

# Usher Institute Postgraduate Research Student and Supervisor Handbook – 2021/22

This handbook aims to provide information that postgraduate research (PGR) students will need about working within the Usher Institute at The University of Edinburgh. Academic and pastoral support is explained and assessment procedures for all Usher Institute students are described. It is intended as a convenient point of reference and contains some material that students may have already received from the University. The material is also intended for supervisors of research students undertaking one of the PGR programmes based in the Usher Institute.

Important general aspects covered in this handbook are amplified in the University [Code of Practice for Supervisors and Research Students](#) which students and supervisors are expected to read and understand.

This handbook does not in itself constitute or in any way supersede University Rules and Regulations (see [Degree Regulations and Programmes of Study](#) and [Assessment regulations](#)). Having the status of guidance, this handbook describes recommended and usual practice but does not preclude its recommendations being waived if justified following consideration of special circumstances.

Every effort has been made to ensure that the information contained in this handbook is correct though the handbook does not form part of any contract between University and student.

We hope that all students will enjoy their research work and quickly assimilate into the wider postgraduate community so that they will have a productive and successful time in Edinburgh.

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# 1 PROGRAMME ESSENTIALS

## 1.1 Administration

Postgraduate research (PGR) in the Usher Institute is co-ordinated by the PGR Administrator who works with academic and administrative staff in Usher and the College of Medicine and Veterinary Medicine (CMVM) Postgraduate Office. The Usher PGR Administrator is:

Sébastien Georges  
Room 112  
Usher Institute  
The University of Edinburgh  
Teviot Place  
Edinburgh EH8 9AG  
Tel: 0131 651 5446  
E-mail: [s.georges@ed.ac.uk](mailto:s.georges@ed.ac.uk)

Individual student records are found on EUCLID (direct sign in page: [https://www.star.euclid.ed.ac.uk/urd/sits.urd/run/siw\\_sso.signon](https://www.star.euclid.ed.ac.uk/urd/sits.urd/run/siw_sso.signon)). It is important that both students and supervisors familiarise themselves with EUCLID, as they will be required to add key information to this system during the course of the PGR degree, including annual confirmation of attendance (supervisor role), T4 engagement information (supervisor role) and details of annual reviews (student and supervisor role). In addition, key information on prescribed and maximum end dates for a student's degree programme can be found on EUCLID, and it is essential that these dates are regularly reviewed and adhered to.

## 1.2 Usher Institute Research Centres, PGR Programmes and Postgraduate Research Degree Committee

The Usher Institute is part of the Deanery of Molecular Genetic and Population Health Sciences (MGPHS), which sits within the College of Medicine and Veterinary Medicine (CMVM). Usher is an interdisciplinary environment, with a number of research groupings organised between research centres:

The Centre for Global Health (CGH) (<https://www.ed.ac.uk/usher/our-centres/global-health>) takes a world-leading approach to measuring the global burden of disease, prioritising investments in global health, influencing governance structures and processes, and innovating for global health. This centre is primarily located at the Old Medical School at Teviot Place and MacKenzie House on West Richmond Street.

The Centre for Medical Informatics (CMI - <https://www.ed.ac.uk/usher/our-centres/medical-informatics>) focuses on the interdisciplinary study of designing, developing and using information technology solutions in healthcare. This centre is spread across two locations:

Building Nine at the Edinburgh Bio Quarter at Little France, and the Old Medical School at Teviot Place.

The Centre for Population Health Sciences (CPHS - <https://www.ed.ac.uk/usher/our-centres/population-health-sciences>) and the Edinburgh Clinical Trials Unit (ECTU) (<https://www.ed.ac.uk/usher/edinburgh-clinical-trials>) draw together researchers, clinicians and practitioners from public health, primary care, biomedical and social sciences with expertise in epidemiology, molecular epidemiology, statistics and modelling, sociology, social policy, clinical trials, economics, health promotion, nursing and medicine. These centres are primarily located in the Old Medical School at Teviot Place and in Building Nine at the Edinburgh Bio Quarter, Little France, respectively.

The Centre for Biomedicine, Self and Society (CBSS - <https://www.ed.ac.uk/usher/our-centres/centre-for-biomedicine-self-and-society>) is a multidisciplinary research centre which crosses Deaneries and Colleges, that builds on the University of Edinburgh's unique history of leadership in social studies of science and medicine to scrutinise the complex social, cultural and technological landscape that characterises contemporary biomedicine and health care.

The Usher Institute Postgraduate Research Degree Committee (PGRDC) is responsible for academic oversight of PGR student experience and progress in Usher for any student registered on one of our three PGR programmes (see below) and across all four research centres. Current members of the PGRDC include Professor Jackie Price, Professor Julia Lawton, Dr Kit Chan, Professor Harish Nair, Professor Chris Weir and Dr Saturnino Luz.

Members of the PGRDC include PGR Advisors who cover the three Usher PGR programmes (in Population Health Sciences, Global Health and Medical Informatics respectively). Advice on academic and pastoral PGR matters can be obtained from the PGR Advisor responsible for each programme or sub-programme. If a student wishes to talk to someone other than their immediate supervisory team, then they should approach the non-supervisory members of their Thesis Committee (see [section 3.2](#)) and/or their local PGR Advisor in the first instance. Usher PGR advisors are as follows:

Population Health Sciences (social sciences) – Professor Julia Lawton ([j.lawton@ed.ac.uk](mailto:j.lawton@ed.ac.uk))

Population Health Sciences (molecular epidemiology, primary care, public health and ECTU) – Professor Chris Weir ([Christopher.Weir@ed.ac.uk](mailto:Christopher.Weir@ed.ac.uk))

Global Health – Professor Harish Nair ([Harish.Nair@ed.ac.uk](mailto:Harish.Nair@ed.ac.uk))

Medical Informatics – Dr Saturnino Luz ([S.Luz@ed.ac.uk](mailto:S.Luz@ed.ac.uk))

If a student (or supervisor) is unsure who their PGR Advisor is, they should contact the PGR Administrator.

The Chair of the Usher PGRDC and Director of PGR for the Usher Institute is Professor Jackie Price. Students and supervisors are welcome to contact the Usher PGR Director using the following contact details:

Jackie Price  
Room 521, Usher Institute  
The University of Edinburgh  
Teviot Place  
Edinburgh EH8 9AG  
Tel: 0131 650 3240  
E-mail: [Jackie.Price@ed.ac.uk](mailto:Jackie.Price@ed.ac.uk)

### 1.3 Supervision

The relationship between student and supervisor is one of the most important elements of the PGR degree. Every Usher PGR student will have a principal (or 'first') supervisor who is a senior Usher academic who has prior experience of PGR supervision in the Institute and who will be available to the student for the entirety of their studies, and a second (assistant or 'co-') supervisor who is also from Edinburgh University but may sometimes be based out with the Usher Institute. They may also have additional co-supervisors who assist the main supervisors with specific aspects of project supervision.

The **first supervisor** has the main responsibility for supervision arrangements and ensuring adequate academic and pastoral guidance for the student throughout their programme of study. This includes taking overall responsibility for administrative aspects such as submitting requests for leave of absence or interruption of studies, ensuring minimum contact requirements are met, ensuring the student's progress is reviewed for each year of study in a timely manner, providing advice on pastoral support as well as academic matters, leading on discussions with the supervisory team around roles and responsibilities for each team member and communication within the supervisory team.

The **second supervisor** role involves fewer responsibilities than the first supervisor, but in some cases may include closer day-to-day involvement in the student's research. **Additional co-supervisors** may also provide complementary expertise, such as specialised knowledge of a particular technique.

An initial meeting should be held in the first week to discuss the start of the research programme and matters relating to the students' pastoral care while in Edinburgh (see the [Appendix](#) to this handbook for some issues which students may find it helpful to discuss at this early meeting). Close contact between student and supervisors in the early stages is important and weekly meetings would not be unreasonable. Thereafter, student and supervisors should negotiate the level of contact according to the student's needs, but at least monthly meetings to review progress are highly recommended. The student should make a record of each meeting. This record should comprise brief notes of the issues discussed, agreements made, action plans identified, and agreed deadlines. The record should be forwarded to, and agreed by, the supervisor.

Supervisors have a pastoral as well as an academic role (see [Code of Practice for Supervisors and Research Students](#)). All supervisors are required to undertake PGR training offered by the CMVM, which outlines these roles, and emphasises the importance of handling personal difficulties in a sensitive and constructive way. It is highly recommended that supervisors also undertake the training course offered on student mental health issues, so that they are in a better position to advise their students on mental health support and services available (see section [5.7 Student Counselling Service](#)). Supervisors are also well positioned to provide career advice and professional development throughout the student's period of study. Supervisors are supported in their academic, pastoral and career development roles by members of the students' Thesis Committee (see section [3.2 Thesis committee and annual review](#)) and can also seek advice from their local PGR Advisor or the Usher PGR Director (see section [1.2 Usher Institute Research Centres, PGR programmes.](#)) as well as from their line manager/head of research centre.

Usher Institute academic staff vary in the number of students they consider appropriate to supervise. Individual members of staff will make their own judgement on the maximum number of students they can supervise based on their experience, workload and emphasis on research training within their own research programmes. However, to enable good practice and high quality supervision, academic staff should consider 6 students (full-time and part-time) to be the maximum number they supervise, whether as principal supervisor or co-supervisor. Additional criteria required for supervision and supervisory teams can be found on the CMVM PGR Wiki (<https://www.wiki.ed.ac.uk/display/CMVMPGR/>) and from the Usher PGR Director.

## 1.4 The Supervisor-Student Relationship in Usher - Avoiding Conflict and Resolving Problems

The University [Code of Practice for Supervisors and Research Students](#): deals with avoiding conflict and resolving problems and should be carefully read by all involved. One of the most important functions of a supervisor is to provide constructive criticism. When a student is making inadequate progress an over-friendly and uncritical attitude may delay conflict - but will not ultimately prevent it. Open and frank discussion **from the outset** should be used to reduce conflict or prevent it arising. The annual reviews also provide an opportunity to discuss and resolve difficulties in an effective way that should avoid adversarial and other forms of counter-productive behaviour.

Any concerns about supervision, or the constitution of a supervisory team, should be discussed with the student's full supervisory team in the first instance. This is particularly important where either the student or existing supervisors feel that there should be a change in supervision for any reason - students should not attempt to change supervisors or seek new supervisors on their own. It is recognised, however, that some students may feel unable to confide in their supervisors, in which case they should consult with the Postgraduate Adviser in their subject area (see section [1.2 Usher Institute Research Centres, PGR](#)

[programmes.](#)), the Chair of their Thesis Committee ([see section 3.2](#)), or the Usher Postgraduate Director. Support for students experiencing problems with the supervisory relationship is also available from the [Students' Association's Advice Place](#).

If the problem cannot be easily remedied, then it is likely that a meeting of the student's Thesis Committee will be constituted, to consider options available, to discuss these with the student, and to make recommendations to the CMVM on progression and future supervision. The student, supervisor or Postgraduate Advisor/Director may also consult with the CMVM Director of Postgraduate Student Experience and/or with the Head of the Deanery of MGPHS. University staff will treat information as confidential and will limit disclosures to as few colleagues as necessary to resolve the problem.

Where problems in the supervisor-student relationship remain unresolved, both the supervisor and the student must consider mediation. Mediation is a voluntary process, however the CMVM will always seek to resolve conflict in a positive way and therefore will require the parties who are in conflict to give informed consideration to mediation as a means of resolving the conflict.

## 1.5 Part-time Students

Part-time registration for postgraduate research may be appropriate for people already employed who wish to extend their research skills. However, part-time students can face some difficulties. Part-time students can find they have a lack of time to devote to the intellectual exercise of their research. Prospective students should be reminded that part-time registration suggests that they are able to spend about 20 hours per week on their research. Some students, especially those working in a non-academic environment, may also lack contact with other academic researchers – and, therefore, the potential to discuss ideas and to learn from them. Students and supervisors should be aware that part of the 20 hours a week to be spent on the Research Degree topic should be spent making time to visit the Usher Institute, to attend seminars, to meet other postgraduate students, and to discuss research in an academic environment. Supervisors have a special responsibility to part-time students to facilitate their integration into the broader life of the Usher Institute. Part-time students should also be encouraged to participate in the peer group of postgraduate research students wherever possible. Part time students will be expected to have completed less of their research by the time of their first annual review (and at subsequent equivalent reviews) than a full-time student, and this should be acknowledged by the supervisors and the Thesis Committee/annual review panel.

## 1.6 Interruptions of Studies

It is a priority for students and supervisors that they keep to an agreed timetable. If for any reason a student's programme of study is interrupted by illness or enforced absence, the student must inform their supervisor. It should then be possible to arrange an official interruption of studies and the time the student is absent will not count as part of their period of registration (i.e. the student's prescribed and maximum programme end dates will alter to reflect the length of the interruption). UK/EU

If there is a possibility that an interruption is not currently required but may soon become necessary, then the student should document the scale of the disruption being experienced and discuss this with their supervisor. They may also wish to consider gathering additional evidence such as a medical certificate or other records.. Students and supervisors should note that it is not possible to grant interruptions (and thereby increase programme end dates) retrospectively, so it is important to apply for an interruption as soon as the need for this is identified.

Forms to be completed when requesting an interruption of studies can be obtained from the Usher SharePoint PGR pages, under CMVM procedures:

<https://uoesharepoint.com/sites/UsherInstitute/research/PGR/SitePages/Information-for-PGR-students-and-Supervisors.aspx>

Completed forms should be returned to the Usher PGR Administrator for signing by the Usher PGR Director and will then be sent to the CMVM PGR office for approval.



## 1.7 Maternity, Paternity, Adoption and Family Leave

A student who is considering maternity, paternity, adoption or family leave should notify their supervisor so that they can provide appropriate academic advice. It is essential to consider whether an interruption of study will be required and, if so, for how long (an interruption would not normally exceed one academic year);

Edinburgh Global can advise any Tier 4 students requiring parental leave on an individual basis.

For further information, see the University of Edinburgh policy at: <https://www.ed.ac.uk/equality-diversity/policies-guidance/policies> or at <https://www.ed.ac.uk/academic-services/policies-regulations/a-to-z/m-to-z> (under letter “S” for Student Maternity and Family Leave Policy).

## 1.8 Vacation leave

Students can take up to eight weeks of the year as vacation leave. It is important that students build in work-free vacation time into their studies, in order to practice a work-life balance – something that is far harder to learn later in an academic career. Supervisors should encourage students to maintain such a balance, in ways that are appropriate to the supervisee in question (e.g. email-free holidays, and limits on out-of-hours contact). It should also be noted that some funding bodies have their own policies around vacation leave. Students are advised to check with their scholarship provider as well as their supervisor before taking vacation. Once approval has been given from the primary supervisor, the dates of the vacation leave should be emailed to the Postgraduate Administrator for recording.

## 1.9 Leave of absence (study away from Edinburgh)

Students may also need to conduct some of their research for long periods in locations outside of Edinburgh, including overseas. For students who are studying away from Usher for part of their programme, it is necessary that this is approved in advance by CMVM and recorded appropriately as a statutory requirement. For all CMVM students (including Usher students), the necessary ‘Leave of Absence’ form is available on the Usher SharePoint PGR pages, under CMVM procedures:

<https://uoe.sharepoint.com/sites/UsherInstitute/research/PGR/SitePages/Information-for-PGR-students-and-Supervisors.aspx>

Students should not be working in a location other than Edinburgh for a period of more than one month unless this has been approved by CMVM. Forms should be returned to the Usher PGR administrator at least 2 months in advance of the proposed start date of the leave. Information provided on the leave of absence form must include justification of why the work to be undertaken away from Edinburgh cannot be done from a student’s Edinburgh base.

Special arrangements apply to international students with a Tier 4 visa and any such student seeking leave of absence should also take advice from the [International Office](#) and contact [visahelp@ed.ac.uk](mailto:visahelp@ed.ac.uk) before proceeding.

Further details can be found in the University [Code of Practice for Supervisors and Research Students](#).

## 1.10 Engagement monitoring for Tier 4 visa students

The policy document available here (under letter “T”):

<https://www.ed.ac.uk/academic-services/policies-regulations/a-to-z/m-to-z>

As a ‘sponsor’ of international students within the UK immigration system, the University is required to evidence Tier 4 students’ attendance and engagement. The University’s Tier 4 Attendance and Engagement Policy states that ten points of contact must be identified throughout the academic session. Points of engagement include meetings with supervisors, 10 week reports, and annual reviews. All of these can be recorded on the EUCLID records system.

At Deanery level, we are currently required to record a minimum of 12 engagement points per year or one per month. It is up to the Principal supervisor to record a minimum of 12 supervisory meetings on EUCLID throughout the academic year, to ensure that up-to-date criteria are met. An engagement point, generally a supervisory meeting, must be recorded at least every 30 days, although it is advised that supervisors record supervisory meetings on EUCLID at the end of each meeting (this takes only a few seconds to do). Compliance with this requirement will be audited every month and situations where monitoring is not up to date will be escalated to Deanery or College level.

More information and useful resources for Tier 4 students can be found on the Student Immigration service website:

<https://www.ed.ac.uk/student-administration/immigration>

## 1.11 Equality and diversity

Promoting an inclusive, fair, respectful culture, the University creates a welcoming environment in which all staff and students can flourish. Everyone should be able to develop to their full potential regardless of any personal characteristic such as gender, race, colour, ethnic or national origin, disability, neurodivergence, gender identity and reassignment, sexual orientation, religious or philosophical belief, age, socio-economic background, trade union membership, family circumstances or other irrelevant distinction.

The CMVM Equality and Diversity Committee aims to promote the mainstreaming of equality and diversity issues and awareness within the College. You can find more information about

the committee's work here: [www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/equality-diversity/committee](http://www.ed.ac.uk/medicine-vet-medicine/staff-and-current-students/equality-diversity/committee)

The Usher Institute's Equality and Diversity Committee feeds into the CMVM committee and undertakes to support and encourage good practice across Usher Institute activities. <https://www.committees.ed.ac.uk/usher-institute-equality-diversity-committee>.

<https://uoesharepoint.com/sites/UsherInstitute/human-resources/SitePages/equality-diversity-inclusion.aspx>

The University has a zero tolerance stance towards any form of [bullying and harassment](#). The Respect at Edinburgh web hub has been created to bring together information and guidance on the Dignity & Respect policy, the processes for raising and addressing concerns, and the support and training available.

Respect at Edinburgh website:

<https://www.ed.ac.uk/equality-diversity/respect>

The University's Dignity and Respect Policy can be found at the bottom of the above link.

## 2 RESEARCH DEGREES

### 2.1 The PhD Degree

The PhD degree is awarded to students who have demonstrated that they are capable of pursuing original research in the field of study, relating particular research projects to the general body of knowledge in the field and presenting the results of the research in a critical and scholarly way. This demonstration is achieved through the writing of a doctoral thesis and by performance at an oral examination.

The thesis must:

- be an original work making a significant contribution to knowledge in or understanding of the field of study and containing material worthy of publication
- show adequate knowledge of the field of study and relevant literature
- show the exercise of critical judgment with regard to both the student's work and that of other scholars in the same general field
- contain material which presents a unified body of work such as could reasonably be achieved on the basis of three years' postgraduate study and research
- be satisfactory in its literary presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

The thesis should not exceed 100,000 words. Exceptionally, on the recommendation of the supervisors, permission may be granted by the University to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

The University's **prescribed** period of registration for a PhD is three years (full-time) and six years (part-time). This is the period during which students are expected to complete their PhD studies, and is the time period for which most student scholarships provide funding. University regulations specify a **maximum** period of registration for the PhD of four years for full-time students and seven years for part-time students. During the fourth year (or seventh year for a part time student) of study, and where there are special circumstances such as ill-health, extensions may be granted by the CMVM, but this cannot be guaranteed. While it is both feasible and desirable for students to complete and submit their thesis within a three to four-year period (four to seven years for part-time students), this requires careful planning of the research and frequent communication with supervisors at every stage.

## 2.2 Doctor of Medicine (MD)

The MD is a higher degree undertaken by clinically qualified staff normally during post-graduate medical training. Applicants must be working in South East Scotland, either employed as a member of University staff, or as an NHS employee, or as a research worker employed, self-financed or grant-funded, in the University, associated institution or NHS. The thesis must:

- Deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB or with subjects arising directly from contemporary medical practice.
- Be an original work making a significant contribution to knowledge in or understanding of the field of study
- Contain material worthy of publication
- Show comprehensive knowledge and critical appreciation of the field and literature
- Show that the student's observations have been carefully made
- Show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field
- Contain material which presents a unified body of work
- Be satisfactory in its literary and general presentation,
- Give full and adequate references and have a coherent structure understandable to a scholar in the same general field with Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 2021/22 regard to intentions, background, methods and conclusions.
- A concise and informative summary should be included with the thesis.

Full-time registration will apply to students who spend >80% full-time equivalent (FTE) devoted to research related to the MD project. They may be either not in employment for >20% FTE, or employed in a post in which at least 80% FTE time is available for research related to their MD project rather than for clinical training, practice or other duties. Full time students have a prescribed period of 2 years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at 2 years at the earliest and within 4 years. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% FTE, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% FTE, for which they will have a prescribed period of research of 4 years, or at 60% FTE, for which the prescribed period is 3 years. Students will have 2 years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

### MD Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>MD full time</b>	Prescribed Period		submission period			
<b>MD part time 60%</b>	Prescribed Period			submission period		
<b>MD part time 40%</b>	Prescribed Period				submission period	

Source: Degree Regulations and Programmes of Study - Postgraduate Degree Programme Regulations 2020/21 (section 94, page 31). <http://www.drps.ed.ac.uk/21-22/regulations/>

## 2.3 The MPhil Degree

The student must have demonstrated by the presentation of a thesis and by written and/or oral examination that they have acquired an advanced level of knowledge and understanding in the field of study and are capable of relating knowledge of particular topics to the broader field of study involved and of presenting such knowledge in a critical and scholarly way.

The thesis must:

- be a significant work comprising a satisfactory record of research undertaken by the student, or a satisfactory critical survey of knowledge in the approved field of study
- show competence in the appropriate method of research and/or an adequate knowledge of the field of study
- exhibit independence of approach or presentation
- be satisfactory in literary presentation and include adequate references

The thesis should not exceed 60,000 words. Exceptionally, on the recommendation of the supervisors, permission may be granted by the University to exceed the stated length on the ground that such extension is required for adequate treatment of the topic of the thesis.

The MPhil degree would be expected to be completed within 2 years (full-time) or 4 years (part-time).

## 2.4 The MSc by Research Degree

One of the main aims of the MSc by Research is to train graduates in the research process. Although the MRes in Population Health Sciences does not incorporate integrated study (i.e. compulsory completion of taught courses for credit), it is highly recommended that MRes students attend appropriate taught courses on research methodology wherever possible. Appropriate courses should be identified within the first month of starting work on the MSc by Research programme. The plan of work should also be drawn up within the first 10 weeks of study. The 10-week plan should be signed by the postgraduate student and principal supervisor who is responsible for sending this to the Usher PGR Administrator for recording purposes. It is also highly recommended that, as for a doctoral student, a thesis

committee (TC) is established early on in the student's programme. The TC should review the 10-week report, to provide additional advice on the suitability of the proposed work for an MRes degree in the selected discipline. The TC can serve as an additional source of advice for the student during their studies, over-and-above that provided by the supervisors. It may also prove helpful to convene the TC as a review panel at around 3 months to provide advice on progress and plans for the final thesis.

The actual design of the full programme of work will depend on the topic and discipline of the MSc by Research chosen. To be awarded the MRes degree, the student must have demonstrated by the presentation of a completed research project, written as a thesis, that they are capable of pursuing research in their chosen discipline. It is likely that their work will include some or all of a literature review (e.g. narrative, critical, systematic), data collection, data analysis/synthesis, critical interpretation of findings, recommendations for further study etc., but the extent to which each of these elements is covered may differ. The research must demonstrate research competence, topic knowledge and be presented in a critical and scholarly way. The work is likely to result in the preparation and submission of a thesis of not more than 30,000 words. The prescribed time for a full time MRes is 12 months (24 months for part time study). Examiners will be appointed in the same manner as for doctoral students, with the student submitting their intention to submit form to College (via the Usher PGR administrator) two months in advance of their proposed submission date.

## 3 STUDENT ASSESSMENT AND RESEARCH TRAINING

### 3.1 Introduction

The normal progression for a PGR Degree is that the first stage is spent preparing for the main research work – training, reading and reflecting on relevant literature and developing the full research proposal with the support of supervisors. The second stage is typically when the body of the research is conducted (data collection and analysis for students doing empirical research) and the third stage is spent completing the analysis and writing and submitting the thesis. During this period, students are normally expected to build their academic curriculum vitae and gain experience as members of the academic community (for example, in teaching, presenting and attending appropriate academic conferences).

Assessment guidelines are designed to help both students and supervisors manage research over a sustained period of study. They are intended to ensure systematic and fair management of academic progression leading to the award of a research degree. Individual students should always discuss their assessment schedule with their principal supervisor, and abide by assessment details provided in the University [Code of Practice for Supervisors and Research Students](#). Students being funded by some Research Councils and other funding bodies may have to provide reports and other work in addition to that for the Usher PGR degree programme which is outlined below.

### 3.2 Thesis committee and annual review process

Every PGR student starting their degree course after 1<sup>st</sup> September 2019 must have a thesis committee. The constitution of the thesis committee (TC) is the same as the annual review panel (see below). The thesis committee chairperson should be in place from the time of the 10-week research plan, and will be a source of support to the student throughout their PhD, as well as chairing annual review panels.

Principle supervisors are responsible for identifying an appropriate TC chairperson for their student, and this information should be included along with the 10-week research plan. The external expert member of the TC should be in place in time for the first-year review, which should take place as close to 9 months from registration as possible. If a student or supervisor feels that there are particular issues which may affect progression at the first-year review, it is especially important to schedule a review nearer to 9 months rather than later in the allowed 9-12 month period. This is because one outcome from the review is a repeat review within three months, before progression into year two of the PhD can be confirmed.

#### 3.2.1 10-Week Research Plan

After 10 weeks, students should have made some progress on understanding research techniques and, developing appropriate research skills, and have begun reading and critically engaging with relevant the literature. They should be in a position to produce a brief plan of their first year's work, in consultation with their supervisors, which should not exceed two sides of A4. The plan should outline how the literature search and reading will continue. The

aims, design and methods for the study should also be outlined. A provisional plan of work for the first year should be included. The 10-week research plan should be agreed by the student and supervisors and a copy of the plan forwarded to the Usher PGR Administrator.

Example of 10-week Research Plans are available at:

<https://www.wiki.ed.ac.uk/display/CPHS/10+week+report+examples>

### 3.2.2 First Year Review

**Purpose:** The major objectives of the first year review are to confirm that students (i) have thorough background knowledge of their project, (ii) can critically appraise key issues contextually, (iii) can describe work already underway and illustrate its significance, (iv) have a plan of future work with appropriate milestones and (v) have appropriate expertise and a plan of training. The review process is designed to be supportive and helpful to the student, to give advice on improvements to the developing project, to address any issues which may be delaying progress and, if necessary, to highlight where alterations to the direction of a project may be required for successful completion of the degree. It is also designed to help highlight any pastoral issues, including health concerns, which need to be taken into account during the planning of subsequent years of the PhD. It is therefore important that reviews take place in a timely manner.

**Timing:** First year reviews must take place for all students within 9 to 12 months of their enrolment, excluding any periods of official interruption of studies (see section [1.7 Interruptions of Studies](#) ). It is highly recommended that reviews take place earlier rather than later within the allowed time frame. Where either the student or supervisor has concerns about progress, it is particularly important to have the review nearer to 9 months rather than later in the first year, so that a re-review can be scheduled if necessary before the end of the first 12 months. It is not acceptable for reviews to be delayed beyond 12 months.

**Process:** The student should submit a written report and make an oral presentation to the Review Panel/TC. This should also include a timetabled plan of research. The students' supervisors may prepare separate independent reports for the panel in advance of the Review Panel/TC meeting if they wish, e.g. to report on research progress and/or generic issues such as acquisition of transferable skills and involvement in Usher activities, although it is more usual for these issues to be raised as part of the panel meeting itself. The First Year Review should also be used to ensure that students and their projects are compliant with Usher research ethics policies and procedures (see section [4 Research Policies and Procedures](#)).

Examples of first year review student reports are available at:

<https://www.wiki.ed.ac.uk/display/CPHS/1st+year+review+examples>

### 3.2.3 Constitution and Arrangements for Review Panel/TC meeting

The role of the Review Panel/TC is to (i) objectively advise the student and to support, evaluate and ensure overall progress, (ii) to make recommendations on any changes to supervisory team, for example if additional expertise might be required to support a change

in project direction from that anticipated at registration, (iii) to make a formal recommendation on progression to the CMVM PGR Board of Examiners .

An experienced member of Usher academic staff is required to chair the panel/TC. The Chair of the Usher PGRDC can advise on a suitable academic member of Usher to act as panel/TC Chair if necessary. The Usher PGRDC should also be notified in advance of any concerns about the constitution of the panel.

The Review Panel/TC should consist of:

- chair (a senior academic from Usher with good working knowledge of PGR regulations and local PGR procedures and their own PhD student supervision experience)
- principal supervisor and all co-supervisors
- one or more independent members of academic staff (i.e. from out with the supervisory team) with knowledge of the general area of study and relevant methodological expertise. The independent members may be drawn from outside Usher or the University of Edinburgh if necessary, and must not form part of the team of any of the supervisors
- the panel membership should aim to include at least one woman and one man. The diversity of the panel membership should be considered.

Though students may be involved in arranging a suitable date and venue for the meeting, it is the responsibility of the principal supervisor to ensure assessment procedures involving the TC/Review Panel take place at the appropriate time. The principal supervisor should also inform the PGR administrator, in advance, of the date and constitution of the panel. Further information on annual reviews/TC is available in the University [Code of Practice for Supervisors and Research Students](#)

### 3.2.4 The EUCLID annual review recording process

The annual progress report form for students is completed online via EUCLID. The student and their principal supervisor will normally receive an automated email from EUCLID 8 months after their start date and annually thereafter. This prompt should serve as a reminder to supervisors and students to arrange the Review Panel/TC meeting before the end of the first (and second) year.

The student will complete their section of the online review form on EUCLID, and upload their written report (section 3.2.5). It is recommended that this is done prior to the panel/TC meeting. The primary supervisor will then complete their section of the online review form and upload the panel/TC report (section 3.2.7), within 7 days of the meeting. The co-supervisors will be given the opportunity to add comments and will be required to approve the EUCLID review. The student will then sign off the review before it is forwarded to the appropriate Usher PGR Advisor to approve. This process should be completed within 2 weeks of the Review Panel/TC meeting.

### 3.2.5 Student's Written Report

The purpose of the report is to ascertain that the student can:

- specify the research question
- locate the research question in the appropriate academic literature
- elaborate the research design and methodology
- accurately report the work already done and its significance
- prepare a research plan for the remaining years of study

In some instances, it may be more appropriate to submit a shorter research proposal, together with a sample chapter. The precise form of the written report should be discussed and agreed with supervisors. The written report should not exceed about 10-12,000 words and should be submitted at least two weeks in advance of a Review Panel/TC meeting.

### 3.2.6 Format of the Review Panel/TC meeting

The Review Panel/TC meeting is the student's opportunity to demonstrate their suitability to progress as a Research Degree student. The student's presentation should take the form of a brief introduction to the project, followed by presentation of results. The whole talk should not last more than 15-20 minutes. The Review Panel/TC will then discuss specific points raised in the written report and oral presentation. While the major concern of the panel is with content, the presentation should be well organised. Supervisors should ensure that students feel prepared for the presentation (including via training at generic presentation skills courses) and recommend rehearsal of the talk in front of colleagues. The student will be given an opportunity to initiate dialogue, and if appropriate, raise matters of concern with the panel in the absence of their supervisors. Likewise, there will be an opportunity for the supervisors to discuss the student's progress, including any issues arising, with the panel, in the absence of the student.

The format of the session should be as follows:

- introduction by Chair of panel members
- presentation by student
- panel discussion with student
- interview between panel and student (supervisors withdraw)
- interview between panel and supervisors (student withdraws)
- Chair summarises the discussion and agrees main points for inclusion in the panel report with panel members (including the student)

The panel/TC should make a formal assessment of the student's written report, performance at interview and overall progress. The student should be informed of the panel's view immediately thereafter.

### 3.2.7 Written Review Panel/TC Report

The panel/TC Chair is responsible for completing the written report summarising the review. This must be done using the template panel report available from the Usher PGR administrator. The draft report will be prepared within 7 days of the meeting and circulated to all panel members for comment. Comments/corrections will be incorporated into a revised draft that will be sent to the student. The report should make clear recommendations on progress (see 3.2.8) and actions to be taken, and be signed by all members of the panel and the student. Completed reports must be uploaded into EUCLID by the first supervisor.

The report should summarise the advice given by the panel on the student's project, and clarify suggestions made to support further progress, from both an academic and pastoral perspective. Satisfactory and excellent progress should be credited; any unsatisfactory aspects of performance should be clearly defined with an attempt to identify underlying reasons for this. It is essential in the case of a student failing to achieve required standards at the first year review, that clear details of additional support are identified and documented. Occasionally a change to the supervisory team may be suggested, for example if additional expertise might be required to support a change in project direction from that anticipated at registration.

### 3.2.8 Outcomes

An initial recommendation is required from the Review Panel/TC as to whether student progress is satisfactory or is inadequate in one or more aspects. Assuming that progress is satisfactory overall, students will continue postgraduate research studies without a change in degree registration.

In the case of inadequate performances, the Review Panel/TC will recommend one of the following:

- (a) a repeat progression review must be undertaken within three months before confirmation of progression;
- (b) for part-time students only for the first progression review: deferment of the confirmation decision to the second annual review;
- (c) registration for a different research degree such as MPhil or MSc by Research;
- (d) exclusion from study.

If there are doubts about a student's ability to complete a PhD successfully, the Review Panel/TC should consider the first two options. If there are serious doubts about the student's research ability, a more appropriate course of action for the student may require consideration of the last two options. In all cases, the panel must provide the student with a clear, written explanation for their recommendations.

Changes in student registration, including discontinuation, will only occur after consideration of the panel's recommendation by the CMVM PGR Board of Examiners.

#### Repeat progression review

If the annual progression review indicates some concerns about a student's progress then a repeat review must be undertaken within three months (outcome (b) above). In this situation, then the three month period starts from the date of issue of the progression decision to the student. This allows additional support to be provided for the student - the panel should make it clear what improvements they advise, and how these might be achieved, in the time allowed.

The repeat review can contain any or all of the components of the initial progression review.

The options for recommendations from the repeat progression review are those listed above for the initial progression review, with the exception of a repeat review – only one repeat review may be undertaken before confirmation of registration.

If registration for MRes is recommended, sources of support for the student to complete this degree should be identified. Registration for the MRes degree can be administered via the CMVM PGR Office, at the request of the student.

In the very unusual circumstance that exclusion from studies is recommended and upheld by the CMVM PGR Board of Examiners, the Procedure for Withdrawal and Exclusion from Study can be found at:

<https://www.ed.ac.uk/academic-services/policies-regulations/new-policies/student>

#### 3.2.9 First year review of part-time students

Reviews of part-time students should also take place within 9-12 months of their enrolment. The reviewers will make allowance in their assessment for the part-time status of the student's candidature i.e. they will not be expected to have made as much progress as full time students within this time. Further reviews should take place 21 -24 months from enrolment and at 12 month periods thereafter. Like full-time students, part-time students will be subject to annual prompts from the EUCLID system.

There is a requirement for assessment by a full panel during at least three of the six annual reviews undertaken for a part-time student (including the first). The principle of regular review by supervisors and independent academics should be adhered to and more frequent review by a full panel may be appropriate.

### 3.2.10 Assessments in the second year

The second year review provides an opportunity for the student to review their findings to date and to place them in the context of the overall study. It will ensure that progress is satisfactory, analysis is on schedule and a clear realistic timetable is agreed for the final year of study.

A Review Panel/TC meeting is held in the second year of the student's study. Arrangements for the second year panel will be the same as for the first year panel, including a panel meeting and student presentation, and it will be conducted and reported on in a similar way.

Students should prepare a written report and submit it two weeks prior to the panel/TC review. The report will be approximately 2000 words long (no less than 1500 and no more than 2500 words). The report will detail progress made since the previous panel, describe how any recommendations emanating from the previous panel have been met, explain any deviations from the previous plan of work, list any courses, seminars and conferences attended, and detail information on any research-related outputs (e.g. presentations and publications). The report will also include a description of the plan of research for the third and final year.

Along with the written student report and panel report (prepared by the Chair of the panel/TC meeting), supervisors must complete an annual progress report form as at year 1. This should be submitted via EUCLID by the end of the student's second year of study.

Examples of second year review reports are available at:

<https://www.wiki.ed.ac.uk/display/CPHS/2nd+year+review+examples>

### 3.2.11 Third and Final Year

The importance of early planning in the third year in order to complete the thesis on time should not be underestimated. It is also expected that by halfway through the third year, the student will have presented their work within Usher and externally, for example at a conference. Usher research meetings at which students should be presenting regularly are listed towards the end of this handbook, and other opportunities should be discussed with individual supervisors. At the end of the third (and any subsequent) years, supervisors must complete an annual progress report form via EUCLID. Supervisors should be mindful of the academic and professional development of students beyond merely the delivery of a thesis, and work hard to support these. This is important regardless of whether the student intends to continue a career in academia.

### 3.2.12 Preparation of thesis for submission

It is expected that supervisors should read and comment on the scientific content of each thesis chapter at least once prior to submission. Proof-reading, e.g. to improve grammar, writing style, consistency in language and avoidance of repetition is also important, and a clear plan for ensuring that this is done prior to submission should be agreed between supervisor and student. As well as undertaking their own proof-reading (an essential skill in scientific writing), students may ask peers, family and friends to proof-read their work, but care should be taken to ensure that proof-readers only comment on the vocabulary, grammar and general clarity of written English. They should not advise on subject matter or argumentation. Edinburgh University Students' Association runs a peer proof-reading scheme and further information can be sought from the Advice Place: <https://www.eusa.ed.ac.uk/support-and-advice/the-advice-place/academic/peer-proofreading/>

### 3.2.13 Notification of an intention to submit a thesis

All students must notify the College PGR Office of their intention to submit their work for examination. This notification must be given, two to three months in advance of submission, and via an intention to submit form available from [www.ed.ac.uk/academic-services/forms/student-forms](http://www.ed.ac.uk/academic-services/forms/student-forms). Intention to submit forms and the final version of the (unexamined) thesis should be submitted to:

Postgraduate Office  
College of Medicine and Veterinary Medicine  
The University of Edinburgh  
The Chancellor's Building  
49 Little France Crescent  
Edinburgh EH16 4SB  
Tel: 0131 242 6460/6461  
E-mail: [cmvmpgr-examinations@ed.ac.uk](mailto:cmvmpgr-examinations@ed.ac.uk)

**NB:** The Usher PGR Administrator should also be informed when an intention to submit form is submitted.

## 3.3 Examination of Research Degrees

### 3.3.1 Regulations

Examination of research degrees are governed by [University Assessment Regulations](#) which offer guidance on the examination process, thesis presentation, consideration and approval of examiner's reports, submission of the final version of a thesis, academic best practice and academic misconduct, appeals and adjudication. The regulations are updated annually and should be carefully consulted by students and supervisors as they approach the final stage of their research study.

### 3.3.2 Academic Misconduct, Suspected Plagiarism and Cheating

The University's degrees and other academic awards are given in recognition of the student's personal achievement. Plagiarism (the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another) is academically fraudulent and an offence against University discipline. The innocent misuse or citation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. In addition, material which one has prepared for assessment on another course (any course, including undergraduate) cannot be submitted again for a second course: this is considered 'self-plagiarism'.

Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University. If after investigation, it is established that work submitted for assessment has been plagiarised to a significant extent that a permanent note will be made on a student's record.

University guidelines on the avoidance of plagiarism and the University policy on plagiarism can be found at:

<https://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/plagiarism>

It is strongly recommended that you read the information available at the site above, as well as the following:

[https://www.eusa.ed.ac.uk/support\\_and\\_advice/the\\_advice\\_place/academic/misconduct/plagiarism/](https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/academic/misconduct/plagiarism/)

### 3.3.3 Examination process and viva



The submission and examination processes are further described in details on the CMVM wiki here:

- Submission:  
<https://www.wiki.ed.ac.uk/display/CMVMPGR/Doctorate+Thesis+Submission>
- Examination  
<https://www.wiki.ed.ac.uk/display/CMVMPGR/Doctorate+Examination>

This is also linked to on the Usher SharePoint PGR pages:

<https://uoe.sharepoint.com/sites/UsherInstitute/research/PGR/SitePages/Information-for-PGR-students-and-Supervisors.aspx>

## 3.4 Research Training

Research degree training is a vitally important part of the postgraduate student experience at The University of Edinburgh. Within the University, the Senatus Researcher Experience Committee provides a forum to facilitate and encourage the development of appropriate strategy and support of high-level research skills and employability training culture.

### 3.4.1 Institute for Academic Development (IAD)

At a practical level, the IAD <http://www.ed.ac.uk/iad/postgraduates> provides a number of workshops and resources for University of Edinburgh postgraduate students, to help them gain the skills, knowledge, and confidence needed for studying at that level. IAD training is free of charge. Workshops can be booked via MyEd, or the IAD website. These include:

- study skills
- dissertation writing & planning
- presentation & speaking skills
- exam preparation
- poster production
- project planning & ethics
- problem solving

There are various resources available on the IAD website (<http://www.ed.ac.uk/iad>) including:

- assignments: planning and drafting
- critical thinking
- developing your English
- guides and codes
- literature searching
- preparing for your studies
- managing research workloads
- studying at postgraduate level
- using digital media
- writing at postgrad level

Contact Details: <https://www.ed.ac.uk/institute-academic-development/about-us/staff/core-staff>

### 3.4.2 Research courses

Research students may also wish to participate in University of Edinburgh taught courses. Many Usher students join one or more courses within the Master of Public Health (MPH). If you are advised by your supervisor to take any of the MPH courses or wish to sit in to further your skills, please contact [mph.campus@ed.ac.uk](mailto:mph.campus@ed.ac.uk) for a current timetable and registration. It is often possible and desirable for research students to audit or enrol in courses offered by other University of Edinburgh Schools (including beyond the College of Medicine and Veterinary Medicine). These should be considered after consultation with your supervisor and the course organiser (who can advise on course pre-requisites and access). Other courses which have proved useful to Usher PGR students in recent years are listed in [appendix III - Courses](#)

### 3.4.3 Seminars and conferences

Seminars, workshops and conferences are a valuable resource in skills development. Research students are encouraged to attend a wide range of seminars, journal clubs and research meetings in Usher and more widely throughout the University. A list of such events is given in section [7.3 Usher Seminars, meetings and groups](#) of this handbook. Students should keep a record of seminars and external conferences attended, which should be submitted as part of their first and second year progress reports.

## 4 RESEARCH POLICIES AND PROCEDURES

### 4.1 Research data protection and good practice in data management

Data management and data protection is a research ethics and integrity issue. It is fundamental to good research practice, and it involves respect for individuals and their rights regarding their privacy, and the use of information about them. External funders seek assurance with regard to data protection and more and more now ask for data management plans. Data protection issues are also raised formally during the ethics process. Therefore, it is helpful for students to think about them at the outset of their project, since such consideration can affect what research is feasible, and its design.

Students who will have access to potentially confidential medical information may be required to sign a Declaration of Confidence of Medical Information (Medical Information in this context means patient data, organs, tissue or other material, but specifically does not include direct access to patients or the recently deceased), and should discuss this with the organisation (e.g. NHS) in which their research is being conducted.

More information can be found at:

[www.ed.ac.uk/records-management/data-protection/guidance-policies/research](http://www.ed.ac.uk/records-management/data-protection/guidance-policies/research)

and on the Usher SharePoint PGR pages:

<https://uoesharepoint.com/sites/UsherInstitute/research/PGR/SitePages/PGR-research-data.aspx>

The University Research Data Service:

[www.ed.ac.uk/information-services/research-support/data-management/data-management-planning](http://www.ed.ac.uk/information-services/research-support/data-management/data-management-planning)

Information and tools to create Data Management Plans (DMP)

[www.dcc.ac.uk/resources/data-management-plans](http://www.dcc.ac.uk/resources/data-management-plans)

## 4.2 Sponsorship of research

The University of Edinburgh will usually act as the 'sponsor' for research projects where the Chief Investigator is a university employee / student and has designed the study. It is CMVM policy that the chief investigator of any study classified as 'health-related research' should make enquiries to ACCORD about UoE sponsorship, *prior to* submission of application for ethics approval, *and prior to* research data recruitment or collection commencing.

For definitions and guidance please see

<https://uoe.sharepoint.com/sites/UsherInstitute/research/SitePages/EthicsCommittee.aspx#uoe-sponsorship>

## 4.3 Statutory requirements in the case of research with vulnerable groups

PhD students who undertake research involving contact with children or vulnerable adults (for example, undertaking interviews, or collecting qualitative or survey data) will be required to obtain a Protection of Vulnerable Groups (PVG) check from Disclosure Scotland prior to commencing their research. Further information is available here:

<https://uoe.sharepoint.com/sites/UsherInstitute/research/SitePages/Research-Governance-%26-Approvals.aspx#child-vulnerable-adult-protection>

Processing a PVG application can take some time so please ensure that you complete and send the application as soon as possible. It is the responsibility of the student, with guidance from their supervisor, to assess whether a PVG check is required.

More information can be found at:

[www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm](http://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm)  
[www.disclosurescotland.co.uk/index.htm](http://www.disclosurescotland.co.uk/index.htm)

## 4.4 Considering potential risks to the researcher

If the researcher has the potential to be at risk while undertaking their field work (for example in the case of lone working, travel and field work interviews), they should complete the relevant University risk assessment forms, discussing this with their supervisor and planning a safety strategy. Further information is available at <https://www.ed.ac.uk/health-safety/guidance/workplaces-general>

Specific information on travel and insurance during COVID-19 situation is available here:

<https://www.ed.ac.uk/staff/business-travel>

## 4.5 Considering ethical issues when planning research

PG research students and their supervisors carry responsibilities for maintaining due ethical standards in the design, conduct and reporting of research undertaken in the course of PGR studies. Over and above this moral responsibility, *all research* executed under the auspices of the Usher Institute must have been subject to a formal ethical review process within the UK, prior to research recruitment and data collection commencing.

The Medical School has constituted the Edinburgh Medicine Research Ethics Committee (EMREC). This committee is responsible for discussing staff and PGR non-NHS ethics applications for research involving people, their data or tissue across the Medical School.

Students preparing ethics applications for review should contact [EMREC@ed.ac.uk](mailto:EMREC@ed.ac.uk).

Students preparing NHS ethics application:

If your research involves UK NHS staff/patients, you need to check with the NHS REC whether they want to be responsible for ethics oversight of your research i.e. to undertake formal NHS ethics review and give ethics approval. If they do, you will not need UREG ethics review, but you do still need to complete the Registration part of the Usher Institute form.

If your research involves UK NHS staff/patients, and/or take place on NHS premises, but you have been told by an NHS rec that you do not need NHS REC approval, you will need Usher ethics approval, and you might also require NHS R&D approval. You should contact your local NHS R&D office.

More information on NHS ethics approval can be found on the Usher Research SharePoint site:

<https://uoesharepoint.com/sites/UsherInstitute/research/SitePages/Research-Governance-%26-Approvals.aspx#nhs-research-ethics>

PGR students are advised to discuss with their supervisors as soon as possible the ethical requirements for the research to be undertaken as part of their PG studies, and consider the potential ethics and data protection issues. If particular ethical concerns become apparent then, it might be best to address (circumvent) these at the design stage, as far as possible.

Next, and before the ethics form can be completed and submitted, it is necessary to have completed all research planning, i.e. to have thought through every detail of the research process, step by step, and to have composed and finalised all the documentation necessary for research execution, e.g. invitation, poster, information sheets, consent form, etc.

For more information on governance and approvals see:

<https://uoesharepoint.com/sites/UsherInstitute/research/SitePages/Research-Governance-%26-Approvals.aspx#ethics-review>

Any ethics queries can be sent to [EMREC@ed.ac.uk](mailto:EMREC@ed.ac.uk) and drop-in sessions can be arranged.

**Important note:** Research ethics and data protection issues must be discussed in detail between the student and supervisor, since the supervisor has to *sign off* the ethics form prior to submission to EMREC.

Depending on the completeness and quality of the ethics application submitted, and the complexity/sensitivity/novel methods of the research intended, time from submission to ethics approval can take **3 to 10 weeks**.

When considering time-lines, please note that sponsorship (see 4.2 above) has to be addressed *prior to* application for ethics approval.

## 4.6 Research Integrity

All researchers, including both students and supervisors, are expected to undertake research in such a way that allows others to have confidence and trust in the methods and findings of the research. This responsibility relates both to the methodological integrity of conducted research and to the professional integrity of the individuals undertaking the research. The links below provide information on policies, codes of practice, training to help you research with integrity and routes to report concerns around research misconduct.

Research Integrity:

<https://www.ed.ac.uk/research-office/research-integrity>

Your responsibilities as a researcher:

<https://www.ed.ac.uk/research-office/research-integrity/researcher-responsibilities>

## 4.7 Student Finance

Additional programme costs (APCs) otherwise known as research costs of at least £1000 per annum are payable by most PGR students in Usher. These costs should be included in any studentship (which may also cover tuition fees and stipend). It is important that all students liaise with the PGR administrator when they commence their PhD to ensure that information relating to their APCs is forwarded correctly to the Usher finance team who will set up the necessary local account.

APCs/research costs are a contribution towards costs incurred by supervisors and the wider Usher Institute for the training and accommodation of research students, e.g. the provision of IT equipment, computer software, consumables, stationery, photocopying/printing, travel and subsistence while attending courses and conferences, books, access to data, running costs of larger projects to which a student is attached and data collection costs (e.g. postage, research subject expenses, travel, clinic accommodation costs, consumables).

Students should discuss the spend of their APCs/research costs with their supervisor, who has ultimate responsibility for their use and all expenses should be agreed and approved by the supervisor prior to purchase. Funds will be available from the beginning of each year of study and, where possible, should be spent during that year. Remaining funds or a portion thereof may be carried forward to subsequent years but this is discretionary and will depend upon factor such as funding source. Guidance in this regard may vary from year to year.

The administration of APCs/research costs is the responsibility of the Usher finance team, who assist supervisors and students with the practicalities of using the funds and will liaise with individual supervisors at regular intervals about any over or under spends.

Queries about APC/research cost administration should be addressed in the first instance to Paula Grieve ([Paula.Grieve@ed.ac.uk](mailto:Paula.Grieve@ed.ac.uk)).

## 4.8 Teaching and Work as a PGR student

Many PGR students are interested in developing experience in teaching while undertaking their degrees. Teaching is a very rewarding experience and can be beneficial in terms of career development. In the Usher Institute we deliver several Masters programmes including: Master of Public Health (on campus); Master of Public Health (online distance learning); Master of Family Medicine; MSc Clinical Trials. We also make a significant contribution to the undergraduate medicine degree (MBChB) through the 'social science and public health' programme theme. You will receive emails when there are specific teaching opportunities and some programmes run annual information sessions to help PGR students and staff find out more about the programmes and getting involved. If you have any questions or would like to discuss your options for involvement or for teaching-related training more generally please contact the Director of Education, Dr Jeni Harden ([jeni.harden@ed.ac.uk](mailto:jeni.harden@ed.ac.uk)).

If you are particularly interested in teaching on our online courses, a booklet listing all online MPH teaching and a presentation relating to this can be obtained on request from the PGR administrator (Sebastien Georges, [S.Georges@ed.ac.uk](mailto:S.Georges@ed.ac.uk)). For this purpose, there is also a [tutor application form](#) in the appendix to this handbook, which you are welcome to complete and return to the online MPH Director, Dr Ruth McQuillan ([Ruth.McQuillan@ed.ac.uk](mailto:Ruth.McQuillan@ed.ac.uk)).

The University Policy for the Recruitment, Support and Development of Tutors and Demonstrators sets out the limit on the number of hours that full-time PGR students can be employed by the University (an average of 9 hours per week). A set of FAQs for students explaining how this works in practice is available at:

<https://www.ed.ac.uk/academic-services/policies-regulations/research-students/tutors-demonstrators>

## 5 STUDENT SERVICES and SUPPORT

The university has a website aimed at all new students (UK and international) which provides guidance on a range of necessary actions. These include obtaining a visa, securing accommodation and completing the process of registration. The site also contains useful advice on money, health, orientation events and student support. It can be found here:

[www.ed.ac.uk/staff-students/students/new-students](http://www.ed.ac.uk/staff-students/students/new-students)

### 5.1 University COVID-19 information and updates

For the latest advice and updates from the University on COVID-19 measures and restrictions, please consult the website linked below:

<https://www.ed.ac.uk/news/covid-19>

### 5.2 Information Services (IS)

Information Services (IS) provide useful information on all University computing services, including using the Library, and accessing student email accounts:

[www.ed.ac.uk/information-services/students/useful-info](http://www.ed.ac.uk/information-services/students/useful-info)

[www.ed.ac.uk/is/odl-students](http://www.ed.ac.uk/is/odl-students)

Learning opportunities to develop your information and IT skills are available through the IS website. These materials include online self-teach learning and workbook resources for personal development, with the aim of helping you to work and study more effectively.

#### Getting help

The IS Helpline provides a first point of contact for enquiries relating to library, computing services and online learning. The helpline is available around the clock with 24/7 cover. More details of the IS Helpline service is available on the IS website:

[www.ed.ac.uk/is/helpline](http://www.ed.ac.uk/is/helpline)

IS can also be reached at the following email address: [IS.Helpline@ed.ac.uk](mailto:IS.Helpline@ed.ac.uk). If you contact them, please make sure to do so using your University email account. This will help to ensure your enquiry is prioritised.

## 5.3 Medical Care

Students are encouraged to register with a GP (medical) practice as soon as possible after arrival in Edinburgh. A GP (General medical Practitioner) practice will be your first port of call in the event of non-serious illness, and practices are usually staffed by doctors, nurses, and sometimes other health professionals. There are several GP practices in the area and students can register at any GP practice.

The University Health Service provides comprehensive medical care under the National Health Service (NHS) for all Edinburgh students registered for more than 6 months, as well as their dependants who register with this practice. The practice provides, in addition to the usual primary care medical services, nursing services, physiotherapy, psychiatric clinics, contraceptive, antenatal and child welfare clinics. The Centre also includes a pharmacy.

Richard Verney Health Centre, 6 Bristo Square, Edinburgh, EH8 9AL

Telephone: 0131 650 2777,

E-mail: [univhealthserv@lothian.scot.nhs.uk](mailto:univhealthserv@lothian.scot.nhs.uk)

[www.health-service.ed.ac.uk](http://www.health-service.ed.ac.uk)

For serious medical emergencies only, please call '999', which will connect you to UK Emergency Services.

## 5.4 Edinburgh Global

Edinburgh Global 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 visits overseas to meet potential students and overseas students' advisers, the staff in Edinburgh Global are responsible for maintaining the University's international profile, receiving overseas visitors, and handling international exchange programmes and agreements. Edinburgh Global 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, Edinburgh Global 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.

<https://global.ed.ac.uk/>

33 Buccleuch Place, Edinburgh, EH8 9JS.

Tel: 0131 650 4296

Contact Edinburgh Global:

<https://global.ed.ac.uk/contact>

Immigration queries: [visahelp@ed.ac.uk](mailto:visahelp@ed.ac.uk) , 0131 651 5294, <https://www.ed.ac.uk/student-administration/immigration>

## 5.5 Students' Association

Every student is a member of Edinburgh University Students' Association (EUSA), also sometimes referred to as the Union. All students are encouraged to make full use of EUSA 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. EUSA is the umbrella organisation for around 130 societies covering a wide variety of interests. Many of these will be aimed at undergraduates, but should also welcome postgraduate members.

[www.eusa.ed.ac.uk/](http://www.eusa.ed.ac.uk/)

The Advice Place is home to EUSA's professional advice team offering students free, impartial and confidential information on everything and anything, including finance, accommodation, immigration, Council Tax and benefits as well as academic problems. Drop in offices (ie. offices which can be visited without an appointment) are:

Potterrow Office  
5/2 Bristo Square  
Edinburgh  
EH8 9AL

King's Buildings House Office,  
University of Edinburgh King's Buildings  
Edinburgh  
EH9 3JF

<http://www.eusa.ed.ac.uk/advice>

### Tandem

Launched in Edinburgh in 2007, Tandem is a popular language exchange programme run by EUSA. 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.



Students create a profile on the Tandem Partner Database, and can then connect with thousands of other language partners, who may be on-campus, or elsewhere.

[tandem.eusa.ed.ac.uk](http://tandem.eusa.ed.ac.uk)

## 5.6 Peer Proofreading

Powered by student volunteers, EUSA's Peer Proofreading provides free writing support for non-native English speaking students.

[www.eusa.ed.ac.uk/proofreading](http://www.eusa.ed.ac.uk/proofreading)



## 5.7 English Language Teaching Centre

For students whose second language is English, the English Language Teaching Centre (ELTC) runs various programmes to assist you during your time at Edinburgh. These courses run during Semesters 1 and 2, and are taught both in person and by distance-based learning. The courses include Discussion Skills, Essential Grammar, Listening Skills, Writing Examinations, and Writing Postgraduate Assignments.

The ELTC also runs a Social Programme, which offers various tours, lectures and evening events for those new to Edinburgh.

[www.ed.ac.uk/english-language-teaching](http://www.ed.ac.uk/english-language-teaching)

## 5.8 Student Counselling Service (Mental health issues)

The Student Counselling Service provides a professional and confidential service to all students at the University. The Service also aims to provide students with opportunities for personal development and growth. A list of the workshops they provide can be found online. Counselling services are provided over four sites during semester time:

- Third Floor, Main Library Building
- Paterson's Land, Moray House
- Edinburgh College of Art, Lauriston Road
- Weir Building, King's Buildings

During vacations, services are provided only at the Main Library.

Tel: 0131 650 4170

Email: [Student.Counselling@ed.ac.uk](mailto:Student.Counselling@ed.ac.uk)

[www.ed.ac.uk/student-counselling](http://www.ed.ac.uk/student-counselling)

## 5.9 Chaplaincy

The University of Edinburgh Chaplaincy offers a wide-ranging service for students and staff of all faiths and none, including multi-faith and belief events.

[www.ed.ac.uk/chaplaincy](http://www.ed.ac.uk/chaplaincy)

Tel: 0131 650 2595

Email: [chaplaincy@ed.ac.uk](mailto:chaplaincy@ed.ac.uk)

## 5.10 Sports & Recreation

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, a combat salle, and a Fitness Assessment and Sports Injuries Centre, as well as archery and rifle ranges, circuit and weight training rooms, ergometry suites, eight glass-back squash court and climbing wall. The playing fields at Peffermill are within easy reach of the main University areas. Grass pitches and a floodlit synthetic grass pitch provide the training and competitive arenas for cricket, football, hockey, lacrosse, rugby and shinty. Other facilities at Peffermill include floodlit outdoor tennis courts, golf practice facilities and a Clubhouse.

[www.ed.ac.uk/sport-exercise](http://www.ed.ac.uk/sport-exercise)

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 it is used throughout the year. Instructional courses are available. The centre is well equipped for canoeing, sailing, mountaineering and skiing. The University can arrange transport to Firbush; please contact the Centre for details.

<https://www.ed.ac.uk/sport-exercise/firbush>

## 5.11 Child Care

The University has a day nursery which is run by trained staff seven days a week. Space is limited so please contact the nursery as soon as possible regarding placements. Students are liable for nursery fees, although a subsidy may be available.

[www.arcadianursery.co.uk/](http://www.arcadianursery.co.uk/)

Other childcare facilities are available throughout the city. Please see:

[www.childcare.co.uk/information/childcare-link](http://www.childcare.co.uk/information/childcare-link)

## 5.12 Student Employment & Career Services

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 (part-time/ vacation), on further study, professional training, work overseas and voluntary work.

Third Floor, Main Library Building, George Square, Edinburgh, EH8 9LJ.

Tel: 0131 650 4670

[www.ed.ac.uk/careers/postgrad](http://www.ed.ac.uk/careers/postgrad)

## 5.13 Student Disability Service

The University of Edinburgh welcomes disabled students (including those with specific learning difficulties such as dyslexia) and are working to make all of our courses accessible to all students.

You can contact the Student Disability Service directly yourself and an Advisor will be happy to meet with you. The Advisor can discuss possible course-related and department-specific adjustments with you, assist you with an application for Disabled Students' Allowance or other funding if you do not qualify for this, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments. You will be expected to provide the Service with evidence of disability – either a letter from your GP or specialist, or evidence of a specific learning difficulty. For dyslexia or dyspraxia, this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this,

the Service can put you in touch with an independent Educational Psychologist (who should be registered as such with the Health and Care Professions Council).

If you have been issued Disability stickers by the Student Disability Service, you must ensure these are attached to your assignments. If you have been granted disabled status, please contact the Programme Administrator who can ensure all course organisers are aware of your personal profile requirements. The Service will arrange an assessment and recommend assessment guidelines for markers.

Student Disability Service, Main Library Building, George Square, Edinburgh, EH8 9LJ.

Tel: 0131 650 6828

Email: [disability.service@ed.ac.uk](mailto:disability.service@ed.ac.uk)

[www.ed.ac.uk/student-disability-service](http://www.ed.ac.uk/student-disability-service)

## 5.14 Health and safety

You can find guidance regarding Health and Safety at the University of Edinburgh at the following page:

<https://www.ed.ac.uk/health-safety>

Bad posture and long hours sitting in front of computers and using mobile devices has been linked to health issues such as musculoskeletal disorder. Please make sure that you are aware of good practices. A free ergonomics e-learning course is available from the link below:

<https://www.ed.ac.uk/health-safety/training/e-learning/cardinus/users/student-ergonomics>

## 5.15 Advice Place

The Advice Place is a professional, impartial and inclusive service for all students at the University of Edinburgh. This service is free, independent and confidential. All students can access effective advice, information and support from a respectful and welcoming team.

[https://www.eusa.ed.ac.uk/support\\_and\\_advice/the\\_advice\\_place/](https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/)

## 5.16 Careers service

The Careers services provide information and advice for taught and research postgraduate students on career options, job search and application strategies and other support.

Their website can be accessed from this link:

<https://www.ed.ac.uk/careers>

## 6 Usher PhD Society

Our objectives are to foster a sense of community amongst PhD students in the Usher Institute, to increase levels of peer support, to reduce isolation, and to relieve stress. We want to develop leadership and teamwork skills and to enhance collaboration. A vibrant PhD student community can positively affect the whole Institute. If anyone feels like they would like to take part or has ideas for an event please contact the Society.

Our PhD group has a wiki page:

[www.wiki.ed.ac.uk/display/CPHS/Usher+Institute+of+Population+Health+Sciences+and+Informatics+PhD+students%27+wiki+page](http://www.wiki.ed.ac.uk/display/CPHS/Usher+Institute+of+Population+Health+Sciences+and+Informatics+PhD+students%27+wiki+page)

The Facebook page is: [www.facebook.com/groups/483534445149467/](http://www.facebook.com/groups/483534445149467/)

The PhD Society contacts are:

Florian Stummer – [F.O.Stummer@sms.ed.ac.uk](mailto:F.O.Stummer@sms.ed.ac.uk)

Filip Mendusic - [s1725410@sms.ed.ac.uk](mailto:s1725410@sms.ed.ac.uk)

Barat Ospanov - [b.ospanov@sms.ed.ac.uk](mailto:b.ospanov@sms.ed.ac.uk)

Bohee Lee - [bohee.lee@ed.ac.uk](mailto:bohee.lee@ed.ac.uk)

Farzana Khan - [f.khan-6@sms.ed.ac.uk](mailto:f.khan-6@sms.ed.ac.uk)

## 7 RESOURCES FOR PhD STUDENTS and SUPERVISORS

### 7.1 College (CMVM) Postgraduate Research Wiki

The main source of PGR information for students and supervisors is the College (CMVM) Postgraduate Research Wiki (a resource for research staff, research students and examiners). This wiki has a wealth of information and provides copies of forms which are required for annual progress reports, applications for interruptions / extensions, leave of absence forms and much more:

[www.wiki.ed.ac.uk/pages/viewpage.action?pageId=174612428](http://www.wiki.ed.ac.uk/pages/viewpage.action?pageId=174612428)

### 7.2 Usher Institute website

Useful information on the staff, research and activities within the Usher Institute can be found on the Usher Institute of Population Health Sciences and Informatics website:

[www.ed.ac.uk/usher](http://www.ed.ac.uk/usher)

### 7.3 Usher SharePoint site

A resource for all local processes and guidelines for the Usher Institute:

<https://uoesharepoint.com/sites/UsherInstitute/SitePages/Home.aspx>

### 7.4 Doctoral College

The University of Edinburgh Doctoral College is a coordinating structure for all postgraduate researchers, supervisors and relevant staff at the university, designed to enhance and support the postgraduate student experience.

<https://www.ed.ac.uk/doctoral-college>

### 7.5 Usher Seminars, meetings and groups

Students will be included on relevant e-mailing lists, including the list for all Usher staff and students. They should hear about up-coming talks, meetings, seminars and courses of interest via these e-mailing lists. Some of the available events are listed below and are also advertised on the Usher Website at <https://www.ed.ac.uk/usher/news-events/seminars>. If any student is interested in attending but does not hear about these via e-mailing lists, then they should contact the person in charge:

1. Seminar series – details of Usher-wide seminars from both internal and external speakers will be circulated regularly by e-mail. They generally last one hour and may be held in either Teviot or Bioquarter 9. There may be the opportunity for students

to meet invited speakers for a pre-presentation session, and students are encouraged to make use of this invaluable opportunity. The Usher series of Distinguished Speaker seminars are arranged approximately three times per year and should be viewed as compulsory for all PGR students to attend.

2. Qualitative Researchers' group - This discussion group of researchers from Usher and beyond who employ qualitative methods is co-convened by Neneh Rowa-Dewar, Debbie Cavers and Ruth Hart. The group includes informal sessions on qualitative methods, analysis, writing, and ethical dilemmas by drawing on the experiences of individual members and external speakers. Anyone with an interest in qualitative research is welcome to join the group and can contact one of the convenors ([Neneh.Rowa-Dewar@ed.ac.uk](mailto:Neneh.Rowa-Dewar@ed.ac.uk), [Debbie.cavers@ed.ac.uk](mailto:Debbie.cavers@ed.ac.uk), [ruth.hart@ed.ac.uk](mailto:ruth.hart@ed.ac.uk)) to be added to the mailing list.
3. Molecular Epidemiology Group Meetings - The Molecular Epidemiology (MolEpi) Group in Usher is a group of epidemiologists, geneticists, statisticians and public health specialists interested in exchanging knowledge and ideas, collaborating within and outside the group and interdisciplinary approaches to discovery of factors contributing to aetiology and pathogenesis of complex diseases in humans. The main focus of the Group is on identification of molecular and genetic markers associated with complex diseases and their clinical application, including risk prediction. Details of monthly meetings, to which all interested students are welcome, can be found by contacting Nicola Pirastu ([Nicola.Pirastu@ed.ac.uk](mailto:Nicola.Pirastu@ed.ac.uk)), Wardah Khalid ([Wardah.Khalid@ed.ac.uk](mailto:Wardah.Khalid@ed.ac.uk)) and on the Group webpage (<https://www.ed.ac.uk/usher/molecular-epidemiology>).
4. Global Health Academy Seminars – Information on seminars hosted by the Global health academy in Edinburgh can be found at the Academy's website ([www.ed.ac.uk/schools-departments/global-health](http://www.ed.ac.uk/schools-departments/global-health)) under the 'News and events' section. This includes eHealth Interdisciplinary Research Group Seminars.
5. The Social Science group within the Usher Institute is a supportive group of researchers from across the social science disciplines. They conduct cutting-edge research in their 'home' disciplines, but also contribute to and lead interdisciplinary projects with colleagues across the Usher Institute, and beyond. They meet fortnightly for most of the year, currently on Tuesday lunchtimes, for friendly, informal seminars on topics of shared interest. New members, including interested PhD students, are very welcome: join the mailing list ([usher-socialsci@mlist.is.ed.ac.uk](mailto:usher-socialsci@mlist.is.ed.ac.uk)) or contact Ingrid ([Ingrid.young@ed.ac.uk](mailto:Ingrid.young@ed.ac.uk)) or Ellen ([e.stewart@ed.ac.uk](mailto:e.stewart@ed.ac.uk)) with any queries.
6. Global Health Centre (GHC) meetings - Information on regular GHC meetings and seminars is available via e-mail ([Usher-CGHR@mlist.is.ed.ac.uk](mailto:Usher-CGHR@mlist.is.ed.ac.uk)) and/or are advertised on the Usher Website at <https://www.ed.ac.uk/usher/news-events/seminars>.

7. Centre for Medical Informatics (CMI) seminars - the CMI seminar series features talks from internal and external speakers working on the design, development, and use of Information Technology solutions in Healthcare. The seminars give researchers, academics and students the opportunity to meet informally, in a supportive environment, to discuss a range of topics - from presentations of recent/future work, to new ideas for grants. In addition, there are tutorials from more experienced centre members, so that knowledge and ideas can be shared widely. These seminars encompass people from many different backgrounds and disciplines and presenters are encouraged to assume little or no background knowledge from their audience when preparing their topic of choice. The seminars are designed to be as accessible as possible to the widest number of people, allowing for exciting interdisciplinary discussions which build on diverse strengths. Meetings take place online on the third Monday of every month, 1-2pm. Students or supervisors wishing to be added to the mailing list can email [matt.bouamrane@ed.ac.uk](mailto:matt.bouamrane@ed.ac.uk) to be notified of precise dates, times and topics via the 'Usher-all' e-mail list.
8. CMI PhD Student Forum, covering generic skills for PhD students (e.g. managing a research project, ethics, literature review, publishing papers, writing up a thesis, etc.), specific skills for PhD projects, e.g. qualitative analysis, quantitative analysis, mixed--methods, statistics etc: this either requested by students or proposed by supervisors and Research presentations by CMI PhD students or other PhD students from Edinburgh or external. The meetings take place online on the third Monday of every month, 1-2pm. Students or supervisors wanting to be added to the mailing list should contact [Matt.Bouamrane@ed.ac.uk](mailto:Matt.Bouamrane@ed.ac.uk)
9. Centre for Population Health Sciences (CPHS) seminars – These have been paused temporarily. Normally, details of CPHS seminars would be circulated by email and listed in the relevant section of the Usher Institute seminars webpage (<https://www.ed.ac.uk/usher/news-events/seminars>). Information on these meetings may also be obtained by contacting Catriona Keerie, Edinburgh Clinical Trials Unit ([Catriona.Keerie@ed.ac.uk](mailto:Catriona.Keerie@ed.ac.uk)). The seminars occur monthly and alternate between Teviot and Nine Bioquarter. Taxis are arranged for those travelling between sites and lunch is provided. It is expected that resuming of these seminars will be announced via email.

## Appendices

### Appendix I - Settling into the Usher Institute

The following items have been identified by previous students as those which could be usefully discussed with new students when they start in Usher. It is recommended that these items are discussed with the supervisors in the first instance, but the PGR Administrator, a member of the PhD Society and/or a member of the PGRDC may also be able to help.

1. Supervisors should make sure that new students have registered and matriculated and that they have the following:
  - A copy of this handbook
  - Desk space (where available and allowable according to Health and Safety guidelines), PC, access to a printer, University of Edinburgh e-mail address
  - Alternatively, any plans to work remotely have been discussed and paperwork submitted (see section [1.9 Leave of Absence](#))

Supervisors should also confirm the student's attendance on EUCLID and ensure that students have provided a copy of their University PhD Offer letter and Funding letter (unless they are self-funded) to the PGR Administrator.

2. Students should ensure that they have received a tour of the Usher Institute and know where the reception, coffee room/photocopier and seminar rooms are located – either the PGR Administrator or individual supervisors can arrange this.
3. Students starting remotely should ensure that arrangements, e.g. computing requirements, for remote working have been discussed with their supervisors. Students are advised to consult the page linked below: <https://www.ed.ac.uk/students/new-students/getting-started-resources/top-6-tasks/get-connected>
4. Supervisors and students should discuss expected hours of work, arrangements for working away from the University and time off/holidays (see section [1.9](#)), including any policies on this set out by funders if the student is on a funded scholarship. Supervisors and students should also discuss University of Edinburgh courses (e.g. masters courses) which would be useful to the student, supervision arrangements including frequency, arrangements for attending external courses including funding for these, as well as assessment and progression requirements.
5. The Usher Institute social committee aims to promote communication and the sense of community, to develop a more cohesive Institute and most of all to have fun! We are inclusive across Centres and sites, to promote widest involvement and to form a welcoming community for support and academic staff, MPH / PhD students and International staff and students. Some of the events we organise include monthly morning coffees in parallel at Teviot and Bioquarter, summer party, pub quiz, Christmas party, film screenings and the Usher choir. Everyone is welcome to participate in any of the activities and whoever would like to be an active member can get more information by contacting [Usher.Social@ed.ac.uk](mailto:Usher.Social@ed.ac.uk).

6. Students should contact a member of the PhD Society and ensure that they have been allocated a student buddy if desired (see section 6)

## Appendix II - Tutor application process (Part-time online MPH)

Students interested in Tutoring on any courses on the MPH online part-time programme should contact the MPH mailbox at [mph.dl@ed.ac.uk](mailto:mph.dl@ed.ac.uk).

A list of courses for this programme is available here:

<http://www.drps.ed.ac.uk/21-22/dpt/ptmphealth2p.htm>

## Appendix III – Tutor application process (Full-time online MPH)

Please contact Sarah McCallum at [sarah.mccallum@ed.ac.uk](mailto:sarah.mccallum@ed.ac.uk) (MPH Operations Coordinator) if you are interested in tutoring on any of the courses below:

Foundations of Public Health
Epidemiology & Statistics for Public Health
Health Promotion
Qualitative Research for Public Health
Systematic Reviews for Public Health
Research Design for Public Health
Introduction to Health Economics
Epidemiology for Public Health
Health in all Policies
Global Health Epidemiology
Communicable Disease Control and Environmental Health
Developing and Evaluating Complex Public Health Interventions
Sociology of Health and Illness
Statistical Modelling for Public Health

## Appendix IV - Courses

### A) Internal courses which may be available within the University of Edinburgh

(Please note that it is not possible to guarantee availability of any of the courses listed, and that some will involve payment of course fees)

#### 1. On campus (full time online in 2021-22) taught master's courses

As well as the College of medicine and Veterinary medicine, there are two further Colleges within the University of Edinburgh (College of science and Engineering and the College of Humanities and Social science. All three colleges offer a wide range of postgraduate courses, mainly as part of taught master's degrees. Details of these degrees and their constituent courses can be found at [http://www.drps.ed.ac.uk/21-22/dpt/cx\\_sb\\_puhr.htm](http://www.drps.ed.ac.uk/21-22/dpt/cx_sb_puhr.htm) Any student referring to the Degree Regulations and Programmes of Study in the context of decisions about attending courses should do so in consultation with their Supervisor and must ensure that they contact the appropriate contact person to determine whether it is acceptable to the course organiser for the student to attend. Students wishing to attend courses on the Masters in Public Health run by Usher should contact the MPH administrator in the first instance (see section [3.4.2 Research Courses](#))

#### 2. On-line master's courses

The list of courses offered by the programme can be found here:

<https://www.ed.ac.uk/molecular-genetic-population/mph/mph-full-time>

Course descriptions can be consulted form here:

<http://www.drps.ed.ac.uk/21-22/dpt/ptpgchealt1p.htm>

For further enquiries on auditing these courses please contact:

[Rosemary.Porteous@ed.ac.uk](mailto:Rosemary.Porteous@ed.ac.uk)

#### 3. IAD courses (see section [3.4.2 Research courses](#))

#### 4. HealthyR course on Practical Logistic Regression

Training courses for researchers and healthcare professionals, HealthyR courses focus specifically on health-related data analysis and statistics using the R software.

Further information at:

<http://healthy.surgicalinformatics.org/>

enquiries:

[R.Ots@ed.ac.uk](mailto:R.Ots@ed.ac.uk)

### B) External courses which may be useful

(Please note that these are likely to require payment of course fees as well as travel and accommodation costs. Use of APCs for this purpose should be discussed with supervisors)

1. Statistical methods for risk prediction & prognostic models at University of Keele  
<https://www.keele.ac.uk/predictionmodelling/>

2. Prediction modelling offered by Kings College London

<https://www.kcl.ac.uk/ioppn/depts/biostatisticshealthinformatics/teaching/courses/prediction-modelling->

3. Introduction to the statistical analysis of genome-wide association studies, Imperial College London,

<https://www.imperial.ac.uk/department-of-medicine/study/short-courses/genomic-studies/>

4. Genetic Epidemiology course in University of Bristol

<https://www.bristol.ac.uk/medical-school/study/short-courses/>

5. Wellcome Genome Campus, Hands-on training in the latest biomedical techniques for research scientists, clinicians and healthcare professionals.

<https://coursesandconferences.wellcomegenomecampus.org/event-type/courses/>

6. Practical use of multiple imputation to handle missing data in Stata, UCL

<https://www.ucl.ac.uk/clinical-trials-and-methodology/education/short-courses/missing-data>

7. LinkedIn Learning

All students have access to LinkedIn Learning (formerly known as Lynda.com) via the University. There are a multitude of courses with statistical courses which may be of particular interest.

Instructions for accessing this service:

<https://www.ed.ac.uk/information-services/help-consultancy/is-skills/linkedin-learning/account-creation-and-access>