

Programme Specification

Award and title: Master of Research in Education

<i>School:</i>	School of Education, Language and Psychology
<i>Subject area:</i>	Education
<i>Entry from academic year:</i>	2026-27
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate in Research Methods in Education
<i>Mode/s of study</i>	Full time (1 year)
<i>Language of study:</i>	English

Introduction and Special Features

The MRes in Education is a research-based programme that provides education professionals with the necessary training, skills, and experience to enhance their practice and take the first steps in pursuing a research career.

The programme gives students an in-depth understanding of the research process while also developing their critical awareness of current issues and developments in education.

It offers the opportunity to engage in critical debate about current policy issues and developments in education and to relate these to practice. The programme is relevant to people currently working in the education sector wishing to develop the critical and analytic skills needed for more senior positions. It is also designed for recent graduates or who are retraining or returning to the education sector after a break or looking to develop research expertise in education. It is aimed at educators and those interested in pursuing a career in education, including teachers and senior leaders in schools, as well as those in the wider education sector such as museum education, adult education, prison education, early years, mentoring and youth work, community education, educational research, or education policy who wish to carry out novel and independent research. Recognising that we work in a global context the theme of global, national local is emphasised, encouraging students to explore the interconnected nature of education across the world and how global phenomena impact national and local policy and practice.

The MRes in Education will focus on critical analysis, equipping students with the skills to problem solve and question established practice and to engage in novel and independent research into an educational issue. A broad focus on local, national and global practice and policy is embedded throughout the programme, allowing students to evaluate a range of educational practices and policies. They will develop attributes such as

critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner, as set out in the QAA Characteristics of Master's Degree document. The programme will enhance their research skills in preparation for their independent research project.

Our academic team has expertise in social justice in education, especially regarding children, young people, student, staff and parent voices in education. We research critical pedagogies, risk, mental health and well-being, autism, governance, education policy and early childhood. Our staff draw on a range of research methodologies including participatory research, action research, democratic research, critical discourse analytics, and quantitative methodologies. Whilst we are academics in higher education, we all have experience in education in a broad range of settings including adult education, schools, early years settings, informal and community education and we still work with educational settings through our research, professional work and in voluntary roles such as school governance.

Special features:

- A focus on critical approaches to education globally, nationally and locally, applying thinking to issues of significance to students in their own sector, institution, professional practice and beyond.
- Networking and support opportunities from our community of postgraduate scholars: Education MA; Doctor of Education.
- Diverse reading material which includes voices that are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South.

Admissions Criteria

You must meet the University's general entry criteria for [postgraduate study](#). In addition, you must have:

A 2:1 in Education or a closely-related discipline. Applicants whose first degree is not in Education will be accepted on a case-by-case basis to ensure that they have covered sufficient levels of Education and research methods during their first degree.

Applicants whose first language is not English should have IELTS at grade 6.5 or above (including a minimum of 6.5 in the writing component) or another acceptable English Language qualification.

Programme Aim(s)

The MRes Education is a specialist research degree that aims to equip students with the skills that will enable them to critically engage with educational theory and practice. It will provide students with approaches of a research-led teaching environment that will enable them to acquire the knowledge and transferable skills they need to progress in the world of education. It will provide them with the essential knowledge of research methodologies, skills for critical engagement with educational literature and academic writing.

Programme Learning Outcomes

Upon successful completion of the programme students will be able to:

- 7.1 Investigate and evaluate the interconnected nature of global, national and local education contexts
- 7.2 Analyse, synthesise and evaluate a range of theoretical and empirical sources to construct a sustained critical argument in writing or orally
- 7.3 Demonstrate professional and research skills needed to design and carry out novel and independent research, such as time and project management, considering ethical issues, problem solving and soliciting and responding to feedback.

- 7.4 Plan, manage and complete independent research by deploying appropriate designs and methods, applying principles of research governance, considering research ethics and adhering to professional standards.
- 7.5 Report original research findings effectively by demonstrating proficiency in structuring, writing and presenting complex ideas, analyses and results, while meeting contemporary standards for open, transparent, high-quality research.

Programme Structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensable (NC) or compensable (X)
EDR7001M	7	1	Methods of Enquiry	30	C	NC
EDR7002M	7	1	Contemporary Issues: Global, National, Local	30	C	NC
EDR7003R	7	2 & 3	Thesis in Education	120	C	NC

Please note that both 30-credit modules must be passed at the relevant level in order to progress to the Thesis module.

Learning, Teaching and Assessment

The programme is structured to provide students with advanced skills in research methods through a combination of intensive study days, evening sessions and personalised supervisory meetings.

The first two modules on the programme are taught via study days and evening sessions that include interactive small-group seminars and workshops. This format allows for in-depth exploration of contemporary educational issues, research methodologies and methods and their application in education, guided by our expert academic staff. Please note that both 30-credit modules must be passed at the relevant level in order to progress to the Thesis module.

The thesis module is supported via individual supervisory meetings. Students collaborate closely with experienced researchers who provide personalised guidance and mentorship throughout the research process. This one-on-one approach ensures tailored support and fosters confidence and independent research skills.

The approach to assessment is designed to evaluate both theoretical knowledge and practical research skills, ensuring students are well-prepared for real-world challenges associated with research. Students will undertake critiques of published work in the style of peer-review commonly used in educational research. The final assessment is the production of a thesis that reports the findings of novel research and showcases their new research capabilities.

Progression and Graduation Requirements

The University's [regulations](#) for taught postgraduate and research degree awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensable.

Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission, Culture and Values](#)

- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [QAA Master's Degree Characteristics Statement](#)
- [Frameworks for Higher Education Qualifications](#)
- [Freedom of Speech Code of Practice](#)
- [The University's Approach to Dignity and Respect](#)

Date written / revised: July 2024

Programme originally approved: 24/07/2024