

Programme Title: MA Research (Education)
For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	12 or 24 months
Date of specification:	June 2008
Programme Director:	Professor Paul Croll
Board of Studies:	MA
Accreditation:	

Summary of programme aims

The aim of the MA Research (Education) is to prepare people for research careers in both academic and non-academic settings where education research skills and knowledge are required. It also aims to serve as year 1 of a social science 1 + 3 PhD course. More specifically the programme aims to:

Introduce students to the nature, purposes and main features of research in education and the social sciences more generally.

Provide students with an appropriate grounding in the main philosophical and epistemological approaches to social science research.

Prepare students to identify appropriate research questions and to be aware of the range of research designs and their application to different research problems.

Provide knowledge of approaches to case selection and sampling.

Introduce a range of data collection procedures including questionnaires, interviewing, observation and documentary analysis.

Introduce a range of data analysis procedures including both quantitative and qualitative approaches and to provide the skills of working with the SPSS package.

Consider ethical issues in research and questions of access to research settings.

Enable students to conduct and report a research-based investigation in the field of education.

Transferable skills

Organisational and self-management skills, bibliographical skills, IT and internet skills, numerical and statistical skills, writing skills.

Programme content

The content of the MA Research (Education) draws upon the Research Methods Programme (RMP) taken by PhD and MPhil students in the social sciences and based in GSSS together with elements from the Modular Masters programme offered within the Institute of Education.

Students will take the seven taught modules of RMP together with the Generic and Transferable Skills Programme (GTSP) offered by GSSS. These eight elements constitute the research training element of the MA Research (Education) and together amount to 80 credits. The web-based Essentials of Research Methods course will be a background resource for the students but is not an assessed part of the course.

Students will also take two modules from the Modular Programme offered in the Institute of Education. Modules will be chosen in consultation with the course director and dissertation supervisor. These make up the education specific element of the course and together amount to 40 credits.

Students will also complete a 15-20,000 word dissertation based on an original empirical investigation. The dissertation will follow the procedures of the Modular Masters Programme for a Route A dissertation and will amount to 60 credits.

<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
GSM001	Principles of Research Design 1	10	M
GSM002	Principles of Research Design 2	10	M
GSM003	Data collection and analysis 1: Statistics for Educational and social research	10	M
GSM004	Data collection and analysis 2: Interview and Observation	10	M
GSM005	Data collection and analysis 3: Questionnaires and surveys	10	M
GSM006	Data collection and analysis 4: Analysis of language and text based data	10	M
GSM007	Data collection and analysis 5: Using electronic and other source materials	10	M
GSM009	Generic and transferable skills for research	10	M
EDMDISS	Dissertation	60	M
	Optional Module from Modular Masters	20	M
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(180 credits)			

Optional modules

In Consultation with their supervisor and the Course Director, students will select two modules of 20 credits from the full range of Masters level modular provision within the Institute of Education. This will vary from year to year and students will receive full information at the start of the course. Certain modules such as

'Investigating Education' and 'Practitioner Research' will not be available as the content may overlap the RMP modules.

Part-time/Modular arrangements

The programme can be taken over 12 months full-time or 24 months part time.

Progression requirements

N/A

Summary of teaching and assessment

The seven RMP modules and the GTSP will be assessed using the generic forms of assessment used on those programmes. This is normally a 2000-2,500 word assignment relating to the content of the module. The modules from the Modular Masters will be assessed by a 4-5,000 word assignment in line with the Modular Masters requirements. The dissertation will be of between 15 and 20,000 words and will be assessed in line with the procedures for the Modular Masters.

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

To pass the MA Research (Education) students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

Progression to Certificate level will be possible with 60 credits.

Progression to Diploma will be possible with 120 credits.

Admission requirements

Entrants to this programme are normally required to have obtained an honours degree at 2.1 or equivalent in the social sciences or education. However, students with good degrees in other fields and experience in education will also be considered.

Admissions Tutor: Professor Paul Croll

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which

across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Career prospects

The course prepares students for research careers within educational settings including government, higher education and industrial / commercial settings. The recent developments in evidence based policy and ideas about teachers as researchers enhance the likely availability of such careers. Students taking the course on a part-time basis are likely to be in employment and may be looking to enhance career prospects within their work settings.

Opportunities for study abroad or for placements

Not normally appropriate. International students may, by negotiation, conduct research for their dissertation in their own country.

Educational aims of the programme

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Enable students to conduct and report a research-based investigation in the field of education.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <p>Research methods and skills in the social sciences and education</p> <p>Principles of research design</p> <p>A range of methods for data collection and analysis</p> <p>Theoretical, policy-related and ethical implications of research approaches</p> <p>Various substantive aspects of the study of education</p>	<p>Teaching/learning methods and strategies</p> <p>RMP modules 1 - 7</p> <p>Modular Masters modules</p> <p><i>Assessment</i></p> <p>Module assignments and final dissertation</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <p>Ability to make links between theory and method in the social sciences</p> <p>Ability to formulate research questions and to design a research project to answer research questions</p> <p>Critical assessment of social science literature</p> <p>Show the relevance of research to substantive educational issues</p>	<p>Teaching/learning methods and strategies</p> <p>RMP modules 1 - 7</p> <p>Modular Masters modules</p> <p><i>Assessment</i></p> <p>Module assignments and final dissertation</p>
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<p>C. Practical skills – able to:</p> <p>Plan, organise and conduct a research project</p> <p>Undertake practical fieldwork</p> <p>Form appropriate and ethical relationships with research subjects</p> <p>Use the SPSS analysis package</p>	<p>Teaching/learning methods and strategies</p> <p>Generic and transferable Skills Programme</p> <p>RMP 3</p> <p><i>Assessment</i></p> <p>Assignments for GTSP and RPM 3. Final dissertation</p>
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<p>D. Transferable skills – able to:</p> <p>Write an well structured and coherent report</p> <p>Organise and manage a project</p> <p>Show grasp of numerical skills</p> <p>Disseminate work to appropriate audiences</p> <p>Access a range of information sources</p>	<p>Teaching/learning methods and strategies</p> <p>Dissertation preparation</p> <p>GTSP</p> <p>RMP 3</p> <p><i>Assessment</i></p> <p>Dissertation Presentations in GTSP Assignment for RMP 3</p>
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Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.