submitted for any other degree or professional qualification unless a clear statement is made as to the precise extent of the work so included.
Preparing a scientific poster for the Poster Session

Learning objectives

After completing the assignment the student will be able to:

• prepare a clear, concise and well-structured poster presentation of their research
• deliver a clear and fluent oral presentation summarising their research
• demonstrate a good understanding of research methodologies used in the field with appropriate critical appraisal of the importance, significance and flaws of specific scientific datasets
• show critical skills required to identify gaps in current knowledge

Outline of the task

As you are well aware, effective presentation and communication of your findings is an essential part of being a scientist.

• Your poster should be in portrait format (A2 portrait template will be supplied)
• Either use Powerpoint, or check in advance that your chosen format can be printed.
• Posters should include a title, your name and your affiliation. There should be subheadings for: introduction, hypothesis and aims, materials and methods, results, discussion, perhaps with a section on ‘future directions’ giving some indication of follow on studies arising from your findings, and then the references.
• You are strongly advised not to include every scrap of data on your poster. You should be selective and highlight the most interesting and significant points, aiming to get a small number of ideas across clearly rather than overwhelm your visitors with the sheer quantity of work you have done. Do not overburden the reader with excessive text!
• Consider using figures instead of text. They work well in the introduction or discussion to explain mechanisms or concepts. A timeline type diagram may be worth considering in the methods.

Other than these basic instructions, the format is free for you to decide. Do not assume that the same general poster design is appropriate for all. Work out what seems to be an appropriate presentation style for your own study. Innovative and interesting designs can gain much attention and credit. For examples of effective [and perhaps not so effective] posters, look around you. Most of the walls in all the research centres are covered in them. Perhaps firstly decide what concepts and data from your own study you think you want to present, then go around and view these posters with a student or lab colleague, or your supervisor, and discuss the different formats. Posters will need to be finalised and ready for print at least 3 days prior to presentation.

Your supervisor can give feedback on only one version of your poster.

During the poster session a visitor to your poster will have limited time to take in the contents. You should prepare a 3 minute verbal summary account of your work for visitors to your poster, guiding them through the key points. They may not wish to hear your presentation, ask them if they do, but frequently visitors ask a presenter to take them briefly through their work.
Expect to be asked questions about specific details, as well as the bigger picture. This process will develop your expertise both in presentation and ‘thinking on your feet’ – skills that will be useful in your future career.

Research Project Proposal
After submission of your first project you are expected to prepare a detailed proposal of the research you intend to undertake for your second and final project, in consultation with your chosen supervisor.

The educational aims of this “Research Project Proposal” are to ascertain that you:

- Have a thorough knowledge of the relevant literature, can critically appraise the key material in this literature, and place your own proposed project in its context,
- Can accurately report the work already done and its significance
- Can demonstrate the development of your generic professional scientific communication skills.

The structure of the report has some flexibility but should be presented in the form of a Wellcome Trust Project Grant application (this template will be provided). It is marked on the basis of the content, structure, style and presentation by the markers, as if they were reviewing a grant application.

The research project proposal should be prepared to a high standard. You should present a final draft version of your project to your supervisor for formative feedback prior to submission. Discuss the optimal timetable for this with your supervisor in the early stages. Late submission will be penalised, and extensions will only be granted in exceptional circumstances and with the written support of project supervisors. Please ensure you consult the marking sheet on LEARN for further guidance.

Submission
3 copies of your research proposal should be submitted to the Programme Director or Administrator by the due date. These should be securely bound and conform to the regulatory standards for theses set out in the Regulations. To conform to the requirements for anonymity in marking, for these three copies you should include ONLY your student (matriculation) number (sXXXXXXXX) on the cover and in the report.

Another copy should then be given to your supervisor. The supervisors copy SHOULD include your name and full named acknowledgements.

1 electronic copy (anonymous) uploaded to LEARN. If not uploaded to learn, students must forward a digital copy by email by the submission time and incorporate a signed copy of the University of Edinburgh Own Work Declaration (available from the MSc Administrator and Learn) that the thesis has been composed by you and is your own work.

It is not acceptable for students to resubmit data and results from a previous project as ‘new’ results. However, students are allowed to refer to these results in the final project introduction and discussion. Dissertations or project work must not include work submitted for any other degree or professional qualification unless a clear statement is made as to the precise extent of the work so included. Data generated for the proposal can also be used again in the final project write-up.
Marking guidelines for Research Project Proposal

The student is expected to prepare a detailed proposal in the format of a Wellcome Trust project grant application. It should be marked on the basis of the content, structure, style and presentation by the markers much as if they were reviewing a grant application.

The markers should grade the proposal as a percentage – there are no performance marks.

**Abstract - professional.** This should summarise in no more than 300 words the problem tackled and why it is of interest, the aims, the methods, the core results and their significance – much as in a journal article.

**Abstract - layman.** This should explain in no more than 300 words what is the problem to be tackled and why it is of interest, with a general summary of the approach, expectations and significance. Technical words should be kept to a minimum as it should be aimed at the lay public – a good approach is to imagine the abstract as text in a quality newspaper.

**The research question.** This should be no more than 100 words and must be in the form of a question to be answered; it should be followed by a short 250 word paragraph on its importance.

**Research proposal sections to total no more than 3500 words:**

a) **Aims.** This can either be a series of bullet points or a series of detailed questions to be answered.

b) **Work which has lead up to the project.** This should introduce the topic of the thesis and should thus be a guided review of the literature that, in a natural and logical manner, leads to:

c) **Experimental design and methods.** The methodology should contain enough detail for the reader to understand the methods and should clearly explain why particular methods will be used. The design of the work programme should be set out logically explaining, for example, how one experiment leads to another and detailing controls. Any data should be clearly and professionally laid out (photographs should have magnifications, data should be statistically analysed, gels should be adequately explained, etc). The section as a whole should show how the experimental work will answer the questions laid out in the aims.

d) **Timetable and milestones.** This should include a breakdown of the project into its component parts and a timetable for the completion of each of these tasks (Gantt and/or Pert Charts may be included to illustrate this).

**Presentation.** Marks are awarded for general appearance, quality of pictures and legends, well-organised references etc.

**Appendices.** The sections on ethical implications, research costs associated with the project, and health & safety considerations should be filled in, but not in great detail.

**References.** A comprehensive and accurate reference list must be included – this does NOT count towards the word limit.
Final Project Presentation

This should be in the form of a short (10 minute) conference presentation, and should be based on the results from your final project, although you do not need to include all of your results. The presentation is followed by 10 minutes of questions from the audience and members of the exam board.

You will be guided by your supervisor on the format for your presentation, but you are advised to include the following sections:

- Introduction/background
- Aims
- Brief methods, including sources of materials and any ethical or Home Office approvals
- Results
- Conclusions and summary
- Acknowledgements

We strongly advise that your supervisor should see a practice run of your presentation, although they may make only general comments on style/delivery, not give advice on scientific content or interpretation.

All Marking sheets and schemes used for all assessed work will be available through Learn.

Assessment & Progression

The University Regulations covering assessment of work for a Masters/Diploma degree. The Assessment Regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University. The full regulations can be seen at:

www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment

Overall assessment is based on the two research projects, the final research proposal and the final research project presentation.

Marks & Marking

All assessed credit bearing work will be double-marked by two internal examiners. Supervisors will mark laboratory performance on project reports. The External Examiner also has access to all work submitted for assessment. Marking is in accordance with the University’s common marking scheme for taught postgraduate courses (see Appendix 2) and all efforts are made to return the marking within 15 working days. On occasion, when discrepancies are evident, the programme reserves the right to extend this marking period.

Marks submitted by report markers account for 90% of the total. The remaining 10% of the mark is provided by the project supervisor. The final project presentation will be marked by members of the exam board and an average mark will be calculated.

The final project is independent of the initial proposal, and the aims of the project are allowed to change depending upon successes vs challenges faced, taking a pragmatic view.
The overall award of the MSc is given in the table below:

<table>
<thead>
<tr>
<th>Course component</th>
<th>Credits (at SQCF level 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Laboratory Research Project and poster presentation</td>
<td>80</td>
</tr>
<tr>
<td>Research Proposal (Reproductive Biology)</td>
<td>20</td>
</tr>
<tr>
<td>2nd Laboratory Research Project report and presentation</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>180</td>
</tr>
</tbody>
</table>

**Progression**

- Students scoring an aggregate mark of less than 40% in the assessment of the 1st Laboratory Research Project and the Research Proposal will be regarded as having failed the course.
- Students scoring an aggregate mark of 40-49% in the assessment of the 1st Laboratory Research Project and the Research Proposal will complete a further short assessed project before exiting with a postgraduate Diploma.
- Students scoring > 50% in the assessment of the 1st Laboratory Research Project and the Research Proposal will progress to the 2nd Laboratory Research Project report for the award of the MSc.
- Students who achieve an aggregate mark of at least 70% in the assessment of the 1st and 2nd Laboratory Research Projects and the Research Proposal, will be considered for the award of MSc with Distinction. Taught postgraduate degrees may be awarded with merit. To achieve a merit, a student must be awarded at least 60% on the University’s Postgraduate Common Marking Scheme for the dissertation, if the programme has a dissertation element, and must pass all other courses with an average of at least 60%. Borderlines, for both the dissertation and course average elements, are considered for merits.

**Provision of effective feedback and the return of marks**

The MSc programme regards the delivery of effective and useful feedback as a most important component of the whole programme. Students should recognise that feedback is much more than just written summative feedback comments on submitted work. Feedback in a wide range of forms will constantly be provided to you, most often in a very informal way in academic or laboratory discussions, as well as in more formal meetings. The programme aims to provide constructive formative feedback throughout the programme, to allow you continue to develop the very wide range of professional skills and competencies to your maximum potential. Nevertheless, it is your responsibility to assimilate this wide range of feedback, to process, decode and discuss it with your colleagues, tutors, supervisors, academic staff and the Programme Organiser. You should continually reflect on that feedback, and then act on it effectively. All marks, and feedback from the markers and
supervisor for the assessed pieces of work will be returned to students in a timely way so students can act upon it. Marks will remain provisional until ratified by the exam board. The Exam Board includes an External Examiner from another institution, appointed by the University.

Plagiarism

Plagiarism and cheating are regarded as serious offences against University discipline. Plagiarism is the act of copying or including in one’s own work, without adequate acknowledgement, intentionally or otherwise, the work of another, for one’s own benefit. It is a serious offence even if the plagiarism has been unintentional. The University’s general guidance for students about plagiarism can be found at: www.docs.sasg.ed.ac.uk/AcademicServices/Discipline/PlagiarismStudentGuidance.pdf

You should familiarise yourself with these guidelines, but you will receive further guidance from the Programme Director. As a minimum, your first piece of assessed work will be put through the TURNITIN plagiarism software, results conveyed to your supervisor.

A new plagiarism tutorial will be extremely helpful for all students who are involved in producing written work for examination.

www.learn.ed.ac.uk/bbcswebdav/xid-6664537_1

Academic Misconduct

Regulation 30 Academic Misconduct

“It is an offence for any student to make use of unfair means in any University assessment, to assist a student to make use of such unfair means, to do anything prejudicial to the good conduct of the assessment, or to impersonate another student or allow another person to impersonate him or her in an assessment. Any student found to have cheated or attempted to cheat in an assessment may be deemed to have failed that assessment and disciplinary action may be taken. “

Further guidance on Application of the regulation see the Taught Assessment Regulations at: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations
University Assessment Regulations
The University’s common postgraduate marking scheme below is used for degree assessment.

<table>
<thead>
<tr>
<th>MARK (%)</th>
<th>GRADE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A1</td>
<td>An excellent performance, satisfactory for a distinction.</td>
</tr>
<tr>
<td>80-89</td>
<td>A2</td>
<td>An excellent performance, satisfactory for a distinction.</td>
</tr>
<tr>
<td>70 - 79</td>
<td>A3</td>
<td>An excellent performance, satisfactory for a distinction.</td>
</tr>
<tr>
<td>60 - 69</td>
<td>B</td>
<td>A very good performance.</td>
</tr>
<tr>
<td>50 – 59</td>
<td>C</td>
<td>A good performance, satisfactory for a Master’s degree.</td>
</tr>
<tr>
<td>40 -49*</td>
<td>D</td>
<td>A satisfactory performance for the Diploma, but inadequate for a Masters degree.</td>
</tr>
<tr>
<td>30-39**</td>
<td>E</td>
<td>Marginal Fail.***</td>
</tr>
<tr>
<td>20-29</td>
<td>F</td>
<td>Clear Fail.***</td>
</tr>
<tr>
<td>10-19</td>
<td>G</td>
<td>Bad Fail.***</td>
</tr>
<tr>
<td>0-9</td>
<td>H</td>
<td>Bad Fail.***</td>
</tr>
</tbody>
</table>

a) In order to progress to the Masters dissertation, students must attain an average of at least 50% for the 100 credits of study examined at the point of decision for progression to final project/dissertation; and
b) In order to be awarded a masters degree students must achieve 50% or over in the final project/dissertation (80 credits) and average 50% or over in 100 credits
c) For Distinction Award - Achieve at least 70% in the final project/dissertation and average of 70% in all other courses.

Further guidance can be found in the Taught Assessment Regulations at

https://www.ed.ac.uk/academic-services/staff/assessment/assessment-regulations

Submission dates
Taught Assessment Regulation 28 Late submission of coursework

Students need to submit assessed coursework by the published deadline. Where the student provides a good reason for late submission, Schools will consider accepting late submission of up to seven calendar days without exacting a penalty.
Interruptions of Study

An Interruption of Study (IoS) can only be authorised by the College Postgraduate Taught Committee and only granted for stated reasons for specified (not open-ended) periods. Periods of IoS do not count towards a student’s total permitted period of study (i.e. they effectively “stop the clock” on the registration period). No fees are payable during any full year in which authorised interruption of study has been continuous. Students in receipt of a studentship or scholarship should note that an interruption of study may have implications in relation to receipt of funding (i.e. payments may be suspended during a period of interruption).

An IoS is applicable where a student is unable to work on his or her studies for a significant period of time due to circumstances that are largely beyond his or her own control. These circumstances can include:

- Medical and health problems
- Personal and family problems or bereavement
- Problems experienced because of failure of University equipment or lack of access to equipment
- Problems experienced because of deficiencies in the provision of supervision or facilities
- Undertaking distinct time-limited specialised training or employment that would be beneficial to the student’s project or generic skills training

If there are medical problems, medical certificates will be required.

Interruptions are not appropriate where a student is able to work on his or her studies but is not progressing at the expected rate where the reasons are foreseeable or to allow a student to undertake long-term periods of paid employment. Interruptions are not available to permit a student to take extended annual leave/holiday leave or to effectively extend the period available to a student to complete his or her studies.

An application for IoS should be made in advance where possible or as soon as practicable after the problem has emerged or been discussed. A retrospective interruption of study cannot be applied. Students with Tier 4 visas seeking IoS for 2 months or more should first seek advice from the University’s International Office, as Tier 4 students are not permitted to stay in the UK beyond a period of 2 months if on an Interruption of Studies.

Extensions of Study

A student must complete the requirements of the degree programme within the maximum period of study. In exceptional circumstances, a student may apply through the supervisor and school postgraduate director to the college for an extension and it may be authorised by the Head of College if there is good reason. The student must provide evidence to support their application. The College may extend a student’s period of registration by up to two years. Extensions beyond this time are not permitted.

Reasons for an extension might include circumstances where progress has been hampered by unforeseen difficulties with facilities or equipment or in obtaining or analysing data and
hence completion of the studies has been delayed. A request for an extension cannot be based solely on the need for more time to complete.

The Programme Director is expected to make the case for extension as soon as the need for an extension becomes apparent, and before expiry of the student’s normal maximum period of registration. Second or further applications for extension for a student will be subject to greater scrutiny and a higher level of supportive documentation is required. Masters students are required to pay an annual matriculation fee until the date of submission. For fee information, see: www.ed.ac.uk/studying/postgraduate/fees-finance/postgraduate-fees.

Special Circumstances
It is a student’s responsibility to report any special circumstances to the Board of Examiners, including all relevant documentary evidence. This is done via the Personal Tutor or Programme Director and according to School administrative arrangements. Students must refer to specific instructions in course and programme handbooks. Exceptionally, students may bring information on special circumstances to the attention of Conveners of Boards of Examiners via their Personal Tutor or Programme Director at any time.

If a student’s ability to perform has been affected by a Special Circumstance, Boards of Examiners have Special Circumstances Committees to consider individual cases. It is a student’s responsibility to report any special circumstances, including all relevant documentary evidence. Special Circumstances Policy here: https://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf

Withdrawal and Exclusion
Any student may withdraw permanently from his/her programme of study at any point in the year. Students may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies: http://www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

Appeals Procedure
An academic appeal is a request for a decision made by a Board of Examiners to be reconsidered in relation to:

- marks
- progression
- degree classification
- degree award

If you are considering lodging an appeal, it is important that you act promptly.

It is important to note that the appeal process cannot be used to challenge academic judgment. That is, a student cannot submit an appeal simply because they believe that they deserve a better mark.

There are specific and fairly narrow grounds under which an academic appeal may be submitted. These are set out in the relevant university Academic Appeal Regulations.
Further guidance and information about the appeals procedure can be found at
www.ed.ac.uk/academic-services/students/appeals

Complaints
The University of Edinburgh is committed to enhancing the experience of our students. We aim to ensure that our teaching, support services and student union activities provide positive experiences and opportunities for our students. If we are to achieve that aim, it is important that we know what is and is not working. We endeavor to listen to concerns and to ensure they are dealt with appropriately.

If you are considering making a complaint to the University, you should first:

- Try to sort out the problem with those who are directly involved. Generally complaints are resolved more easily and effectively at an early stage and by those who have a direct influence on the situation. We call this "Frontline Resolution".
- Have a look at the information and guidance accessible via the link below which explains the complaint procedure.
- If you are a student, speak to an Adviser at the Edinburgh University Students' Association Advice Place. These Advisers have a great deal of relevant experience and knowledge of the University procedures.

www.eusa.ed.ac.uk/support_and_advice/the_advice_place

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 Project supervisor or Programme Director.

Please note that any email relating to your Tier 4 sponsorship by the University of Edinburgh 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 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

Leave and sickness
Although the timetable allows for a festive break, some students may decide to work on during this period. Students are encouraged to take time off when the timetable/research permits. This should be discussed and agreed with your project supervisor beforehand. Students should complete a Leave Form and submit to the Programme Administrator once signed off by your supervisor.

Sickness absence should also be reported to your supervisor and the Programme Administrator as soon as possible on the 1st day off. Any absence from study of 5 consecutive days or more must be signed off by a doctor.

Peer Support
Peer 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 Support may focus around advancing your academic work, providing opportunities to socialise with other students within your School or offering additional support to ensure your wellbeing while at University.

You immediate support network is made up of a combination of programme management, project supervisors and lab staff.

Recording Lectures
All recordings of lectures that are made available to students via Blackboard 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 in the recording remain with the University and the lecturer. By accessing this recording you are agreeing to these conditions of use.
www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/mainstreaming/recording

Teaching & Learning Approach
(Key Teaching staff involved in the Programme are listed in Appendix 3.)

Teaching and tutorials begin in the first week of the Academic year, and continue until the end of February. Attendance at these is compulsory. Throughout the year there are Centre (CRH) seminars and research clinics. If you are based in the QMRI, attendance is compulsory and you are requested to sign in. In lab journal clubs and ad hoc lectures in your research area may become compulsory and you are strongly recommended to attend all these additional sessions as they will provide you with deep insight across the range of
research taking place across the wider scientific community. Students whose projects are based at other Centres or Institutes should consider attending their local seminars instead. Our students are regarded as important members of the Centre for Reproductive Health, who are very much welcomed and integrated into our academic community of practice.

*The MSc by Research course has a clear postgraduate ethos, with a strong emphasis on student presentations and interactive discussion with tutors and research groups. In general, the more effort you put into the course, the more you can expect to get from it.*

For instance, you will be given papers or reviews to read, or specific tasks to complete, in preparation for your tutorials. Preparing involves not just reading the material you are given, but reflecting on it and reading around the topic, so that you are ready to discuss the material with the tutor and your tutorial group. Participation in tutorials and seminars involves listening and asking questions, as well as sometimes leading discussions. Finally, during the dissertation and project phases, there is the less structured and more independent study that is necessary to research the topic thoroughly.

*Postgraduate students are expected to be self-directed and motivated. You are responsible for organising your time and making sure you meet assessment deadlines and any other requirements.*

As postgraduate students from a variety of academic disciplines and from a diversity of cultures, you are a tremendous resource for one another. Furthermore, the skills and insights you bring will make an important and valuable contribution, not only to the MSc Programme, but to the Centre for Reproductive Health, the other units in the Queen’s Medical Research Institute, and the University as a whole.

**Student Feedback and course evaluation**

Student feedback provides invaluable input to the review and development of curriculum and course organisation. At the beginning of the session students will be asked to elect Programme representatives, the representatives can raise issues of general concern on behalf of their class. The representatives will be invited to sit on the Staff-Student Liaison Committee (SSLC) comprising two students, the Programme Director and another member of academic staff. However all students should feel free to approach staff at any time throughout a session.

Students will be invited to take part in surveys run by the University of Edinburgh. A high response rate is necessary to obtain robust results, so participation is very important and would be greatly appreciated.

An exit questionnaire, specific to this course will be issued to students at the end of the course. Return of the questionnaire, together with forwarding contact details, is a requirement for completion of the course.

A Student Representative sits on the College Postgraduate Taught Committee. They are able to raise concerns and issues that they feel may be relevant to this Committee.

Representatives are also welcome to participate in the Edinburgh University Students’ Association. Informal feedback is welcome at any time.
Attending a conference
It is budgeted in the programme for all students to have the opportunity to attend a local scientific meeting/conference. The Programme Director may propose an event, but students are also encouraged to seek out relevant opportunities.

Not all projects may have generated sufficient data to form an abstract for submission so you should also discuss this with your supervisor too.

Useful Information & Services Available to Students

New Student Guide
The website http://www.ed.ac.uk/new-students is aimed at all new students (UK/EU and international) 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.

Desk space, computing and printing
There is a computing suite available for use by students (E1.22A). You may also ask your project supervisor if there is space in their laboratory where you may be able to use a computer.
Limited printing and copying services will be available in the Centre for Reproductive Health. Students have access to the Xerox printer/photocopier (C1.28) and should email Lorraine.Humphries@ed.ac.uk with any problems. The Royal Infirmary Library (Chancellor’s Building) has printing and copying services available. Students can access credit through a printing account.

Binding services
Services for binding of reports are available at the King’s Buildings site at competitive prices. Contact Martin Byrne: @KB Copy Centre Tel: 0131-650-5001 email: martin.byrne@ed.ac.uk
The Centre for Reproductive Health also has a resident graphic designer (Ronnie.Grant@ed.ac.uk, room C1.16) who may have binding facilities to offer you.

Lockers and storage
Lockers are available on from the QMRI reception or the programme administrator. A £10 refundable deposit is required. Please remember to return your locker key at the end of the programme.

English Language Proficiency and Training
(CMVM Scientific Academic Writing Course)
The University has strict requirements for admission based on the results of standard language tests. You will have already fulfilled the English language requirement before receiving your letter of admission. However, there is an online English language support facility available which runs between weeks 4 and 8 of your timetable and is COMPULSORY for MSc students. With the support of an online English language supervisor the student will produce a small written piece of work (1,000 words) which will be assessed by the Programme Director. If after this your supervisor or programme director feel that you need further English language support there are a wide range of
opportunities available via the IAD (Institute of Academic Development). You can also contact IAD on Tel: 650 6200 (for further details see Appendix 6)

**Telephone Service**
Local calls from the QMRI can be made by dialing ‘9’, followed by the code and number required. Long distance or overseas calls can only be made via the University or Institute switchboards.

**Internal Mail**
The QMRI has an internal mail service that serves all departments, research units and some of the Associated Institutes. This is available to all members of the University. Internal mail can be sent via the CRH admin office using the mail basket. Pre-paid external mail can also be sent, but must be given a CRH stamp before sending. Incoming mail will be placed in the alphabetized pigeon holes outside room c1.17. Please be sure to check this regularly!

**www.ed.ac.uk**
The University’s official website providing information on news, lectures and events, phone and E-mail directories, library and information resources, departments and units, student information and recruitment, on-line publications, the City of Edinburgh, information on Scotland, etc.
All the information you may need!

**E-mail**
When you join the University you will get a University of Edinburgh e-mail account and address which will be used for a variety of essential communications. You must access this and manage this account regularly as important information from the University will be sent to this address, it is your responsibility to check this, and failure to do so will not be an acceptable excuse or grounds for appeal.

If you already have a web-based e-mail account and think you are unlikely to check your University e-mail account, it is your responsibility to set up a forward on your University e-mail. [www.ed.ac.uk/schools-departments/information-services/computing/comms-and-collab/email](http://www.ed.ac.uk/schools-departments/information-services/computing/comms-and-collab/email)

How do I forward my email to another account?
Login to Office 365 on the web, then select Options (in the top right corner), and then See All Options... Select Connected Accounts, where you can set up forwarding, choosing, if you wish, to keep a copy of each email on Office 365.

Full details on University Computing Regulations can be found at: [www.ed.ac.uk/schools-departments/information-services](http://www.ed.ac.uk/schools-departments/information-services)

**CAUTION:**
Forwarding University related mail to any mail system outside the University may lead to a less reliable service, and certainly means that the University is unable to help rectify or assist with any problems which may ensue from loss of your email. If you wish to read your email on external systems, then please see the instructions: [www.ed.ac.uk/schools-departments/information-services/computing](http://www.ed.ac.uk/schools-departments/information-services/computing)
NEVER SUPPLY YOUR UNIVERSITY NAME AND PASSWORD TO EXTERNAL SYSTEMS

Also, be aware that there is an ever-increasing threat posed by hackers and organised criminals who seek to abuse computer systems maliciously or for profit, to perpetrate criminal acts, to carry out 'cyber-terrorism', to corrupt data and so forth. When you use the Internet to browse sites or send and receive email, you are vulnerable to intruders trying to obtain your personal details (for example, your bank account or credit card details). Any computer connected to the Internet is vulnerable. Therefore, it is important that you are confident in the integrity of your computer systems and the privacy of your communications. This can only be achieved if you take on the responsibility to ensure that you protect your computer as best you can. Also, when using computers in shared locations, ensure that you log off to terminate your session, rather than simply quit, as this might allow the next user to access your details. With common sense and practical and technical support, you can reduce the risks significantly www.ed.ac.uk/schools-departments/information-services/computing/desktop-personal/information-security

LEARN (Blackboard)

Learn is the University's main centrally-supported virtual learning environment (VLE). Like other VLEs at the University, it is used by course teams to provide students with documents, notes, discussion spaces and other activities for their courses.

All Schools in the University make some use of Learn to provide online information, readings, activities and shared workspaces for students, although not all courses will use it. Students access Learn via the Studies tab of MyEd

Further information can also be found at www.ed.ac.uk/schools-departments/information-services/learning-technology/virtual-environments/learn/students/whatislearn

Transferable Skills (Transkills)

The MSc by Research degree attaches a high priority to students acquiring a broad base of skills that will be of value in pursuing their research career in either an academic or an industrial environment. These transferable and generic skills are independent of the precise specialist subject of study and are taught through a series of lectures, seminars, workshops and practical work which are then followed up by providing tasks where the student can develop their own expertise. The Transferable and Generic Skills Training courses on Presenting Made Easy, Project Planning and Ethics and Writing up Science are delivered by the Institute of Academic Development.

www.ed.ac.uk/schools-departments/institute-academic-development

These compulsory components of the course and will be included in your timetable. However, you will be required to book yourself a place (the programme administrator will provide the relevant link).

In addition for example, there are sessions available to you on basic statistics, literature searching and use of Endnote referencing software etc. A wide range of other transferable skills courses are available throughout the year. Information on course dates and the places available is regularly updated on the web at: www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught
**It is up to you to make the most of these opportunities.** Reflect on your own professional aims, but you are strongly advised *not* to just play to your strengths. You should also reflect on your weaknesses and use these transferable skills courses to develop and improve on these areas. To highlight this may be writing or communication skills and this includes all students, whether English is your first language or not.

**Computing Facilities**

All postgraduate students have ready access to computers, are given an Email address and have unlimited access to the Internet. The University has a very extensive and well-developed information technology infrastructure, which provides fibre-optic cabling to all Schools and Divisions via super JANET and MAN networks. It also provides open-access micro-computing laboratories (mostly with IBM compatible machines) at a number of sites within the Centre and around the University. There are many opportunities to learn or enhance computing skills.

All laboratory microcomputers are connected to the campus wide Ethernet network (EdLAN). This provides library database access for both local (library catalogues) and distant (e.g. BIDS) bibliographic databases.

The student accommodation at Pollock Halls of Residence also has a computing laboratory that is open 24 hours a day. The laboratory, opened in 1996, has increased the machines available for student use “at home” to over 100.

If required, **computer support** for most problems and difficulties you may encounter can be obtained using the University’s computer support team on IS.Helpline@ed.ac.uk

**You must NOT use University computers to download offensive or inappropriate material.**

This is a serious breach of University Regulations.

[www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/computing-regulations](http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/computing-regulations)

**Using Social Media Networks**

Students must not post materials about their work and locations, particularly if doing so would carry a risk to themselves and especially to others, including the University as an organisation (for further guidance see Appendix 9)
Library Facilities
The Science Libraries, Main University Library, Royal Infirmary and the Veterinary Libraries form part of the University of Edinburgh Library network. As such, they enjoy the advantages of being part of one of the largest university libraries in the UK and have unrivalled access to information in both written and electronic form. Students have access to a large stock of biological, biomedical, veterinary and agricultural journals and books; sophisticated on-line documentation and retrieval systems, and to the Edinburgh University GEAC Advance computer catalogue. Workshops and tutorials on the use of databases and how to search literature are provided.

The New Royal Infirmary has its own library on the first floor of the Chancellor’s Building. It serves as the medical library for both university and hospital staff. Please recognise that the library staff are there to help you. It gives access to most endocrinology, reproductive biology and reproductive medicine journals in electronic format, and carries a range of textbooks and reference works. There is a large room with computer access on the mezzanine level above the main CRB library desk.

The Science Libraries - The Darwin Library is the University’s Biological Sciences Library and contains books and periodicals in the fields of cell and molecular biology, botany, zoology, genetics, ecology, forestry and natural resources. The School of Agriculture has a separate smaller library.

The Main University Library has an outstanding collection of current books (approximately 40,000 titles) and periodicals (approximately 60,000 volumes). All can be accessed via the library’s computerised catalogue. In addition, the library provides access to a number of worldwide electronic databases, including Medicine, Biosis CABI and Current Contents.

The Veterinary Libraries have over 70,000 volumes of books and periodicals. In addition to veterinary journals, the libraries hold a selection of titles in the biological and medical sciences. The largest library is based at Easter Bush and holds the Preclinical and Small Animal book collections, as well as general veterinary texts and a wide range of relevant books. There is a smaller library at the Centre for Tropical Veterinary Medicine; the latter concentrates on publications of interest to scientists from the Tropics.

New Royal Infirmary Library (Chancellor’s Building) 2426377
Main Library, George Square 6503384
Veterinary Medicine Libraries
Lady Smith of Kelvin Library, Easter Bush 6506175
Easter Bush Veterinary Centre 6506405
CTVM 6506410
Darwin Biological Library, Darwin Building, King’s Buildings 6505784

Copy Shop in David Hume Tower, Central Copy Centre at Infirmary Street or the KB Copy Centre at King’s Buildings www.ed.ac.uk/schools-departments/printing/photocopying
Change of details
Students have the functionality to maintain their own personal details in EUCLID, accessed via their MyEd ‘Student Personal Details’ channel. They can maintain:

- Personal email address and mobile phone number
- Preferred first name (the name they like to be known as)
- Current and future home and semester addresses
- Details of who the University should contact in the event of an emergency

Students also have access in EUCLID to basic Programme information and details of the Additional Achievements that will appear on their Higher Education Achievement Report (HEAR).

www.ed.ac.uk/student-administration/order-documents/transcripts/hear

The user guide for student self-service is available at:

www.euclid.ed.ac.uk/student/Student_Self_Service.htm

Student Support Services and other University-wide services

Accommodation Services

(www.accom.ed.ac.uk; Email: accommodation@ed.ac.uk).

The University of Edinburgh offers the following accommodation to postgraduate students from outside with the European Union:

- **Halls of Residence** – self-catering and full board accommodation for postgraduate students, mostly as single rooms.
- **Student Houses** – self-catering units averaging around 50 students each with around 40 places available for postgraduate students.
- **University Apartments** - the University has a substantial number of self-contained furnished apartments for letting to small groups of students with at least 220 places available to new postgraduates, all single rooms. Each apartment accommodates from 4-12 students.
- **Lodgings** – the Allocations Office operates a register of approved lodgings (accommodation in private houses). All such lodgings are inspected by Allocations Office Staff and are regularly revisited to ensure that the correct standards are being maintained. Lodgings accommodation is available on both a self-catering basis (known as a bed-sit) and also (in some cases) with breakfast and possibly an evening meal provided.

Accommodation is also available for families and couples. Particular difficulties in finding suitable accommodation, at the right price, have been experienced by married students arriving with their families. Married students are strongly recommended, in the first instance, to come to Edinburgh on their own and to send for their partner and family once they have secured suitable accommodation. In some cases, this can take some considerable time.

Further information is available from: Accommodation Services, Pollock Halls, 18 Holyrood Park Road, Edinburgh EH16 5AY (Tel: 0131 667 1971)
Careers Service
33 Buccleuch Place (www.careers.ed.ac.uk)

The Careers Service offers guidance and job-seeking facilities for postgraduates in any year of study. It can help with advice and information on permanent and temporary employment, on further study, professional training, work overseas and voluntary work.

Student Employment Service
www.ed.ac.uk/careers

The Student Employment Service offers and advertises part-time, temporary and vacation jobs to University of Edinburgh students.

Medical Care
(www.health-service.ed.ac.uk)
All students should register with a Doctors Practice in their local area. The University Health Service provides comprehensive medical care under the National Health Service (NHS) for those who wish to register as patients and live within the practice area. You may choose to register with a different practice. This is perfectly acceptable, but it is very important that you register as soon as possible after your arrival in Edinburgh. The health service also provides contraceptive, antenatal, child welfare and nursing services, and physiotherapy and psychiatry clinics. More information can be found at: www.health-service.ed.ac.uk/

Your Wellbeing
The Student’s Health and Wellbeing website provides information on health services, sport and exercise, mental wellbeing and support in a crisis.

www.ed.ac.uk/students/health-and-wellbeing

Mental Health support
Big White Wall is an online mental health and wellbeing service offering self-help programmes, creative outlets and a community that cares. When you're dealing with everyday stressors or major life events, we'll help you get through it.

www.bigwhitewall.com

The International Office
57 George Square
www.ed.ac.uk/schools-departments/international-office

The International Office works both at home and abroad to ensure that students from outside the UK who have good academic backgrounds can obtain access to the University. In addition to undertaking missions overseas to meet potential students and overseas students’ advisers, staff in the International Office are responsible for maintaining the University’s international profile, receiving overseas visitors and handling international exchange Programmes and agreements. The Office arranges orientation Programmes and social functions for overseas students, and also works alongside the International Students Centre to promote the welfare of overseas students within the University. As well as providing advice on issues such as visas and immigration, the Office acts as a liaison service for international students, linking them with a wide variety of student services from accommodation to careers, and student advisory and welfare services.
Every student is a member of Edinburgh University Students’ Association (EUSA). All students are encouraged to make full use of the union facilities and also to use the Students’ Representative Council (SRC). The Students’ Association offers extensive facilities: bar and catering facilities, shops, library and study facilities, debating hall, discos, showers, video games, meeting rooms, laundry service, travel centre, fax service, photo machine, photocopying services and welfare advice. There are >100 societies with a wide variety of interests.

The Student Counseling Service gives confidential, professional help with personal problems, whether or not they relate to your studies, services are offered at three locations across campus. The Advice Place, a drop-in advice centre, also offers free, confidential and independent advice on a range of issues. 31 Buccleuch Place, Tel:  650 4170 or Weir Building, KB, Tel:  650 5773. Email: student.counselling@ed.ac.uk

The Students’ Association runs a drop-in advice centre which provides information and advice on student issues including finance, accommodation, immigration, Council Tax and benefits as well as academic problems.

Individuals from a wide range of ethnic, national and religious backgrounds compose our university, reflecting the diversity of Edinburgh itself. At the University, you’ll find many opportunities to meet socially or worship with others of your faith.

The Chaplain to the University, a full-time member of our staff, works with a team of multi-faith honorary chaplains and local faith contacts. They offer support and guidance to students and play a vital role in many areas of University life. More information can be found at, www.ed.ac.uk/schools-departments/chaplaincy

The Student Disability Service is a service which supports disabled students. Our main focus is providing advice and support.

We support students with dyslexia, mental health issues and students on the autistic spectrum, as well as those who have physical and sensory impairments.

We also work with the rest of the University to improve access in the widest sense.

If you think you are eligible for adaptations, adjustments to teaching, assessment practice, or personal assistance, it is essential that you contact the Student Disability Service as soon as possible if you have not done so already.
The Service is keen to offer support in a flexible way in order to meet the needs of all students, including distance learners. Arrangements here may be different from those you already have, so an early consultation is essential.

3rd Floor, Main Library, George Square, Edinburgh, EH8 9LJ
Tel: 0131 650 6828
Email: disability.service@ed.ac.uk
Web: www.ed.ac.uk/student-disability-service

Disability Support
Contact Disability Support about additional funding, disability legislation and policy, building access and additional arrangements for exams.
www.ed.ac.uk/students/academic-life/disability-support

Support for Study
Where there are concerns about your wellbeing or behaviour and the impact this is having on your studies or on other students and/or staff, you may be involved in the University’s Support for Study procedures.
www.ed.ac.uk/students/health/support-for-study

Child Care
The University currently provides on-campus nurseries. The Day Nursery provides full-time and part-time care for children aged six weeks to five years. The Uni-Tots Nursery, situated within the School of Philosophy, Psychology and Language Sciences, also provides nursery facilities for children aged 30 months to five years. Students are liable for nursery fees, although a subsidy may be available. Other childcare facilities are available throughout the city. Further information can be found at:
www.arcadianursery.co.uk/

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 documents published in two parts on the Organisation and Arrangements of health and safety within the University. Individuals are required to comply with any procedure 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 Advisor. Further guidance on health and safety matters can be found on the Health and Safety website at www.ed.ac.uk/health-safety/ including contact details for all professional staff within the corporate Health and Safety department.
You will also be expected to attend lectures on safety (you will be notified of the dates in due course) including a Health and Safety Induction and also local Health & Safety tours of the laboratories in which you will be working. You will also be required to liaise with your supervisor to assess your own project for Health and Safety. Individuals are responsible for their own safety and for the safety of others affected by their work, or working in the same areas. This includes responsibility for carrying out the work, emergency procedures, and safe storage and disposal of materials used. Overall responsibility rests with the supervisor and ultimately with the Head of the Section or Unit in the Centre. Find out who is your local Safety Adviser, and obtain information relating to your department e.g. Working Procedures outside Normal Working Hours, Lone Working Regulations and Emergency Action, Substances Hazardous to Health (COSHH), etc. Any questions about matters of safety should be taken up with the Safety Adviser of the section in which you are based.

Students are expected to read the information relating to what steps to take in the event of the outbreak of fire or other emergency, and should familiarise themselves with the locations of emergency exits and assembly points, and the various types of fire extinguishers. This is also detailed in the Safety Induction session which you must attend. The emergency number in QMRI is 2222.

Data Protection
The Data Protection Act regulates the use of personal data. 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 written approval. Failure to comply with the responsibilities is an offence against University discipline, and could lead to a breach of the Data Protection Act. 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 £500,000, and experience reputational damage. www.ed.ac.uk/records-management/data-protection/data-protection-policy

The Centre for Sports & Exercise

46 The Pleasance (Tel: 650 9284; www.sport.ed.ac.uk)

The Centre for Sport and Exercise and Edinburgh University Sports Union combine to provide a comprehensive service. Edinburgh is one of the most active and successful sporting universities in Britain and offers an unrivalled choice of sports and activities. Facilities include a sports hall, eight glass back squash courts, circuit and weight training rooms and ergometry suites, a combat salle, archery and rifle ranges, and a Fitness Assessment and Sports Injuries Centre. The playing fields at Peffermill are within easy reach of main University areas. Grass pitches and a floodlit synthetic grass pitch provide training and competitive arenas for rugby, football, cricket, hockey, lacrosse and shinty. Other facilities at Peffermill include floodlit outdoor tennis courts, golf practice facilities and a Clubhouse.

Firbush Point Field Centre is situated 80 miles from Edinburgh on the south shore of Loch Tay. This superbly appointed centre provides a residential base for outdoor activities and field studies and is used throughout the year. Instructional courses are available. The centre is well equipped for sailing, canoeing, mountaineering and skiing.
Tandem
Launched in Edinburgh in 2007, Tandem is a popular language exchange programme run by the Global team in the Students’ Association. All students are welcome! Tandem is designed to help you meet people and learn languages in a fun, relaxed, social environment without tutors, exams or lectures. Tandem can be accessed remotely online through Skype, and also includes many face-to-face events, from a weekly Language Café, to monthly speed language matching.
For more details about Tandem and other Global Students initiatives, check out www.eusa.ed.ac.uk/global

Peer Proofreading
Powered by student volunteers, the Students’ Association Peer Proofreading scheme provides free writing support for non-native English speaking students. Find out more at www.eusa.ed.ac.uk/proofreading

Security
This is an important matter for all departments because of the amount of expensive equipment that they contain. It is essential that you follow the security code when you are working in university buildings, particularly outside normal working hours. You should also be alert at such times and should report anything suspicious. The University and Hospital are not liable for theft of student property. Also, be aware of unauthorised people following you through the security doors. If necessary, challenge them and ask to see a pass.

The phone number of the central security office of the New Royal Infirmary is 23 999. Shortly after your arrival, you will be issued with a security badge that will give you access to the QMRI, and to certain offices and laboratories. You must wear your security badge at all times.

Transport and Parking
The New Royal Infirmary of Edinburgh site is served by a frequent service and number of bus routes. Lothian Buses number 24, 33, 38 and 49 run from the city to the Little France campus every few minutes. Daily, weekly or monthly travel cards can be purchased from Lothian Regional Transport offices and will reduce travel costs.

University car parking at the New Royal Infirmary of Edinburgh is in very short supply. There is a local “park and ride” at Sheriffhall, with a frequent bus service to Little France. However, if you wish to apply for a University car park permit, you should contact the Parking Office, 9-16 Chambers Street (0131 650 2238) for an application form and details of car parking charges. Limited public car parking is available on the Little France site, though it is expensive at £1.30 per hour up to a daily rate of £7. Parking in the streets around the hospital is difficult and may result in theft or damage.

Secure bicycle parking (with 24 hour CCTV surveillance) is available at the Chancellor’s Building and Queen’s Medical Research Institute (QMRI). However, students leave their bikes entirely at their own risk. Shower facilities are available within the Chancellor’s Building and QMRI.
Appendix 1

Members of the Centre for Reproductive Health Post-Graduate Studies Committee

Prof Nicola Gray (Convener) Room E1.34; Nicola.Gray@ed.ac.uk
Prof Andrew Horne Room C1.03; Andrew.Horne@ed.ac.uk
Dr Veronique Miron Room W1.02; vmiron@exseed.ed.ac.uk
Dr Rod Mitchell Room E1.43; Rod.Mitchell@ed.ac.uk
Prof Colin Duncan Room C1.04; W.C.Duncan@ed.ac.uk
Dr Erin Greaves Room W1.02; E.Greaves@ed.ac.uk

Members of the MSc by Research in Reproductive Sciences Board of Examiners

Prof Nicola Gray (Chair) Email: Nicola.Gray@ed.ac.uk
Dr Simon Riley Email: Simon.C.Riley@ed.ac.uk
Dr Steve Morley Email: steve.morley@ed.ac.uk
Dr Veronique Miron Email: vmiron@exseed.ed.ac.uk
Dr Rod Mitchell Email: Rod.Mitchell@ed.ac.uk
Dr Andrew Childs Email: achilds@rvc.ac.uk
Dr Richard Smith Email: R.Smith@ed.ac.uk
Appendix 2

Marking Standards for project reports

All assessable work for the MSc by Research in Reproductive Sciences is **double marked**. Two independent markers provide a mark on the write-up (each weighted 45/100) with the supervisor providing a mark (weighted 10/100) for laboratory work on project write-ups - following the guidelines and Common Marking Scheme below.

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A1</td>
<td>90-100</td>
<td><strong>Faultless and brilliant.</strong> A project report would be published in a good journal exactly as written. Brevity, clarity, and critical thinking are apparent. <em>Only the very best reports fall into this category!</em></td>
</tr>
<tr>
<td>Distinction</td>
<td>A2</td>
<td>80-89</td>
<td><strong>Excellent.</strong> Clear evidence of critical judgement in selection and discussion of relevant material. In-depth knowledge and understanding of topic, clear presentation and analysis of results, logical structure and argument with evidence of original thought. Only minor changes needed for publication. <em>Very unusual.</em></td>
</tr>
<tr>
<td>Distinction</td>
<td>A3</td>
<td>70-79</td>
<td><strong>First Class.</strong> Minor defects are allowable in writing style and/or formatting, but grasp of the project must be excellent. Numerical data must be analysed using appropriate statistics. <strong>The basic criterion for a Distinction</strong> is that the work as a whole be of a high professional standard and show originality; it should be readily understood, and be enjoyed, by an interested examiner who is not an expert in the topic of the dissertation.</td>
</tr>
<tr>
<td>Pass</td>
<td>B1</td>
<td>65-69</td>
<td><strong>Very good.</strong> Material is relevant, well presented and analysed. Good critical grasp and discussion of subject. Overall, of a reasonable professional standard, but one or more major errors or omissions, e.g. a Discussion that simply repeats results without critical analysis and placing in the context of the wider literature.</td>
</tr>
<tr>
<td>Pass</td>
<td>B2</td>
<td>60-64</td>
<td><strong>Good.</strong> Less critical grasp than above but still clear and well structured.</td>
</tr>
<tr>
<td>Pass</td>
<td>C1</td>
<td>55-59</td>
<td><strong>Reasonably good</strong> in most areas. Some satisfactory material although there may be many gaps, errors, inconsistency, redundancy and/or misunderstandings.</td>
</tr>
<tr>
<td>Pass</td>
<td>C2</td>
<td>50-54</td>
<td><strong>Fair.</strong> Some reasonable material but shortcomings in relevance, understanding, structure and/or clarity. The <em>minimum</em> for an MSc.</td>
</tr>
<tr>
<td>Diploma</td>
<td>D</td>
<td>40-49</td>
<td><strong>Poor.</strong> Multiple shortcomings with few good features. <em>Not acceptable at MSc by Research level; acceptable</em> at Diploma level.</td>
</tr>
<tr>
<td>Fail</td>
<td>E</td>
<td>0-39</td>
<td><strong>Bad.</strong> Serious misunderstandings and little evidence of effort. <em>Fortunately very unusual!</em></td>
</tr>
</tbody>
</table>
Markers should include in their assessment elements for overall presentation, use of illustrations, presentation and analysis of results (particularly statistical), clarity of argument and structure as well as content although obviously not all these have equal weighting when deciding the overall mark.

Each section of the submission should be scored/graded on a scale of A1-E and the final mark must reflect the balance of these gradings, weighted as necessary by the marking scheme.

2nd (final) projects are independent of initial proposals, and the aims of the project are allowed to change depending upon successes vs challenges faced, taking a pragmatic view.
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Jeffrey Pollard</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Prof Richard Anderson</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Prof Cheryl Ashworth</td>
<td>The Roslin Institute, Easter Bush, Midlothian</td>
</tr>
<tr>
<td>Prof Hilary Critchley</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Fiona Denison</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Xavier Donadeu</td>
<td>Veterinary Studies, Easter Bush Estate, Midlothian</td>
</tr>
<tr>
<td>Prof Colin Duncan</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Imali Fernando</td>
<td>Genito-Urinary Medicine, Chalmers Centre</td>
</tr>
<tr>
<td>Dr Bin-Zhi Qian</td>
<td>Centre for Reproductive Health, QMRI</td>
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<tr>
<td>Prof Nicola Gray</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Chris Harlow</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Joanne Murray</td>
<td>Centre for Integrative Physiology, George Square</td>
</tr>
<tr>
<td>Prof. Andrew Horne</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Stewart Irvine</td>
<td>Obstetrics &amp; Gynaecology, Simpson Centre, RIE</td>
</tr>
<tr>
<td>Dr Veronique Miron</td>
<td>Centre for Reproductive Health, QMRI</td>
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<tr>
<td>Prof Jane Norman</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Sharon Ogle</td>
<td>The Royal Zoological Society of Scotland, Edinburgh</td>
</tr>
<tr>
<td>Dr Simon Riley</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Prof Philippa Saunders</td>
<td>Centre for Inflammation Research, QMRI</td>
</tr>
<tr>
<td>Prof. Richard Sharpe</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Mr Grant Stewart</td>
<td>Department of Urology, Western General Hospital</td>
</tr>
<tr>
<td>Prof Evelyn Telfer</td>
<td>Institute of Cell Biology, School of Biological Sciences</td>
</tr>
<tr>
<td>Dr Rod Mitchell</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Chih-Jen Lin</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Dr Erin Greaves</td>
<td>Centre for Reproductive Health, QMRI</td>
</tr>
<tr>
<td>Prof Norah Spears</td>
<td>Centre for Integrative Physiology, George Square</td>
</tr>
</tbody>
</table>
Appendix 4

Previous Research projects in MSc by Research in Reproductive Sciences 2017-2018

- Characterisation of neutrophil phenotypes and functions in breast and ovarian cancer
- Isolation of putative oogonial stem cells by SmartFlare RNA detection probes and fluorescent activated cell sorting.
- Can androgens support fertility in women with endometriosis by altering mitochondrial phenotype during decidualisation?
- A systematic comparison of the effects of in utero DBP and DINP exposure on the male reproductive tract in fetal and adult Wistar rats
- Tumor cells and stromal cell interaction as a novel mechanism of prostate cancer resistance to androgen deprivation therapy.
- Impact of post-translational modifications on RNA-binding protein function.
- Investigating the role of epigenetic regulator H2A.Z and its chaperones, during mouse oocyte-to-embryo transition.
- The role of extracellular matrix on macrophage-mediated cancer invasion
- Effects of human macrophages educated by breast cancer cells on NK cell cytotoxicity.
- Investigation of sex-specific differences in central nervous system regeneration
- The role of macrophages on the androgen deprivation therapy resistance of prostate cancer.
- Effects of intrauterine growth retardation (IUGR) on adult stem cell development
- Investigation into the impact of selective progesterone receptor modulators (SPRMs) on proliferation in human endometrium.
- Investigating developmental programming of progenitor stem cell fate in intrauterine growth restriction
- Investigating the inflammatory effects of Ureaplasma parvum in a mouse model of cervical damage and ascending infection.
- Metabolic interaction of tumour-stroma cells using live imaging
- Investigating the maternal role of Cabin1, a molecule of Hira histone H3.3 chaperone complex, in the mouse zygote.
- Investigate suppressive effects of human macrophages on NK cell cytotoxicity.
- Quantification of macrophage subtypes on human breast cancer tissues by using multiplex immunohistochemistry
- The effect of simvastatin treatment on the developing fetus in a mouse model of preterm birth
- Investigating the function of putative DAZL mutants identified in patients with reduced fertility.
- Does loss of Pabp4 results in a “premature ovarian insufficiency” phenotype in mice?
- Impact of post-translational modifications on gene expression
Appendix 5
What makes a good MSc project report? Some tips and considerations.
This is by no means a fully inclusive list, and nor will all points apply to all projects. You must think about your own study and the previous literature that sets its context, then your methodologies, findings, critical interpretation, and any standard formatting or style of presentation that is required.

1. **When you are reading the literature surrounding your project, do not only read it for its content, but also how it has been written.**
   Think about what styles of presentation would work effectively for your own project. Look at the order of paragraphs in the introduction, results and discussion, and how their data are presented. Try and emulate this and develop your own style.

2. **Give yourself time – Have you started writing early enough?**
   Work to a timetable with your supervisor - Do you know whether they are away for a few days at a crucial time? You will need to plan around this with them. This means you can have plenty of time to consider and reflect on the interpretation of data and academic content with your supervisor. Your draft will be able to incorporate these discussions, and comments from your supervisor on your final draft will be adding real value. If you pass what you think is a final draft to your supervisor two days before the hand in deadline, even if they have got the time to read it properly, all they may be able to offer will be some fundamental damage limitation. Alternatively, they may realise that nothing can be done at such a late stage, and let you submit and take the consequences.

3. **Start writing straight away.**
   Write something down, in fact, write anything vaguely useful down! It is easy to procrastinate and say “I need to read a couple more papers”, which may actually contribute nothing. However, once you have written something, you at least have something to work with. You may think it is rubbish, but at least you have started to analyse why it is rubbish, and how you can improve upon it! Very, very few people can deliver really good quality draft writing straight onto a blank piece of paper. Most people go through 5, 10, 15 versions before it starts to feel like it is in a state that you can show someone else to get feedback.

4. **A good place to start is establishing your aims, and any hypothesis if you have one.**
   Then you can consider if these are adequately introduced within the introduction, or indeed adequately explain what you have done. Put the aims in a logical order, which you then follow as a framework for your introduction, methods, and results.

5. **Have you introduced the topic clearly and coherently?**
   Is there sufficient background information. Markers like some sub-headings, for instance in the introductory review, methods, results and perhaps in the discussion. Along with the aims, it helps to establish a framework for you which in turn guides the marker.

6. **Edit hard and proofread carefully.**
   Use up to the word count. This may enable you to better briefly review your project and its context, or explain or interpret your results. If you are short of the word count,
ask yourself - what is missing? What will add value and insight? Going beyond the word count in an initial draft then editing hard can often work well to make your writing style succinct. Use grammar and spellcheck tools, and your colleagues to proofread. It is not your supervisor’s task to proof read your project. They may indicate a systematic problem to you, but it is your job to go through the whole report in response to that feedback.

7. **What findings should you show and how should you show them?**
   There is a temptation to present all your data, but you should be critical, identify your important findings, and concentrate on presenting them well. Can you summarise some of the less important information? Large numbers of figures and tables detract from your important findings. Do the figure legends offer a full explanation? Are all axes labelled?

8. **Have you offered an appropriate critical view of your findings?**
   This is an important part of your report. You haven’t had long to do you project and it may be quite small, with limited methodologies, and you may have encountered problems. Accept this and do not over-interpret your data. You may not be able to offer any conclusions, but you should be able to offer future directions.

This is based upon my experience marking 100s of undergraduate and postgraduate projects

Dr Simon Riley, Senior Lecturer, September 2015.
The Institute for Academic Development (IAD) provides a number of workshops and resources for University of Edinburgh postgraduate taught students, to help you gain the skills, knowledge, and confidence needed for studying at postgraduate level.

The workshops are free of charge to students and are organised by the IAD or in conjunction with the Schools and Colleges. Workshops can be booked via MyEd or the IAD website and are generally available for student enrolment around 2-4 weeks prior to the event date.

School Specific Workshops
Workshops may vary from the list below and Schools may offer additional workshops, arranged in conjunction with the IAD. Please check the IAD website for the workshops relevant to your School:

- Study Skills
- Dissertation Writing & Planning
- Presentation & Speaking Skills
- Exam Preparation
- Project Planning

Workshops Open to All Students
Open workshops are typically very popular as they are offered to all postgraduate taught students. It is recommended to apply as soon as booking opens to ensure a place on the workshop:

- Study Skills
- Dissertation Writing & Planning
- Grammar & Writing Skills
- Exam Preparation
- Presentation & Speaking Skills
- Creativity, Networking & Time Management

Resources
There are various resources available on the IAD website, including:

- Preparing for your studies
- Studying & Writing at postgraduate level
- Developing your English
- Managing research workloads
- Assignments: planning & drafting
- Critical Thinking & Literature searching
Cancellation Policy:
If you need to cancel your booking, you must do so at least 3 days before the event, as someone else may be able to take your place. You can cancel your booking via MyEd Event Booking Channel. If you fail to attend, cancel less than 3 working days before, or don’t sign the attendance register you will be noted as absent. If you consistently fail to attend you may be prevented from booking future IAD events.

More Information:
Blog: http://iad4masters.wordpress.com/
Website: http://www.ed.ac.uk/iad/postgraduates
Email: iad.masters@ed.ac.uk
Address: Institute for Academic Development
7 Bristo Square, Edinburgh EH8 9AL

A key element of your Research Masters degree is the development of a broad base of skills useful in a research career. These transferable (or generic) skills are independent of the precise specialist subject of study. Support for the development of these skills is provided through a series of compulsory courses and by access to the range of extensive postgraduate transferable skills on our website under “courses and events”, for PhD students provided by the Institute of Academic Development (IAD).

Core Programme courses (compulsory)
These sessions, dates and venues are yet to be finalised.

Please note that changes in the course programme may take place subject to staff availability and timetabling constraints.

Details of events on offer can be found at
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduates

Effective Presentations
General course details below. Date confirmed in the timetable.
09:15 – 17:00 (registration and coffee from 09:00)

- Introduction to course
- Preparation
- Introductions and Conclusions
- Ten steps to success.
- Five ways to gain the interest of your audience.
- Practice sessions and feedback.
- Inventive intros and clear conclusions.
- Dealing with Stage Fright
- Controlling nerves, voice, etc.
- Individual Presentations
- Action plans and course evaluation.
Writing Up Science

**General course details below.**
This course will cover the key issues that you need to address when writing up science, for masters course assignments, research theses or academic papers.

Course content includes:
- What readers, examiners and referees are looking for
- Basic statistics and presenting quantitative data
- Writing up a scientific research project (diagrams, style and structure)

*Tutors include Dr Richard Weller, Professor Jamie Davies and Dr Martin Simmen (Division of Biomedical Sciences).*

Project Planning and Ethics in Scientific Research

**General course details below.**

The topics covered will include:
- Research project planning and design
- Health & safety and risk assessment
- Preparing your Research Masters dissertation project plan
- Research ethics

Participants will be asked to submit an outline project plan, key research questions and risk assessment in advance of the course.

*Tutors include Lawrence Dickson (Health & Safety), and Professor Jeremy Bradshaw, (Director of Taught Postgraduate Studies).*

Scientific Academic Writing – Access through Learn

Access is available in week 1 and added to the Degree Programme Tables which will ensure it appears on student records and transcripts. **All MSc by Research in Reproductive Sciences students are required to participate and complete this valuable writing course as required.**
Optional Courses

Institute of Academic Development (IAD)
MVM Research Masters students may also attend the >30 courses provided through IAD. Available courses include: Searching Research Literature, Managing Bibliographies and Endnote, Time Management, Mind Mapping, Reading for Speed.

Effective Writing
The Effective Writing suit of workshops runs at regular intervals throughout the year as part of the PhD IAD programme.

- Writing as a process
  Preparation, drafting, revising, editing
  Tips on how to approach each stage of the writing process
  Importance of feedback
  Practical exercise on correcting copy

- Style
  Sentence length and complexity
  Clarity and choice of vocabulary - technical terms vs. jargon
  Brief treatment of mechanics of writing (grammar, punctuation etc.)

- Text structure
  Text coherence and its reinforcement (linking paragraphs, cue words, transition sentences etc.)
  Layout and structure of reports articles etc. and their components (from front page to appendices)
  Importance and functions of abstracts

Statistics for the Terrified
Statistics for the Terrified is a self-paced, online, basic statistics tutorial, written in plain English, with only a tiny bit of mathematics. It explains common statistical concepts using common sense terminology and explanations, and includes plenty of interactive exercises and animated illustrations.

Full information including how to access the course is available at:
www.ed.ac.uk/information-services/learning-technology/survey-tools/s4t

Information on the courses and places available is regularly updated on the web at
www.ed.ac.uk/schools-departments/institute-academic-development

To request a place on one of these courses please follow the instructions on the web. Details of other personal and professional development training and support for postgraduate students at the University of Edinburgh is also provided.

Introductory Statistics for Life Scientists
This is a 10-week course delivered entirely on-line within Learn. It will introduce students to the basic principles of statistical thinking and outline some of the most common types of analysis that might be needed for Masters or PhD research projects.

Target audience: It is aimed mainly at students undertaking projects (at either Masters or PhD level) in the College of Medicine (particularly lab-based subjects), but it may be of more
general use, too; we welcome participants from any discipline, although the examples used will tend to reflect the instructors’ backgrounds in clinical research, public health and veterinary medicine. The principles taught, however, are universal!

More information:
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/doctoral/courses/online-courses/stats

Introductory Statistics for Life Scientists - Level 1

Description
This is a 5 week course delivered entirely on-line within Learn (the University’s virtual learning environment, VLE). It will introduce students to the basic principles of statistical thinking (statistical inference) and one or two of the most common types of analysis that might be needed for Masters or PhD research projects. It is aimed mainly at students undertaking projects (at either level) in the College of Medicine & Veterinary Medicine (particularly in lab-based subjects), but it may be of more general use, too—we welcome participants from any discipline, although the examples used will tend to reflect the instructors’ backgrounds in clinical research, public health and veterinary medicine. The principles taught, however, are universal!

Each week, participants will use resources such as recorded PowerPoint presentations, quizzes, and directed reading to investigate a topic, and will try some practical examples in Minitab, a statistical package available on the University’s Managed Desktop and in general-access computing facilities. Support is available through discussion boards that allow queries on specific points, as well as more general interaction with the course team. The course runs asynchronously—participants work on course material and exercises in their own time, and interact via the discussion boards when required.

The following topics are covered in the 5 weeks:

- An introduction to the course and VLE
- Basic principles of statistical inference and exploratory data analysis
- Some basic concepts in probability
- Confidence intervals
- Hypothesis testing

Each topic is expected to take around 2.5 hours per week to complete. The full course should take around 12.5 hours.

The course runs for 5 weeks. A Level 2 course will run in the second half of Semester 1 and 2 to describe a number of additional topics and methods of analysis to enhance participants’ knowledge of, and confidence with, statistical methods.

List of Learning Outcomes. By the end of this workshop, students should be able to:

1. Describe and apply the basic principles of statistical inference and exploratory data analysis.
2. Identify and apply basic concepts in probability
3. Define and construct confidence intervals and be able to apply hypothesis testing appropriately
Enquiries regarding course content should be sent to the course organiser at Niall.Anderson@ed.ac.uk
https://www.ed.ac.uk/institute-academic-development/postgraduate/docthoral/courses/course-list#proxy_Introductory%20Statistics%20for%20Life%20Scientists%20-%20Level%201

Introductory Statistics for Life Scientists - Level 2
Description
This is a 5 week course delivered entirely on-line within Learn (the University’s virtual learning environment, VLE). It will build on the material covered in the Level 1 course to describe a number of useful principles and methods of analysis that are commonly needed for Masters or PhD research projects. Participants should either have completed Introductory Statistics for Life Scientists – Level 1 or be familiar with the basic ideas of the statistical approach, confidence intervals, hypothesis testing and so on.

It is aimed mainly at student undertaking projects (at either level) in the College of Medicine & Veterinary Medicine (particularly in lab-based subjects), but it may be of more general use, too – we welcome participants from any discipline, although the examples used will tend to reflect the instructors background in clinical research, public health and veterinary medicine. The principles taught, however, are universal!

Each week, participants will use resources such as recorded PowerPoint presentations, quizzes, and directed reading to investigate a topic, and try some practical examples in Minitab, a statistical package available on the University’s Managed Desktop and in general-access computing facilities. Support is available through discussion boards that allow queries on specific points, as well as more general interaction with the course team. The course runs asynchronously – participants work on course material and exercises in their own time, and interact via the discussion boards when required.

The following topics are covered in the 5 weeks:

Study design – randomisation and blocking
Study design – power calculations
Correlation and simple linear regression
One and Two-way analysis of variance models
Method comparison/ reproducibility studies

Each topic is expected to take around 2.5 hours per week to complete. The full course should take around 12.5 hours.

List of Learning Outcomes. By the end of this workshop, students should be able to:

1. Define randomisation, blocking and power calculations and be able to apply to study design
2. Define correlation and simple linear regression
3. Carry out one and two-way analysis of variance
Appendix 7
Academic & English Support Assistance

Worried About Studying at Postgraduate Level? Concerned About your Academic English? Non-Native Speaker of English? Haven’t Studied for a While?

These are concerns that all postgraduate students feel at some point in their academic careers. The next few pages will provide a helpful introduction to some of these concerns and will point you in the direction of some useful University of Edinburgh resources. A summary of what these pages contain can be found below. Also don’t forget that your programme team is there to help you and provide assistance should you need it.

**Academic and General English Writing Skills**
These resources and guides will help you reflect on and develop your study skills and scholarship practice. All of these resources can be found on the website of the University of Edinburgh’s Institute for Academic Development (IAD) but are also listed below

**Developing Your Academic English Writing Skills**
The University English Language Teaching Centre provides self-study learning materials on writing assignments, good grammar, preparing for exams, and recommended English learning websites.

Both native and non-native speakers of English may also find the resources helpful, particularly if you are returning to studying, as they break down and explain some of the conventions of academic writing in general. It is suggested that you explore these resources prior to beginning your programme of study. The ‘Writing Postgraduate Assignments’ self-study section may be particularly useful to those who are returning to study after a break.

www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources

**Literature Searching**
The following website contains useful information about successful literature searches.

www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/lit-search

**Managing Reading Workloads**
These pages contain tips for managing the large reading workloads associated with postgraduate study.

www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/reading

**Writing at Postgraduate Level**
This is advice and resources to support you with writing effectively at postgraduate level.

www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/writing
Assignments: Planning and Drafting
These pages contain tips and resources to help you plan and draft your work
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/assignments

Meeting Academic Standards
This contains advice and resources to help you ensure your academic work follows the appropriate standards.
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/standards

The MRC has published guidance on good research practice. This is available on their website at the following link
www.mrc.ac.uk/research/research-policy-ethics/good-research-practice/
This outlines the high standards that all MRC-supported research is expected to meet.

Critical Thinking
This section contains advice and resources on the subject of critical thinking
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/critical

Digital Media
This contains links to a wide range of digital media tools that can help you with learning, conducting and sharing research, and building and online profile.
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/digital

Study Skills Books
Many students find that advice offered in scholarship skills books helpful to supplement the advice and guidance of their lecturers, supervisors and academic colleagues.
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/books

Guides and Codes
A number of University regulations, sets of guidance and Codes of Practice apply to your studies. These codes include formal regulations on assessment, and information on the roles and responsibilities of students, staff and the University. Please familiarise yourself with all the relevant regulations. They help clarify what is expected of you and will help your time at the University go smoothly.
www.ed.ac.uk/schools-departments/institute-academic-development/postgraduate/taught/learning-resources/guides

Help With Statistics and Research Interpretation
Statistics and their use in research is often a source of anxiety for students at all levels, particularly those studying in the Colleges of Medicine and Veterinary Medicine and in Science and Engineering. A couple of sources of assistance can be found below:
Statistics for the Terrified
Statistics for the Terrified is a common-sense, basic guide to statistics, written in plain English with a minimum of mathematics (very little!). It makes statistics open to common sense. Statistics for the Terrified is a Windows application which is available to all members of the University community.
www.ed.ac.uk/schools-departments/information-services/services/learning-technology/s4t/entitlement

‘How to Read a Paper’ from the British Medical Journal
This website contains links to articles in the British Medical Journal (BMJ) that explain how to read and interpret different kinds of research papers. After accessing the articles, each can be individually printed for future reference.
www.bmj.com/about-bmj/resources-readers/publications/how-read-paper

British Medical Journal: Statistics Notes
This website has useful bite-sized bits of information about statistics.
www.bmj.com/specialties/statistics-notes
## Appendix 8

### MSc by Research in Reproductive Sciences

#### Timetables 2018-2019

#### Autumn Timetable

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>17/09/2018</td>
<td>09.45 - 10.00</td>
<td>Introduction and welcome to research</td>
<td>Wellcome Auditorium, QMRI</td>
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<td></td>
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<td>10.00 - 11.00</td>
<td>Scientific thinking&lt;br&gt;- Jamie Davies</td>
<td>Wellcome Auditorium, QMRI</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11.00 - 12.00</td>
<td>How to keep a proper Lab book&lt;br&gt;- Sander van den Driesche</td>
<td>Wellcome Auditorium, QMRI</td>
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<tr>
<td></td>
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<td>12.00 - 14.00</td>
<td>Welcome Lunch</td>
<td>Postgraduate Education Centre, New Royal Infirmary, Little France</td>
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<td>14.00 - 16.00</td>
<td>How to consider research papers&lt;br&gt;- Andrew Hall</td>
<td>Auditorium B, Chancellor’s Building, Little France</td>
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<td></td>
<td>Tuesday</td>
<td>18/09/2018</td>
<td>09.00 - 10.00</td>
<td>How to interact with academics&lt;br&gt;- Andrew Hall</td>
<td>Wellcome Auditorium, QMRI</td>
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<td></td>
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<td></td>
<td>10.00 - 11.30</td>
<td>MSc Reproductive Sciences Project 1 presentations</td>
<td>CRH Breakout Room (C1.13), QMRI</td>
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<td></td>
<td></td>
<td>Preparation time 'How to consider research papers'</td>
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<tr>
<td></td>
<td>Wednesday</td>
<td>19/09/2018</td>
<td>09.00 - 10.00</td>
<td>Cancer&lt;br&gt;- David Argyle</td>
<td>Lecture Theatre A, Chancellor’s Building</td>
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<td></td>
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<td></td>
<td>10.00 - 11.00</td>
<td>Epidemiology&lt;br&gt;- Richard Weller</td>
<td>Lecture Theatre A, Chancellor’s Building</td>
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<td>11.00 - 12.00</td>
<td>Stem cells&lt;br&gt;- Tilo Kunath</td>
<td>Lecture Theatre A, Chancellor’s Building</td>
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<td></td>
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<td></td>
<td>13.30 - 14.30</td>
<td>Regulations on Use of animals in research&lt;br&gt;- Lesley Penny</td>
<td>Lecture Theatre A, Chancellor’s Building</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14.30 - 17.00</td>
<td>IT Induction and Library Introduction&lt;br&gt;- Marshall Dozier</td>
<td>Rooms GU302/GU303 Chancellor’s Building</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>20/09/2018</td>
<td>09.00 - 10.00</td>
<td>Fruit flies&lt;br&gt;- Andrew Jarman</td>
<td>Lecture Theatre A, Chancellor’s Building</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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</tbody>
</table>
| 10.00 - 11.00 | Transgenic Mice  
- John Mason  
Lecture Theatre A, Chancellor’s Building |  |
| 11.00-12.00 | Zebrafish  
- Leah Herrgen  
Lecture Theatre A, Chancellor’s Building |  |
| 13.00 - 14.30 | Health and Safety Induction Training  
- Lindsay Murray  
CRH Breakout Room (C1.13), QMRI |  |
| 14.30 - 16.30 | Presentations of critically appraised papers.  
- Andrew Hall and staff  
As directed |  |
| 10.00 - 11.00 | Cell Death and Inflammation  
- Donald Davidson  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 11.00 - 12.00 | Infectious Diseases  
- Juergen Haas  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 9.00 - 10.00 | Academic integrity  
- Simon Riley  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 10.00 - 11.00 | Cell Death and Inflammation  
- Donald Davidson  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 11.00 - 12.00 | Infectious Diseases  
- Juergen Haas  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 9.00 - 10.00 | Academic integrity  
- Simon Riley  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 10.00 - 11.00 | Cell Death and Inflammation  
- Donald Davidson  
Lecture theatre – Hugh Robson Building, George Square. |  |
| 11.00 - 12.00 | Infectious Diseases  
- Juergen Haas  
Lecture theatre – Hugh Robson Building, George Square. |  |

**Lab Skills**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
</table>
| Monday    | 24/09/2018 | 09.00 - 10.00 | Tour of Lab & CRH Safety Induction  
- Forbes Howie  
Lab W1.20 Centre for Reproductive Health (CRH), QMRI |  |
|          |            | 10.30 - 16.30 | Review of Lab Techniques  
- Forbes Howie  
Lab W1.20 CRH, QMRI |  |
| Tuesday   | 25/09/2018 | 10.00 - 11.00 | Laboratory Training – Quantitative PCR (1)  
Lecture  
- Pam Brown and Colleagues  
Room E1.23 CRH, QMRI |  |
|          |            | 11.00 - 13.00 | Laboratory Training – Quantitative PCR (2)  
- Pam Brown and colleagues  
Lab E1.35 CRH, QMRI |  |
| Wednesday | 26/09/2018 | 09.00 - 11.00 | Laboratory Training – Quantitative PCR (3)  
- Pam Brown and colleagues  
Lab E1.35 CRH, QMRI |  |
|          |            | 11.00 - 12.00 | Histology Introduction  
- Mike Millar & colleagues  
Lab E1.26 CRH, QMRI |  |
|          |            | 13.00 - 17.00 | Histology Training  
- Mike Millar & colleagues  
Lab E1.26 CRH, QMRI |  |
| Thursday  | 27/09/2018 | 09.00 - 12.00 | Histology Training – Immunohistochemistry (1)  
- Mike Millar & colleagues  
Lab E1.26 CRH, QMRI |  |
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| Friday       | 28/09/18   | 10.00-12.00 | Lecture - Preimplantation development  
- Jane Taylor | Auditorium B, Chancellor’s Building, Little France |
|              |            | 13.00-15.00 | Histology Laboratory – Images taken on Provis microscope  
- Mile Millar and colleagues | Lab E1.26 CRH, QMRI |
| 3            | Monday     | 01/10/18 | Setting up ELISA & RNA Preparation  
- Forbes Howie | Lab W1.20 CRH, QMRI |
| Tuesday      | 02/10/18   | 10.00-11.00 | RB Lecture (Repro Systems)  
Female germ line stem cells: a debate  
- Evelyn Telfer | Auditorium B, Chancellor’s Building, Little France |
|              |            | 11.10-12.00 | RB Lecture (Repro Systems)  
Female germ line stem cells: Paper Reviews  
- Evelyn Telfer | Auditorium B, Chancellor’s Building, Little France |
| Wednesday    | 03/10/18   |          |                                                                      |                                  |
| Thursday     | 04/10/18   |          |                                                                      |                                  |
| Friday       | 05/10/18   | 14.00-15.00 | CRH Research Clinic | Wellcome Auditorium, QMRI |
| 4            | Monday     | 08/10/18 | CRH Seminar series | Wellcome Auditorium, QMRI |
| Tuesday      | 09/10/18   |          |                                                                      |                                  |
| Wednesday    | 10/10/18   |          |                                                                      |                                  |
| Thursday     | 11/10/18   |          |                                                                      |                                  |
| Friday       | 12/10/18   | 10.15-11.30 | RB Lecture (C to P) Parturition  
- Simon Riley  
(Tutorial TBC) | Auditorium B, Chancellor’s Building, Little France |
|              |            | 11.45-13.00 | RB Lecture (C to P) Delivering Babies Workshop  
- Sarah Murray | Auditorium B, Chancellor’s Building, Little France |
<p>| 5            | Monday     | 15/10/18 |                                                                      |                                  |
| Tuesday      | 16/10/18   |          |                                                                      |                                  |
| Wednesday    | 17/10/18   |          |                                                                      |                                  |</p>
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<td>Data analysis and Statistics: Seminar – overview</td>
<td>Anatomy Lecture Theatre, Door 3 – Old Medical School, Teviot Place.</td>
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Appendix 9
Advice on using Social Media Networks & Confidentiality of Information

Facebook, Twitter and other social media networks have changed the way we interact with each other and like them or not, they are a part of our society. As some of you will carry out research where animals are involved, we remind you to respect the welfare and dignity of our research animals and to ensure that you continue to follow procedures to ensure our work continues to be ethical, credible and professional. Sharing images of animals outside of the context of academic discourse is not appropriate. This not only applies to posts on social network sites but also can be discussions in the pub or on the bus, of a particular research project which is equally inappropriate.

Carrying out research involving animals – is a sensitive subject. If someone did post animal research materials and these caused clear disrepute or damage to individuals or the University of Edinburgh, your Programme Director would need to inform College who would apply procedures to review and if appropriate discipline the student.

Please remember you must not post the following information:

- scientific research information, analysis, results or any other information and / or images relating to your dissertation papers
- location details of research buildings or organisations you may be working with during trials
- information and/or images about research staff and colleagues
- information and / or images of any laboratory / hospital visits.
- unresolved grievances
- non-public or not-yet-approved documents or minutes, news or information.

Be mindful of your responsibilities

- Under Data Protection legislation - do not disclose other people’s personal information without prior permission.
- Be aware that any posts you make in a professional capacity (even private posts) are subject to data protection and freedom of information and may need to be disclosed.
- University policies apply: Students must not post materials about their work and locations if doing so would carry a risk to themselves and especially to others, including the University as an organisation.

Please use the Programme’s Learn 9 Blackboard discussion forum to discuss latest news articles or your own research – as this is a safe, secure environment.

If in doubt, then please ask your Programme Director for advice or refer to the University of Edinburgh’s Social Media guidelines:

www.ed.ac.uk/schools-departments/website-programme/training-support/guidelines/social-media
Top tips for keeping yourself and your information safe.

1. **Check your privacy settings**, set them to ‘only my friends’ this means no one you have not accepted as a friend can view your photos and personal information. You can also adjust your search setting so that Googling your name does not take you to your profile.

2. **Choose your friends wisely!** Before you click ‘accept’ to that friend request, do you actually know them and trust them with access to all your information? Recent research indicates that 40% of Facebook profiles are fake, created by marketing companies and scam artists, if you get a friend request from someone you have not met, who looks like a model, it is probably not because they want to get to know you.

3. **Keep your friends from sharing your information.** Be aware that friends can sometimes share your information from their profiles with websites and applications. You can edit those privacy settings under “Applications and Websites.”

4. **Don’t hesitate to un tag photos** of yourself if you do not think they are appropriate and ask your friend to remove the picture if you feel it shows you in a compromising position.

5. **Do not post pictures of yourself under the influence of any type of substance.** This refers to pictures such as, dancing-on-the-bar pictures or candid shots of the last time you got drunk. Do not post photos of yourself or anyone else doing something illegal, Facebook posts are evidence that can be used by the police.

6. Students should also be aware of the sensitivity around carrying out scientific research and should not post any images of them or colleagues involved in carrying out research, nor should students post information on the content of their programme.

7. **Don’t tolerate harassment and abuse**, if someone is upsetting you with their comments or messages you can ‘unfriend’ them and block them from requesting to be your friend again or contacting you. If you continue to feel harassed, contact your Programme Director or The Advice Place so they can help.

8. In addition, do not say things to, or about anyone on Facebook that you could not comfortably say to their face. The Advice Place have supported students who have made formal complaints about being harassed by other students on Facebook, is what you want to say so funny that it is worth jeopardising your time at University?

9. **Avoid putting your phone number, mailing address, or pet’s names in your profile.** People often use words such as pet's names or numbers as passwords, publishing them online just makes you more vulnerable to identity thieves.

10. **Never post information regarding an upcoming holidays** as your status. Doing so is asking for your house to be robbed. If you must post photos and every detail of your two-week trip to France, do so after you return home, not before or during your time away.

11. **Think before you link.** Before clicking on a link from Facebook, always remember to check the address bar, which should always display "www.facebook.com/" and nothing else like "www.facebook33.tk" or "www.facebook1.php", etc. This can steal your e-mail and password, as well as post spam links to your friends' Walls.

12. **Think before you post**, it’s the simplest tip that can make the biggest difference to whether you can enjoy social network sites rather than having them become a problem for you. Consider whether this information you are sharing is something your mum, partner or future employer would approve of, if not, keep it private.