



Digital Education

Programme Handbook 2020-2021

This document is updated every semester and is available to all students online via the Digital Education Hub at <http://hub.digital.ed.ac.uk/>

If you require this document or any of the internal University of Edinburgh online resources mentioned in this document in an alternative format please contact the programme secretary at:

Email: digitaled@ed.ac.uk Phone: +44 (0)131 6511196

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Welcome

Welcome to the MSc in Digital Education, and to your programme of postgraduate study with the University of Edinburgh.

The MSc in Digital Education (including the Postgraduate Certificate and Postgraduate Diploma pathways) is a fully online programme, studied on a part-time basis. The programme team looks forward to working with you as we engage creatively and critically with the challenges and opportunities that digital education brings.

The Institute for Education, Community and Society

The MSc in Digital Education is based within the Institute for Education, Community and Society, in Moray House School of Education and Sport at the University of Edinburgh. The School of Education is located within the College of Arts, Humanities and Social Sciences. Our Institute is concerned with critical social science research, not only in digital education but also in education policy, community education and childhood studies. As well as our growing reputation for digital education research and practice, we also have an established reputation for research in inclusion, diversity and policy development in education.

Further information about the research activities of the team teaching the MSc in Digital Education is available from our Centre for Research in Digital Education website: www.de.ed.ac.uk. We hope that you will feel part of the community of scholarship and learning that the Centre represents.

About this handbook

This handbook collects together essential information about, and links to, University regulations, the programme structure, assessment and so on that you will need during your studies. Please take the time to read the handbook and save it for future reference. The handbook is updated at least once a year, so be sure to follow the Handbooks link in the Hub each semester to ensure you have the most up-to-date version. The Hub also contains links to the Technologies Handbook and to individual course handbooks for the current semester: <http://hub.digital.ed.ac.uk/handbooks/>

Programme structure

The MSc consists of two required courses – the foundation course, An introduction to digital environments for learning (40 credits), and Introduction to social research methods (20 credits) – and a series of options, each also worth 20 credits. The structure of the programme is deliberately flexible so that you can map a way through it that makes sense for your own individual interests and professional areas of work. This does mean, however, that you need to be strategic about which courses you take, and when. We don't offer every option every semester or academic year, so it is a good idea to study the delivery plan carefully in thinking about how you will organise your study each year (while bearing in mind that the plan is provisional beyond the current academic year). You can find the plan at: <http://digital.ed.ac.uk/timetable>

Semester dates 2020/21

Key dates for your diary in 2020/21 are:

Semester 1 - September 2020

Monday 14 September - Orientation week - Week 0

Monday 21 September - Start of semester - Week 1

Monday 7 December - Final week of teaching begins - Week 12

Semester 2 - January 2021

Tuesday 5 January - Orientation week - Week 0

Monday 11 January – Start of semester – Week 1

Monday 29 March - Final week of teaching begins - Week 12

For other University calendar and semester dates, please see:

<http://www.ed.ac.uk/semester-dates>

Courses

The courses currently on offer and a programme timetable are regularly updated on the programme website at:

<http://digital.ed.ac.uk/courses>. Here you will find descriptors for each course, with information about learning outcomes, course content and assessment.

The key points to bear in mind when choosing your courses are:

- **An introduction to digital environments for learning (IDEL)** is mandatory for all pathways (MSc/PGDip/PGCert) and must be taken first. New students will automatically be enrolled on this course. Part-time students cannot take another course alongside IDEL because it is a double-credit course.
- If you intend to progress to MSc, you will need to pass the **Introduction to social research methods course**, and this is normally taken as your last, or penultimate, taught course. This course is offered in January (Semester 2) each year. Students who are experienced researchers (for

example, if you already have a doctorate) may be able to apply for recognition of prior research experience. However, the assignment for the research methods course still has to be completed and assessed. Please contact the programme director if you want to investigate this option.

- Some courses are delivered every year, and others less frequently. You may therefore have to plan ahead for certain courses.
- You may take up to 20 credits from another postgraduate-level programme at the University of Edinburgh, subject to the agreement of the Digital Education programme director. There are a number of online postgraduate programmes which have courses which you may find of interest, and you can find out more about them here:

<http://www.ed.ac.uk/studying/postgraduate/degrees?r=site/online&cx=ml=index.Php>

- The dissertation cannot be started until you have passed 120 credits (IDEL, Introduction to social research methods, and three option courses) with an average mark of at least 50%.
- Dissertations are completed within 1 year for part time students, with the specific start date to be negotiated by student and supervisor.

You will be allocated a personal tutor at the beginning of your studies, whose role includes supporting you in making your course choices and helping you to plan your way through the programme. However, you should always feel free to contact other members of the programme team as relevant – including any of the course organisers, for more information about their particular courses. You should contact your personal tutor if you are aware of any circumstances (health, personal, or other) that are, or risk, interrupting your studies.

The Digital Education dissertation

If you are following the MSc route then the final stage of the programme will be to undertake the dissertation project. Detailed information about the dissertation is provided in a dedicated Moodle site which you will be given access to during the Introduction to Social Research Methods course. If you have questions before that please contact James Lamb (james.lamb@ed.ac.uk) who oversees this part of the programme. In order to be eligible to commence the dissertation you must have achieved 120 credits including Introduction to Social Research Methods (or an approved equivalent course).

The dissertation is the most significant project you will undertake during your time on the Digital Education programme. It is worth 60 credits, compared with 20 credits for all other courses (except An Introduction to Digital Environments for Learning). It is reasonable to expect that the dissertation will take around three times as much student effort as most other courses you take on the programme. Reflecting its size, you will have up to one year to complete the

dissertation project, but will be encouraged to design a project that lasts around 8 months.

What also makes the dissertation distinct is that you will have the opportunity to go into more depth than before as you investigate a topic that explores the relationship between education and digital technology. You will be supported in this work by a dissertation supervisor, normally a member of the Digital Education course team, and will find that the Introduction to Social Research Methods course provides an excellent grounding for what will follow. Nevertheless, as a Masters-level project there is a strong emphasis on independent learning, as you take responsibility for devising a research question, undertaking a literature review, designing a methodological approach, preparing an ethics application, selecting and using a conceptual framework and generating then analysing data. The project concludes with the presentation of your work in an approximately 15,000-word dissertation which can be produced in traditional written form or in a digital and more richly multimodal way.

Course enrolment

Before the start of each semester you will receive an email inviting you to nominate your preferred course, and you will need to complete a course application form specifying your choice for the coming semester. Enrolment is carried out on a first come, first served basis, so please enrol as early as possible once the invitation arrives, to ensure a place on the course of your choice.

You can disenrol from a course provided it is at least three weeks before it is due to start. If you do not inform the University of your decision to disenrol by then, or if you fail to engage with the course, you will be liable for the full course fee, unless a medical certificate or evidence of other acceptable extenuating circumstances is submitted in writing to Postgraduate Concessions. Once you have started a course, it is not possible to withdraw without financial penalty unless there are extenuating circumstances.

Auditing a course

MSc students may be able to 'audit' the equivalent of one 20 credit course in addition to their standard requirement of 120 credits. Auditing means that students sit in on a course they are interested in without being formally assessed for their performance. Auditing is at the discretion and by approval of the Course Organiser and your Programme Director so you should reach out to them directly if you are interested in this option.

Length of study and time commitment

The programme is designed to help you fit your study around your work and other life commitments. We anticipate most participants will take one course per semester. In some circumstances it may be appropriate and feasible to take two courses in a semester. If you intend to take two courses, please be confident that you can make time for this. Two courses at once is a heavy study load (heavier than the equivalent credits from IDEL because it is spread

across two courses, two sets of assignments, and so on), and we only recommend it for those who have a significant amount of time to devote to their studies. Those who have attempted this in the past while working full-time, for example, have found it to be a challenge. Only you will know what is manageable, but it is recommended that you think carefully, and consult with your personal tutor, before taking on a double load of study.

Minimum and maximum times for completion of the programme are as follows:
PGCert: 12-24 months
PGDip: 18-48 months
MSc: 24-72 months (usual completion is within 3-5 years)

You can also break your study and skip a semester if you need to, though you should complete the first 60 credits within two years, and the first 120 credits within four years. In other words, you should aim to satisfy the time-scale requirements for each level. If your circumstances are such that you know that you will need to take a break, and that you will not be able to progress at this rate, please discuss this with your personal tutor in the first instance.

Time commitment

A key question for many students is how much time you should spend studying. The programme does demand a significant commitment from participants, so you will need to give serious thought to how you will integrate your study with the rest of your working and personal life. While each 20-credit course carries a notional time commitment of 200 hours, this includes time likely to be spent in reflection and application of your ideas in your working context. As a rough guide, therefore, in a 20-credit course you are likely to need to spend 7-10 hours a week reading and actively participating in the programme, with more around the time of assignment completion. However, because the programme is delivered online, it is flexible in a way that more conventionally-delivered programmes can't be. It is also designed to mesh in a meaningful way with the work you are doing as a professional in the field.

If you find at any point that you are struggling with managing your study-load, please don't struggle alone – speak to your course tutor, personal tutor or programme director as soon as you can. It is perfectly understandable to have concerns about workload – your tutors will always try to help.

Interruptions and extensions

Students sometimes need formal interruptions from, or extensions of, their period of study. Please speak to your personal tutor or the programme director as soon as possible if you think you may need either an interruption or an extension.

Authorised interruption of study

If, for good reason, you are unable to continue your programme of study for a considerable period of time, you should let your personal tutor or the programme director know as soon as possible and they will help you to complete an application for an authorised interruption of study. If the

application is successful, the period of interruption will not be included in the maximum period for completion of the award for which you are registered. This means, in effect, that the 'clock stops' on your study during the interruption.

The maximum period of interruption within a part-time certificate programme is 12 months; within a part-time Diploma/Masters programme it is 24 months.

You must submit your request to apply for an interruption of studies to your personal tutor as soon as is practicable. The University will consider requests on their merits. The key criterion is that the applicant provides convincing supporting evidence of their inability to continue studying (such as a medical certificate). All requests must be supported by relevant documentation from your doctor, line manager, or other appropriate person.

Programme team and support

The academic teaching team is drawn from the Institute for Education, Community and Society in the School of Education, and from other teaching and support units across the University:



Siân Bayne is Professor of Digital Education and Assistant Principal for Digital Education at the University of Edinburgh. She teaches on 'An introduction to digital environments for learning' and 'Digital futures for learning'.

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<https://twitter.com/sbayne>



Huw Davies is a Lecturer in Digital Education. He teaches on 'An Introduction to Digital Environments for Learning' and 'Research Methods'.

huw.davies@ed.ac.uk



Peter Evans is a Senior Teaching Fellow in Digital Education and was formerly director of the MSc in Management of Training and Development. He is course leader for 'Digital education: strategy and policy' and for 'Wider Themes in Digital Education'.

peter.evans@ed.ac.uk
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Rory Ewins is a Lecturer in Digital Education. Rory leads on the courses 'Digital education in global context' and 'Introduction to social research methods'.

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Michael Gallagher is (co) Programme Director of the MSc in Digital Education and a Lecturer in Digital Education. He teaches on 'Course Design for Digital Environments', 'an Introduction to Digital Environments for Learning', and 'Education and Digital Cultures' courses.

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<https://twitter.com/mseangallagher>



Jeremy Knox is (co) Programme Director of the MSc in Digital Education and a Lecturer in Digital Education and Co-Director of the Centre for Research in Digital Education (Data Society). He leads the 'Critical Data and Education' course and also teaches on 'An Introduction to Digital Environments for Learning'.

jeremy.knox@ed.ac.uk
http://twitter.com/j_k_knox



James Lamb is a Lecturer in Digital Education and course organiser for 'Education and digital cultures'. In recent years he has tutored on 'Introduction to digital environments for learning', and 'Assessment, learning and digital education.'

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<https://twitter.com/james858499>



Clara O'Shea is an Associate Lecturer. She is course leader for 'Assessment, learning and digital education' and 'Understanding learning in the online environment', as well as tutoring on 'An introduction to digital environments for learning'. Her research interests coalesce around identity development in digital environments, drawing on the psychology of learning, play and game-based learning, as well as assessment and feedback.

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Philippa Sheail is a Lecturer in Digital Education. She teaches on 'An introduction to digital environments for learning', 'Introduction to social research methods', and 'Information Literacies for Digital Education'.

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Jen Ross is Senior Lecturer in Digital Education, and co-director of the Centre for Research in Digital Education. She leads 'Digital futures for learning' and teaches on 'An introduction to digital environments for learning'. Her research interests include online learning, place and space, and cultural and educational institutions online.

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Ben Williamson is a Chancellor's Fellow at the Centre for Research in Digital Education and the Edinburgh Futures Institute, examining the intersections of digital technologies, science, and data with education policy and governance.

ben.williamson@ed.ac.uk

<https://twitter.com/BenPatrickWill>

Administrative advice

The first place to start if you need general day-to-day advice about any administrative aspects of the courses, or programme as a whole, is the programme secretary:

digitaled@ed.ac.uk

+44 (0)131 651 1196

For the formal matters of programme enrolment, issues about the payment of fees, or regulatory concerns, you should contact the Academic and Student Administration Office of the College of Arts, Humanities and Social Science:

+44 (0)131 651 3900

<https://www.ed.ac.uk/arts-humanities-soc-sci/about-us/staff-contacts/college-office-staff-teams/academic-administration-office>

Roles in the teaching team

Guidance and support during the programme of study are available from a number of different sources. In your first semester of study, you will be working with a blog tutor who will be your first point of contact during the 'An introduction to digital environments for learning' course. You will also have a named personal tutor (in some cases this will be the same person) who will be in contact with you during the rest of your time on the programme. There is more information on contacts with your personal tutor in the next subsection.

Course organisers and **course tutors** provide advice on the content, assessment and conduct of individual courses.

Dissertation supervisors are there to guide and support you through the dissertation process from proposal to final draft. There is more information on this role later in the handbook.

The **programme director** is available to answer questions in relation to the programme as a whole or issues you may have that you prefer not to discuss with your personal tutor, course tutor or dissertation supervisor. The current programme directors are Dr Jeremy Knox and Dr Michael Gallagher – the best way to reach them is by email at jeremy.knox@ed.ac.uk and michael.s.gallagher@ed.ac.uk, respectively.

If in doubt, contact the programme secretary - or any one of the people mentioned here - and we will try to answer your question, or pass you on to the person who can.

Contact with your personal tutor

Your **personal tutor** is normally a member of the MSc in Digital Education team. New students will be allocated someone in this role at the start of semester – please don't worry about messages from the University asking you to contact them to arrange your course choice. For part-time students, there is no course choice in your first semester.

Apart from the first semester, when you will be working closely with your blog tutor anyway, you will receive an invitation from your personal tutor to:

- an individual meeting in Semester 1
- a group meeting in Semester 2

As these meetings are always online, they will most likely be conducted via Collaborate, Teams, or Skype. Meetings are informal and supportive: the individual ones are more likely to focus on progress and forward planning, while the group ones on any shared ideas, strategies or concerns. We recommend attending them even if you are taking a break.

You can also contact your personal tutor at any other time if you have questions or concerns about anything affecting your studies. The sooner you raise any issues the better, so please don't hesitate to get in touch.

Your personal tutor will normally make a brief record of meetings in the personal tutor channel in MyEd, including a note of anything agreed or recommended.

However, they will not enter details and if matters are of a sensitive nature they will not be specific about this. It is possible to mark notes as confidential, and very few people will then be authorised to view them.

Student-staff Liaison Committee (SSLC)

The SSLC is a forum for discussing issues arising on the programme and potential changes to it. The committee aims to represent a range of students from across the programme and usually meets once per semester. Meetings are held online.

Opportunities to join this committee will arise from time to time, so think about whether you would like to be considered for membership. However, your voice can be heard anyway, via contact with your fellow student

representatives. There is also a discussion forum where all students are welcome to contribute their views and suggestions. You will find this in our SSLC section of the MSc in Digital Education Moodle site at: <https://www.moodle.is.ed.ac.uk/course/view.php?id=131>. Note that this site is only available when you are logged into Moodle, so new students will not be able to access it until they have been given access to the Moodle platform.

Teaching and learning approaches

Programme aims and outcomes

The programme is aimed at those who wish to develop both their understanding of the theoretical contexts of digital education, and their practical skills in creating and supporting high quality online learning opportunities.

The programme will give participants the opportunity to engage critically with the theory and practice of online learning, offering hands-on experience with digital learning environments, providing structured access to a community of expert tutors and peers and giving practical guidance in the effective use of new technologies for learning. Drawing on current research within the fields of education, learning and development, learning technology and digital media, it will also provide participants with the conceptual and theoretical frameworks needed in order to take a reflective and critical stance toward the interface of post-compulsory education and training and the technologies of the digital age.

On completion of the programme of study for the PGCert, students will:

- be able to demonstrate a critical understanding of the key concepts and theories relating to learning, teaching and training with digital technologies
- have a practical knowledge of a range of applications and environments for delivering online learning
- be able critically to assess the relationship between these environments and a range of pedagogical approaches
- have an advanced understanding of the critical and conceptual frameworks required in order to take an informed, professional approach to the use of new technologies for learning
- be able to demonstrate the ability to reflect on their own practice as professionals in the field of digital education.

For the PGDip, students will be expected, in addition to the above, to:

- demonstrate specialist knowledge of additional areas of digital education theory and practice specifically relevant to their own professional contexts
- review and critically assess the key conceptual and theoretical issues relating to the use of such technologies, in terms of their organisational and political contexts, their social effects and their impact on student learning and course design
- develop their own innovative and creative proposals for effective implementation of online learning in their own professional contexts.

In addition, for the MSc degree, students will demonstrate the ability to:

- critically review a range of methodologies and approaches relevant to enquiry into learning in the digital domain
- plan, implement and complete a programme of high quality independent research in the field of digital education.

Methods and media

In designing the MSc we have focused on using teaching methods which demonstrate creative and appropriate uses of digital technologies for learning. The programme is by its nature reflexive, and the design of each course has been organised in such a way that you will be given the opportunity to experience and reflect on a wide range of high-quality online teaching methods and media. Methods we will be using range from the relatively well-established (group-work and tutorial discussion in moderated online discussion forums, for example) to the more experimental, perhaps trying a new environment or new technique.

The focus throughout the programme is on teaching methods which make full use of the primary strengths of digital environments for learning. The emphasis is on providing spaces for reflection, the creation of structured opportunities for exploration and the nurturing of collaborative learning and open discursive exchange among learners and teachers. We use Moodle as the main delivery platform but branch out into other environments as needed, such as using blogs, video conferencing, social media, and game environments.

The Technologies Handbook –

<https://www.wiki.ed.ac.uk/display/mscdetech/> – explains how to use and access all the technologies you will need on the programme.

Collaborative and independent work

Much effort is given in the programme to the inclusion of formal and informal opportunities for collaborative working, peer support and the formation of the sense of a learning community. All courses are taught and fully supported by experienced tutors – the programme **does not** work to the model of digital education as a means of minimising tutor time-commitment to the detriment of learner experience. In turn, there is an expectation that as a student on the programme you will be committed to a full engagement with course collaborative activities, and to the programme learning community generally.

Independent study involves sustained reading, structured reflection and preparation for assessment. You should plan to spend a significant amount of your study time not only engaging with the set readings for your courses, but reading further too. At Masters level it is important that you are able to undertake independent reviews of the literature and read beyond the recommended texts. Each of your courses will identify primary reading, and then provide guidance towards secondary, recommended literature. You will be able to discuss and consolidate your reading in your formal learning activities, blogs and discussion forums.

Assessment and feedback

Each taught course on the programme will provide you with opportunities to receive formative feedback on your work from tutors and peers. This might take the form of, for example, structured discussion, blog comments, feed-forward tasks, formative assignments, or mid-course feedback. Formative feedback is valuable in supporting your understanding of what is expected from the assessments on each course, pushing your ideas forward, and helping you make the most of your time on the programme.

Assessment will take place through coursework, with a focus throughout on assessment mechanisms which are appropriate to the online mode. There are no exams. Assessed blogs will be used in some courses. Some courses will allow you to submit your assignments as web-essays, or as collaborative projects. Others require you to undertake project work which applies what you have learned to your own practical contexts of teaching, training, or support for learning.

Assessment criteria will be in line with the principles of the University's postgraduate common marking scheme and will be constructed to reflect the significant features of web-based media and digital literacies. There is a handbook for each course you take, which can be downloaded from the Hub and which will give full details of the assessment requirements for that particular part of the programme. There is also more about how each course

is assessed in the course descriptors online, and the assessment regulations and marking scheme are covered in detail in a later section on Assessment Regulations.

On this programme, you will receive provisional marks and feedback for assessed work within **15 working days** of submission. This time frame does not include statutory holiday periods (such as Christmas and New Year). Where an extension has been granted for an assignment, the 3-week period begins on the date of submission, not the initial due date.

Marking of assignments

Assignments are marked by course tutors, with all marks being moderated by another member of the programme team. Two internal markers assess all dissertations. In addition, a sample of marked scripts from each course and the dissertation are sent to the external examiner for moderation. External examiners also have access to the course learning spaces for the purpose of scrutinising continuous assessments. The role of the external examiner is to advise the programme team and ensure equity with a view to helping us 'quality control' the student experience. Our current external examiner is Professor Lesley Gourlay of University College London.

Please bear in mind that, although your course tutor will return provisional marks to you at the end of each course, the grades are not formally confirmed until they have been approved by the programme Board of Examiners.

There are six general categories for course assessment criteria:

- knowledge and understanding of concepts
- knowledge and use of the literature
- critical reflection on theory and practice
- application of theory to practice
- planning and implementation of research/investigation
- constructing academic discourse.

Getting started with technologies

Alongside this Programme Handbook, you will also need access to the Technologies Handbook. The latest Technologies Handbook is in the form of a wiki and is available at:

<https://www.wiki.ed.ac.uk/display/mscdetech>

The next section highlights a few of the sections of the Technologies Handbook that describe how to set up your University of Edinburgh online access. Please see the rest of the Technologies Handbook for full technical guidance.

EASE – the University’s secure log in MyEd – the University’s web portal
UNN – University Username (your matriculation number – which starts with the letter ‘s’)

Register with EASE

Do this first!

You must first register with EASE before you can access Moodle, the online University Library, student email, MyEd and other key University resources. You should work your way through the guidelines in the Technologies Handbook once you receive your initial EASE username and password, and before the programme formally begins.

You only need to register once and you should do this even if you are a member of staff at the University of Edinburgh as you will need to register as a student.

Access MyEd

The University of Edinburgh’s portal is called MyEd, and you can access many University resources there. It is accessed at:

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

While many of these resources are accessible from other places such as the Digital Education Hub, others, such as the student finance channel, are only available through MyEd. To get into MyEd you need first to register with EASE (see above).

Set up student email

Each student in the University has their own University email address, which consists of their student number @sms.ed.ac.uk (eg:s1701234@sms.ed.ac.uk). Please be aware that the University administration’s main way of contacting you is via your student email account. This section in the Technologies Handbook explains how to access this email account – **it is your responsibility to check it regularly** even if you do not use it as your main email service.

We **strongly recommend** setting up a forward from your University email account to your usual email account, or making that you can view it alongside your other regular email inboxes. Important information, urgent communications, and fee invoices are all sent to your student email address.

There is detailed advice in the Technologies Handbook on setting up email on different devices, as well as forwarding it to your preferred email account.

Read the University computing regulations

You should be aware of the University's computing regulations, which can be found at:

<http://www.ed.ac.uk/information-services/about/policies-and-regulations/computing-regulations>

It is important that all students act within the law and within acceptable use policy. For example, the holding or distribution of computer files containing any material which is offensive, discriminatory, obscene or otherwise illegal is a serious breach of the University's regulations.

Remember that the regulations on copyright also apply to electronic media.

Information Services, and other computer service providers in the University, hold various information on the use of the University's computer systems and network. This includes log-in and log-out times, virtual learning environment access statistics and network traffic logging. While normally only used for resolving operational problems, these logs will be analysed (under paragraph 7 of the University's Computing Regulations) down to the individual user where a breach of the regulations or other misuses and abuses of the facilities is suspected. In addition, statistical analysis may take place, which does not identify any individual, to provide management information on computer lab, cache, network and general computer usage.

Links to key programme resources

MSc in Digital Education: <http://digital.education.ed.ac.uk>

Digital Education Hub: <http://hub.digital.education.ed.ac.uk>

Centre for Research in Digital Education: <http://www.de.ed.ac.uk>

Programme Handbooks: <http://hub.digital.education.ed.ac.uk/handbooks/>

Support Contacts: <http://hub.digital.education.ed.ac.uk/support.html>

Course Enrolment Form:

<https://www.moodle.is.ed.ac.uk/course/view.php?id=131>

Moodle: <https://www.moodle.is.ed.ac.uk>

University of Edinburgh Library: <https://www.ed.ac.uk/information-services/library-museum-gallery>

MyEd: <https://www.myed.ed.ac.uk>

Assessment regulations

University regulations discussed in this section are available from:

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

Taught Postgraduate Assessment Common Marking Scheme

Each course has its own specific criteria by which assignments will be assessed – you will find these in the course guides. All criteria are developed, however, with reference to the principles of the University's Postgraduate Common Marking Scheme, which is given here for your information. All courses use the mark bands specified here, and the pass mark is always 40%.

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	An excellent performance, satisfactory for a distinction
70 - 79	A3	An excellent performance, satisfactory for a distinction
60 - 69*		A very good performance, satisfactory for a merit
50 – 59*		A good performance, satisfactory for a Masters degree
40 -49**		A satisfactory performance for the diploma, but inadequate for a Masters degree
30-39		Marginal fail**
20-29		Clear fail**
10-19 B		ad fail**
0-9		Bad fail**

The pass mark is grade D (40%).

If a mark is a borderline - i.e. one or two marks below a progression mark, merit or distinction - then the Board of Examiners needs to discuss the implications. See regulation 44 in the Taught Assessment regulations for 2019-20: <https://www.ed.ac.uk/files/atoms/files/2019-taught.pdf>. For further information on award of merit or distinction see regulations 59 and 60 respectively.

Borderline discussions will take into account:

- (i) a stronger performance in later courses, demonstrating clear progression;
- (ii) an atypical weaker performance in one area, with possible reasons for this;
- (iii) general evidence of ability at Masters level

No further attempts are permitted in the taught courses, but credits may be awarded on aggregate if certain conditions are met. See regulation 56.

Criteria for assessing work as A, B, C, D, or E

The university has general requirements for work at Masters level, that are aligned to the Scottish Credit and Qualifications Framework at level 11. The overarching standards set govern the interpretation of the performance criteria for specific courses. The specific criteria for each course are interpreted within the following six general categories:

- knowledge and understanding of concepts
- knowledge and use of the literature
- critical reflection on theory and practice
- application of theory to practice
- planning and implementation of research/investigation
- constructing academic discourse

The criteria for each category are as follows:

Knowledge and understanding of concepts

A The assignment shows that the student has understood the main concepts and theories dealt with in the course, without any misunderstanding, and has been able to integrate this understanding into a coherent framework.

B The assignment shows that the student understands the main concepts and theories dealt with in the course, without any misunderstanding.

C The theories and concepts dealt with in the assignment reflect a major part of the content of the course, and are handled in a way that demonstrates that the student understands these concepts, although there is some misunderstanding.

D There is evidence of a degree of understanding at the conceptual and theoretical level in what is assessed in the assignment but there are some omissions or misunderstandings in the student's handling of the theories and concepts dealt with in the course.

E There is little or no evidence of understanding of the theories and concepts dealt with in the course, or the theories and concepts are handled in a way that shows considerable misunderstanding or omission.

Knowledge and Use of the Literature

A The student has used most of the key references in the reading list for this course, without necessarily referring to every item on the list, and has in addition drawn on other sources, and has integrated the ideas from all this material into a coherent and analytical framework.

B The student has drawn on a wide range of appropriate sources, recommended for this course, and has integrated the key ideas from these sources into a coherent and analytical framework.

C The assignment shows that the student is familiar with a sufficient range of key sources recommended for this course, and has been able to use these sources relevantly and with a degree of critical understanding.

D The student has drawn on a limited range of sources recommended for this course and these texts have been used for the most part relevantly but with superficial understanding.

E There is little or no evidence of familiarity with any of the sources recommended for this course, and/or those sources that are used are largely used irrelevantly or with misunderstanding.

Critical Reflection on Theory and Practice

A There is extended critical discussion of most of the issues dealt with in the course; these issues are brought together into an overall and coherent

framework; the issues are examined from several relevant perspectives; there is generalisation beyond the immediate topic.

B There is extended critical discussion of most of the issues dealt with in the course; the issues are brought together into an overall and coherent framework; the discussion examines issues from more than one perspective.

C There is extended critical discussion of most of the issues dealt with in the course, without there being an overall integration of the issues, and/or the discussion is largely conducted from one perspective.

D There is some critical discussion of some of the issues dealt with in the course, but this discussion is not very extensive, or is not pursued to any depth, or shows evidence of inconsistency.

E The assignment largely consists of anecdotal or descriptive content, or of unsupported assertions or unquestioned assumptions.

Application of Theory to Practice

A The implications of theory for policy and/or practice are thoroughly discussed and their limitations fully specified.

B The main implications of theory for policy and/or practice are outlined and their limitations specified.

C The main implications of theory for policy and/or practice are outlined.

D Superficial awareness of the implications of theory for policy and practice is demonstrated.

E The assignment fails to identify any implications of theory for policy and practice.

Planning and Implementation of Research/Investigation

A The research question(s) is/are clear and operational definitions fully specified; data collection methods are justified with detailed evaluation of alternatives; both reliability and validity are evaluated; presentations of findings are clear and thorough; conclusions are drawn and evaluated.

B Research question(s) is/are clear and there is some discussion of operational definitions; data collection method is justified with some

reference to alternatives; some awareness of validity and reliability; clear presentation and findings; a range of conclusions is drawn.

C Research question(s) is/are clear; data collection method is justified but with little evaluation of alternatives; some awareness of data limitations; adequate presentation of findings; some conclusions are drawn.

D Research question(s) is/are only sketchily outlined; some justification for data collection method; lack of critical evaluation of data; unclear presentation of findings; conclusions are unclear.

E Research question(s) is/are not specified; no rationale for data collection method; no evaluation of data; confused or incomplete presentation of findings; no attempt to draw conclusions.

Constructing Academic Discourse

A The quality of the writing, expression of ideas and conformity to conventions of referencing are consistent with the quality required for publication in an academic/professional journal.

B Consistent understanding is demonstrated in a well-structured, clear and appropriate manner, which conforms to conventions of academic writing.

C The assignment demonstrates understanding and expression/application of ideas in a style which is mostly logical, coherent, fluent and appropriate to the conventions of academic writing.

D For the most part the assignment demonstrates a logical and coherent understanding of the subject matter but sections of the argument become confused or undeveloped, or stylistically inappropriate, and do not conform to the conventions of academic writing.

E The assignment lacks a logical and coherent framework or the expression of the ideas is confused or underdeveloped, or stylistically inappropriate, or does not conform in any way to the conventions of academic writing.

Academic good practice and misconduct

Regulations 29 and 30 apply here.

Academic work is based on a synthesis of sources and ideas. It is perfectly acceptable to make use of another person's ideas or opinions in formulating your own. In fact, building your knowledge and using it to inform and enhance your work is encouraged in all disciplines. As the famous quote from Sir Isaac Newton states, 'if I have seen further, it is by standing on the shoulders of Giants' (1676).

But to use another person's work without acknowledging it, or under the pretence that it is your own, is plagiarism, and is contrary to the principles of academic study. Plagiarism is a form of academic misconduct, and is treated seriously as an offence by the University of Edinburgh.

The following are examples of plagiarism:

- Including in one's own work extracts from another person's work without the use of quotation marks and the acknowledgement of the source (which may be a book, a research paper, a web source, another student's work, a lecturer's notes, data, images and so on).
- Summarising another person's work without acknowledgement.
- Using the ideas of another person without acknowledgement of the source.
- Copying the work of another student, with or without their knowledge or agreement.
- Collaborating with students or others on a piece of assessed work that should be completed and submitted individually.
- Cutting and pasting from electronic sources without explicit acknowledgement of the source or author, and without explicitly marking the pasted text in inverted commas, or labelling the source of the diagram or illustration. The inclusion of large amounts of such pasted material, even if acknowledged, always raises doubts about how much of the work presented should be credited to the student. The same applies to over-quotation from a traditional, printed source.

Please note that **self-plagiarism** is also unacceptable. **You should not be recycling any of your previous assignments either for the University of Edinburgh or other institutions** unless this is expressly accepted practice in the course (for example, if you have had feedback on drafts, re-use in the next submission would be acceptable).

Using an essay writing service to write your assignment is also an example of academic misconduct.

How the University deals with academic misconduct is detailed here:

<https://www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct>

Assignment submission

Much of the assessment is continuous, or staged throughout each individual course. Course guides will specify when you should hand in each piece of work. **It is your responsibility to ascertain and meet your assessment deadlines.** The dates given for submission are strictly applied and extensions will only be given in exceptional circumstances (see below). The required word length for each assessment element will also be given in the course guides. Submission is electronic – full information about this will be given at the start of each course.

Extensions and Special Circumstances

The relevant University regulations are:

- 28 (Late submission)
- 43 (Special circumstances).

Extension and Special Circumstances requests are handled by the [Extensions and Special Circumstances Service](#), to which you would need to make an application. Your first point of contact is your personal tutor, who will be able to advise you of the process. If you think you may need an extension to any course assignments, or you feel that particular circumstances will prevent you from performing at your best, you are advised to contact your personal tutor as soon as possible.

More information about the Extensions and Special Circumstances Service can be found here: <https://www.ed.ac.uk/student-administration/extensions-special-circumstances>

Penalties

If assessed coursework is submitted late without an accepted reason, it will be recorded as late and a penalty will be exacted. That penalty is a reduction of the mark by 5% of the maximum obtainable mark per calendar day (e.g. a mark of 65% would be reduced to 60% up to 24 hours later). This applies for up to seven calendar days, after which a mark of zero will be given.

Failure to submit a piece of assessed work will result in 0% being awarded, which would have serious consequences for your overall degree. It is therefore in your interest to submit work, even if very late. Of course, as indicated above, penalties for late submission will be applied unless there are fully documented, adequate mitigating circumstances.

Marks required for success and progression

The overall pass mark for a course is 40% (D). If you fail an assignment, and yet obtain an overall average mark of 40% or above, you will pass the course. No resubmission of failed work will be allowed, with the exception of the dissertation.

Please note that each element of the assessment of each course must be completed to a satisfactory standard and submitted – **it is not acceptable to 'skip' any of the assessed elements of a course.**

If you fail the 'Introduction to digital environments for learning' course, you will not be able to proceed with the Programme. If you fail the 'Research methods' course, you will not be able to proceed to Masters, but you may be able to complete the Diploma.

If you withdraw from a course before completing the assignments you may re-enrol for that course at a later date (paying the additional fee for that course).

When all the marks for the taught components of the programme are available, if you have achieved pass marks (40%) in at least 80 credits and have an overall average of 40% or more over the full 120 credits, then you will be awarded credits on aggregate for the failed courses, up to a maximum of 40 credits. For a certificate, a maximum of 20 credits may be awarded on aggregate.

In order to progress to the masters dissertation you must:

- 1) pass at least 80 credits on the programme with a mark of at least 50% in each of the courses which make up these credits; and
- 2) attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression.

For the MSc in Digital Education programme, the other specific requirement is that you must pass the *Introduction to social research methods* course in order to progress to the dissertation.

Graduating with distinction or merit

It is possible to graduate with a distinction or merit in this programme.

To achieve distinction at Masters level, you must have been awarded at least 70% on the University's Postgraduate Common Marking Scheme (see below) for the dissertation and must pass all other courses, with an average of at least 70%. To achieve merit, you must be awarded at least 60% for the dissertation and must pass all other courses, with an average of at least 60%

To achieve a distinction at diploma or certificate level, you must pass all courses, with an average of at least 70%. That figure is 60% for a merit award.

For all awards, the Introduction to Digital Environments course, at 40 credits, is double-weighted within the average.

Guidelines for assignment writing

Academic scholarship demands, among other things, the appropriate and accurate use of theoretical concepts and research findings, an openness to a variety of opposing views (but at the same time a critical approach to ideas encountered), and the practice of writing in specific formats using appropriate conventions. One of the challenges in thinking about digital education is how such 'academic literacies' are affected by our move into the online environment – this is something you will have the chance to explore yourself as you experiment with assignment formats during the course of the MSc. However, it will be helpful to spell out here some basic expectations for the presentation of high-quality academic writing.

This section contains information on:

- Sources of information
- Reading and referencing
- Guidance on avoiding plagiarism
- Content and style

Sources of information

Most of the essential readings for your courses will be provided through detailed references or links to journals, e-books, or open sources. Some readings will be provided by 'e-reserve'. This means that the University Library has copyright-cleared and digitised texts which are made available to you via your course sites. You can access these texts, as PDF documents,

just by following the links to them from your course sites. But you will also need to be able to collect your own material.

At Masters level, it is important that your written work draws on academic research and other articles and publications beyond the set reading you are given within your courses. As a distance learning student, you are likely not to be able to make regular use of the physical University Library in collecting material for your assignments. However, you do have access to the Library's extensive digital resources, and to other means of collecting the resources you need.

The Library has a useful section for Online and Distance Learning students - <https://www.ed.ac.uk/information-services/library-museum-gallery/using-library/library-services-odl>

Journals and e-books

There are several routes to the University Library's digital collection. The main routes are:

- directly at: <http://www.ed.ac.uk/information-services/library-museum-gallery>
- through the 'Library' tab in MyEd www.myed.ed.ac.uk

On the Library site you'll find the **DiscoverEd** service, which allows you to search all the Library's collections. Once you have logged in to EASE, the University's authentication system, your access to these resources should be smooth.

Open-access journals

New open-access electronic journals become available on a regular basis. Some are peer-reviewed, while others are not – **you will need to pay attention to the context and quality of the journal when deciding how much weight to give the material you find there**. One place to find these journals is through the Directory of Open Access Journals: <https://doaj.org/>

Web-based resources

Much current work in the general field of research in learning and technology is to be found, not in printed or digital journals and books, but in project, group and personal websites, blogs, podcasts and videos; open educational resources and courseware; you might also see work in open courses like MOOCs (Massive Open Online Courses). While most of these sources will not have been subjected to the same processes of peer review and editing as journals, they can be of significant value, particularly in terms of their

immediate currency. Such material may be not only up to date, but of real academic worth – however, you will need to hone your own ability to make judgements as to its academic rigour and its value for your own research and thinking.

Locating the items you need from library databases can take time and skill – studying at postgraduate level gives you an excellent opportunity to work on these skills and on your ability to approach digital and other resources as a researcher. The Library has some invaluable advice on the use of key resources and we strongly recommend that you refer to these:

<https://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources>

Content and style

The written assignments which get the highest marks are those which combine a critical approach to the topic under discussion with sound argument, original insight, clear structure, excellent referencing to the relevant literature and grammatical, error-free writing. In short, they are those which approach the quality required for publication in an academic or professional journal.

Clearly, when we are working with web-essays, blogs or other innovative digital formats, the conventions and styles valued in academic discourse are far less established and still emergent. Discussion of these – and experimentation with them – will take place within individual courses. As a basic guide to what you should be trying to achieve with your conventionally-written assignments however, the following tips may be useful:

The process of writing

- leave yourself plenty of time to draft and re-draft the assignment at least once; academic writing usually benefits from revision and always needs to be checked for errors
- if you are answering a specific question – or have set yourself one – check that you are actually answering it; this does not necessarily mean having a complete ‘right’ answer
- read purposefully – e.g. to see what others have said about your question and in what context
- consider using or creating a system for organising your references early on so that you don’t have to spend a lot of time rediscovering where an idea came from
- plan a structure or impose one after you have done your initial draft; ensure that you have a good line of reasoning or coherent argument.

Checking your writing

- *always* properly and accurately cite your references, attribute your quotes and provide a full list of references cited; *all* statements, opinions, conclusions and so on taken from another writer's work should be attributed, whether the work is directly quoted, paraphrased or summarised
- use gender-neutral or inclusive language
- ask a friend or family member to read it over to see if anything is puzzling or contradictory.

Try to avoid...

- misrepresenting an author's position through selecting a phrase out of context
- speaking through other sources: you will include other people's ideas but the reader needs to know what you think as well
- overly-strong assertions (e.g. 'No research has yet been conducted in...'; 'Research shows....') unless they can be backed up by references to the literature
- over-generalisation
- journalistic or unnecessarily personal expressions and terms; it's fine to use 'I', however
- rhetorical questions; if you include a question, you should be trying to answer it.

Useful advice

- The University of Edinburgh's Institute for Academic Development provides a number of student support resources at <https://www.ed.ac.uk/institute-academic-development/postgraduate/taught>
- See other advice on academic writing at the following websites:
 - o <http://writingcentre.ioe.ac.uk//> UCL/IOE Writing Centre
 - o <http://owl.english.purdue.edu/> Purdue Online Writing Lab

Managing references

Managing references electronically

Bibliographic management tools such as EndNote (<http://www.endnote.com>), Zotero (<https://www.zotero.org/>) and Mendeley (can be invaluable in helping you keep track of your references and citations, particularly when it comes to writing your dissertation. These enable you to enter all the key information relating to a text or other resource, and then allow you quickly to create formatted reference lists or bibliographies drawing on that information. Details of each text only need to be entered once. It may well be worth investing time in learning to use one

of these tools at the start of your studies, and getting into the discipline of entering details of the texts you use and reference. This will help you avoid losing track of sources you find useful and interesting, and could save you much time in the long-term.) can be invaluable in helping you keep track of your references and citations, particularly when it comes to writing your dissertation. These enable you to enter all the key information relating to a text or other resource, and then allow you quickly to create formatted reference lists or bibliographies drawing on that information. Details of each text only need to be entered once. It may well be worth investing time in learning to use one of these tools at the start of your studies, and getting into the discipline of entering details of the texts you use and reference. This will help you avoid losing track of sources you find useful and interesting, and could save you much time in the long-term.

University of Edinburgh students have access to a free account on EndNote Web, and we'd highly recommend you sign up for this. You'll find information on the Information Services website at <https://www.ed.ac.uk/information-services/computing/desktop-personal/software/main-software-deals/endnote/erm-personalcopies> (See Using EndNote Web.)

Managing references manually

You can, of course, also manage your references manually. Either way, it is important to get into the habit of recording all the information you need about a particular source so that you can reference it correctly in your assignments. When you are researching material for assignments, therefore, always record the following information about each source you intend to use in the final piece.

For **books**, record:

The author's or editor's name (or names) The year the book was published

The title of the book

If it is an edition other than the first The city the book was published in The

name of the publisher

The page number(s), if it is a chapter you are using or a quote you intend to include

For **journal articles** record:

The author's name or names

The year in which the journal was published The title of the article

The title of the journal

The page number(s) of the article in the journal

As much other information as you can find about the journal, for example the volume and issue numbers

For **electronic resources**, try to collect the information above if it is available, but also record:

The date you accessed the source The URL

Using referencing conventions

The Digital Education programme follows the **Harvard referencing system** (author-date).

For consistency in referencing and formatting, we recommend using the Cite Them Right resource. The University Library has an institutional license for this resource. You will need to be logged into EASE or the VPN to access the site properly:

<https://www.citethemrightonline.com>

Here you will find guidance for formatting your in-text citations, and also for formatting the alphabetical list of references at the end of your assignment.

Guidance on avoiding plagiarism

As already stated in the section on Assessment Regulations, **plagiarism is academic misconduct, and is viewed by the University as a serious disciplinary offence**. It may be intentional or unintentional: the innocent misuse of material without formal and proper acknowledgement can still constitute plagiarism whether or not deliberate intent to cheat is involved.

You can avoid plagiarism by ensuring that any sources you use in submitted work are adequately acknowledged and properly referenced, and that appropriate standards for academic practice in the relevant subject area are always adhered to. This will include:

- providing full citation of all sources (books, articles, websites, newspapers, images, artefacts, course notes, data sources etc.) used in the preparation of a piece of work.
- properly referencing the sources of the arguments and ideas used in an assignment, using the recognised reference system outlined above.

Group work and digital forms

Certain digital forms of writing – wikis for instance – depend quite extensively on the kind of ‘content sharing’ which might be interpreted as plagiarism. We would expect students on the programme to tackle this kind of issue head-on – for example, when using such forms for presenting assessed work, make a point of reflecting on this issue within the body of your assignment.

It is often the case, however, that work presented as a web-essay, blog or wiki can include a quite conventional list of references and sources – these should, wherever possible, be formatted and presented according to guidelines at: <https://www.citethemrightonline.com>

Self-plagiarism

You should be aware that submitting work you have previously used for credit – either at Edinburgh or anywhere else – is known as self-plagiarism and will be penalised in the same way as using another author’s work without proper referencing.

If you have any doubts about what should and should not be referenced, don’t hesitate to ask your course tutor or the programme director.

Regulations and procedures

You should be aware of the University’s regulations relating to plagiarism and other forms of academic misconduct and of the procedures which will be followed in such cases. Full details are available at:

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

Further details about good academic practice are available on the School of Education website:

www.ed.ac.uk/education/good-academic-practice

General study support guidance can be found on the Institute for Academic Development (IAD) site:

<http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/>

Appeals

If you believe you have been treated unfairly through the assessment process, you may appeal. It is important to note that the appeal process cannot be used to challenge academic judgment. That is, a student cannot submit an appeal simply because they believe that they deserve a better mark. There is more information about appeals at:

https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/academic/appeals/

Graduation

Once dissertation marks have been confirmed by the Board of Examiners, students will be notified formally of their eligibility to graduate and of the next available graduation:

<http://www.ed.ac.uk/student-administration/graduations>

University information

Matriculation

Matriculation is your formal act of registration with the University. It carries with it the obligation to abide by the rules of the University, including the payment of fees and other tuition costs, and gives you privilege of access to student services and University facilities. The matriculation process for online distance students is explained in detail at <http://www.ed.ac.uk/student-systems/support-guidance/students>

One thing you should be aware of on this programme in particular is that **attendance for students new to the programme is not confirmed by the programme team until we are confident that you are actively engaging in your course.** This usually happens towards the end of Week 2. Prior to that, you may receive reminder emails from the University regarding your matriculation – you can ignore these, but if in doubt check with your personal tutor. Please don't ignore prompts from your tutors to engage with the course nor other requests from the University!

The University Card

Shortly after receiving your offer of admission, you will be invited to apply for the University Card. This acts as an ID, library and building access control card, and is issued to all students and staff of the University. Clearly, as a distance learning student, you may well not need to use it for access or on-campus ID, and it is not compulsory. However, if you wish to use other libraries as an Edinburgh student, or if you wish to take advantage of your student status to gain discounts on travel and so on, it will be worthwhile to apply for the card. If you plan at any time to visit the University, you will need the card to gain access to the Library and other facilities. There is more about the card at:

<http://www.ed.ac.uk/information-services/help-consultancy/card>

Tuition fees and payments for part-time students

Self-financing students should ensure that they have sufficient funds to meet the cost of the course before embarking upon that course. Please note that, in the event of a funding sponsor not paying for your tuition, you become personally responsible for payment.

Invoices will normally be sent to your student email account in approximately week 3 of the semester. Payment is due within 30 days of issue. If the payment becomes overdue, late payment charges may apply. If you are being sponsored by your employer or from some other source, the

invoice will be posted by mail directly to them. If you have any queries about this, please contact the Fees and Student Support Team.

You will normally be invoiced on a per-course basis, at the start of the course. This includes invoicing for the dissertation. If you prefer to pay in some other way, contact the Fees and Student Support Team to discuss the options:

+44 (0)131 650 2230

fees@ed.ac.uk

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

If you are enrolled for a course and you wish to withdraw in the first two weeks, you must inform the programme secretary immediately or you will incur fees.

Graduation

Students who have completed their dissertation will automatically be put forward at the next available board of examiners, to be considered for the award of MSc in Digital Education. If you wish to exit the programme with a Postgraduate Certificate or Postgraduate Diploma in Digital Education, you should inform your personal tutor or the programme director as soon as possible – all applications to graduate need to be approved by a Board of Examiners, which meets three times a year (usually in February, June and October).

Ceremonies for the conferment of Digital Education awards are held each year in July and November. If you have let us know you are graduating, you will receive a letter from the Postgraduate Office informing you of the date of the graduation ceremony and inviting you to attend in person. You will be sent an 'in person' graduation registration form which must be completed and received by Student Administration at least 21 clear days before the date of graduation if you wish to attend the ceremony in Edinburgh. We normally host parallel 'virtual' graduations for the programme – you will receive details on this option at the time of your graduation. Awards of degrees in absentia can also be made.

For more on graduation see: <http://www.ed.ac.uk/student-administration/graduations>

School of Education postgraduate studies

Postgraduate activity in the School of Education is overseen by the School Postgraduate Studies Committee and its Convenor, currently

Dr Andy Hancock, Director of the Graduate School (+44 (0)131 651 6635
andy.hancock@ed.ac.uk)

The Committee reports to the College Postgraduate Studies Committee, and deals with all matters that affect postgraduate students in the School.

Student Disability Service

The Student Disability Service provides information and advice on all aspects of support for disabled students. Contact them for more detail on the kinds of support that may be provided. Full details on the University's disability policy and support is available from the Disability Service's website at:

<http://www.ed.ac.uk/student-disability-service>

phone: +44 (0)131 650 6828

email: disability.service@ed.ac.uk

Careers Service

The Careers Service website has many pages of useful information and advice: <http://www.ed.ac.uk/careers>

phone: +44 (0)131 650 4670

email: careers@ed.ac.uk

Student Counselling Service

Sometimes the pressures of study on top of an already busy life can bring unexpected stresses, or other events happen in life which impact on your studies and you do not necessarily feel that you wish to discuss these with your tutor.

Sometimes it can be useful to talk to a counsellor. Find out more about the University's Counselling service at:

<http://www.ed.ac.uk/student-counselling/services>

<https://www.ed.ac.uk/student-counselling/help/online-learners>

Chaplaincy

The Chaplaincy offers pastoral care for students and staff of the University, regardless of religious affiliation. They can provide someone to talk to and offer support, help in time of crisis and links with specialist sources of help. Although, as a distance learner, it may be difficult for you to come and visit in person, you are welcome to telephone or email the Chaplaincy in confidence. There is more about the Chaplaincy on their website at:

<http://www.ed.ac.uk/chaplaincy>

phone: +44 (0)131 650 2595

email: chaplaincy@ed.ac.uk

EUSA and The Advice Place

All fully matriculated students automatically become members of the Edinburgh University Students' Association (EUSA). EUSA is governed by the student body and run by students elected annually from the membership, along with student volunteers who are recruited throughout the year. The Students' Association is comprised of two main bodies: the Edinburgh University Union and the Students' Representative Council. The SRC has a number of sub-committees including a Postgraduate Committee which any interested PG student can contact to raise general issues. The Students' Association also employ a number of professional staff who provide advice and support for students with individual concerns.

For getting in touch with EUSA on representation issues, and for involvement in the Representative Council, contact them at:

postgrad@eusa.ed.ac.uk

The Advice Place is run by EUSA, and offers free, confidential and independent advice and support. They can help with a range of issues including funding, council tax, benefits, immigration, academic issues, and are also knowledgeable on University procedures including appeals and complaints. The Advice Place operates as a drop-in centre, but can also be contacted by phone and email. Their website gives full details, and is available at:

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

If you would like advice from EUSA on academic issues, the best way to get in contact is via their academic advice address:

academic.advice@eusa.ed.ac.uk

Representation and feedback

Student feedback and evaluation is a valued input to programme review and development within this programme and at the University of Edinburgh generally. You will be asked to complete online evaluation forms on each course you take – the feedback we get from these helps us manage and teach the programme, and we very much appreciate the time you give in completing them. Informal feedback on the programme or individual courses is welcome at any time, and you can always contact representatives of the Student-Staff Liaison Committee (SSLC), as outlined above.

If things go wrong

Of course we hope that you will have a happy and productive time while you are studying with us. Occasionally, however, problems can arise. Generally, the earlier a problem is identified and raised the more quickly and easily it can be dealt with. Informal approaches to staff may often be the most effective way of resolving difficulties. You will be allocated a personal tutor at the beginning of your studies, whose role is to provide you with pastoral and academic support – so you might choose your personal tutor as the first person to contact if you are having a problem with the programme.

Further key information can be found on the following EUSA and University web pages:

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

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

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

Academic appeals: <https://www.ed.ac.uk/academic-services/students/appeals>

Academic misconduct (including plagiarism):
<https://www.ed.ac.uk/academic-services/staff/discipline/academic-misconduct>

Special Circumstances:
https://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf

Dignity and Respect:
https://www.ed.ac.uk/files/atoms/files/dignity_and_respect_policy.pdf

For general information on rules, regulations and policies, see the Student Contract: <https://www.ed.ac.uk/students/academic-life/contract>

Code of student conduct

Students, by matriculating, automatically become subject to the university's Code of Student Conduct. The purpose of the Code is to protect from disruption the essential activities of the University and its administrative structures. Disciplinary issues may include engaging in illegal activities, more serious cases of plagiarism,

using inappropriate language or behaviour, or causing damage to University property. Full details of the Code are available from:
<http://www.ed.ac.uk/academic-services/staff/discipline>

Regulation updates

For regulations and policies new to Academic Year 2020-21, please see
<http://www.ed.ac.uk/academic-services/policies-regulations/new-policies>

Useful information index

Academic and Student Administration Office (College of Arts, Humanities and Social Sciences)

+44 (0)131 651 3900

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

Assessment regulations for taught postgraduate programmes

<http://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment>

The Advice Place

+44 (0)131 650 9225 or 0800 206 2341

advice@eusa.ed.ac.uk

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

Careers Service

+44 (0)131 650 4670

careers@ed.ac.uk

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

Chaplaincy

+44 (0)131 650 2595

chaplaincy@ed.ac.uk

<http://www.ed.ac.uk/chaplaincy>

Counselling Service

+44 (0)131 650 4170

student.counselling@ed.ac.uk

<http://www.ed.ac.uk/student-counselling>

Edinburgh University Student's Association (EUSA)

+44 (0)131 650 2656

EUSA.enquiry@ed.ac.uk

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

Fees and Student Support Team

+44 (0)131 650 2230

fees@ed.ac.uk

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

Finance

+44 (0)131 651 5151

finance.helpline@ed.ac.uk

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

Information Services helpline

+44 (0)131 651 5151

is.helpline@ed.ac.uk

Edinburgh Global

+44 (0)131 650 4296

global.enquiries@ed.ac.uk

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

MSc in Digital Education Programme Directors

Dr Michael Gallagher

michael.s.gallagher@ed.ac.uk

Dr Jeremy Knox

jeremy.knox@ed.ac.uk

MSc in Digital Education Programme Secretary

+44 (0)131 651 1196

digitaled@ed.ac.uk

Scholarships and Financial Support Team

+44 (0)131 651 4070

studentfunding@ed.ac.uk

<http://www.ed.ac.uk/student-funding/>

Student Administration

+44 (0)131 650 2845

infopoint@ed.ac.uk

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

Student Disability Service

+44 (0)131 650 6828

disability.service@ed.ac.uk

<http://www.ed.ac.uk/student-disability-service>

University Codes of Practice, Guidelines and Regulations
<http://www.ed.ac.uk/academic-services/policies-regulations>