

# MRes Education (THED-AFM74)

## Course and Award Details

<b>Course title</b>	MRes Education
<b>Route(s)</b>	MRes Education
<b>Awarding body</b>	University of Bath
<b>Award</b>	Masters Degree not mainly by Research
<b>Award name</b>	Masters - Postgraduate Taught
<b>Course mode of delivery</b>	Full time
<b>Course length</b>	1 years
<b>Entry point</b>	September 2024
<b>Main location of study</b>	University of Bath, Main Campus, Claverton Down
<b>Course-owning school/department</b>	Education

## Course Description

<b>Course Summary</b>	Learn advanced techniques to analyse data and draw effective insights. You'll focus on the education sector and enhance your research skills.
<b>Course Description</b>	In-depth quantitative and qualitative research methods form the core of this course. This allows you to develop your skills in some of the most essential areas to progress your studies or become a working researcher in the education sector.

The course aims to:

- teach you to systematically review alternative approaches, methodologies and paradigms of research in social and educational enquiry
- enable you to critically evaluate the application of these approaches in the specific areas of social and educational enquiry in which you specialise
- embed you within an active research community, to help you identify and investigate your own original research questions
- equip you with the skills to contribute to research projects using any of the main methodologies of the social sciences

You'll develop your understanding of the approaches used to effectively analyse large-scale data. You'll also learn how to present key findings and insights.

This course is designed to provide high-quality training to potential doctoral students, as well as essential research skills that are desirable in a number of private and public sector roles.

>South West Doctoral Training Partnership

>This MRes is recognised by the Economic & Social Research Council (ESRC) (<https://esrc.ukri.org>), specifically, as part of the larger South West Doctoral Training Partnership (SWDTP) (<https://www.swdtp.ac.uk>). It can be taken as a course in its own right, or if you hold an SWDTP studentship (<https://www.swdtp.ac.uk/prospective-students-and-fellows/esrc-funded-studentships/>) you can take the 1+3 (MRes + PhD) pathway.

>If you wish to be considered for a 1+3 SWDTP studentship, then you must apply for

your preferred PhD route and not the stand-alone MRes. You should follow our how to apply(/guides/how-to-apply-for-doctoral-study) guidelines.

>For those holding a 1+3 SWDTP studentship, progression from the MRes to the MPhil or PhD stage is dependent on an acceptable level of achievement.

>Read more about other funding that you may be eligible for(/campaigns/find-funding-for-doctoral-research/).

#### Learn from experts in their field

You'll learn from experts in education research. Their passion, knowledge and research shape their teaching to enhance your learning experience.

#### Gain important career skills

We work to provide you with the tools and support to prepare you for employment and further study.

This includes advanced quantitative and qualitative research skills, and bibliographic skills; and the use of appropriate technology to undertake tasks that use these skills.

#### Graduate prospects

There is increasing demand for high-level quantitative and qualitative research skills from a wide range of private and public sector recruiters.

Many firms and government departments are now committed to data-driven decision-making, making use of the increased availability of big data.

This course will equip you with a hybrid skill set that combines quantitative, computing and analytical skills with an understanding of education research and enquiry.

This MRes also equips you to go into further study at PhD level.

#### Contact hours

You are expected to spend approximately 35 hours per week studying, with around 8-10 of those hours being structured classes.

This will be made up of a combination of lectures and seminars.

#### Delivery methods

The following list provides an indication of some of the learning and teaching methods used on the course:

Lectures  
Seminars

#### Assessment summary

You will experience a range of different forms of assessment designed to support your professional development. This will include coursework, project work, examinations, and a dissertation.

We can make reasonable adjustments to assessment procedures for students with disabilities. Take a look at our Disability Service's pages(/professional-services/disability-service/) for information.

#### Assessment methods

The following list provides an indication of some of the assessment methods used on the course:

Dissertation  
Examinations  
Project output (other than dissertation or report)  
Coursework

#### Budgeting statement

You will need to budget at least £100 for the cost of photocopying, printing and binding. You will also need to budget for the cost of textbooks. Some courses involve visits away from campus and you may be required to pay some or all of the costs of travel, accommodation and food and drink. If you're on a placement, you're responsible for your own travel, accommodation and living costs. You should also consider the financial implications if you go on an unpaid or overseas placement.

## Course Assessment Regulations

<b>Applicable Assessment Regulations</b>	Postgraduate Taught Assessment Regulations - <a href="https://www.bath.ac.uk/publications/postgraduate-taught-assessment-regulations/">https://www.bath.ac.uk/publications/postgraduate-taught-assessment-regulations/</a>
<b>Exemptions from Regulations</b>	Not specified
<b>Course Progression Requirements</b>	Not specified

## Course Structure

### Year 1

<b>Period of study</b>	<b>Module code</b>	<b>Module title</b>	<b>Module status</b>	<b>Level</b>	<b>Credits</b>	<b>Option choice rules</b>
AY	ED00000	Academic integrity training & test	Extra	Foundation (FHEQ level 3)	0	
AY	HS52009	Dissertation	Part 4 Project/Diss Designated Essential Unit	Masters UG & PG (FHEQ level 7)	40	
AY	HS52015	Principles of social sciences research	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	10	
S1	HS52008	Digital methods and data skills for MRes	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	5	
S1	HS52016	Introduction to quantitative and qualitative research methods	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	10	
S1	ED52022	Contemporary issues in education research 1: critical users	Part 4 Taught Designated Essential Unit	Masters UG & PG (FHEQ level 7)	5	
S2	HS52002	Advanced qualitative methods	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	5	
S2	HS52003	Advanced quantitative methods	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	5	
S2	HS52010	Independent research essay	Part 4 Taught Compulsory	Masters UG & PG (FHEQ level 7)	5	
S2	ED52023	Contemporary issues in education research 2: competent producers	Part 4 Taught Designated Essential Unit	Masters UG & PG (FHEQ level 7)	5	

## Additional rules for module selection

None

## Year 2

No units found

The availability of optional units is subject to constraints such as staff availability, minimum and maximum group sizes, and timetabling factors, as well as a student's ability to meet any pre-requisite rules.

## Learning Outcomes

**By the end of the course, you will be able to**

	<b>Knowledge and Understanding</b>	<b>Professional and Intellectual Skills</b>	<b>Transferable Skills</b>	<b>Study Year</b>	<b>Placement</b>	<b>Abroad</b>
Critically review the basic principles of research design and appreciate alternative approaches to research in the discipline of education		✓				
Understand the significance of alternative epistemological positions that prove the context for theory construction, research design and the selection of appropriate analytical techniques		✓				
Appreciate the nature of theory and explanation in educational research; and how new knowledge in education is generated		✓				
Critically review how research in education relates to research in other social science disciplines		✓				
Critically appraise the concepts of objectivity, subjectivity and reflexivity in educational research; and be able to apply this understanding to the conduct and interpretation of research;		✓	✓			

Critically assess the range of subject-specific research strategies and designs, including life history, action-research, discourse and linguistic analysis, evaluation, ethnography, experimental methods	✓	✓
Interpret and evaluate the outcome of research on educational topics	✓	✓
Appraise how research designs may affect user and practitioner views about the results and applicability of research	✓	✓
Reflect on the relationship between researcher and researched in educational settings	✓	✓
Critically reflect on the link between theory and practice; and between research and professional knowledge in education	✓	✓
Develop skills in applying and using research to inform professional knowledge and practice in education research		✓
Develop skills in informing policy debates and policy formation in education		✓

## Alternative Courses and Exit Awards

### Designated Alternative Courses (DAC) and exit awards

Exit awards:

Generic Postgraduate Diploma  
60 ECTS of FHEQ level 7 units passed

Generic Postgraduate Certificate  
30 ECTS of FHEQ level 7 units passed

Please speak to your Director of Studies for further information about possible named exit awards