Programme Specification

<table>
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<tr>
<th>Programme award and title:</th>
<th>M Res in Educational Research</th>
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<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The proposal is for a pathway within the Stirling M Res which will provide the underpinning skills and knowledge in research for students who subsequently wish to undertake doctoral research in education or prepare for entry into a career in educational research.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**
- To introduce students to the theoretical foundations that underpin the nature of educational enquiry.
- To introduce students to the major issues in education research in the UK and beyond.
- An understanding of the values and concepts underlying educational research and of the main paradigms which provide a framework for educational research.
- Knowledge of the broad ontological, epistemological and methodological, historical and socio-political aspects associated with different forms of educational research.

**Subject-specific skills and other attributes**
- To develop the skills and knowledge base to collect, analyse and report qualitative and quantitative data, using appropriate research methods.
- To develop skills in collecting and analysing data using various research methods.
- To discriminate between accounts of educational research and be able to evaluate findings and the appropriateness of methods.
- To develop understanding of the relationship between research, policy and practice.
- To formulate research questions and appropriate means for investigating them.
- To identify, assess and utilise appropriate information sources, whether web-based materials, research reports, policy documents or descriptions of theory and methods.
- To produce a proposal for the intended research project.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes**
- To work with other students to present ideas and information in a seminar setting;
- To communicate research findings to a range of audiences, including fellow researchers and educational professionals;
- To understand and constructively critique ideas about relationships between research and practice in education.
- To summarise, document, reflect and report on texts.

**Learning, teaching and assessment strategies:**
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The programme uses a variety of approaches to learning and teaching, including seminars, workshops, presentations (by students as well as staff) and a research placement in a practical educational context (we intend that this might involve schools and colleges, but could also take place...
in other educational contexts, broadly defined, such as museums, libraries, community centres or training centres).

- The assessment approach rests entirely on continual coursework assessment, including a dissertation based on a small scale research project in education. A distinctive feature will be the assessment of a research placement through an oral examination aimed at communicating with an academic audience and a written summary report aimed at a professional audience.

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<th>Professional/statutory body accreditation or recognition:</th>
<th>None required</th>
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**Further details:**

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: March 2010