



THE UNIVERSITY *of* EDINBURGH  
Moray House School of  
Education and Sport



# MSc Comparative Education and International Development (CEID) Programme Handbook

2022-2023

## Guide to Handbooks

This **MSc CEID Programme Handbook** is one of three handbooks central to your studies at the Moray House School of Education and Sport. This handbook provides information on MSc CEID programme aims and objectives, courses, course delivery, as well as an introduction to the CEID Community amongst other essential programme information.

The **Postgraduate Taught (PGT) Generic Handbook** provides information that applies to all taught Masters Programmes in Moray House, such as handing in assignments, common assessment criteria, attendance protocol, etc. It is particularly relevant for the required Research Methods courses (which are school wide courses).

The **MSc CEID Dissertation Handbook** introduces students to the two capstone options to complete their dissertation: the traditional dissertation and the placement-based dissertation (PBD). This includes information on the timeline and process for both options, including qualification for PBD, supervision matching, marking, and additional guidance.

All three handbooks can be found on the MSc CEID *Learn* page.

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## Staff Welcome

Welcome to the MSc Comparative Education and International Development (CEID) programme! Grounded in a social justice perspective and drawing on cross-national and cross-cultural examples from around the world, this programme explores the complex, context dependent application of education policy and the role education plays in various aspects of development. As a student in the MSc CEID, you are encouraged to come ready to share their experience and expertise in this collective learning experience.

A key benefit of the MSc CEID programme is its integration into the vibrant, evolving CEID Community. Following the steps of past students, you will help shape the community and are able to enjoy academic, networking, and social activities put on throughout the Community, including from our CEID Research Group and CEID Student Society. We are excited to welcome you into this inclusive community where we hope you find a home.

Dr William C. Smith, MSc CEID Programme Director

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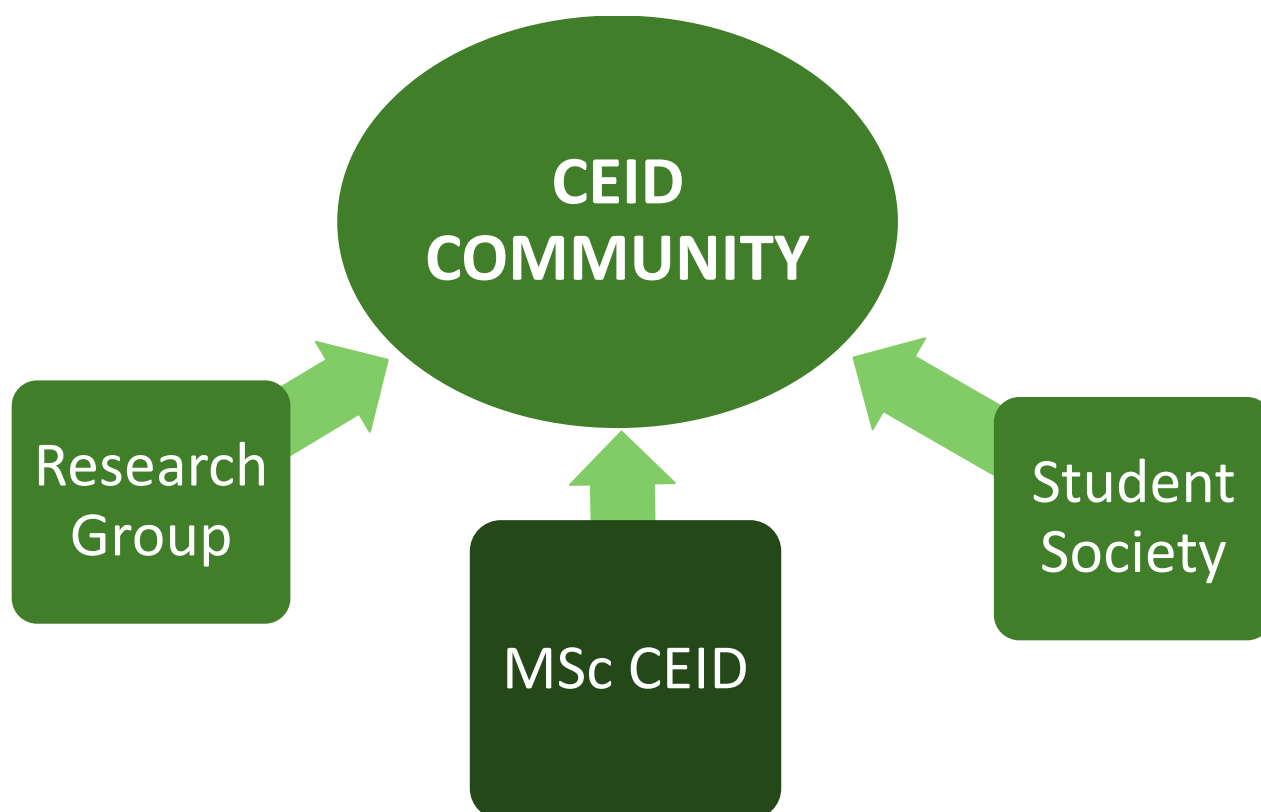
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<sup>1</sup> Available Monday, Tuesday, and Thursday in Thomson's Land 1.01

## Welcome to the CEID Community

What is the CEID Community?

The MSc CEID programme is only one part of the *Comparative Education and International Development (CEID) Community* based at the Moray House School of Education and Sport. The Community is an evolving entity that provides regular space for student voice, with direction and activities driven by energy of its members. As a MSc CEID student you will be connected with the CEID Community *Teams Page* (click [here](#) if not already connected) and are encouraged to engage with us on *Twitter* (@MorayHouseCEID).



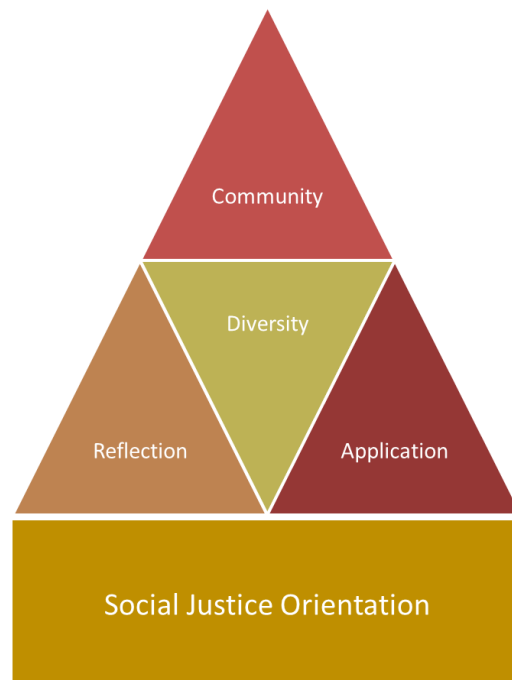
The *CEID Research Group* consists of over 50 faculty members and PhD students working in this area from across the university. MSc students are encouraged to join the Research Group for their annual featured event and regular webinar/seminar series. Past events have included consultations with UNESCO, presentations on a range of topics, such as low-fee private schools, migration, and global citizenship, and focus events on particular countries, including Afghanistan, Lebanon, China, and the Marshall Islands. For more on the CEID Research Group visit [www.ed.ac.uk/education/ceid](http://www.ed.ac.uk/education/ceid).

The *CEID Student Society* is one of the few, student run societies focused on the graduate student experience. Established by a motivated group of students in December 2019, the Society is a great way to connect with colleagues in the MSc CEID programme and other interested students from across the university. Throughout the year the Society hosts a range of social, academic, and networking events with students and experts in the university and across the world. Recently the Society has established partnerships with like-minded student

groups in other countries. All MSc CEID students are encouraged to join and consider running for a position on their leadership team. The cost to join the society is £5 per semester. To join visit <https://www.eusa.ed.ac.uk/activities/view/ceid>. You can also follow the CEID Society on their social media channels, including Twitter (@CeidSociety), [Facebook](#), and [Instagram](#).

### CEID Community Values

The CEID Community has five core values that drive its activities. This includes approaching all research, courses, and teaching through a *social justice lens*. Collaboratively engaging as a *community* and valuing perspectives and expertise at the community or local level; recognizing and appreciating *diversity* in thoughts, values, and experiences; practicing *reflection* by exploring how our own history shapes our perceptions of the world and respectfully and constructively reflecting on positions, perspectives, and research partaken by peers; and pursuing the potential *application* of our work to do what we can to make the world a better place. The programme and CEID Community, hold events and special sessions highlighting and discussing social and cultural issues and reflecting these values.



### Cross-Cohort Connections

Your time as a member of the CEID Community does not end upon graduation. In order to foster peer to peer learning and networking a series of activities take place to engage with and learn from CEID alumni and facilitate cross-cohort connections. This includes our Virtual Mentoring Programme, a unique mentoring programme linking recent alumni with current students.



## Virtual Mentoring Programme

The aim of the *Virtual Mentoring Programme* is to provide students with an alternate form of support which is better positioned to provide student-only insight, while further strengthening the CEID Community. The hope is that over time mentors and mentees develop mutual trust and respect and that lasting relationships are established across CEID cohorts. Mentors provide advice and feedback, offer encouragement and support, and share resources and recommendations. Being a mentor is a great way for CEID alumni to stay connected with the Community and share from their experience. Mentors are connected with approximately three mentees (current CEID students) with mentor-mentee meetings taking place as agreed upon, but minimally two to three times a semester. Mentor allocations take place in October each year with additional information provided at the first Town Hall. **Dr Siqi Zhang** is the Coordinator of the Virtual Mentoring Programme.

## CEID Alumni LinkedIn Group

The *CEID Alumni Group* gathers students of the MSc CEID from across the year with the aim of connecting professionally and sharing ideas and opportunities. Current and past students are encouraged to join the group at <https://www.linkedin.com/groups/12365271/>.

## CEID Alumni Group - China

Developed as an initiative by members of the 2021-2022 CEID Event Planning Team, all current and past students in (or interested in) China are invited to join this *CEID Alumni Group - China*. The group aims to stay connected with the CEID Community in China and around the World. Activities of the group include sharing events from Moray House and China and host irregular online and offline communication meetings. If interested, please join us in the WeChat Group by scanning the QR code below or emailing the **Programme Director** who can connect you with the current point person for the group.



Valid until 7/18 and will update upon joining group

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## Town Halls

*Town Halls* are the heart of the CEID Community. They are an inclusive creative space for students and other community members to come together to share their ideas, insights, and even frustrations. Town halls are part open forum and part information exchange, with the goal of providing a safe space for us to grow together as a community. Town halls take place approximately three times per semester and are included in your MSc CEID timetable. Past town halls have included guest speakers, sharing from the Moray House Career Office, mini-lessons in areas like CV creation, and alumni panels, in addition to highlighting upcoming



events, recent accomplishments, and brainstorming the future of the programme and community.

The purpose of the CEID Town Hall is to:

- Develop our community as a community
- Discuss who we are and who we want to be
- Bring together multiple voices
- Provide input and direction
- Reflect on and track progress
- Brainstorm and think BIG!

### Participation in the Community

As this is your CEID Community, activities and events in the community evolve annually, driven by the goals and interests of its members. To ensure the community remains a vibrant, dynamic place we need you. While everyone contributes to shaping the community during the Town Halls, additional formal leadership is needed to maintain the community's momentum. Regular engagement positions include *MSc CEID Programme Representative* – representing the current MSc CEID students at the school level, *CEID Event Planning Team Members* – working with the Programme Director to identify and facilitate events for the CEID Community (past events have included PhD panels, Education and Development Career Panels, social outings, and other academic and networking events), and *CEID Society Officers* – elections for new officers for the student society takes place in the fall after the first Town Hall. Additional engagement positions may vary by year. More details on all formal positions are shared at the first Town Hall.

## MSc CEID Programme Overview

### Programme Aims and Objectives

The MSc CEID programme explores the topics and debates in the field of Comparative and International Education with the opportunity to develop individual interests within an array of subfields including International Development, Policy and Politics, and Higher Education. Grounded in a social justice perspective, the MSc CEID programme draws from multiple disciplines including sociology, anthropology, human geography, and political science.

The overarching objective of the MSc CEID programme is to develop students as critical and reflexive researchers and practitioners equipped with the mindsets, skills and confidence to engage with some of the largest challenges in education and international development and open to multiple perspectives, with a sensitivity towards and understanding of diversity, and engaging in collaborative, reflective practice.

Specific sub-aims of the programme include:

- Developing students' ability to evaluate the challenges of applying theory in practice and the debates around global local nexus.
- Developing students' ability to identify and interrogate the main theories and perspectives in comparative education and international development and critically engage with their underlying assumptions.

- Developing students' mindset toward context and cultural sensitivity by expanding their awareness of how a variety of contexts shape educational policies, practices, and outcomes and how this complexity requires a nuanced approach to understanding.
- Developing students' capacity to critically reflect on their own perspectives and experiences and how these influence their understanding of education and international development.
- Developing students' practical skills through the completion of applied activities and assessments and exposure to the broader Comparative Education and International Development Community at, and beyond, the university.

### Making this Year a Success

In addition to following the CEID Community values and other guidance and expectations laid out in this handbook and in individual courses, below we list suggestions to get the most out of this year and make it a success.

*Be a community member* – as a MSc CEID student you play a key role in shaping the CEID Community. Be active, be creative, be collaborative, as we work together to make this a community you can be proud of and call home.

*Be proactive* – this is your year, make the most of it. Students get the most when they are not just a passive absorber of information but actively engage in courses and opportunities. This includes reaching out with questions.

*Be confident* – you were admitted into this programme because we saw the promise in you. We believe you can succeed this year. Be confident in yourself and your experiences. You deserve to be here.

*Be prepared* – come to courses prepared. For each course you are likely to have 2-3 articles or chapters to read per week with, potentially, other activities that need to be completed prior to attending class. Engaging with the pre-class material each week does not mean you have a perfect understanding of the content, but it does mean you come to class ready to ask questions and contribute to the discussion.

*Be critical* – ask questions, wonder, question assumptions. Being critical is an important characteristic of an academic. Consider when an argument does or does not make sense. What is the evidence? Think about the nuances.

*Communicate* – this includes both proactively communicating with workshop leaders and faculty with questions and being responsive to communication from faculty. Students should be checking their university email every day.

### Degree Criteria

Completing your MSc CEID full-time (12 months) or part-time (24 months) requires 120 credits from taught courses and 60 credits from the dissertation for a total of 180 credits.

## Progression to Dissertation

Progressing to the dissertation requires an average of 50% or above across the 120 taught course credits with no more than 40 credits under 50%.

## Exit Awards

While all students are initially enrolled in the MSc CEID programme it is possible to exit this programme if, for whatever reason, you are unable to meet all the requirements for an MSc CEID degree. Exit awards include the following:

- *MSc CEID* – awarded to those who successfully completed the required courses and three optional courses, progressed to the dissertation, and completed their dissertation with a mark of at least 50%.
  - Students who receive a mark on their dissertation between 45% and 49% can apply for a re-submission, at the discretion of the Board of Examiners.
- *Post-graduate Diploma in CEID* – awarded to those that successfully complete the required and three optional courses but do not progress, or choose to progress, to the dissertation stage.
  - Post-graduate Diploma in CEID can be awarded to students who average 40% or above across 120 taught course credits with no more than 40 credits below 40%.
- *Post-graduate Certificate in CEID* – awarded to students who successfully completed the 40 required introduction courses (Introduction to Comparative Education and Education and International Development) and 20 additional credits but did not complete other courses. Students must average 40% or above across the 60 credits with no more than 20 credits below 40%.

## Borderline Decisions

Below are the requirements for borderline progression and borderline classification for PGT programmes within Moray House School of Education and Sport (MHSES). All borderline decisions are made in line with Taught Assessment Regulation (TAR) 44 as shown at <https://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>. As guidance for MHSES can change from year to year you are encouraged to review TAR 44 above and the PGT Generic Handbook. *When guidance from the PGT Generic Handbook for the school differs from that below, borderline decisions will be made following the guidance laid out in the school's PGT Generic Handbook.*

To be considered for a borderline decision, student profiles which must be discussed at the Board of Examiners as a borderline.

- *Borderline for progression includes:* either a taught course average of 48.0 - 49.99% across 120 taught credits **OR** at least 60 credits with a mark of 50% or higher plus a minimum of at least 20 further credits with a mark of 48% or 49%.
- *Borderline for classification includes:* taught average of 48.0 - 49.99; 58.0 - 59.99; 68.0 - 69.99% and dissertation course mark in a higher mark band (e.g. taught average of 67.0 – 69.99% and dissertation course mark of 74%) **OR** taught average in a higher mark band and dissertation course mark within 2 percentage points of the higher band (e.g. taught average of 67% and dissertation course mark of 59%).

All eligible<sup>2</sup> course marks must be considered in both progression and classification discussions. No other process of determination other than the one above can be used. Student profiles are not discussable as a borderline case if all criteria are not met. A profile must have criteria at or above the pass mark or higher classification band and only one criterion in the borderline range.

*Will the student progress/be awarded the higher classification?*

The following criteria must be applied consistently for all borderline cases.

*Progression* profiles which meet one of the following two criteria should be permitted to progress:

1. The profile has a taught average of 48.00% to 49.99% and at least 80 credits with a mark of 50% or higher.
2. The profile has a taught average of 50% or higher and at least 60 credits with a mark of 50% or higher plus a further 20 credits with a mark of with 48% or 49%.

*Classification* profiles which meet one of the following two criteria should be awarded the higher classification band:

1. If a profile has a borderline taught average, then at least 50% of all taught credits must be at or above the higher band. For MSc classification, the dissertation course mark must also be at or above the higher band. For example, a taught average of 58.7% with 60 credits at merit level and a dissertation mark of 65% would be awarded a merit.
2. For MSc degrees, if the dissertation course result is borderline for pass, merit or distinction and the taught average is in the higher band. A profile with a dissertation course mark of 48% or 49% must have a taught average of 50% or higher to be awarded the MSc, otherwise a dissertation resubmission will be required in line with TAR 58.

No other discussion regarding borderlines is required or permitted<sup>3</sup>.

Where Do I Find Programme Information? [Programme Learn Page](#) & [Community Teams Page](#)

There are two main platforms for information for MSc CEID students. Below we detail differences in the information available on each platform.

MSc CEID Learn Page	CEID Community Teams Page
<ul style="list-style-type: none"> <li>• Programme and additional handbooks</li> <li>• Official academic information from the school</li> <li>• MSc CEID documents and announcements specific to MSc students</li> <li>• Key contact information</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of CEID Community events</li> <li>• Announcements and information on CEID Community events</li> <li>• Town Hall channel (for hybrid or online Town Halls and sharing relevant information)</li> </ul>

<sup>2</sup> If a course(s) has a special circumstances recommendation that means the mark(s) should not affect the student's chances of progression or their classification, these course marks should be dealt with appropriately when determining the student's borderline status.

<sup>3</sup> For each borderline case, application of borderline criteria and the determination of the final decision of the Board of Examiners will be shown in the minute of the meeting.

- School and university student support links

- MSc CEID 2022-2023 channel (closed channel for this cohort to connect)

## Preparing for the Programme

In preparation for joining the MSc CEID programme offer holders should review and complete the steps outlined on the MSc CEID joining page (<https://www.ed.ac.uk/education/joining-info/ceid>). The page describes university, school, and programme specific requirements before the start of the semester, including welcome week and matriculation requirements. Below we copy some of the resources that will help familiarize you with the CEID field.

### *Foundational Readings (available in the university library)*

- Chabbott, C. & Ramirez, F. (2000). Development and education. In M.T. Hallinan (Ed.), *Handbook of the Sociology of Education* (pp. 163-187). New York: Kluwer Academic/Plenum Publishers.
- Hayhoe, R., Mundy, K., & Manion, C. (2017). Why study comparative education? In K. Bickmore, R. Hayhoe, C. Mannion, K. Mundy, & R. Read (Eds.), *Comparative and International education: Issues for Teachers*. Toronto: Canadian Scholars' Press.
- McCowan, M. & Unterhalter, E. (Eds.) (2021)., *Education and International Development: An Introduction, 2<sup>nd</sup> Edition*. London: Bloomsbury.

### *Introductory Podcast (transcript available)*

- Little, A. Defining the field of comparative education. Interview with Will Brehm, FreshEd, 139, podcast audio, December 10, 2018.  
<https://www.freshedpodcast.com/angelalittle/> or <https://soundcloud.com/freshed-podcast/freshed-139-angela-little>

### *Other Relevant Online Resources to Keep up with Debates in CEID*

- Sustainable Development Goals (<https://sustainabledevelopment.un.org/>)
- Global Education Monitoring Reports (<https://en.unesco.org/gem-report/>)
- FreshEd Podcasts (<https://www.freshedpodcast.com>)
- Education & Development Blogs:
  - Global Partnership for Education (<https://www.globalpartnership.org/blog>)
  - UKFIET: The Education and Development Forum (<https://www.ukfiet.org/forum/>)
  - NORRAG: Network for International Policies and Cooperation in Education and Training (<https://www.norrag.org/blog/>)
  - Abdul Latif Jameel Poverty Action Lab (<https://www.povertyactionlab.org/blog>)
  - Center for Global Development (<https://www.cgdev.org/section/opinions/blogs>)

## Programme Structure and Course Options

Courses: By Semester

Total Credits for MSc CEID = 180

### Semester 1:

Introduction to Comparative Education (20 Credits) - Required

Introduction to Education and International Development (20 Credits) – Required

Sources of Knowledge (10 Credits) - Required

*Plus zero to one optional course (for three optional courses total during the programme)*  
20 Credit – Optional

Total Credits = 50 or 70

### Semester 2:

Conceptualizing Research (10 Credits) – Required

*Plus two to three optional course (for three optional courses total during the programme)*

20 Credit – Optional

20 Credit – Optional

20 Credit – Optional

Total Credits = 50 or 70

### Semester 3:

Dissertation:

- Capstone Approach
  - Traditional Dissertation
  - Placement-based Dissertation

Total Credits = 60

### Guidance for Selecting Option Courses

All MSc CEID students for 2022-2023 must complete the course choice form for first semester (<https://forms.office.com/r/AdJ5N2NPyg>), identifying which option course, if any, you want to take in semester one. The **course choice form is due by 17:00 BST on September 7th**. As some courses may have limited capacity, if choosing to take an option course for semester one please identify both a preferred choice and secondary choice. In making your course choice you are encouraged to review all option courses available in the MSc CEID (<http://www.drps.ed.ac.uk/22-23/dpt/ptmsceide1f.htm>) and consider your preferred pace of study (limiting yourself to 50 credits first semester may help you better ease into your studies but you will be finishing more credits - 70 during second semester - as you transition to your dissertation). To assist in your select I'd encourage you to refer to this

course choice planning document the below table which breaks down option courses by semester. The Programme Director will also be hosting a drop in question and answer session on course selection on Monday, September 5th from 12:00 to 13:00 BST. Please see the link to join on the MSc CEID Programme's Learn page. Please also note that not all courses run every year – this depends on number of students and staff availability. If there are fewer than 10 students, a course is likely not to run.



## MSc CEID: Course Selection Planning

*Please use the following to help you select your courses for this year. It is suggested that students have 70 credits maximum in any semester.*

		Semester 1: September-December	Semester 2: January-April	Semester 3: April-August
	<b>Required Courses</b>	<ul style="list-style-type: none"> <li>• Introduction to Comparative Education (20 credits)</li> <li>• Introduction to Education and International Development (20 credits)</li> <li>• Sources of Knowledge: Understanding and Analysing Research Literature (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualising Research: Foundations, Assumptions, and Praxis (10 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Dissertation: Capstone Approach (MSc CEID) (60 credits)                             <ul style="list-style-type: none"> <li>○ Note that activities supporting this course take place throughout the year</li> </ul> </li> </ul>
<b>Option Courses</b>	List A: Foundational Option Courses (choose 40-60 credits)	<ul style="list-style-type: none"> <li>• Education Policy and the Politics of Education (20 credits)</li> <li>• Global Governance and Education (20 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Anthropology of Education and Learning (20 credits)</li> <li>• Comparative Analysis in Education (20 credits)</li> <li>• Education and Conflict (20 credits)</li> <li>• Social Inequalities in Education Worldwide (20 credits)</li> <li>• Interpreting Development: Institutions and Practice (20 credits)</li> </ul>	
	List B: Supplemental Option Courses (choose 0-20 credits)	<ul style="list-style-type: none"> <li>• Theories and Politics of Social Justice [online] (20 credits)</li> <li>• Policy Analysis for Social Justice [online] (20 credits)</li> <li>• Education for All (20 credits)</li> <li>• Global Childhoods and Human Rights (20 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education in the Global Context (20 credits)</li> <li>• Comparative Approaches to Inclusive and Special Education (20 credits)</li> <li>• Foundations of International Child Protection (20 credits)</li> <li>• Sport, Society, and International Development (20 credits)</li> <li>• The Curriculum: Context, Change, and Development (20 credits)</li> <li>• Ethics, Education, and Film (20 credits)</li> </ul>	

Notes: Option courses may be offered in different semesters and may not be ran every year. For the most up to date information on all courses see: <https://www.ed.ac.uk/education/graduate-school/taught-degrees/comparative-education-international-development/programme-structure>. While MSc CEID students are invited into List B option courses, priority for seats in those courses are given to students from the course's home programme.

## The Capstone Approach to the Dissertation

The dissertation is a major study that demands a high level of individual application and commitment to research and enquiry. It provides students with the opportunity to identify, reflect on and explore a topic related to comparative education and/or education and international development that is of interest to them and/or has implications for their own professional development. During the dissertation period, students lead the development, with guidance from their supervisor, of the planning, execution, and write up of an autonomous research project. To ensure that students are able to complete a dissertation that meaningful prepares them for the next stages of their career, the capstone approach permits students to choose between two options: a traditional dissertation or a placement-based dissertation. Both choices require students to complete a 12,000-15,000 word dissertation. Example abstracts from past dissertations are available in the *CEID Dissertation Abstract Book* on the Dissertation Learn page and will be shared at the December Town Hall.

Traditional dissertations are best for those looking to pursue their PhD or unsure of their future paths. Placement based dissertations are competitive and require demonstrated academic performance in semester 1 and a completed application. Placement based dissertations are best for those looking to work in local, regional, or international organizations in the field following their MSc. For complete information on the capstone approach to the dissertation and the requirements for those pursuing each option see the MSc CEID Dissertation Handbook. **Dr Aliandra Barlete** is the Dissertation Coordinator for the MSc CEID.

## Course Formats

Teaching and learning in the MSc CEID programme is generally organised through weekly contact sessions. Material is delivered through a variety of methods including lectures (live and recorded), podcasts, readings, and participation in external events. In preparation for the weekly contact session, or workshop, most of the student's own study time will be spent on engaging with the required readings and organizing and participating in study groups with peers. Workshop activities vary across courses and include discussions on readings, debates, policy, data, and media analysis, group presentations and problem-based learning, and case studies.

## Feedback

Formative feedback, or feedforward, is provided at least once in every course. This may be in the form of individual formative feedback in preparation for the summative assessment or regular feedback provided during workshop discussions and activities, amongst others. Feedback is generally provided on the content, structure, argumentation, and critical engagement with the course material.

## Assessment

The MSc CEID aims to have a variety of assessments that engage students in different skills and applied tasks. Examples of assessments include essays, reflective learning journal, academic blog, group analysis and presentation, policy analysis, and policy briefs.

## Assessment Criteria

MSc CEID courses typically follow common marking scheme in the School. The common marking scheme is represented below. *Please note, it is important to check the assessment criteria for all your assessments as individual courses may have different criteria for assessed tasks.* 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 (to be applied as appropriate)
- constructing academic discourse

### *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.

### Mark Range

<b>Numeric Score</b>	<b>90-100</b>	<b>80-89</b>	<b>70-79</b>	<b>60-69</b>	<b>50-59</b>	<b>40-49</b>	<b>0-39</b>
<b>Letter Mark</b>	A1	A2	A3	B	C	D	E
<b>Description</b>	Excellent			Above Average	Average	Below Average	Fail

### Late Submissions

For coursework that is a substantial component of the course the penalty for late submissions is a reduction of the mark by 5 percentage points per calendar day (e.g. a mark of 65% on the common marking scale 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.

### Extensions and Special Circumstances

When students require additional time may have the opportunity to apply for an extension or special circumstances. Applications for both extensions and special circumstances are administered centrally by the university. For complete information and to apply go to <https://assessment-support.is.ed.ac.uk/>. Extensions are for when you require a short amount of extra time to complete an assessment and provide a maximum of seven additional calendar days. Special circumstances are for when an adverse situation has significantly impacted your ability to complete an assessment and may have resulted in underperformance. Special circumstances require evidence of disruption and are applied by the Board of Examiners after approval. When considering applying for special circumstances you are encouraged to meet with our **Student Adviser**.

### MSc CEID Spring Trip

Amongst the multiple activities included in the MSc CEID programme to foster student's practical skills and provide space to network with experts in the field is the programme's spring trip. The spring trip is tentatively planned to take place during reading week in semester two, pending the pandemic and capacity. The one-day trip to London will enable

students to learn more about the field through visits to international and non-governmental organisations.

## Student Support Model

Support for students in the MSc CEID programme is provided through a set of complimentary positions and activities integrated through the CEID Community, including during Town Halls and via the Virtual Mentoring Programme. Below we describe the main support points for students in the programme. Additional information on some of the positions described below can be found at <https://www.ed.ac.uk/students/academic-life/personal-tutor-and-student-support-review>.

*Programme Director* – responsible for the overall academic vision and operation of the programme. Can speak to all aspects of the programme. Contact for any questions on the programme logistics or activities. For 2022-2023 the Programme Director for MSc CEID is **Dr William C. Smith**.

*Cohort Lead* – responsible for facilitating a sense of belonging amongst the cohort and with the school as well as providing general academic guidance and support. In the MSc CEID these activities are coordinated through the CEID Community (outlined above). While in some programmes the cohort lead may be different individuals, for the MSc CEID, these responsibilities are covered by the same person. Therefore, for 2022-2023 the Cohort Lead for MSc CEID is **Dr William C. Smith**.

*Course Organizers* – responsible for organizing and management of their individual courses, including assessment. They are the first point of contact with course specific questions. To see course organizers for courses in the 2022-2023 MSc CEID click of the individual course at <http://www.drps.ed.ac.uk/22-23/dpt/ptmsceide1f.htm>.

*Student Adviser* – responsible for pastoral care of all students in the programme. The first point of contact for student care and support. Will guide students through school processes and direct them to necessary support. Provides guidance on student applications for Special Circumstance or Interruption of Studies. For 2022-2023 the Student Adviser is **Brendan Seenan**.

*Wellbeing Adviser* – responsible for supporting students with their wellbeing and mental health challenges. These are generally cases that need additional support beyond the Student Adviser. Students are usually referred to the Wellbeing Adviser from the Student Adviser, although they can self-refer and other faculty can refer as well. The Wellbeing Adviser is not a replacement for student counselling, but instead an additional measure of support. The Wellbeing Adviser is responsible for supporting students in postgraduate programmes throughout Moray House.

## Further School and University Support

- Moray House Student Support Office: <https://www.ed.ac.uk/education/graduate-school/moray-house-student-support-office>



- Moray House Library: <https://www.ed.ac.uk/information-services/library-museum-gallery/using-library/lib-locate/morayh-lib>
- Student Counselling Service: <https://www.ed.ac.uk/student-counselling>
- Student Disability Service: <http://www.ed.ac.uk/student-disability-service>
- University Health Service: <http://www.health-service.ed.ac.uk>
- Chaplaincy: <http://www.ed.ac.uk/chaplaincy/>
- Institute for Academic Development: <http://www.ed.ac.uk/institute-academic-development>
- The Advice Place: [https://www.eusa.ed.ac.uk/support\\_and\\_advice/the\\_advice\\_place/](https://www.eusa.ed.ac.uk/support_and_advice/the_advice_place/)
- Mental Health Strategy: [https://www.ed.ac.uk/files/atoms/files/student\\_mental\\_health\\_strategy.pdf](https://www.ed.ac.uk/files/atoms/files/student_mental_health_strategy.pdf)
- Digital Skills and Training: <https://www.ed.ac.uk/information-services/help-consultancy/is-skills>
- Academic Misconduct Information: <https://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/academic-misconduct-procedure>

## COVID-19 Specific Information

The MSc CEID Programme will be, at a minimum, following university, school, and Scottish Government guidance regarding the COVID-19 pandemic. *The wellbeing of our students and staff are our priority and additional measures may be taken at the programme or course level depending on the needs and capacity of our students and staff.* While our hope for 2022-2023 is to deliver the majority of courses and a large portion of CEID Community activities in person, students should be prepared for changes to hybrid or online delivery as needed, dependent on the state of the pandemic.

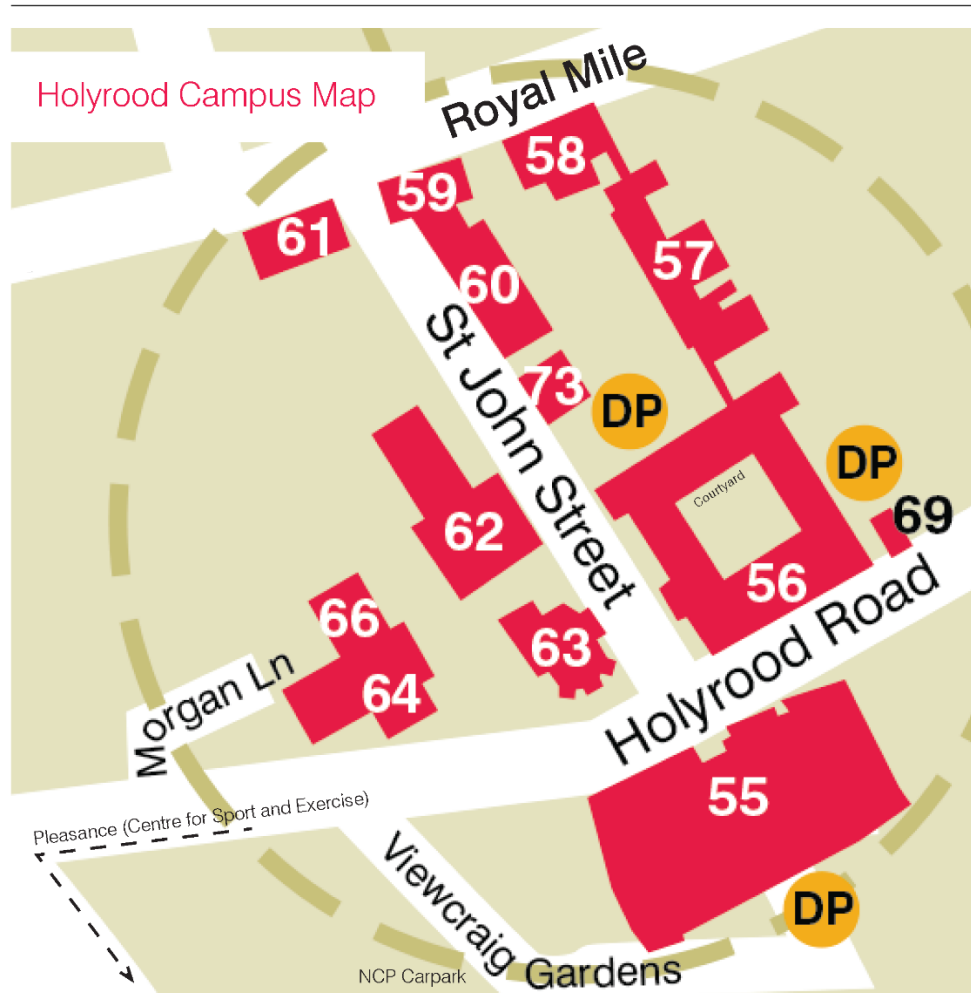
As we continue to navigate the pandemic, all members of the CEID Community should remain:

- *Respectful* – health decisions are personal and need to be respected. Students and staff should feel comfortable taking additional preventative measures – such as wearing masks or social distancing – with no stigmatization, repercussion, or need to justify their decision.
- *Supportive* – while the pandemic seems to ebb and flow throughout our life we need to be prepared to support each other, as possible, whenever there is a need.
- *Inclusive* – all voices and perspectives are welcomed. Respect each others experiences while reflecting on your own. Grow together.
- *Acting with Grace* - show grace and patience with one another. We are all going through this challenging time together, learning and applying new skill sets, and doing the best we can with our own personal circumstances.

For latest university level information for students and guidance visit <https://www.ed.ac.uk/news/covid-19>. For guidelines on how our University community can act responsibly to help slow the spread of Covid-19 see the Good Citizen Guide at <https://www.ed.ac.uk/students/academic-life/conduct/good-citizen-guide>.



## Campus Map



### Holyrood Campus

Holyrood Road, Edinburgh EH8 8AQ

- 55 St Leonard's Land (Swimming Pool)
- 56 Paterson's Land (Campus Reception)
- 57 Thomson's Land (Postgraduate Office)
- 58 Old Moray House
- 59 St John's Land
- 60 Dalhousie Land (Library)
- 61 Simon Laurie House
- 62 Charteris Land (Undergraduate Office)
- 63 Old Kirk
- 64 Outreach Centre
- 66 Institute for Academic Development
- 69 Moray House Lodge
- 73 Old Nursery School Building (Student Support Office)

**DP** Disabled permit parking

#### Finding your way around

This map will help you to find your way around the many buildings that make up Holyrood Campus.