



**THE UNIVERSITY *of* EDINBURGH**  
**MORAY HOUSE SCHOOL OF EDUCATION**

**MSc / PG DIPLOMA / PG CERTIFICATE in**

**EDUCATIONAL RESEARCH**

**POSTGRADUATE PROGRAMME REVIEW (PPR)**

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## **1. SUMMARY OF CHANGES**

This Postgraduate Programme Review (PPR) has provided an opportunity to reflect upon, and suggest revisions to the MSc Educational Research (EdR) degree that would make it a more coherent research training programme, more strongly connected to the research conducted in the School and more attractive to the home and international students who wish to pursue a research career and/or continue their studies at PhD level.

It is important to highlight from the onset that the changes proposed in the MSc Educational Research programme aim to further strengthen a programme that has, over the years, been consistently evaluated positively by students' feedback and External Examiners' reports.

In summary the changes proposed are:

- 1) the introduction of a new compulsory course 'Designing Educational Research' in substitution of two School-wide 10-credit courses 'The Sources of Knowledge' and 'Conceptualising Research';
- 2) the re-introduction of the 60-credit dissertation (instead of the 50-credit dissertation and the 10-credit course 'Research Methods' currently in place);
- 3) the inclusion of an alternative option to the 'traditional' 15000-word dissertation which consists of an 8000-word article with additional extended sections for the literature review and methodology (with a total length of 15000 words); and
- 4) revised programme-specific progression criteria: in addition to the criteria specified in the Taught Assessment Regulations, criterion (c) now states that to progress to dissertation students need to achieve a mark of 50% or above in three of the four compulsory courses of the programme.

These changes, to be implemented in session 2014/2015, aim to:

- deepen students' knowledge and understanding of the research process by focusing on issues of research design which at present are sparsely covered in different courses,
- develop students' ability to write academic articles and potentially publish the results of their empirical investigation, and

- include an element of flexibility to allow for some variability in student performance, thus making the progression requirements of the MSc EdR programme more aligned to the requirements of similar Masters programmes within the same College (e.g. MSc in Social Research).

The review document begins by briefly describing the relevance of the programme and its historical development. It then explains the structure and delivery of the existing courses including its approach to Quality Assurance and Monitoring. Finally, it sets out the rationale for proposed changes, the revised programme structure and sequencing, and concludes with a section on recruitment and resources.

## **2. RELEVANCE OF THE PROGRAMME AND ITS BACKGROUND**

The programme has developed to offer high-quality, advanced-level training in educational research. It has always had a strategic function in the School and in the wider University: to train students of diverse backgrounds to become the next generation of leading researchers in the field of education and more generally in the social sciences. This function is even more important at this time in which the University of Edinburgh is keen to expand the number of postgraduate students and the ESRC has heavily invested in the training of PhD students through the creation of the Doctoral Training Centres. Indeed many students who enroll in the MSc EdR programme continue their studies at PhD level, and a number of PhD students in the School every year participate in our courses. The participation of PhD students in our courses is mutually beneficial: they receive research training which they often have not received prior to entering our University and they contribute to enriching the exchange of knowledge and understanding among students in the MSc EdR courses.

The MSc EdR programme had its first intake of students in the academic year 1998-99. The programme was originally called 'Social and Educational Research'. The renamed MSc Research (Education) was the only Education outlet in Scotland to gain ERSC '1+3' recognition in the 2001 exercise. As a result the School was awarded a studentship in each of the first two years of the '1+3' awards. In the 2005 ESRC recognition exercise, the School received two quota awards for 2006-7 and a further three for 2007-8. The programme also informed the development of the Research Training Masters' modules within the Applied Educational Research Scheme (AERS). A further three '1+3' studentships were awarded in subsequent years.

It should be noted here that the programme has strong links with the MSc Education programme with opportunities for students to choose courses offered in each programme. In the last few years a large number of MSc Education students have benefited from our courses. This means that the learning and teaching which occurs in the MSc EdR courses reaches a much wider pool of students.

The MSc EdR programme was last revalidated in 2007. On that occasion two 10-credit compulsory courses were introduced named 'Educational Enquiry 1' and 'Educational Enquiry 2'. These courses aimed to strengthen students' skills in research enquiry and prepare them for their dissertation work.

Since then a few changes have been implemented in the programme structure. In the academic year 2010-11, a rationalization process of the methodological courses offered within the School led to the introduction of three compulsory 10-credit methods courses which were offered to all MSc students in the School (even though a few Masters programmes opted out). The MSc Educational Research programme was included in this process of rationalisation and its programme structure was modified to accommodate these new School-wide courses. 'Educational Enquiry 1' and 'Educational Enquiry 2' were abolished and replaced by the School-wide generic methods courses 'The Sources of Knowledge' and 'Conceptualising Research'. Moreover the original 60-credit dissertation was replaced by a 50-credit dissertation and a third School-wide 10-credit course 'Planning Research'.

In January 2012, the current Programme Director took on the programme's leadership. At that time Alan Ducklin was the programme director of both the MSc Education and the MSc Educational Research. When discussions were held within the School for the succession in the leadership of the two programmes, the prevailing view was that the MSc Educational Research should have a dedicated programme director who would concentrate on 'revamping' the programme in order to attract more students into it.

The student numbers in the programme have always been small (see table 1). However, in the current academic year, more students have entered the programme than before, possibly a sign that the first steps taken in increasing the distinctiveness of the programme and improving the conversion rate from offers to acceptance (i.e. applicants' take-up rates) have been successful (see section 5.3 on marketing).

During this time, the programme was very fortunate to be able to have very experienced staff members who taught the three core course ‘The Nature of Enquiry, ‘Qualitative Data Research’ and ‘Quantitative Data Analysis with SPSS’.

**Table 1: Summary of awards from 2009-2013 by nationality and whether in receipt of ESRC studentship, and students on programme in the current academic year**

<b>Academic Year</b>	<b>Total number</b>	<b>Nationality</b>	<b>ESRC studentship</b>
<b>08/09</b>	4	3 UK and 1 USA	2
<b>09/10</b>	5	2 UK, 2 China, 1 Spain	1
<b>10/11</b>	4	3 UK, 1 Singapore	2
<b>11/12</b>	6	3 UK, 1 Japan, 2 China (1 PGC)	1
<b>12/13</b>	2	1 UK, 1 Nigeria	0
<b>Currently on programme 13/14</b>	9	1 UK, 1 Ireland, 1 India, 1 Saudi Arabia, 1 Chile, 4 China	0

### 3. EXISTING PROGRAMME

#### 3.1 Current programme structure

The MSc EdR degree can be taken full-time over 12 months or part-time over 24-36 months.

Figure 1 below summarises the programme's current structure.

**Table 2: Programme structure for MSc Educational programme**

Award	Course	SCQF Level	Credits
<b>PG Diploma</b>	The Nature of Enquiry	11	20
	Quantitative Data Analysis with SPSS	11	20
	Qualitative Data Research	11	20
	Sources of Knowledge	11	10
	Conceptualising Research	11	10
	Optional course 1	11	20
	Optional course 2	11	20
			120
<b>MSc</b>	Planning Research	11	10
	Dissertation	11	50
	<b>TOTAL</b>		<b>180</b>

In the current structure students are required to take 3 compulsory programme-specific courses (i.e. 'The Nature of Enquiry', 'Quantitative Data Analysis with SPSS' and 'Qualitative Data Research') and 3 compulsory School-wide generic research methods courses (i.e. 'Source of Knowledge', 'Conceptualising Research' and 'Planning Research'). As highlighted in figure 1, the first two School-wide generic methods courses contribute to the Diploma award, while the third forms part of the 60 credit Masters award (Dissertation 50 credits, Planning Research 10 credits).

In addition to the compulsory courses students are required to take two optional courses (20 credits each, SCQF Level 11) over the period of the programme. These courses offer students the opportunity to focus on more substantive areas of interest which may be further developed in the dissertation phase. These courses are in most cases taken from the courses offered by the MSc Education programme (with which the MSc EdR has very strong links as highlighted above) but also from other MSc

programmes in the School of Education or more widely in the College of Humanities and Social Science in the University of Edinburgh. These choices are subject to the approval of the Programme Director.

### **3.2 Sequencing of courses**

#### **Semester 1**

The Nature of Enquiry (20 credits)

Source of Knowledge (10 credits)

Quantitative Data Analysis with SPSS (20 credits, first half of the course)

First optional course

#### **Semester 2**

Qualitative Data Research (20 credits)

Quantitative Data Analysis with SPSS (20 credits, second half of the course and assessment)

Conceptualising Research (10 credits)

Second optional course

PG Diploma (120 credits) or PG Certificate (60 credits)

Planning Research (10 credits)

Dissertation (50 credits)

MSc (180 credits)

There is flexibility in the timing of taking the optional courses: students may decide to take two optional courses in the first semester to reduce the workload in the second semester and have more time for the dissertation.

Examples of optional courses which MSc EdR students may take from the MSc Education programme are:

- Ethics and Education
- Developmental Disabilities
- Gifted and Talented
- Human Relations in Action
- International Perspectives on Education and Training
- Adult Education and Lifelong Learning
- Learners Learning and Teaching
- Education Planning and Administration
- Child and Adolescent Development
- Philosophical Foundations of Educational Theory, Policy and Practice

In line with SCQF, for each 20-credit course students will require a total of 200 Learning and Teaching hours, with 25 hours of contact time. The contact hours for the ‘Quantitative Data Analysis with SPSS’ are slightly higher and reflect the need to provide practical lab-based training to students who have never used the statistical package SPSS and never analysed quantitative data before starting the course and the need to provide students with extensive feed-forward in preparation for their final assignment.

For their dissertation, students undertake an empirical piece of research that draws on the research skills learnt during the programme of study. Students identify a research topic of interest, extensively review the related literature, choose and justify a research design, undertake primary data collection and analysis or gather and analyse secondary data and report the main findings and conclusions from the study. The required length of the dissertation is 15,000 words. A supervisor is allocated trying to match as closely as possible the student’s and the supervisor’s research interests.

### **3.3 Entry requirements**

Students applying for an Msc in Educational Research should have at least an upper second class honours degree, or its equivalent. International students must also meet the entry language requirements (until this academic year: IELTS total score of 6.5; from 2014-15: IELTS total score of 7.0 with at least 6.5 in writing and at least 6.0 in the other modules).

The programme also specifies two additional ‘desirable’ prerequisites:

- some prior understanding of research e.g. having engaged in critical reading of research publications or having conducted small-scale empirical investigations; and
- an adequate level of numeracy (to be able to engage in the course ‘Quantitative Data Analysis with SPSS’).

These additional ‘desirable’ prerequisites were introduced to stress the importance of the above skills prior to entry the programme. This also serves to attract the right students to the programme, that is research-minded students.

### 3.4 Progression and award criteria

Progression to the dissertation depends on satisfactory performance in the taught courses as set by the postgraduate teaching regulations. According to the 2013/14 Taught Assessment Regulations, in order to progress to the dissertation stage, students must:

- (a) Pass at least 80 credits at MSc level (SCQF level 11) with a mark of at least 50% in each of the courses which make up these credits; and
- (b) Attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression.

In addition for this programme students need to:

- (c) Achieve at least 50% in the compulsory courses of the programme (i.e. ‘The Nature of Enquiry’, ‘Quantitative Data Analysis with SPSS’ and ‘Qualitative Data Research’) and an average of at least 50% in ‘Source of Knowledge’ and ‘Conceptualising Research’.

To complete the requirements for the award of the MSc, students must achieve a mark of at least 50% in the dissertation component (combined mark for Dissertation, 50 credits, and Planning Research, 10 credits).

A postgraduate diploma and a postgraduate certificate are also available. In line with the 2012-13 postgraduate teaching regulations, a diploma can be awarded if students:

- (a) pass at least 80 credits at SCQF level 11; and
- (b) attain an average of at least 40% for the 120 credits of study examined for the diploma.

Students can be awarded a certificate if they:

- (a) pass at least 40 credits at SCQF level 11; and
- (b) attain an average of at least 40% for the 60 credits of study examined for the certificate.

Students receiving an average mark of 47% or below are not able to proceed to the dissertation. A mark of 48 – 49% may be used to denote the possibility that, in exceptional cases, the student may be allowed to progress to the dissertation. The programme adheres to the regulations

contained in the PG General Handbook which provides more detailed information on the borderline cases.

To achieve a distinction for a Masters degree, a student must be awarded at least 70% on the University's Postgraduate Common Marking Scheme for the dissertation and must pass all other courses with an average of at least 70% (meaning that the overall average mark for all courses should be 70% or above, not that in each course students must achieve a mark of 70% or above). As above, borderline cases are dealt with according to the regulations contained in the PG General Handbook.

### **3.5 Programme delivery**

Of central importance to the programme team is to enhance the student experience. A key part of this is getting them prepared for the rigours of postgraduate study. This begins prior to the commencement of their studies, via email communication which contains information about the programme, a preliminary reading list, information about the School on-line induction and the programme-specific induction session in September.

Course and programme information as well as the School's Generic Postgraduate Handbook are available to students via the University's Virtual Learning Environment (LEARN). Assessments are also submitted and managed using TURNITIN in LEARN.

Students are taught through a range of learning and teaching activities according to the nature of the courses. They include lectures, seminars, practical training, group work, discussion and self-study activities. Access to on-line material is also provided to support the study of quantitative methods of data analysis.

Students in the MSc Educational Research programme are invited to take part in our School postgraduate community through invitation to attend seminars organised by our PhD students and other graduate students' events. They are also offered a number of innovative learning activities during the Innovative Learning Week in semester 2.

All compulsory courses in the programme provide course material (overheads, readings, etc.) well in advance of the classes. The tutors also provide as much advice and support as possible to students who encountered difficulties due to their linguistic and cultural diversity.

Tutors strive to create an environment in class which is inclusive and respectful of cultural differences.

The main strength of the programme is the strong linkages between research and teaching. All course tutors are active researchers and publish widely in their research area. Thus course material is highly informed by research and always up-to-date. They also provide extensive feed-forward and feedback.

Students have access to a wide range of library, computing and study facilities both in the Moray House School of Education and more widely across the University. The University Library contains extensive holdings and computerised databases covering the main journals and other publications.

### **3.6 Assessment**

Assessment formats vary according to the nature of the courses. They include essays, small research projects and formative tasks aimed at providing students with tutors' preliminary feedback on their works.

All courses have formative assessments built into them, which provide students with valuable feed-forward and feedback, and a final summative assessment which is submitted for credit.

All assignments are marked using a standardised assessment form to ensure adherence to the University Postgraduate Marking Criteria. After assignments have been marked, grades are moderated to ensure consistency and standardisation. Assessed work below the value of 50 credits is double-marked. A sample of work covering top, middle and bottom and borderline cases, is moderated by another member of staff with expertise in the subject area.

The dissertation (50 credits) is independently double-marked. Then markers compare their marks and, if there is any difference, they discuss the reasons for the marks they gave, and agree on a final mark. If they cannot agree, the dissertation is marked by a third marker and consensus is reached. A sample of dissertations, including all fails, is sent to the external examiner for the programme before the exam board. All marks are provisional until the meeting of the Board of Examiners.

All coursework is submitted online using TURNITIN software located within LEARN, which includes plagiarism checking and a facility (Grademark) for providing student feedback.

### **3.7 Quality Assurance and monitoring arrangements**

Quality assurance and enhancement is key in postgraduate study and the following demonstrates how it is approached in the MSc EdR degree. The quality monitoring arrangements for the programme consist of the following:

- 1) Students' representatives from each course are nominated and meet with the programme director and programme secretary in the Staff-Student Liaison Committee meetings at least twice a year. Prior to the meetings student representatives speak with their fellow students to identify relevant issues to be discussed with Programme Directors and Course Organisers. This is an avenue for students to let the programme team know about their experience in the programme and also of any concerns or suggestions for enhancing student experiences. Minutes of the SSLC meetings are then posted in LEARN and accessible to all students in the programme.
- 2) A Personal Tutor is allocated to all students as soon as possible after the induction week. He/she provides students with academic guidance and help to reflect on their academic progress. Together with the Student Support Team, the PT also provide advice in relation to the wider network of specialist student support services at the University to help students have the best possible experience during your studies. The PT is the first port of call for students experiencing difficulties or problems.
- 3) On-line course evaluations, centrally administered by the School, are filled in by students each year. The results are then sent back to the tutors and scrutinised for QA purposes by the School.
- 4) The External Examiner attends the programme's two Exam Boards. The first Exam Board in June reviews student performance across the taught courses that form the PGDip aspect of the course. The Board makes recommendations concerning progression to MSc or exiting with PG cert or PG Diploma. The second Exam Board in October reviews the students' performance in the dissertation and makes recommendations on final degree awards. To ensure that staff marking is sufficiently robust, the External Examiner is sent a sample (top, middle, bottom and borderline performances) of students' Semester 1 and Semester 2 work. In terms of the final October Board, the External Examiner will review the marking of a sample of student dissertations prior to the

Board. The External Examiner is sent course handbooks and assessments for comments on their suitability for Masters level. At the end of the October Exam Board, the External Examiner provides an initial verbal assessment of the state of the programme which forms the basis for staff / External Examiner discussion at the meeting, and amongst staff subsequently. Within a few days of the October Exam Board the External Examiner submits an annual report encompassing his views on all aspects of the Programme.

- 5) Annual QA reporting: at the end of the academic session each course organiser completes a course report which indicates: number of students in the course, marks gained by students, how the course addressed good practice in Teaching and Learning and Scotland QAA Enhancement themes; how the course was informed by feedback from the previous year (student and External Examiner feedback); a summary of student feedback from that year (students and External Examiner); action points for next academic session, and any issues that need the action of School or College. The Programme Director completes a programme report that provides an overview of the programme's overall situation, using information drawn from individual course monitoring reports, Staff-Student Liaison Committees, and External Examiner comments.
- 6) To provide accessibility of learning opportunities to all students, students with disabilities are encouraged to contact the Student Disability Service to discuss their needs. The programme staff makes the required adjustments as requested by the Student Disability Service and by the students themselves.

### **3.8 Programme Staff**

#### **1. PROGRAMME DIRECTOR**

**PROFESSOR CRISTINA IANNELLI**  
AQMeN Co-Director, Professor of Education and Social Stratification

#### **QUALIFICATIONS**

BSc (Hons) Social and Political Science (University of Messina, Italy)  
PhD (European University Institute, Florence, Italy)  
PG Certificate in University Teaching (University of Edinburgh)

#### **PRINCIPAL INTERESTS**

- Social stratification in education and the labour market
- Social mobility

- Youth transitions
- Cross-country comparative analyses
- Quantitative data analysis

## 2. COURSE CONVENORS

DR JOHN RAVENSCROFT

Deputy Head of School / Senior Lecturer

### QUALIFICATIONS

BSc (Hons) Psychology

Master of Arts "Philosophy and Psychology of Language"

PhD "Ontology of Inductive Systems" (University of Edinburgh)

### PRINCIPAL INTERESTS

- Visual impairment inclusion
- Childhood and disability studies
- The nature of representation
- Primate cognition
- Evolution of the causal mechanisms of cognitive growth

DR CHARLES ANDERSON

Co-Deputy Head of Institute for Education, Community & Society (ECS) / Senior Lecturer

### QUALIFICATIONS

MA Hons (Modern History, University of St Andrews)

PGCE (Goldsmith's College, University of London)

MEd (Educational Psychology, University of Edinburgh)

PhD (University of Edinburgh)

### PRINCIPAL INTERESTS

Learning and teaching in higher education, with particular current foci in:

- Learning and teaching in undergraduate history
- Masters level supervision
- The evaluation of HE innovations/initiatives
- The disciplinary dimensions of undergraduate teaching and learning
- Talk and discourse in educational settings.

Other teaching staff from the School contributes to the teaching of the courses.

## **4. REVIEW OF PROGRAMME AND RATIONALE FOR PROPOSED CHANGES**

### **4.1 Rationale for the proposed changes**

The changes proposed respond to the need to ensure that the course offerings within the programme are as appropriate as they can be to meeting student requirements.

Four years since the introduction of the three School-wide research methods courses it has become clear that they do not suit the needs and expectations of the students in the MSc Educational Research programme well. Students in the programme have reported that the three School-wide research methods courses are quite general and not in depth enough for them. Moreover, there is substantial overlap in the content of the ‘Nature of Enquiry’ and ‘Conceptualising Research’ which has led students to query why they were attending this latter course since they had already addressed similar issues, but in more depth, in the ‘Nature of Enquiry’ course in the first semester. The School-wide research methods courses serve a very important function in the School: they teach methodological skills which are new to many MSc students and do it in a cost-effective way. However, the MSc Educational Research students are required to engage with methodological issues at a more advanced level, the development of methodological skills being the focus of the programme.

The new course ‘Designing Educational Research’ will provide a much-needed introduction to some of the most commonly used research designs in education by tutors who employ these designs in their own research (please, see course descriptor in Appendix 2). Thus the course will strengthen the importance of critical theoretical and practical engagement with research training. To date students have been taught qualitative and quantitative methods of data analysis with little and patchy information on the entire process of building a research design and deciding on data collection methods. For example, the Quantitative Data Analysis course teaches students different methods of quantitative data analysis but, due to the limited time available, cannot include teaching on survey design or experimental design. Issues of research design and data collection methods need to be addressed in a more systematic and in-depth way in a specific course. The new course ‘Designing Educational Research’ will fill this gap and will create valuable linkages with the content taught in the qualitative and quantitative research methods courses.

In the final assignment of this course students will have the opportunity to develop their research proposal in preparation for their dissertation. This will allow them to receive valuable feedback on the research design and methods which they plan to apply in their research. The assessment on this course is composed of two parts: proposal presentation (20%) and research proposal (80%). The presentation will give an opportunity to the students to present their research proposal ideas, specifically research design and methods to use in the planned research, and receive feedback from fellow students and tutors which will inform their final assignment, that is the research proposal. Two (or, if possible, three) tutors will be present and will assess the student presentations independently from each other. At the end of the session they will compare marks and moderate possible discrepancies. For the written assignment the marking will be shared by all tutors teaching in the course. To guarantee consistency of marking, the course convenor will moderate the marking by selecting a sample of the written assignments marked by each tutor. The presentations and the final written assignments will be marked using the same standardised assessment form used for the other courses which adheres to the University Postgraduate Marking Criteria. Tutors will meet in advance to discuss the application of these criteria within the context of the course.

The second change proposed regards the dissertation component. In the MSc Educational Research programme the dissertation is an important part of the research training which includes carrying out an original piece of research. For such a type of dissertation, other programmes, such as the MSc in Social Research in Edinburgh University but also other similar programmes in the UK, award 60 credits.

The standard 15,000-word dissertation includes an introduction to the research issue analysed, a review of the relevant literature, a methodological section which will describe the research design and methods of data collection and analysis, a critical evaluation of the evidence collected and a discussion of the implications for future research, policy and practice. In consultation with the programme director, there will be the possibility for students who are interested in particular questions in the areas of philosophy of education to conduct an in-depth piece of philosophical research for their dissertation.

Moreover, within the re-established 60-credit dissertation, an alternative option of writing a 7,000- or 8,000-word article of publishable value is introduced for the first time in this programme. The article will be accompanied by an appendix (7,000 or 8,000 words,

according to the length of the article, summing up to a total of 15,000 words) which will detail the rationale for choosing certain methods and may include more information on the analyses conducted and the results (more details are available in the course descriptor in Appendix 2). In case of a philosophical dissertation the appendix to the article will focus on the different sources for the arguments proposed, a more extended literature review and more detailed discussion of connected ideas.

This second option allows students in the programme to develop an article of publishable standard. The decision of whether to write the standard 15,000-word dissertation or to write an article (with an extended 'methods' section or 'literature review' for a philosophical dissertation) should be taken in consultation with the supervisor. It will be made clear to the students that the format of 'article plus methodological appendix' is not an 'easier' option than writing a traditional dissertation. Moreover, given the different dissertation topics students may choose, the selection of a particular journal is left to the student with the advice of their supervisor. They will select a particular journal (identified as suitable for the planned content of the article) and will follow its guidelines for authors. The selection of the journal will need to be explained in the methodological appendix and the guidelines of the journal attached to article. In general, the structure of the journal article will include an abstract and some keywords. The sections of the article will include an introduction (stating the relevance of the issue analysed and reviewing key readings in the field), a description of the data and methods used, the presentation and interpretation of the main results, conclusions and references.

The article will be worth 60% and the appendix 40% of the overall mark for the dissertation. The assessment and moderation criteria for both types of dissertation (i.e. the traditional 15,000-word dissertation or 'article plus methodological section') will be the same as those currently adopted in the MSc Educational Research programme (see Appendix 2).

Whenever it is possible, MSc Educational Research students will be put in contact with researchers working in research centres in the School and other research active people. They will be given the opportunity to work in projects proposed by members of staff which may involve more than one MSc students. This opportunity has already been tried in the School and has been positively received by students.

## 4.2 Revised programme structure and sequencing

The proposed revised programme structure and sequencing will be as follows:

### **Semester 1**

The Nature of Enquiry (20 credits)

Qualitative Data Research (20 credits)

Quantitative Data Analysis with SPSS (20 credits, first half of the course)

Designing Educational Research (20 credits, first half of the course)

One optional course (20 credits)

### **Semester 2**

Quantitative Data Analysis with SPSS (20 credits, second half of the course and assessment)

Designing Educational Research (20 credits, second half of the course and assessment)

One optional course (20 credits)

PG Diploma (120 credits)

Dissertation (60 credits)

MSc (180 credits)

The course ‘Designing Educational Research’ will run in the last 5 weeks of teaching in the first semester and in the first five weeks of teaching in the second semester. At the end of the course students will submit their proposal with a deadline of the end of March and will receive tutors’ feedback to their written assignment within three weeks of the deadline. This early submission will have two benefits: it will allow students to start working on their dissertation earlier and to have a more staggered submission of assignments in the second semester (currently three assignments in the second semester share the same deadline).

As in the current programme, there will continue to be flexibility in the timing of taking the optional courses. Moreover, part-time students will discuss their needs with the programme director and agree a suitable sequencing of the courses in relation to their individual needs.

Entry requirements and award criteria, programme delivery, assessment and quality assurance and monitoring arrangements of the current programme (see previous sections) will remain unaltered.

In agreement with the review panel's recommendations, the programme-specific progression criteria have been slightly modified (see below) and each course organiser will be required to respond to student feedback from course evaluation forms, and make their responses available to students in LEARN.

### **4.3 Revised programme progression criteria**

The programme-specific progression criteria to the dissertation phase have been slightly modified to take into account the changes in the compulsory courses which are part of the programme and to introduce an element of flexibility to allow for some variability in student performance. This change will also make the progression requirements more aligned to the requirements of other similar Masters programmes within the same College (e.g. MSc in Social Research).

Criterion (c) of the progression criteria has been modified as follows:

Achieve at least 50% in three of the four compulsory courses of the programme (i.e. 'The Nature of Enquiry', 'Quantitative Data Analysis with SPSS', 'Qualitative Data Research' and 'Designing Educational Research').

### **4.4 Links with other programmes**

It remains an essential function of the programme to deliver training to PhD students and to provide the School with the benefits of receiving ESRC-funded '1+3' students.

It is also important to maintain strong links between the MSc Educational Research and the MSc Education programmes. This will allow the effective use of teaching resources and will ensure the economic viability of the MSc EdR. The MSc Education programme offers a series of courses which are of interest to the MSc EdR students. Links with other programmes in the School and beyond will be further developed to ensure the widest opportunities of course choice for the students in the programme.

In the current academic year, all three programme-specific compulsory MSc EdR courses have offered places to MSc Education students and PhD students. The table below summarises the number of students attending the three courses by programme of study.

Table 3: Number of students in the MSc EdR courses, academic year 2013-14

	MSc EdR students	MSc Education students	PhD students	Total
The Nature of Enquiry	9	19	6	34
Quantitative Data Analysis with SPSS	9	5	4	19
Qualitative Data Research	9	20	3	32

#### **4.5 Transitional Arrangements**

We wish for the revalidated programme to be in place for September 2014. As the programme has already started receiving applications for 2013 then, if our proposal is accepted, we will update our webpages and contact current applicants to advise them that the programme currently advertised has been subject to some changes aimed to strengthen the research training component of the programme.

### **5. RECRUITMENT AND RESOURCES**

#### **5.1 Recruitment**

The following table (table 4) summarises the data regarding numbers, initial response and nationality of applicants for the next academic year. There are three unconditional offers which have been accepted, four conditional offers (three of which accepted), six applications in screening and three on hold. The numbers are not high but they can be increased by stronger marketing (see below).

**Table 4 – Summary of application data for the academic year 2014-15**

## PTMSCEDURE1F MSc Educational Research - 1 Year

Attendance Date	Mode of Attendance	Qualification Status	Creation Date	Initial Decision	Decision date	Initial Response	Response date	Nationality
08/09/2014	Full-time	(H) Hold	25/10/2013					China
08/09/2014	Full-time	(H) Hold	17/12/2013					Kenya
08/09/2014	Full-time	(H) Hold	15/09/2013					Nigeria
08/09/2014	Full-time	(MV) May become qualified - vacancies	08/01/2014	C	23/01/2014			Taiwan ROC
08/09/2014	Full-time	(MV) May become qualified - vacancies	04/11/2013	C	12/12/2013	F	12/12/2013	Denmark
08/09/2014	Full-time	(MV) May become qualified - vacancies	30/11/2013	C	12/12/2013	F	26/12/2013	China
08/09/2014	Full-time	(MV) May become qualified - vacancies	06/12/2013	C	13/01/2014	F	14/01/2014	China
08/09/2014	Part-time	(QV) Qualified for entry and vacancies	12/12/2013	U	13/01/2014	F	24/01/2014	United Kingdom
08/09/2014	Full-time	(QV) Qualified for entry and vacancies	09/01/2014	U	24/01/2014	F	26/01/2014	China
08/09/2014	Full-time	(QV) Qualified for entry and vacancies	04/11/2013	U	19/11/2013	F	20/11/2013	Swaziland
08/09/2014	Full-time	(RNQ) Not qualified for this PG programme	06/12/2013	R	14/01/2014			China
08/09/2014	Full-time	(RNQ) Not qualified for this PG programme	08/01/2014	R	23/01/2014			China
08/09/2014	Full-time	(RQW) Qualifications held in wrong subject area	18/10/2013	R	06/11/2013			China
08/09/2014	Full-time	(RQW) Qualifications held in wrong subject area	11/11/2013	R	21/11/2013			China
08/09/2014	Full-time	(RQW) Qualifications held in wrong subject area	25/10/2013	R	19/11/2013			China
08/09/2014	Full-time	(SA) In Screening Process	29/01/2014					China
08/09/2014	Full-time	(SA) In Screening Process	29/01/2014					Eritrea
08/09/2014	Full-time	(SA) In Screening Process	04/02/2014					Tanzania
08/09/2014	Full-time	(SA) In Screening Process	29/01/2014					China
08/09/2014	Full-time	(SA) In Screening Process	25/01/2014					Greece
08/09/2014	Full-time	(SA) In Screening Process	17/01/2014					China

## 5.2 Staffing

During these years the programme has benefited from the teaching of senior academic staff with a lot of expertise in research and teaching. The student and the External examiners' feedback have been always very complimentary of the work done by the staff in the programme. Two aspects need to be highlighted regarding staffing of the programme.

- 1) There will be a need to find a replacement within the School or recruit a new member of staff to substitute Dr Charles Anderson who is going to retire this year. It is paramount to find a person with a strong research portfolio (measured by REF criteria) and expertise in a variety of qualitative methods. This is in the interest of maintaining the high reputation of the programme, continuing to deliver high-quality training for the educational researchers of the future and for attracting more students in the programme.
- 2) The introduction of the new course 'Designing Educational Research' would allow the programme to draw upon the expertise of a wider range of staff in the School and make stronger links between the students and the wider academic community in the School. This should also facilitate matching students' research interests and staff's interests in the final stage of the dissertation.

## 5.3 Marketing

The programme is primarily marketed via the University web pages. When a search of MSc Educational Research is undertaken in the Google search engine, the University's offering is listed second on the first page of results. Following a series of meeting with the PG office and Sarah Colegrove in the University Marketing Office we have redesigned the programme web page which now offers clearer information about the programme and testimonials from previous students. Last year the programme director offered an on-line information session in June which will be repeated this year. Also the programme director sent letters to all applicants who received conditional and unconditional offers to welcome them to Edinburgh University and offered to provide more information if needed. These strategies may have positively influenced the (higher) numbers of take-ups this year.

Following the revalidation of the programme, we will liaise with the University's International Office about the most effective forms of advertising targeted at chosen international markets, such as South America (thanks to the University's Office of the Americas based in Sao Paulo), India, but also Europe. The programme team has links with

various universities in Europe and beyond. We will make better use of staff networks to raise the programme's profile at other institutions.

We will also explore the worth of creating a Facebook presence which was suggested by the students in the Staff-Liaison Committee as a way for the applicants to get in touch with us before the start of the programme.

In terms of a projected intake, we believe that, with appropriate marketing, we could grow the course from its current 9 students to 15 over the next five years.

#### 5.4 Programme costing

Costing for the revalidated programme are provided below (table 5). They assume no change in the number of students in the first two years (consolidating the numbers of MSc EdR students in this academic year), followed by an increase, mainly in the number of international students.

**Table 5: Foreseen costs of the programme**

	Year 1	Year 2	Year 3	Year 4	Year 5
Start Up Costs	4,836				
Programme Delivery	44,442	42,369	45,320	51,223	60,077
Additional Costs	225	225	250	300	375
<b>Total Costs</b>	<b>49,503</b>	<b>42,594</b>	<b>45,570</b>	<b>51,523</b>	<b>60,452</b>
Fee Income (School)					
Home/EU	6,258	6,258	6,258	6,258	9,387
Overseas	44,394	44,394	50,736	63,420	76,104
<b>Total Income</b>	<b>50,652</b>	<b>50,652</b>	<b>56,994</b>	<b>69,678</b>	<b>85,491</b>
<b>Total Costs – Total Income</b>	<b>1,149</b>	<b>8,058</b>	<b>11,424</b>	<b>18,155</b>	<b>25,039</b>

<b>Total Additional Students (FTE)</b>	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Home/EU</b>	2	2	2	2	3
<b>Overseas</b>	7	7	8	10	12
	<b>9</b>	<b>9</b>	<b>10</b>	<b>12</b>	<b>15</b>

	Total Students
Student numbers	
Nature of Enquiry	30
Quantitative Data Analysis with SPSS	20
Qualitative Data Research	30
Educational Research Design	20
Dissertation	9/9/10/12/15 (according to no. of students in each year)

Notes to the table:

The teaching & assessment costs attributable to the programme are worked out proportionally based on the number of Educational Research students taking each course. For example the costs for Quantitative Data Analysis are calculated based on delivering the course to 20 students and then 9/20ths of this is attributed to MSc Educational Research.

Only 140 credits worth of income have been attributed to the programme as the 2 optional courses may be taken outside the School. Therefore no income, and no expenditure, has been allocated for these 40 credits.

Year 1 shows delivery costs for 'Educational Research Design' as a new course, with the higher weighting for initial delivery and course development time as start-up costs. Year 2 has the ongoing costs for standard delivery.

## Appendix 1: Programme specification for the MSc Educational Research degree (NEW)

	<p>THE UNIVERSITY OF EDINBURGH</p> <p>PROGRAMME SPECIFICATION FOR M.Sc. in Educational Research<sup>1</sup></p>
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- 1) **Awarding Institution:** University of Edinburgh
- 2) **Teaching Institution:** University of Edinburgh
- 3) **Programme accredited by:** University of Edinburgh
- 4) **Final Award:** MSc
- 5) **Programme Title:** MSc in Educational Research
- 6) **UCAS Code:** N/A
- Relevant QAA Subject Benchmarking Group(s):** N/A
- 7) **Postholder with overall responsibility for QA:** \*\*\*
- 8) **Date of production/revision:** February 2014
- 9) **External Summary** (200-250 words)

The MSc/Diploma Educational Research programme offers advanced level training in educational research. The programme is multidisciplinary and this is reflected in the variety of research approaches and methods taught. It is suitable both for students from a diversity of backgrounds who are interested in developing a career in educational research and professionals who are interested in researching within their own area of practice or work in educational organisations that require research knowledge and skills.

The programme aims at equipping students with the necessary analytical and methodological skills for critically evaluating educational research evidence and for conducting rigorous research in education and allied social subjects. The programme is an excellent route to progress to PhD study and to pursue a career in academia or in research units in governmental offices and national and international organisations. It also provides students with a series of analytical and practical transferable skills which will be valued in the commercial sector.

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<sup>1</sup> The information contained in this Programme Specification should be used as a guide to the content of a degree programme and should not be interpreted as a contract.

The MSc Educational Research is recognised for Research Training by the Economic and Social Research Council (ESRC) and funding can be sought from the ESRC for those who would like to continue studying for a PhD (1+3).

**10) Educational aims of programme:**

The aims of the programme are to:

- develop students' understanding of the nature and use of research in education
- critically evaluate research publications
- develop research skills in qualitative and quantitative methods
- equip students to undertake empirical work in education settings and beyond

**11) Programme outcomes:**

**11a) Knowledge and understanding**

To understand the philosophical and epistemological perspectives that inform the aims and practices of social and educational research.

To understand the relationship between research, theory and practice

To understand the strengths and weaknesses of different research designs and different qualitative and quantitative methods of data collection and analysis

**11b) Graduate attributes: Skills and abilities in Research and Enquiry**

To critically evaluate educational research evidence

To be able to identify, define and analyse research issues

To be able to formulate research questions and link them to appropriate research designs and methods of data collection and analysis

To be able to recognise the limitations of the research conducted and to propose new areas and ways of enquiry

To be able to carry out research using qualitative and/or quantitative methods of data analysis

**11c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy**

To be open to new ideas, theoretical and methodological approaches

To be independent learners who take responsibility for their own learning, are committed to self-evaluation and self-improvement and responsive to feedback

To have an inquisitive mind, to be able to challenge their own views and ideas with those of others.

**11d) Graduate Attributes: Skills and abilities in Communication**

To be able to present ideas, theories and empirical findings to an audience

To be able to select the relevant information to present and to communicate it in an effective way by using oral, written and visual means

To use good communication skills as a tool for collaborating and relating to others

**11e) Graduate Attributes: Skills and abilities in Personal Effectiveness**

To be able to efficiently manage the programme workload and deadlines

To be able to work outside own 'comfort zone' by engaging with research approaches and techniques of data collection and analysis of different nature.

To have confidence in making decisions on the most suitable research design and methods to apply in relation to the study of research issues of different nature.

To manage own research skills' development

To be able to work effectively with others, valuing the diversity of experiences, views and skills that each person bring to the group.

To be confident in dealing with ethical issues

**11f) Technical/practical skills**

To have the capacity to conduct a literature search, through bibliographic and other search techniques.

To have a range of research skills which include the ability to use different research methods of data collection, different qualitative and

quantitative methods of data analysis and to interpret empirical results and recognise their limitations

To be able to use a statistical package of quantitative data analysis (such as SPSS) and be competent in using various techniques to interpret qualitative data.

## 12 Programme structure and features

The degree can be taken full-time over 12 months or part-time over 24-36 months.

Students are required to take:

Four compulsory courses (20 credits each, SCQF Level 11)

- The Nature of Enquiry
- Quantitative Data Analysis with SPSS
- Qualitative Data Research
- Designing Educational Research (new)

In addition students are required to take two optional courses (20 credits each, SCQF Level 11) over the period of the programme. These courses can be taken from the courses offered by the MSc Education programme and other MSc programmes in the School of Education or more widely by the College of Humanities and Social Science in the University of Edinburgh. These choices are subject to the approval of the Programme Director.

Progression to the dissertation depends on satisfactory performance in the taught courses during the first and second semesters. Students not continuing to the dissertation may be eligible to receive the Postgraduate Diploma or the Postgraduate Certificate in Educational Research.

There are two types of dissertations (60 credits, SCQF Level 11), both of which consist of an empirical piece of research that draws on the research skills learnt during the programme of study.

1) The 'standard' dissertation of 15,000 words in which students identify a research topic of interest, extensively review the related literature, choose and justify a research design, undertake primary data collection and analysis or gather and analyse secondary data and report the main findings and conclusions from the study.

2) An article of 'publishable' standard, 7,000 or 8,000 words long, which will have a more limited presentation of the literature and explanation of the methods applied compared to the previous type of dissertation. However, this article will be accompanied by a methodological appendix which will detail the rationale for choosing

certain methods and include more information on the analyses conducted and the results.

Whenever it will be possible, MSc Educational Research students will be put in contact with researchers working in research centres in our School and other research active people. They will be given the opportunity to work in projects proposed by members of staff which may involve more than one MSc student.

### **Entry requirements**

Students applying for an MSc in Educational Research should have at least an upper second class honours degree, or its equivalent. International students must also meet the entry language requirements: at present IELTS total 7.0 (at least 6.5 in “writing” and at least 6.0 in the other modules).

### **Other desirable prerequisites**

Students enrolling on the MSc in Educational Research programme are expected to have:

- some prior understanding of research e.g. having engaged in critical reading of research publications or having conducted small-scale empirical investigations
- an adequate level of numeracy (to be able to engage in the course Quantitative Data Analysis with SPSS)

### **Progression requirements**

Progression to the dissertation depends on satisfactory performance in the taught courses as set by the postgraduate teaching regulations. According to the 2012/13 Taught Assessment Regulations, in order to progress to the dissertation stage, students must:

(a) Pass at least 80 credits at MSc level (SCQF level 11) with a mark of at least 50% in each of the courses which make up these credits; and

(b) Attain an average of at least 50% for the 120 credits of study examined at the point of decision for progression.

In addition for this programme students need to:

(c) Achieve at least 50% in three of the four compulsory courses of the programme (i.e. the Nature of Enquiry, Quantitative Data Analysis with SPSS, Qualitative Research and Designing Educational Research).

**Exit awards**

To complete the requirements for the award of the MSc, students must achieve a mark of at least 50% in the dissertation component.

A postgraduate diploma and a postgraduate certificate are also available. In line with the 2012-13 postgraduate teaching regulations, a diploma can be awarded if students:

- (a) pass at least 80 credits at SCQF level 11; and
- (b) attain an average of at least 40% for the 120 credits of study examined for the diploma.

Students can be awarded a certificate if they:

- (a) pass at least 40 credits at SCQF level 11; and
- (b) attain an average of at least 40% for the 60 credits of study examined for the certificate.

**Modes of study**

The programme is offered on a full-time basis over 12 months and on a part-time basis over 24 months and 36 months.

In line with SCQF, each 20-credit course students will require a total of 200 Learning and Teaching hours, with a minimum of 25 hours of contact time (the 'Quantitative Data Analysis with SPSS' course requires more contact hours given the need to provide practical lab-based training to students who have never used the statistical package SPSS and never analysed quantitative data before starting the course).

**13 Teaching and Learning Methods and Strategies**

Students are taught through a range of learning and teaching activities according to the nature of the courses. They include lectures, seminars, practical training, group work, discussion and self-study activities. Access to on-line material is also provided to support the study of quantitative methods of data analysis.

Students in the MSc Educational Research programme are invited to take part in our School postgraduate community through invitation to attend seminars organised by our PhD students and other graduate students' events. They are also offered a number of innovative learning activities during the Innovative Learning Week in semester 2.

All compulsory courses in the programme provide course material (overheads, readings, etc.) well in advance of the classes. The tutors

also provide as much advice and support as possible to students who encounter difficulties due to their linguistic and cultural diversity. Tutors strive to create an environment in class which is inclusive and respectful of cultural differences.

The main strength of the programme is the strong linkages between research and teaching. All course tutors are active researchers and publish widely in their research area. Thus course material is highly informed by research and always up-to-date. They also provide extensive feed-forward and feedback.

Students have access to a wide range of library, computing and study facilities both in the Moray House School of Education and more widely across the University. The University Library contains extensive holdings and computerised databases covering the main journals and other publications.

#### **14 Assessment Methods and Strategies**

Assessment formats vary according to the nature of the courses. They include essays, small research projects and formative tasks aimed at providing students with tutors' preliminary feedback on their works.

All courses have formative assessments built in them, which provide students with valuable feed-forward and feedback, and a final summative assessment which is submitted for credit.

All assignments are marked using a standardised assessment form to ensure adherence to the University Postgraduate Marking Criteria. After assignments have been marked, grades are moderated to ensure consistency and standardisation.

#### **15 Career Opportunities**

The programme is an excellent route to progress to PhD study and to pursue a career in academia or in research units in governmental offices and national and international organisations.

The programme also provides students with a series of analytical and practical transferable skills which will be valued in the commercial sector.

#### **16 Other Items**

##### **Student support and representation**

A Personal Tutor (PT) is allocated to all students as soon as possible after the induction week. He/she provides students with academic

guidance and help to reflect on their academic progress. Together with the Student Support Team, the PT also provides advice in relation to the wider network of specialist student support services at the University to help students have the best possible experience during your studies. The PT is the first port of call for students experiencing difficulties or problems.

A Staff-Student Liaison Committee (SSLC) is created at the beginning of semester 1. This Committee is composed of student representatives, Programme Directors and the Programme Secretary and usually meets at least twice a year – once in semester 1 and once in semester 2. Prior to the meetings student representatives speak with their fellow students to identify relevant issues to be discussed with Programme Directors and Course Organisers. This is an avenue for students to let the programme team know about their experience in the programme and also of any concerns or suggestions for enhancing student experiences. Minutes of the SSLC meetings are then posted in LEARN and accessible to all students in the programme.

### **Accessibility**

The programme embraces the University commitment to provide accessibility of learning opportunities to all students. Students with disabilities are encouraged to contact the Student Disability Service to discuss their needs. The programme staff makes the required adjustments as requested by the Student Disability Service and by the students themselves to best meet an individual student's needs. More generally, all course tutors in the programme make course material (overheads, readings, etc.) available to students well in advance of the classes and provide alternative formats of prints (e.g. larger fonts, coloured paper) when required.

### **Fees (year 2014-15)**

Educational Research (MSc) (Full-time)	£7,800	£15,850
Educational Research (MSc) (Part-time) - 2 Years	£3,900	£7,925
Educational Research (MSc) (Part-time) - 3 Years	£2,600	£5,285

**APPENDIX 2 – Course descriptors for MSc Educational Research degree (current and proposed)**

## **THE NATURE OF ENQUIRY**

**Course convenor: Dr John Ravenscroft**

### **Course description**

The aim of this course is to introduce philosophical and epistemological perspectives that inform the aims and practices of social and educational research. Discussion of the main debates between the various schools or paradigms will lead to a consideration of the arguments and assumptions which each makes about the social world. The course will focus on issues of methodology (i.e., the principles of research) rather than on providing training in the use of specific research methods, but these will then be linked with the discussions in other courses on the actual practice of research. It is also important that a course of this nature should address the values and ethical problems inherent in social and educational research and this course introduces them.

### **Course learning outcomes**

By the end of the course students should be able to:

- LO1 identify the main traditions/paradigms of social and education research;
- LO2 analyse the ways in which the different methodological positions affect research questions, research design and the choice of data collection instruments and analysis techniques;
- LO3 discuss the contribution of systematic enquiry to understanding social and educational issues and developing public policies to address these issues; and
- LO4 demonstrate an awareness of the values and ethical debates inherent in social and educational research.

### **Indicative Content**

This will include:

- modes of philosophical, historical and empirical enquiry
- epistemology
- research values and research ethics
- positivism
- interpretivism/constructivist
- structuralism
- feminist epistemology
- post-critiques

### **Delivery and workload**

The course has 25 hours of contact teaching time. This will be delivered in ten 2.5 hour classes, and includes student and staff presentations as well as student workshops, panel discussions but most of all debate!

## Specific reading for each week

### Week 1.

#### Key reading

Hirst P & Carr W (2005) Philosophy And Education – A Symposium, Journal of Philosophy of Education, vol. 39, 4, pp 615-632

#### Additional readings

Holma K (2009) The Strict Analysis and the Open Discussion, Journal of the Philosophy of Education, Vol. 43 (3), pp 325-338

Peters R S (1968) Education as Initiation, pp 87-111 in Philosophical Analysis and Education, Routledge & Kegan Paul, London

### Week 2.

#### Key reading

MacAllister, J. (2012). Virtue epistemology and the Philosophy of Education, Journal of the Philosophy of Education, 46 (2), 251-270

#### Additional readings

Pritchard, D. (2013), Epistemic Virtue and the Epistemology of Education. Journal of Philosophy of Education, 47: 236-247

Baehr, J. (2013), Educating for Intellectual Virtues: From Theory to Practice. Journal of Philosophy of Education, 47: 248-262

Kotzee, B. (2013), Introduction: Education, Social Epistemology and Virtue Epistemology. Journal of Philosophy of Education, 47: 157-167

Heather Battaly (2008). Virtue Epistemology. Philosophy Compass 3 (4):639-663

### Week 3.

#### Key reading

Pritchard, D. (2009). Analysing Knowledge. In Knowledge. University of Edinburgh, Palgrave Philosophy Today. p 3 - 21

#### Additional readings

Pritchard D. (2009). Understanding and the Value of Knowledge. University of Edinburgh, Palgrave, Philosophy Today p 128-150.

Pritchard D (2007) Recent Work on Epistemic Value, *American Philosophical Quarterly* (44), pp 85-110

### Week 4

#### Key Reading

Schrag, F. (1992) In Defense of Positivist Research Paradigms. *Educational Researcher*, 21 (5): 5-8

**Additional readings**

Elliot W. Eisner Response to Schrag Source: *Educational Researcher*, Vol. 21, No. 5 (Jun. - Jul., 1992), pp. 8-9

Achinstein, P (2010) *The War on Induction. Evidence, Explanation and Realism, Essays in the Philosophy of Science.* Oxford University Press.

*Week 5.*

**Key reading**

Howe, K. (2005). The question of education science: Experimentism versus experimentalism. *Educational Theory*, 55(3), 306-321

**Additional readings**

MacIntyre, A. (1981). *After virtue.* Indiana: Notre Dame. Chapter 8: The character of generalizations in social science and their lack of predictive power.

Pawson, R. & Tilley, N. (1997). *Realistic evaluation.* London: Sage Publications. Chap 2

*Week 6.*

**Key reading**

Comstock DE (1982, edit 2002) *Knowledge and Values in Social and Educational Research,* Philadelphia, Temple University Press

**Additional reading**

Raduntz, H (1997) Developing a Marxian approach to education research in 'new times' available at <http://www.aare.edu.au/97pap/raduh012.htm>

*Week 7*

**Key reading**

Baxter, J. (2002) 'Competing discourses in the classroom: a Post-structuralist Discourse Analysis of girls' and boys' speech in public contexts', *Discourse and Society*, 13(6): 827-842

**Additional readings**

Jones, A. (1993) 'Becoming a "Girl": Post-Structuralist Suggestions for Educational Research', *Gender and Education*, 5(2): 157-166

Laclau, E. and Mouffe, C. (1987) 'Post-Marxism Without Apologies', *New Left Review*, No.166, November/December.

*Week 8.*

**Key reading**

Ackerly, B. and True, J. (2010) Doing Feminist Research in Political and Social Science. London: Palgrave. Chapter 2: The Feminist Research Ethic Explained

**Additional readings**

Harding, S. (1987) 'Introduction: Is There a Feminist Method?' in Harding, S. (1987) (ed) Feminism and Methodology. Bloomington: Indiana University Press.

Narayan, U. (2004) 'The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist' in Harding, S. (2004) (ed) The Feminist Standpoint Theory Reader: Intellectual and Political Controversies. New York: Routledge.

*Week 9*

**Key reading**

Greenbank, P. (2003) The role of values in educational research: the case for reflexivity, British Educational Research Journal, 29 (6):167-173

**Additional readings**

McNamara, D.R. (1979) Paradigm Lost: Thomas Kuhn and Educational Research, British Educational Research Journal, 5 (2):167-173

Carr, D (2003). [Political Dimensions of Education?] Making Sense of Education. RoutledgeFalmer, London

*Week 10*

**Key readings**

Hammersley, M. (2004). Some questions about evidence-based practice in education. In G. Thomas & R. Pring (Eds.), Evidence-based practice in education. (pp. 133-149). Maidenhead: OU Press.

Ebba, J. (2004). Developing evidence-informed practice and policy in education. In G. Thomas & R. Pring (Eds.), Evidence-based practice in education. (pp. 34-43). Maidenhead: OU Press.

**Additional readings**

O'Sullivan, M. (2007). Research quality in physical education and sport pedagogy. Sport, Education and Society, 12(3), 245-260

**Course assessment**

Students are required to complete an assignment of 4,000 words (excluding references). The assignment for this year focuses on the following statement:

**The best research exposes causal relationships all other research is secondary. Discuss.**

Please refer to the Generic MSc Handbook for guidelines on the preparation and presentation of assessments, and for full details of the marking criteria.

### **Additional Reading**

Please note that there is no single text that covers all aspects of this course. The above reading list is provided simply as an indication of useful sources. Students are also encouraged to get into the habit of reading current journals. The School library and the Main library hold a number of mainstream journals that publish articles on issues relevant to the course.

# **QUALITATIVE DATA RESEARCH (20-CREDITS, LEVEL 11)**

**Course convenor: Dr. Charles Anderson**

## **Course description/Rationale**

Building on from the *Nature of Enquiry* course this module explores the philosophical underpinnings of qualitative research and introduces students to the diversity of practice that is subsumed under the title of 'qualitative research'. It also engages with the practicalities of designing, implementing, analysing and writing up a research study which is based on a qualitative research approach. Attention is given to the contribution which qualitative research can make to education policy. Ethical issues are highlighted. A key concern throughout the module is to encourage participants to connect up general issues and framing perspectives with the day-to-day practice of carrying out qualitative research. To take ahead this aim, and to allow for a more interactive form of teaching, participants are asked over the course of the module to engage in a number of small investigative or analytical exercises that provide a focus for discussion. Participants are also encouraged to develop the mind set of close attention to the effects of their own world view on their approach to designing a qualitative study, interacting with research participants and analysing qualitative data.

## **Course learning outcomes**

It is anticipated that successful engagement with the module's purposes and activities will allow a module participant to:

- 1) to demonstrate knowledge of the literature on qualitative research and the ability to draw on this literature appropriately to advance arguments
- 2) to display an analytical approach to issues in qualitative research and to the literature on qualitative research
- 3) to present a well-argued, personal interpretation of issues and controversies in qualitative research
- 4) to design and implement a small research project using a qualitative research approach, analyse the data collected and write the project up in a careful, thoughtful fashion

## **Teaching/Learning Activities**

The course has 25 hours of contact teaching time. This will be delivered in ten 2.5 hour classes.

These sessions feature a mixture of short tutor presentations with guided discussion. Discussions develop from: reading specific designated texts, practical experiences (e.g. interviewing, observation), class and small group exercises/brainstorming. *It is expected that for almost all sessions participants will have completed preparatory readings and/or mini-research activities.*

## Outline of content and specific reading for each week

1. Introductory session and initial discussion of the nature of qualitative and quantitative social research.

2. Exploring the nature of qualitative research and qualitative data.

Looking at differences and similarities between qualitative and quantitative methodologies/ideologies.

Initial discussion is based on students' analysis of the similarities and contrasts between two articles on the same topic area, one of which employs quantitative methods and the other qualitative methods.

### *Key References:*

Johnson, R.B. and Onwuegbuzie, A.J. (2004) Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher*, 33, (7), 14-26.

Hammersley, M. (1996) The relationship between qualitative and quantitative research: paradigm loyalty versus methodological eclecticism. In J.T.E. Richardson (ed.) *Handbook of Qualitative Research Methods for Psychology and the Social Sciences*. Leicester: BPS Books, pp.159-174.

Hammersley, M. (2013) *What Is Qualitative Research?* London: Bloomsbury. Chp.1 *Defining Qualitative Research*.

Silverman, D. (2011) *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*. (4<sup>th</sup> edn. ) London: SAGE. Chapter 1, *What is Qualitative Research?*

### 3. Interviewing

A small practical exercise in carrying out a set of interviews is used as the ground on which to build an examination of a range of issues in, and current views of, interviewing. This exploration of theoretical matters is woven into a consideration of practical matters in interviewing.

### *Key Reference:*

Holstein, J.A. and Gubrium, J. F. (2011) Animating Interview Narratives. In D. Silverman (ed.) *Qualitative research: Issues of Theory, Method and Practice*. (3<sup>rd</sup>. edn.) London: SAGE, pp.149-167.

### 4. Analysing Documents

A practical task of analysing a contrasting pair of documents is undertaken by students prior to the class both as an end in itself and to act as a basis for discussion of the different communicative functions of texts, issues in interpretation and the processes of analysing documents.

### *Key References:*

Atkinson, P. and Coffey, M. (2011) Analysing Documentary Realities. In D. Silverman (ed.) *Qualitative Research: Issues of Theory, Method and Practice*. 3<sup>rd</sup> edn. London: SAGE, pp.77-92.

Prior, I. (2011) Using Documents in Social Research. In D. Silverman (ed.) *Qualitative Research: Issues of Theory, Method and Practice*. 3<sup>rd</sup> edn. London: SAGE, pp.93-110.

5. Observation. A practical task sets up class discussion around problems and possibilities of observation as a research method.

*Key References:*

Kawulich, Barbara B. (2005) Participant Observation as a Data Collection Method. *Forum: Qualitative Social Research* Volume 6, No. 2 (Available Online)

Wind, Gitte (2008) Negotiated interactive observation: Doing fieldwork in hospital settings. *Anthropology & Medicine*, 15:2, 79 -89.(Available online)

6. Case studies and Generalisation. Examination and critique of case study methodology and rationale.

*Key References*

Flyvbjerg, B. (2004). Five misunderstandings about case study research. In C. Seale, G. Gobo, J. Gubrium, & D. Silverman (eds.) *Qualitative research practice* London: Sage, pp. 390–404.

Stake, R.E. (2003) Case Studies. In N.K. Denzin and Y.S. Lincoln (eds.) *Strategies of Qualitative Inquiry*. London: SAGE, 2<sup>nd</sup>. edn., pp.134-164.

Tight, M. (2010) The curious case of case study: a viewpoint. *International Journal of Social Research Methodology*, 13, (4), 329–339.

Yin, R. (2009) *Case Study Research: design and methods*. (4<sup>th</sup> edn.) London: SAGE.

7. and 8. Procedures and processes in analysis: and computer-assisted qualitative data analysis. (2 sessions)

Practical exercises in analysis are used to develop course participants' understanding of contrasting approaches to qualitative analysis and their associated processes/procedures.

*Key References*

Charmaz, K. (2006) *Constructing Grounded Theory: a practical guide through qualitative analysis*. London: Sage.

Dey, I. (1993) *Qualitative Data Analysis*. London: Routledge.

Fairclough, N. (2003) *Analysing Discourse: Textual analysis for social research*. London/New York: Routledge.

Rapley, T. (2011) Some Pragmatics of Qualitative Data Analysis. In D. Silverman (ed.) *Qualitative Research: Issues of Theory, Method and Practice*. 3<sup>rd</sup> edn. London: SAGE, pp.273-290.

Silverman, D. (2011) *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*. (4<sup>th</sup> edn. ) London: SAGE.

## 9. Ethnography, Reflexivity and Ethics

Ethnography is examined with a specific focus on virtual ethnographies. Viewing ethnography as encapsulating an entire research process. Looking at the rationale, design and practices of fieldwork as a distinctive kind of writing and representation.

### *Key References*

Gobo, G. (2011) Ethnography. In D. Silverman (ed.) *Qualitative Research: Issues of Theory, Method and Practice*. 3<sup>rd</sup> edn. London: SAGE, pp.15-34.

Hine, C. (2000) *Virtual ethnography*. London: SAGE.

Role play/scenarios highlighting ethical issues, guidelines and procedures for qualitative research.

### *Key References*

Hammersley, M. and Traianou, A. (2012) *Ethics in Qualitative Research: Controversies and Contexts*. London: Sage.

Macfarlane, B. (2009) *Researching with Integrity: The Ethics of Academic Inquiry*. New York and London: Routledge.

Wiles, R., Heath, S., Crow, G. and Charles, V. (2005) *Informed Consent in Social Research: A literature Review*. ESRC National Centre for Research Methods.

Wiles, R., Crow, G., Heath, S. and Charles, V. (2006) *Anonymity and Confidentiality*. Paper presented at the ESRC Research Methods Festival, University of Oxford, 2006.

## 10. Using Visual Methods: Validity and Reliability

Visual methods: An introduction will be given to the ways in which visual research methods may be used within qualitative research.

### *Key reference:*

Rose, G. (2012) Researching with visual materials: a brief survey. in G. Rose *Visual methodologies : an introduction to the interpretation of visual materials*. London: SAGE, pp.1-18.

Validity and Reliability: Debates concerning the nature of validity and reliability in relation to qualitative research are examined and means by which a trustworthy piece of research may be achieved are considered. Course participants are encouraged to reflect on how they themselves will set out to achieve a valid and reliable study. Initial discussion is based around participants' reactions to the Cabinet Office publication: *Quality in Qualitative Evaluation: A framework to assess research evidence*, [http://www.civilservice.gov.uk/wp-content/uploads/2011/09/a\\_quality\\_framework\\_tcm6-38740.pdf](http://www.civilservice.gov.uk/wp-content/uploads/2011/09/a_quality_framework_tcm6-38740.pdf) and critiques of this document in *Building Research Capacity*, May, 2004, Issue 8

### *Key References*

Lincoln, Y. S. and Guba, E. G. (2003) Paradigmatic Controversies, Contradictions, and Emerging Confluences. In N. K. Denzin and Y. S. Lincoln (eds.) *The Landscape*

of *Qualitative research: Theories and Issues*. (2<sup>nd</sup>. edn.) Thousand Oaks, CA and London: SAGE..

Maxwell, J. A. (1992) Understanding and Validity in Qualitative Research, *Harvard Educational Review*, 62, 3, 279-300.

Mishler, E.G. (1990) Validation in Inquiry-Guided research: The Role of Exemplars in Narrative Studies, *Harvard Educational Review*, 60, 4, 415-442.

Silverman, D. (2011) *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*. (4<sup>th</sup> edn. ) London: SAGE. Chapter 11.

## Course assessment

### Assessment

Either a report of 4,000 words on a small research project carried out by the module participant her or himself which gives close attention to methodological issues and qualitative research procedures, or an essay of 4,000 words which engages with central themes of the module.

### Assessment criteria specific to the module:

- Knowledge of the literature on qualitative research is demonstrated and this literature is drawn on appropriately to advance the arguments set out in the assignment.
- An analytical approach to issues in qualitative research, and to the literature on qualitative research, is displayed.
- A well-argued personal interpretation of issues and controversies in qualitative research is displayed.
- Where appropriate, evidence is given that a small research project has been designed, implemented, analysed and written up in a careful, thoughtful fashion.

# QUANTITATIVE DATA ANALYSIS WITH SPSS

Course convenor: Professor Cristina Iannelli

## Course description

This course will provide postgraduate students with an introduction to the main statistical concepts and techniques of analysis of quantitative data used in education and more widely in social sciences. It is addressed to students who have little or no experience of using quantitative data and it aims to enable students to develop an understanding of basic and intermediate quantitative methods and the ability to use these methods. Moreover, the course will support students in learning the statistical programme SPSS.

## Course learning outcomes

By the end of the course students will:

- Understand the links between theory and method and the potential and limits of quantitative evidence
- Know how to produce and interpret basic statistics, especially data in tables
- Master descriptive and exploratory data analysis techniques
- Understand the difference between correlation and causation
- Have experience of working with data sets
- Be able to understand and apply a range of quantitative methods
- Be able to interpret the results of statistical analyses
- Have experience in using the computer software SPSS for all the statistical analyses covered by the course.

## Delivery and workload

The course has 25 hours of contact teaching time. This will be delivered in eight 2.5-hour classes, three 1-hour classes and one 2-hour class. However, extra lab-sessions are provided to support the learning of the SPSS software.

The course will use a blend of self-study materials and activities, lectures and practical training. During the fortnightly classes the tutor will give short lectures, support students in practical exercises and discuss specific applications of quantitative methods of data analysis drawing from published academic papers or reports.

*Students are expected to engage fully and consistently with the course by working through the on-line material, doing the readings and exercises set in advance and attending the fortnightly classes.*

It is recommended that students familiarise themselves with the use of basic functions of SPSS prior to attending the course and during the first few weeks of the course. Students can access the SPSS learning support material and manuals provided by the University of Edinburgh at <http://www.ed.ac.uk/schools-departments/information-services/services/help-consultancy/is-skills/catalogue/catalogue-subject/catalogue-spreadsheets>. Moreover, useful websites offering on-line SPSS tutorials are listed on p.4 of this handbook.

## Outline of content and specific reading for each week

*Session 1* - Introduction – The nature of data and first steps with SPSS (2hrs)

Key readings:

Chapters 1 and 2 in Fielding and Gilbert (2006)  
Wiles et al. (2007)

*Session 2* - First descriptive statistics (frequencies, proportions and percentages)

Key readings:

Chapters 3 and 4 in Fielding and Gilbert (2006)

Module 1 (Part1) of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

Iannelli and Raffè (2007)

*Session 3* - Measures of central tendency and dispersion

Key readings:

Chapters 5 and 6 in Fielding and Gilbert (2006)

First part of Module 2 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

*Session 4* - Relationship between variables (1): correlation and regression

Key readings:

Chapter 8 in Fielding and Gilbert (2006)

Second part of Module 2 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

*Session 5* - Relationship between variables (2): measuring association using tables

Key readings:

Chapter 9 in Fielding and Gilbert (2006)

Module 3 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

*Session 6* - Critical examination of published papers and support session (1hr)

Key readings:

Dhesi (2001)

Klassen and Anderson (2009)

Module 4 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

*Session 7* - The normal distribution

Key readings

Chapter 7 in Fielding and Gilbert (2006)

Review on-line modules covered in semester 1 accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

*Session 8* - From sample to population and hypothesis testing

Key readings

Chapter 10-11 in Fielding and Gilbert (2006)

Module 1 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part2\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part2_home.html)

*Session 9* - Data modelling: multiple regression

Key readings

Chapter 12 (pp.278-297) in Fielding and Gilbert (2006)

Module 2 of the on-line material accessible at:  
[http://www.sps.ed.ac.uk/elearninggallery/quantda/part2\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part2_home.html)

*Session 10* - Critical examination of published papers (1hr)

Key readings

Gorard (2008)

Second reading to be confirmed in the second semester

*Session 11* - Data modelling: logistic regression

Key readings

Chapter 5 in Roger Tarling (2009)

Module 3 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part2\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part2_home.html)

*Session 12* - Critical examination of published papers and discuss assignment

Key readings

Iannelli (2007)

Bynner and Joshi (2002)

Module 4 of the on-line material accessible at:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part2\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part2_home.html)

## **Course assessment**

### ***Mid-course formative assessment***

At the end of semester 1, students will carry out a short piece of research using secondary data aimed at demonstrating an understanding of the use of quantitative data in empirical research enquiry and the acquisition of basic statistical skills. This is a formative assessment in preparation for the final assessment at the end of semester 2. This mid-course assignment will not be marked but will give students the opportunity to receive extensive ‘feed-forward’ comments and will enable the tutor to detect possible deficiencies.

### ***Final assignment***

The final assignment will consist of an original piece of research conducted by the students on secondary data provided by the tutor (or, with the tutor’s prior agreement, based on the student’s own data). Students will formulate their own research question(s) and select the appropriate techniques of analyses to address their question(s). The assignment will include: (1) a commentary on which techniques were used, for which purpose and why; (2) results of the application of the techniques; (3) a discussion of the results which will include description and interpretation of the results and a discussion of the implications of the results for the original research question.

The word limit is 3,000 words (excluding tables, graphs and references). Please refer to the Generic MSc Handbook for guidelines on the preparation and presentation of assessments, and for full details of the marking criteria.

In the assessment of the final assignment two additional course-specific criteria are included:

‘Data presentation’

‘Data analysis and interpretation’.

These criteria aim to evaluate the ability of students to present quantitative data and to choose and carry out suitable statistical analyses (core components of the course).

## Readings

The main textbook for the course is Fielding, J. and Gilbert, N. (2006), *Understanding social statistics*, London: Sage. (2nd Edition)

***It is strongly advised that you purchase a copy of the textbook.***

The book website is: <http://cress.soc.surrey.ac.uk/~scs1ng/uss/index.html> From this website students will download datasets, exercises and statistical tables which will be used during the course.

## Online support materials

The course benefits from the availability of on-line teaching material kindly provided by the Graduate School of Social and Political Science. This material will support students' self-study activities. The on-line material is accessible through the EASE authentication system. Please access the web links below:

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part1\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part1_home.html)

[http://www.sps.ed.ac.uk/elearninggallery/quantda/part2\\_home.html](http://www.sps.ed.ac.uk/elearninggallery/quantda/part2_home.html)

### On-line SPSS tutorials

<http://www.datastep.com/SPSSTraining.html>

<http://www.ats.ucla.edu/stat/spss/default.htm> (University of California)

<http://www.spsstools.net/index.html>

## Reading List (all readings are accessible on-line)

Bynner, J. and Joshi, H. (2002) 'Equality and opportunity in education: Evidence from the 1958 and the 1970 birth cohort studies', *Oxford Review of Education*, 28(4): 405-425.

Dhesi, A. S. (2001) 'Expectations and post-school choice: Some data from India', *Education + Training*, 43(1): 14-24.

Gorard, S. (2008) 'A re-consideration of rates of 'social mobility' in Britain: or why research impact is not always a good thing', *British Journal of Sociology of Education*, 29(3): 317-324.

Iannelli, C and Raffe, D. (2007) 'Vocational upper secondary education and the transition from school', the *European Sociological Review*, 23 (1): 49-63.

Iannelli, C. (2007) 'Inequalities in entry to higher education: A comparison over time between Scotland and England and Wales', *Higher Education Quarterly*, 61 (3): 306-333.

Klassen, R. M. and Anderson, C. J. K. (2009) 'How times change: secondary teachers' job satisfaction and dissatisfaction in 1962 and 2007', *British Educational Research Journal*, 35(5): 745-759.

Tarling R. (2009) *Statistical modelling for social researchers*, London: Routledge (chapter 5, 'Logistic regression for binary response variables').

Wiles, R., Durrant, G., De Broe, S. and Powell, J. (2009) 'Methodological approaches at PhD and skills sought for research posts in academia: A mismatch?', *International Journal of Social Research Methodology*, 12(3): 257-269

### **SPSS manuals**

Kinner, P. (2010) *PASW statistics 17 made simple*. New York: Psychology Press.

Field, A.P. (2009) *Discovering statistics using SPSS* (3<sup>rd</sup> edition). London: Sage.

Colman, A. and Pulford, B. (2008) *A Crash Course in SPSS for Windows* (4<sup>th</sup> edition).  
Oxford: Wiley-Blackwell Publishing.

Pallant J. (2007) *SPSS Survival Manual* (3<sup>rd</sup> edition). Buckingham: Open University Press.

## School-wide generic research methods courses

### **The Sources of Knowledge: Understanding and Analysing Research Literature (10-CREDITS, LEVEL 11)**

**Course convenor: Dr. Peter Allison**

#### **Course description**

This course reflects the need for students to understand fundamental concepts that underpin research in order to be able to critically evaluate the strength of the research discussed throughout their programme of study. This course will explore how differing paradigms of research are reflected in research articles and publications. This will involve introducing students to contrasting genres of scholarly writing and to the research paradigms which underlie and inform the approaches taken in specific studies. Students will gain experience of undertaking some small data collection and preliminary analysis tasks in order to understand, through primary experience, the practical challenges of undertaking rigorous research.

#### **Course learning outcomes**

By the end of the course students will be able to:

1. demonstrate critical awareness of current debates concerning the purposes and interpretation of educational research;
2. evaluate strengths and weaknesses of different research paradigms and philosophies with reference to their own professional setting;
3. demonstrate understanding and skills in the analysis, evaluation and interpretation of specific forms of educational writing;
4. collect data with consideration for issues of data management, generalisability and trustworthiness.

#### **Teaching/Learning Activities**

Total Hours: 100 (Lecture Hours 5, Supervised Practical/Workshop/Studio Hours 8, Formative Assessment Hours 25, Summative Assessment Hours 25, Revision Session Hours 35, Programme Level Learning and Teaching Hours 2, Directed Learning and Independent Learning Hours 0).

#### **Indicative Content**

- The purposes of educational research and the criteria for judging it.
- Purposes and genres of educational texts, paradigms and methods of research.
- Taxonomy of social research.
- Observation, interviews, ethnography, action research and case studies.
- Data collection, management.

- Sampling, representativeness, and generalisability and trustworthiness as they apply to qualitative research.

## Indicative Reading

Allison, P. & Pomeroy, E. (2000). How shall we 'know?' Epistemological concerns in research in experiential education. *Journal of Experiential Education*, 23(2), 91-97.

Boyatzis, R.E. (1998). *Transforming qualitative information*. London: Sage Publications.

Bryman, A. (2001) *Social research methods*. Oxford: University Press.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.

Guba, E. G. & Lincoln, Y. S. (2008). Paradigmatic controversies, contradictions and emerging confluences. In Denzin, N. K. & Lincoln, Y. S. (Eds.), *The landscape of qualitative research* (pp. 255-286). London: Sage Publications.

Donaldson, S.I., Christie, C.A. and Mark, M.M. (2009) *What Counts as credible evidence in applied research and evaluation practice?* Thousand Oaks, CA./London: SAGE.

Flick, U. (2002) *An introduction to qualitative research. (Second Edition)*. London: Sage.

Golden-Biddle, K. & Locke, K. D. (1997). *Composing qualitative research*. London: Sage.

Hammersley, M. (ed.) (1998). *Reading ethnographic research*. 2nd Edition. London: Longman.

Hammersley, M. (ed.) 2007. *Educational research and evidence-based practice*. London: Open University / SAGE.

Hughes, J. (1990). *The philosophy of social research*. Harlow: Longman.

Midgley, M. (1978/1996). *Beast and man*. London: Routledge.

Phillips, D. C. (1993). Subjectivity and objectivity: An objective inquiry. In M. Hammersley (Ed.), *Educational research: Current issues*. London: Open University.

Robson, C. (2002) *Real world research. A resource for social scientists and practitioner-researchers*. Second Edition. Oxford: Blackwell.

Yates, L. 2004. *What does good education research look like?: Situating a field and its practices*. Maidenhead: Open University Press /McGraw-Hill.

### **Assessment** (2,000 words)

Assessment of the course will involve an analytical review of an article or a set of linked articles. In addition students will be encouraged to complete shorter written tasks throughout the course. These will be used by the course team to identify any student who may be finding the transition to Masters level work particularly challenging.

## **Conceptualising Research: Foundations, Assumptions and Praxis (10-CREDITS, LEVEL 11)**

**Course convenor: Dr Mairin Hennerby**

### **Course description**

This course builds and complements the earlier research course looking in more depth at issues concerning the conceptualisation of research questions, the foundations and assumptions that these questions are based on and methods which may be appropriate to answer such questions. The course will enable students to develop their knowledge and understanding of the ontological underpinnings of research and what it is to make claims on the basis of research (epistemological challenges). Furthermore the relationships between research, theory and practice will be an underpinning theme throughout the course. Consideration will be given throughout the course to the role of philosophical inquiry and educational theory

### **Course learning outcomes**

By the end of the course students will be able to:

1. articulate and analyse the foundations of educational research from an epistemological and ontological perspective and consider the nature of theorising in educational research;
2. understand key assumptions which underpin methodologies and methods and gain an awareness of the relationships between methods and methodologies;
3. articulate a critical understanding of the relationships between research, theory and practice including processes of knowledge exchange;
4. recognise and suggest solutions to ethical challenges and issues in research planning and implementation.

### **Teaching/Learning Activities**

Total Hours: 100 (Lecture Hours 5, Supervised Practical/Workshop/Studio Hours 8, Formative Assessment Hours 25, Summative Assessment Hours 25, Revision Session Hours 35, Programme Level Learning and Teaching Hours 2, Directed Learning and Independent Learning Hours 0).

### **Indicative Content**

- Introduction to theories of the nature of reality and knowledge and their relationship to educational research.
- The relationship between methods and methodologies
- The relationships between research, theory and practice in educational research.
- Ethical challenges and practices in educational research

- Inductive and deductive strategies in research planning and implementation

### **Indicative Reading**

Ariely, D. (2008). Predictably irrational: The hidden forces that shape our decisions. London: Harper Collins.

Boyle, D. (2000). The tyranny of numbers: Why counting can't make us happy. London: HarperCollins.

Cohen, L., L. Manion and K. Morrison (2007). Research methods in education. London: Routledge.

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. London: SAGE.

Goldacre, B. (2008). Bad science. London: Fourth Estate.

Pring, R. (2000). Philosophy of educational research. London & New York: Continuum.

Robson, C. (2002). Real world research: a resource for social scientists and practitioner-researchers. Malden, Mass., Oxford: Blackwell Publishers.

Taleb, N. (2007). The black swan: The impact of the highly improbable. New York: Random House.

### **Assessment** (2,000 words)

Assignment activities will be directed towards methodological issues and philosophical underpinnings of the substantive literature in the field of practice of students taking the course.

## **Research Methods: Planning Research (10-CREDITS, LEVEL 11)**

**Course convenor: Dr Rory Ewins**

### **Course description**

Students preparing to embark on undertaking their masters dissertation need to be prepared in both theoretical and practical aspects of research methodology and methods. Through this process they also gain a greater understanding of the substantive literature in their specific area of study. However, when it comes to conceptualising, planning, implementing and locating their own research within the relevant literature students require specific skills and advice.

### **Course learning outcomes**

On completion of the course students will have:

1. identified appropriate research questions and how they might be addressed by particular methodological approaches and data collection methods;
2. planned a programme of research, showing an appropriate level of critical awareness of issues relating to research reliability and validity, and ethical considerations;
3. articulated clearly the kinds of conclusions and recommendations they will be able to make given the research design choices they have made;
4. presented a proposal for a research project in poster form in accord with the relevant academic conventions.

### **Teaching/Learning Activities**

Total Hours: 100 ( Online Activities 13, Programme Level Learning and Teaching Hours 2, Directed Learning and Independent Learning Hours 85 )

### **Indicative Content**

- Stages in planning research and issues in research design, key terms and texts;
- Approaches to the identification of appropriate research questions;
- Research design - the spectrum to consider, sampling;
- Strategies and instruments for data collection - interviews, questionnaires, documentation, focus groups;
- Issues of validity and reliability and the evaluation of evidence.

### **Indicative Reading**

Alvesson, M. & Skoldberg, K. (2009) *Reflexive Methodology: New Vistas in Qualitative Research*, 2nd edition. London: Sage.

Bechhofer, F. & Paterson, L. (2000) *Principles of Research Design in the Social Sciences*. London: Routledge.

Bell, J. (2005) *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*, 4th edition. London: Open University Press.

Bernard, H. R. (2008) *Social Research Methods*, 3rd edition. Oxford: Oxford University Press.

Berry, R., (2004) *The Research Project: How to Write It*, 5th edition. London: Routledge Falmer.

Blaxter L, Hughes, C. & Tight, M. (2006) *How to Research*, 3rd edition. London: Open University Press.

Burns, R. B. (2000) *Introduction to Research Methods*, 4th edition. London: Sage.

Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education*, 6th edition. London: Routledge.

Cottrell, S. (2005) *Critical Thinking Skills*. Hampshire: Palgrave Macmillan.

Crotty, M. (1998) *The Foundations of Social Research*. London: Sage.

Denscombe, M (2003) *The Good Research Guide: For Small-Scale Social Research Projects*, 2nd edition. London: Open University Press.

Denzin, N., & Lincoln, Y. (2008) *Collecting and Interpreting Qualitative Materials*, 3rd edition. London: Sage.

Field, A. (2009). *Discovering Statistics Using SPSS*, 3rd edition. London: Sage.

Fielding, J. & Gilbert, N. (2006) *Understanding Social Statistics*, 2<sup>nd</sup> edition. London: Sage.

Girden, E. R. (2001) *Evaluating Research Articles from Start to Finish*, 2<sup>nd</sup> edition. London: Sage.

Hammersley, M. (1992) *Social Research: Philosophy, Politics & Practice*. London: Sage.

Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage.

- Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, 2nd edition. London: Sage.
- May, T. (2003) *Social Research: Issues, Methods and Process*, 3rd edition. London: Open University Press.
- Neville, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*. Berkshire: Open University Press/McGraw-Hill.
- Oliver, P.S. (2003) *The Student's Guide to Research Ethics*. London: Open University Press.
- Potter, S. (2006) *Doing Post-graduate Research*, 2nd Edition. London: Open University/Sage.
- Punch, K. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*, 2nd edition. London: Sage.
- Reason, P. & Bradbury, H., eds. (2007) *The SAGE Handbook of Action Research: Participative Inquiry and Practice*, 2nd edition. London: Sage.
- Robson, C. (2002) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*, 2nd edition. Oxford: Blackwell.
- Sim, S. & Van Loon, B. (2004) *Introducing Critical Theory*. Royston: Icon Books.
- Silverman, D. (2006) *Interpreting Qualitative Data*, 3rd Edition. London: Sage.
- Silverman, D. (2007) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Qualitative Research*. London: Sage.
- Thomas, G. (2009) *How to Do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage.
- Walliman, S. R. (2005) *Your Research Project: A Step-By-Step Guide for The First-Time Researcher*, 2nd edition. London: Sage.

**Assessment (proposal poster)**

Each participant will produce a proposal poster that should specify his/her research question, or a set of related research questions, and justify its/their practical, professional and theoretical significance. It will outline a strategy and design for collecting and analysing evidence that is suitable for the research question. Provision for philosophical studies and empirical research will be made.

## **Designing Educational Research (20 credits, level 11) (NEW)**

Course convenor: DrJohn Ravencroft

Course tutors: Dr Ellen Boeren, Dr Jane Brown, Dr Lorna Hamilton, Professor Cristina Iannelli, and Dr Sarah McGeown

### **Course descriptor**

The course aims to provide an introduction to some of the most commonly used research designs in education. It includes an overview of (1) the importance of a robust research design to address specific research questions, (2) the principles on which good research designs are based and (3) the strengths and limitations of various research designs. The course will enable students to evaluate the soundness of the research design used in published educational research and understand and interpret the main arguments for employing different designs.

### **Course learning outcomes**

At the end of the course, students should be able to:

- understand the key principles of research design
- analyse the pros and cons of using various research designs
- evaluate the robustness of the design used in published research and
- choose and justify a suitable design to apply in their own research and to explain the rationale for their choice.

### **Teaching and Learning Activities**

This course is taught in 10 weekly sessions: the first five weeks in the second half of the first semester and the other five weeks in the first half of the second semester. This delivery across two semesters ensures that the course finishes at the right time for students to produce their research proposal and receive tutors' feedback which will inform the conduct of the research for their dissertation. The weekly classes are 2 and 1/2 hours long. In the first half, the lecturer provides a general introduction to the topic. In the second half, at the discretion of each lecturer, there will be discussion of the weekly readings and of the lecture and group work. In the final class of the course students' presentations will take place.

### **Outline of content for each session**

Session 1: What is research design? Specification of the research problem and research objectives (John Ravenscroft)

The specification of research questions (i.e. what is to be studied) and research design (i.e. how to conduct the study) is an extremely important part of any research project. But where do we start from? And how do we go about finding the right research design for our study? This session will introduce the process of designing a research project and will discuss the different research purposes associated with different research designs.

Sessions 2 and 3: Experimental and quasi-experimental design (Sarah McGeown)

The goal of experimental design is to establish a causal relation between a ‘treatment’ or intervention (e.g. new teaching method or new educational policy) and an outcome of interest. Randomized experiments are frequently considered as the ‘gold standard’ for inferring causal effects. However, randomization is not always possible and when it is not possible we may need to rely on quasi-experimental designs for assessing whether a treatment is effective or not. These two sessions will introduce different forms of experimental and quasi-experimental designs, the challenges of collecting these types of data and the types of analyses associated with these designs using examples drawn from the psychological and social science literature.

Session 4: Cross-sectional and longitudinal designs: surveys (Cristina Iannelli)

Cross-sectional and longitudinal designs are most typically associated with survey data collection methods (e.g. structured interviews and questionnaires). However these types of design can be used in association with qualitative research methods (covered in the next session). In this session we will focus on surveys, in particular on issues of sampling, measurements and methods of data collection. We will cover the use of secondary data in research and discuss issues of primary data collection. Moreover, strengths and limitations of using these types of design will be discussed.

Session 5: Qualitative research designs: Interpretative Research (Jane Brown)

This session will consider contrasting positions within qualitative research designs, including theory driven research, as well as more inductive approaches. The broad focus however will be to highlight critical stages in the process of undertaking qualitative research. This will include justifications for selecting particular methods, formulating questions for interviews and focus groups and strategies for the analysis of data. On-going attention will be given to the importance of research ethics and the way in which ethical issues can arise over the course of the research enterprise.

Sessions 6 and 7: Case-study design (Lorna Hamilton)

Case study design is used to study single cases in a detailed and intensive way. In contrast to other research designs (such as cross-sectional designs), case studies are more concerned with revealing the unique features and the complexities of the case under examination than with making generalisation. These sessions will discuss the principles and practice of case study research and will identify the key elements for designing and conducting high quality case studies.

Session 8: Cross-country comparative design (Ellen Boeren)

In this session we will focus on the importance of conducting comparative research in education. We will examine the use of cross-country comparative research as (1) a framework for global competition by putting peer-pressure on countries versus (2) a framework for conducting self-evaluation of a single country comparing itself to others. The importance of existing datasets collected by major ‘agencies’, such as Eurostat and the OECD, and issues of primary collection of comparative data will be discussed. We will focus on aspects to be taken into account in designing a comparative research study: e.g. by discussing Osborn’s (2004) article on comparative research in education which focuses on the need for reflection on conceptual, measurement, linguistic and sampling issues.

### Session 9: Mixed-methods approach (tutor TBC)

A mixed methods research design is a procedure for collecting, analysing, and “mixing” both quantitative and qualitative research in a single study to better understand a research problem. This design is implemented when the use of one type of research (qualitative or quantitative) is not considered satisfactory to address the research problem or answer the research questions. This session will examine various ways in which quantitative and qualitative research can be combined: sequentially e.g. 1) follow-up a quantitative study qualitatively to obtain more detailed information or 2) explore an issue qualitatively then develop a quantitative instrument, or concomitantly, i.e. when both methods are used in parallel. It will also discuss the challenges of combining different paradigms, of interpreting and reporting results derived from data collected with different types of research instruments.

### Session 10: Student presentations

In this session students will present their research proposal, in particular the rationale for the choices made in regard to research design and data collection/access methods. What are the benefits of the particular design chosen over others? And what are its potential limitations?

## Indicative readings

Bechhofer, F. and Paterson, L. (2000) *Principle of Research Design in the Social Sciences*. London: Routledge.

Bray, M., Adamson, B. & Mason, M. (eds.) (2007) *Comparative Education Research: Approaches and Methods*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Dordrecht : Springer.

Creswell, J. (2013) *Qualitative Inquiry and Research Design* (3<sup>rd</sup> edition). London: Sage.

Creswell, J. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Christensen, L. B. (2006) *Experimental Methodology* (10th edition). Allyn & Bacon

De Vaus, D. (2001) *Research Design in Social Research*. London: Sage

Edmonds, W. A., & Kennedy, T. D. (2012) *An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods* London: Sage.

Gorard, S (2013) *Research Design: Creating Robust Approaches for the Social Sciences*. London: Sage

Hamilton, L. and Corbett-Whittier, C. (2013) *Using Case Study in Educational Research*

Osborn, M. (2004) ‘New methodologies for comparative research? Establishing ‘constants’ and ‘contexts’ in educational experience’, *Oxford Review of Education*, 30(2), 265-285.

Ragin, C. (1987) *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.

Seale, C. (ed) (2004) *Researching Society and Culture* (2nd Edition) London: Sage

**Assessment** (research proposal + presentation)

One 3,000-word written assignment detailing and justifying the research design the student intends to use for examining a research topic of their choice. This assignment will be submitted at the end of March and is worth 80% of the total mark for the course. A draft plan for the assignment is to be presented to the class in the last session of the course. The presentation itself is assessed independently by the two (possibly three) members of the lecturing team, and is worth 20% of the mark for the course.

The marking will be equally shared between the course tutors. To guarantee consistency of marking, the course convenor will moderate the marking by selecting a sample of the written assignments marked by each tutor. The presentations and the final written assignments will be marked using the same standardised assessment form used for the other courses which has been created in adherence to the University Postgraduate Marking Criteria. Tutors will meet in advance to discuss the application of these criteria within the context of the course.

## **Dissertation (60 credits) (NEW)**

### **Course Descriptor**

In the dissertation, students should undertake an empirical piece of research that draws on the research skills learnt during the programme of study. The required length of the dissertation is 15,000 words.

### **Learning outcomes**

On completion of this course students will be able to:

1. Specify a topic of enquiry suitable for a dissertation and explain the contribution to knowledge of the planned research
2. Identify and reflect critically on relevant literature, research reports and other scholarly evidence with specific reference to the research process used
3. Select and justify the chosen research design
4. Collect and analyse evidence, justifying the approaches and techniques used, and identify the implications of these decisions for the research carried out
5. Evaluate critically the contribution and limitations of the study
6. Present work using appropriate academic discourse and language.

### **Dissertation options**

There are 2 dissertation formats available for students on the Educational Research programme. The total word-count for both is equivalent to ~15,000 words, but they are different in terms of layout. The students should agree the intended format of submission with their supervisor before beginning the project.

- 1) The traditional 15,000-word dissertation. Students identify a research topic of interest, extensively review the related literature, choose and justify a research design, undertake primary data collection and analysis or gather and analyse secondary data and report the main findings and conclusions from the study. Full guidance is provided in the PG dissertation handbook.

The structure of this type of dissertation is usually as follows:

- Introduction (including a description of the topic and its relevance and presentation of the research questions)
- Literature review (e.g. theoretical background and previous empirical evidence)
- Research design and methods (including a justification of the approach adopted and the methods used)
- Results and discussion (e.g. using graphs and tables for quantitative data and quotations for qualitative data accompanied by related commentary)
- Conclusions (including contribution to knowledge, policy and/or practice)
- References and Appendices.

- 2) A 7,000- to 8,000-word long article of publishable value, accompanied by an appendix (7,000 to 8,000 words, according to the length of the article, summing up to a total of 15,000 words) which will detail the rationale for choosing certain methods

and provide more information on the analyses conducted and present additional results (if suitable).

The journal article should contain:

- Title
- Abstract & Keywords
- Introduction (stating the relevance of the issue analysed and reviewing key readings in the field)
- Methods (research design, methods of data collection and analysis)
- Results (tables, graphs, quotations, etc. with commentary)
- Conclusions (summary of main conclusions, contribution to knowledge, policy and practice)
- References

Appendix: Critical reflection of research design and methods and presentation of further results (if suitable).

Full list of references

In consultation with the programme director, there will be the possibility for students who are interested in particular questions in the areas of philosophy of education to conduct an in-depth piece of philosophical research for their dissertation. For philosophical dissertations, the appendix to the article will focus on the different sources for the arguments proposed, a more extended literature review and more detailed discussion of connected ideas.

## Assessment

Assessment procedures for the dissertation are laid out on the PGT programme page in LEARN, and details may be found in the University Postgraduate Assessment Regulations. <http://www.acaffairs.ed.ac.uk/Regulations/Assessment/Home.htm>

The Generic MSc Handbook contains full details of the University marking criteria. The University's Postgraduate Common Marking Scheme can also be found at: <http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme>

The dissertation assessment criteria will be the same as those currently adopted in the MSc Educational Research degree. These criteria were slightly changed from the standard University assessment criteria to adapt them to the particular nature of the programme. Two criteria 'Framing and analysing practice' and 'Development of professional practice', were removed from the list because they were considered less relevant to the programme and two new criteria were added: 'Competence in at least one research technique (either quantitative or qualitative)' and 'Critical reflection on the research conducted'. For a philosophical dissertation only the second of this two additional criteria will be considered. Thus, the assessment criteria for dissertations in the MSc Educational Research programme will be:

- Knowledge and understanding of concepts

- Knowledge and use of the literature
- Planning and implementation of research/investigation
- Competence in at least one research technique (either quantitative or qualitative)
- Critical reflection on the research conducted
- Constructing academic discourse

For the ‘article plus methodological appendix’ dissertation, the article will be worth 60% and the appendix 40% of the overall mark for the dissertation.

As currently, the dissertation will be independently double-marked. Then markers will compare their marks and, if there is any difference, they will discuss the reasons for the marks they gave, and agree on a final mark. If they cannot agree, the dissertation will be marked by a third marker and consensus will be reached. A sample of dissertations, including all fails, will be sent to the external examiner for the programme before the exam board. All marks will be provisional until the meeting of the Board of Examiners.

## Appendix 3

### DPTs for MSc Educational Research degree (current)

DPT: Educational Research (MSc) (Full-time) (PTMSCEDURE1F)

**Year 1, Academic year 2013/14, Starting month: September**

#### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	As available	20
<u>REDU11028</u>	Qualitative Data Research	As available	20
<u>REDU11002</u>	The Nature of Enquiry	As available	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	As available	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	As available	10
<u>REDU11044</u>	Research Methods: Planning Research	As available	10
<u>REDU11053</u>	Dissertation (Educational Research)	As available	50

#### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Overarching rule collection group: A

Select exactly 40 credits from these collections:

Select a minimum of 20 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20

<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

### DPT: Educational Research (MSc) (Part-time) - 2 Years (PTMSCEDURE1P)

#### **Year 1, Academic year 2013/14, Starting month: September**

- Notes: Across the two years of the programme a total of 40 credits must be taken from Collection Group A with at least 20 credits from programme collection ROU\_C\_PTMSCEDUCD1F1\_11.

#### **COMPULSORY COURSES**

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
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#### **COURSE OPTIONS**

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	10

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by Programme Director.

## Year 2, Academic year 2013/14, Starting month: September

- Notes: Across the two years of the programme a total of 40 credits must be taken from Collection Group A with at least 20 credits from programme collection ROU\_C\_PTMSCEDUCD1F1\_11.

### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
<u>REDU11044</u>	Research Methods: Planning Research	As available	10
<u>REDU11053</u>	Dissertation (Educational Research)	As available	50

Notes: Dissertation (Educational Research) should not be taken until all other courses (130 credits) have been

completed.

### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	10

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by Programme Director.

## DPT: Educational Research (MSc) (Part-time) - 3 Years (PTMSCEDURE2P)

### **Year 1, Academic year 2013/14, Starting month: September**

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A with at least 20 credits from programme collection ROU\_C\_PTMSCEDUCD1F1\_11.

#### **COMPULSORY COURSES**

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
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#### **COURSE OPTIONS**

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	10

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20

<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

## Year 2, Academic year 2013/14, Starting month: September

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A with at least 20 credits from programme collection ROU\_C\_PTMSCEDUCD1F1\_11.

### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
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### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 90 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P2\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	10
<u>REDU11044</u>	Research Methods: Planning Research	10

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

### Year 3, Academic year 2013/14, Starting month: September

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A with at least 20 credits from programme collection ROU\_C\_PTMSCEDUCD1F1\_11.

#### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
<u>REDU11053</u>	Dissertation (Educational Research)	As available	50
	Notes: Dissertation (Educational Research) should not be taken until all other courses (130 credits) have been completed.		

## COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 90 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P2\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<u>REDU11046</u>	The sources of knowledge: Understanding and analysing research literature	10
<u>REDU11045</u>	Conceptualising research: Foundations, assumptions and praxis	10
<u>REDU11044</u>	Research Methods: Planning Research	10

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 20 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

## DPTs for MSc Educational Research degree (proposed – changes highlighted in yellow)

DPT: Educational Research (MSc) (Full-time) (PTMSCEDURE1F)

**Year 1, Academic year 2014/15, Starting month: September**

### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	As available	20
<u>REDU11028</u>	Qualitative Data Research	As available	20
<u>REDU11002</u>	The Nature of Enquiry	As available	20
<b>New course</b>	<b>Designing Educational Research</b>		<b>20</b>
<b>New course</b>	<b>Dissertation (Educational Research)</b>	<b>As available</b>	<b>60</b>

### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Overarching rule collection group: A  
Select exactly 40 credits from these collections:

Select a minimum of **0 credits** and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20

Select a minimum of 0 credits and maximum of 40 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

**DPT: Educational Research (MSc) (Part-time) - 2 Years (PTMSCEDURE1P)**

**Year 1, Academic year 2014/15, Starting month: September**

- Notes: Across the two years of the programme a total of 40 credits must be taken from Collection Group A.

**COMPULSORY COURSES**

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits

**COURSE OPTIONS**

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
REDU11029	Quantitative Data Analysis with SPSS	20
REDU11028	Qualitative Data Research	20
REDU11002	The Nature of Enquiry	20
New course	Designing Educational Research	20

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
EDUA11189	Adult Education and Lifelong Learning	20

<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of **40 credits** from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by Programme Director.

## Year 2, Academic year 2014/15, Starting month: September

- Notes: Across the two years of the programme a total of 40 credits must be taken from Collection Group A.

### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
<b>New course</b>	Dissertation (Educational Research)	As available	<b>60</b>
	Notes: Dissertation (Educational Research) should not be taken until all other courses (120 credits) have been completed.		

### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
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<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<b>New course</b>	<b>Designing Educational Research</b>	<b>20</b>

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of **40 credits** from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by Programme Director.

### DPT: Educational Research (MSc) (Part-time) - 3 Years (PTMSCEDURE2P)

#### **Year 1, Academic year 2014/15, Starting month: September**

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A.

#### **COMPULSORY COURSES**

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
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## COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P1\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<b>New course</b>	<b>Designing Educational Research</b>	<b>20</b>

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of **40 credits** from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

## Year 2, Academic year 2014/15, Starting month: September

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A.

## COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
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## COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of **80** credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P2\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
<b>New course</b>	<b>Designing Educational Research</b>	<b>20</b>

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

Course	Course Name	Credits
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 40 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.

### Year 3, Academic year 2014/15, Starting month: September

- Notes: Across the 3 years of the programme a total of 40 credits must be taken from Collection Group A.

#### COMPULSORY COURSES

The following courses are compulsory for this DPT:

Course	Course Name	Period	Credits
New course	Dissertation (Educational Research) Notes: Dissertation (Educational Research) should not be taken until all other courses (120 credits) have been completed.	As available	60

#### COURSE OPTIONS

Option courses to be selected for this DPT using the following rules:

Select a minimum of 0 credits and maximum of 80 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Educational Research (MSc) (Part-time) - Level(s) 11' (ROU\_C\_PTMSCEDURE1P2\_11) , as available

Course	Course Name	Credits
<u>REDU11029</u>	Quantitative Data Analysis with SPSS	20
<u>REDU11028</u>	Qualitative Data Research	20
<u>REDU11002</u>	The Nature of Enquiry	20
New course	Designing Educational Research	20

Notes: All of these courses are required for the award of the MSc.

Overarching rule collection group: A

Select a minimum of 0 credits and a maximum of 40 credits from these collections:

Select a minimum of 0 credits and maximum of 40 credits from the following list of courses for the Programme Collection: 'Courses from School(s) C - Education (MSc) (Full-time) - Level(s) 11' (ROU\_C\_PTMSCEDUCD1F1\_11) , as available

<b>Course</b>	<b>Course Name</b>	<b>Credits</b>
<u>EDUA11189</u>	Adult Education and Lifelong Learning	20
<u>EDUA11034</u>	Child and Adolescent Development	20
<u>EDUA11005</u>	Educational and Training Systems of the UK	20
<u>EDUA11006</u>	Education Planning and Administration	20
<u>EDUA11011</u>	International Perspectives on Education and Training	20
<u>EDUA11094</u>	Learning, Learners and Teaching	20
<u>EDUA11186</u>	Developmental Disabilities: A Psychological Approach	20
<u>EDUA11105</u>	Philosophical Foundations of Educational Theory, Policy and Practice	20
<u>EDUA11259</u>	Gifted and Talented Youth	20
<u>EDUA11188</u>	Ethics and Education : The Normative Dimensions of Education	20

Select a minimum of 0 credits and maximum of 40 credits from the following School Collection: Level 11 courses in Schedules A to J and W , as available

Notes: Choice of course must be approved by the Programme Director.