

# MAKE YOUR MOVE

## Education

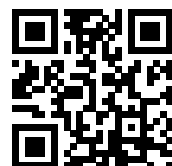


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Postgraduate study **2014**



The flaming torch is a symbol of education and learning, and can also be interpreted as representing a pioneering spirit.



The white rose was adopted as a device by the first Duke of York, son of Edward III, in 1385 and later became more widely associated with Yorkshire.



The ducal coronet is taken from the coat of arms of the city of Kingston upon Hull, in reference to the Royal Charter granted to the city by King Edward I in 1299.



The fleur de lys is taken from the coats of arms of Lincoln and Lincolnshire, representing their inclusion in the geographical area that the University was established to serve.



The dove, symbolising peace, is taken from the coat of arms of Thomas Robinson Ferens, the University's foremost original benefactor.



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*‘The University of Hull offers a cutting-edge education ... I would recommend this university to anyone from around the world.’*

Partson M Phiri  
EdD Doctor of Education



# The Faculty of Education

**The Faculty of Education is a research-based centre of excellence that serves the region and is recognised nationally and internationally as a leading authority on educational theory and practice.**

Our research and degree programmes explore, support and promote all aspects of education in its broadest sense, to the widest possible audience.

The focus is on high-quality provision across all educational fields from early childhood studies to adult education. We work closely with all aspects of the children's workforce, further education colleges, lifelong-learning networks and other universities in the UK and overseas to promote education.

We provide a wide range of courses at all levels from short Continuing Professional Development opportunities through Bachelors degrees to Masters- and doctoral-level programmes.

The faculty is committed to understanding and developing learning communities, and these interests inform all our work. For example, we provide opportunities for the work of our doctoral researchers to be used by schools and others to help enhance the quality of learning in and beyond the region.

## Other options in education

The University of Hull offers a number of other postgraduate courses supporting professional development in education which do not appear in this brochure. These include:

- Postgraduate Certificate in Education (PGCE) Early Years (3–7 years) at the Scarborough Campus
- Postgraduate Certificate in Education (PGCE) Primary (5–11 years) at the Hull Campus
- Postgraduate Certificate in Education (PGCE) Secondary at the Hull Campus
- Postgraduate Certificate in Education (International) – programmes available to international students at both the Hull and Scarborough Campuses
- Advanced Certificate in Educational Studies (ACES) at the Hull Campus

For more details on these courses, please request or download a subject brochure via [www.hull.ac.uk/prospectus](http://www.hull.ac.uk/prospectus).

Alternatively, see [www.hull.ac.uk/education](http://www.hull.ac.uk/education)





# Taught Masters Degrees



All taught Masters degrees in education are offered as a Master of Education (MEd), with some named routes available. To graduate on a named route, at least two-thirds of the credit accumulated will be specialist in nature. Students are thus able to enrol for:

- MEd
- MEd – Early Childhood Studies
- MEd – Inclusive Education
- MEd – Leadership and Learning

You choose your route and are advised as to which modules are appropriate and necessary. The first 120 credits of the programme are taken in modules of 20 credits each, with at least three from those designated as specific for a chosen route. The last 60 credits comprise a single piece of work (usually a dissertation), also on your chosen specialist subject. Opportunities exist for transfer to a different route, where a new pattern of modules emerges that no longer corresponds to the original plan.

## Which campus?

Postgraduate programmes in education are offered at both the Hull and Scarborough Campuses. (See the course outlines on pages 6–10 for details of location.) Please note, however, that any residential elements of your programme – summer schools, for example – will normally be held at the excellently equipped Scarborough Campus.

## Entry to the degrees

Admission is in accordance with University regulations for higher taught programmes. Prospective students will either: (a) have been awarded a Bachelors degree normally in the first or second class (GPA of 3.0+) in an appropriate subject of this university or of another institution approved by the Academic Approvals Committee; or (b) have been awarded professional qualifications or gained relevant professional experience, or both. Normally, therefore, applicants have a first degree or professional qualifications in education or training, or they have both.

Applicants with an ordinary Bachelors degree (GPA of 3.0+) may apply for entry to a pre-Masters programme run by the University each summer. Successful completion of this programme leads to automatic entry to the Masters degree.

International students who need a Tier 4 student visa to study in the UK will need to demonstrate English language skills at IELTS 6.0 (with 5.5 in all skills) or equivalent, such as Pearson PTE or iBT TOEFL.

Please note: the information on Masters provision in this brochure was correct at the time of going to press. However, the Masters programmes will be subject to some revision during 2014. For the latest details, contact the Postgraduate Office or visit [www.hull.ac.uk/education](http://www.hull.ac.uk/education).



The Scarborough Campus



The Hull Campus



## Advanced standing

Applicants with appropriate entry qualifications may seek advanced standing for one of the following reasons:

- Credits gained at a recognised higher education institution (credit transfer)
- Experiential learning

Up to 120 credits can be awarded in this way.

## Credit transfer

Advanced standing can be given for credit accumulated at this university or another higher education institution. Common examples are:

- Postgraduate Certificate in Education (PGCE) for Qualified Teacher Status (can be worth up to 60 credits providing awarding university has included Level 7 credits)
- Advanced Certificate in Sustained Professional Development (60 credits)
- Post-16 Subject Leaders Programme (60 credits)

## Experiential learning

Some of the most common claims for advanced standing come from:

- National Professional Qualifications such as NPQH or NPQICL (usually worth 60 credits)
- Professional development programmes from the National College for School Leadership such as Leading from the Middle, Leadership Pathways and Leadership Programme for Serving Headteachers (usually worth 30 credits for each programme).

- Early Years Professional Status (funding by Children's Workforce Development Agency – 60 credits)
- Teaching and Learning Academy (TLA) projects at Levels 2 and 3 (usually worth 20 credits for each project)

## Contacts

Anyone wishing to apply for advanced standing is welcome to contact:

Dr Stewart Martin  
Head of Department  
Centre for Educational Studies  
+44 (0)1482 465191  
[stewart.martin@hull.ac.uk](mailto:stewart.martin@hull.ac.uk)

or

Postgraduate Office  
Centre for Educational Studies  
Faculty of Education  
+ 44 (0)1482 465393  
[ces-pg-enquiries@hull.ac.uk](mailto:ces-pg-enquiries@hull.ac.uk)

## Master of Education

MEd/Diploma/Certificate

### FastFacts

**Duration** | Full-time one year; part-time up to five years

**Attendance** | Full-time two days a week; part-time one day a week (there may be an option for part-time international students to attend one or more summer schools in the UK)

**Entry requirements** | First degree or equivalent in a relevant subject (GPA of 3.0+) or appropriate experience in a professional environment. For international students, an IELTS score of 6.0 (5.5 in all skills) or equivalent, such as Pearson PTE or iBT TOEFL, is also required

**Fees** | Please see [www.hull.ac.uk/student/money](http://www.hull.ac.uk/student/money)

**Location** | Hull or Scarborough Campus

**Contact** | Postgraduate Office, Centre for Educational Studies:

+ 44 (0)1482 46539  
ces-pg-enquiries@hull.ac.uk

### About the programme

This degree gives you the opportunity to extend your knowledge and understanding of:

- A range of current educational practice
- Current matters of debate in the educational world
- Key issues related to educational practice

The programme can be studied either full- or part-time. The part-time route is most common for home students, most of whom can combine it with their normal educational employment. Most overseas students study for the degree as a one-year full-time programme, but special arrangements may be made to allow part-time students from overseas to participate: students may be able to attend one or more summer schools (held in the UK) and complete their studies in their own country through use of open-learning materials.

### Programme content

In each of Stages 1 and 2, you take three 20-credit modules (120 credits in all).

Full-time students normally take the following modules, although other options will be permitted in exceptional cases. Part-time students either take the modules from the full-time route or study optional modules from other pathways. Core modules are:

- Contemporary Critical Issues in Education (full-time)
- Research Methods in Education (full- and part-time)

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education as long as you have earned 60 credits.

If you undertake Stage 2 of the degree, you complete a further three modules (a total of 120 credits) and, if exiting at this point, you are awarded a Postgraduate Diploma in Education. Although you may exit with the Diploma having accumulated 120 credits, the module Research Methods in Education is required for

progression to Stage 3 of the degree. At Stage 3, you complete a dissertation worth 60 credits.

### Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered.

A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

### Special features

- Induction arrangements for full-time students include training in library use and workshops on academic writing and good academic practice.
- Some modules are supported by visiting speakers and local school and education-related visits.

### Additional support for full-time non-EU students

- Fees include additional language lessons designed to support and develop written English to academic standards.



## Early Childhood Studies

MEd/Diploma/Certificate

### FastFacts

**Duration** | Full-time one year; part-time up to five years

**Attendance** | Full-time two or three days a week; part-time one day a week (there may be an option for part-time international students to attend summer schools in the UK)

**Entry requirements** | First degree or equivalent in a relevant subject (GPA of 3.0+) or appropriate experience in a professional environment. For international students, an IELTS score of 6.0 (5.5 in all skills) or equivalent, such as Pearson PTE or iBT TOEFL, is also required.

**Fees** | Please see [www.hull.ac.uk/student/money](http://www.hull.ac.uk/student/money)

**Location** | Hull or Scarborough Campus

**Contact** | Postgraduate Office, Centre for Educational Studies:

+ 44 (0)1482 465393  
ces-pg-enquiries@hull.ac.uk

### About the programme

The MEd in Early Childhood Studies is a specialist pathway that focuses on: Policies • Services • Child Development • Early Years Pedagogy • Research in Early Childhood.

The emphasis is on the years from birth to 5. Participants are encouraged to draw on sociocultural perspectives on childhood, government policy, relevant research and curricular approaches, and on their own experience, in examining issues related to early childhood education. A central aim is to help early years professionals to develop a clear understanding of, and a critical perspective on, issues around early childhood studies.

The programme can be studied either full- or part-time. The part-time route is most common for home students, most of whom can combine it with their normal educational employment. Most overseas students take the one-year full-time programme, but special arrangements may be made to allow part-time students from overseas to participate: students may be able to attend one or more summer schools (held in the UK) and complete their studies in their own country through use of open-learning materials.

### Programme content

In each of Stages 1 and 2, you take three 20-credit modules (120 credits in all). Three of these six modules (60 credits) must relate to the field of early childhood studies. They are chosen from:

- Child Development and Pedagogy
- Inclusive Practice in Early Years Provision
- International Perspectives in Early Childhood
- Leadership for Learning

The other three modules in Stages 1 and 2 are chosen from the various options available within our MEd provision. (These will vary from year to year.) To progress to Stage 3, however, you must take the module Research Methods in Education. At Stage 3, you complete

a dissertation worth 60 credits. This will normally focus on aspects of early childhood.

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education (Early Childhood Studies) as long as you have earned 60 credits and have successfully completed at least two of the core modules.

At the end of Stage 2, you may exit with a Postgraduate Diploma in Education (Early Childhood Studies) as long as you have earned 120 credits and have successfully completed three core modules.

### Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered.

A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

### Special features

- Induction arrangements for full-time students include training in library use and workshops on academic writing and good academic practice.
- There is a planned summer school in late July at which modules may be studied.

### Additional support for full-time non-EU students

- Fees include additional language lessons designed to support and develop written English to academic standards.



## Inclusive Education

### MEd/Diploma/Certificate

#### FastFacts

**Duration** | Full-time one year; part-time up to five years

**Attendance** | Full-time two days a week; part-time one day a week

**Entry requirements** | First degree or equivalent in a relevant subject (GPA of 3.0+) or appropriate experience in a professional environment. For international students, an IELTS score of 6.0 (5.5 in all skills) or equivalent, such as Pearson PTE or iBT TOEFL, is also required.

**Fees** | Please see [www.hull.ac.uk/student/money](http://www.hull.ac.uk/student/money)

**Location** | Hull Campus

**Contact** | Postgraduate Office, Centre for Educational Studies:

+ 44 (0)1482 465393  
ces-pg-enquiries@hull.ac.uk

#### About the programme

Educational systems and contexts today have to respond to an increasingly diverse population of learners. This specialist MEd pathway seeks to investigate the complexities around the concept of inclusion and reach understandings in regard to the impact this might have for individuals and groups of learners. The degree allows participants to explore ways of reaching out to all learners, in varied educational contexts with the aim of enabling them to reach their full potential and achieve satisfactory outcomes. The focus is on those who might experience marginalisation within society, but with a particular emphasis on educational contexts. There is a strong emphasis on finding ways to develop inclusive curricula to meet the needs of all learners, including, for example, those defined as having special educational needs, travellers, those from challenging social backgrounds and ethnic minorities.

The programme can be studied either full- or part-time. The part-time route is most common for home students, most of whom can combine it with their normal educational employment. Most overseas students study for the degree as a one-year full-time programme, but special arrangements may be made to allow part-time students from overseas to participate: students may be able to attend one or more summer schools (held in the UK) and complete their studies in their own country through use of open-learning materials.

#### Programme content

In each of Stages 1 and 2, you take three 20-credit modules (120 credits in all). Three of these six modules (60 credits) must relate to the field of inclusive education. They are chosen from:

- Inclusion: Embracing Diversity
- Reaching Out to All Learners
- Researching Inclusion: Moving Forward
- Research Methods in Education

The other three modules in Stages 1 and 2 are chosen from the various options available within our MEd provision. These

will vary from year to year. To progress to Stage 3, however, you must take the module Research Methods in Education.

At Stage 3, you complete a dissertation worth 60 credits. This will normally focus on aspects of inclusive education. At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education (Inclusive Education) as long as you have earned 60 credits and have successfully completed at least two of the core modules.

At the end of Stage 2, you may exit with a Postgraduate Diploma in Education (Inclusive Education) as long as you have earned 120 credits and have successfully completed three core modules.

#### Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered.

A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

#### Special features

- Induction arrangements for full-time students include training in library use and workshops on academic writing and good academic practice.
- There is a planned summer school in late July at which modules may be studied.

#### Additional support for full-time non-EU students

- Fees include additional language lessons designed to support and develop written English to academic standards.

## Leadership and Learning

### MEd/Diploma/Certificate

#### FastFacts

**Duration** | Full-time one year; part-time up to five years

**Attendance** | Full-time two days a week; part-time one day a week (with options for part-time international students to attend summer schools in the UK)

**Entry requirements** | First degree or equivalent in a relevant subject (GPA of 3.0+) or appropriate experience in a professional environment. For international students, an IELTS score of 6.0 (5.5 in all skills) or equivalent, such as Pearson PTE or iBT TOEFL, is also required

**Fees** | Please see [www.hull.ac.uk/student/money](http://www.hull.ac.uk/student/money)

**Location** | Hull Campus

**Contact** | Postgraduate Office, Centre for Educational Studies:

+ 44 (0)1482 465393  
ces-pg-enquiries@hull.ac.uk

#### About the programme

The MEd in Leadership and Learning is a specialist pathway aimed at those responsible for policy, provision or practice in regard to leading learning in educational settings.

The degree is based on the principle that the foremost task of all leaders in educational settings is to create and develop the most effective and efficient learning environment for the student body that they serve. Leadership knowledge and skills are required at all levels of organisations or systems, so the degree is suitable for:

- Headteachers, principals and other senior staff in educational organisations
- Heads of department, subject leaders and classroom-based teachers in schools and colleges
- Education officers, inspectors and advisers at the national or local level

The programme can be studied either full- or part-time. The part-time route is most common for home students, most of whom can combine it with their normal educational employment. Most overseas students study for the degree as a one-year full-time programme, but special arrangements may be made to allow part-time students from overseas to participate: students may be able to attend one or two summer schools (held in the UK) and complete their studies in their own country through use of open-learning materials.

#### Programme content

In each of Stages 1 and 2, you take three 20-credit modules (120 credits in all). Three of these six modules (60 credits) must relate to the field of leadership and learning. These core modules are:

- Leadership for Learning
- Leading the Educational Organisation
- Learning and Teaching with Digital Technologies

The other three modules in Stages 1 and 2 are chosen from various options available within our MEd provision. (These will vary

from year to year.) To progress to Stage 3, however, you must take the module Research Methods in Education. At Stage 3, you complete a dissertation worth 60 credits. This will normally focus on aspects of leadership and learning.

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education (Leadership and Learning) as long as you have earned 60 credits and have successfully completed at least two of the specialist modules.

At the end of Stage 2, you may exit the programme with a Postgraduate Diploma in Education (Leadership and Learning) as long as you have earned 120 credits and have successfully completed at least three of the specialist modules.

#### Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered.

A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

#### Special features

- Induction arrangements for full-time students include training in library use and workshops on academic writing and good academic practice.
- There is a planned summer school in late July at which modules may be studied.

#### Additional support for full-time non-EU students

- Fees include additional language lessons designed to support and develop written English to academic standards.

# Research Degrees

**The faculty's highly experienced, research-active team has supervised students from around the world. Student theses have been completed on a wide variety of topics and the faculty is proud of its research students' exceptionally high success rate.**

## Our postgraduate research programmes

The faculty is delighted to offer on either a part-time or a full-time basis:

- PhD Education
- EdD Professional Doctorate in Education: Researching Professional Practice
- MPhil Education
- MEd by Research

## The research thesis

The main part of each programme is the production of a thesis, the focus of which is negotiable between the student and supervisors. The length of the thesis varies, depending on the programme:

- PhD – between 70,000 and 100,000 words
- EdD – 50,000 words
- MPhil – 70,000 words
- MEd – 50,000 words

Each student is allocated two thesis supervisors who will have expertise in the area in which the student is interested in conducting the research. As part of the application procedure, all applicants are required to submit an outline proposal for their research.

## The PhD Education

Candidates for a PhD are normally expected to have a Masters degree, which demonstrates a high standard of achievement with an overall average of 60%. Those without English as a first language must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill.

The registration period of a PhD is three years full time or five years part time followed by a short period for writing up. Within one year (full time) or two years (part time) of the start of their programme, students are required to submit a portfolio of work and be examined by viva voce, to confirm that their work is of an appropriate standard.

All students are required to complete 60 credits of research methodology training as part of the University of Hull's Postgraduate Training Scheme.

## The EdD Professional Doctorate in Education: Researching Professional Practice

The University of Hull Professional Doctorate in Education provides an advanced, structured programme of support, reflection and challenge for the development of education practitioners located in a range of professional contexts.

Participants will specialise in one of a number of focused areas of study, together with the opportunity to develop advanced research skills applied to their chosen specialism. Subjects may include, but are not exclusively restricted to:

- Child Development
- Higher Education
- Inclusion
- Leadership and Management in Education
- Lifelong Learning
- Sustainability
- Technology Enhanced Learning

Candidates for an EdD are normally expected to have a Masters degree, with an overall average of 60%, in a subject relevant to their proposed research. Those without English as a first language must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill. In addition, candidates are required to have appropriate professional experience.

The programme takes place over three years full time or five years part time and is in two stages. Stage 1 consists of four preparatory modules which provide opportunities for engagement with the practicalities and theoretical issues associated with undertaking educational research. Full-time participants complete all four modules in the first year of study.

Part-time participants complete the first two modules in Year 1 and the final two modules in Year 2. Assessment is by a 6,000-word assignment for each module. Meetings take place twice a year for each module, starting on a Thursday evening and concluding on a Saturday lunchtime. Specific times will be available in the programme handbook, and these may vary depending on the module. Attendance is required for each module.

The second stage of the EdD is the production of the research thesis. Full-time participants complete this in Years 2 and 3 of the programme and part-time participants in Years 3 to 5, followed by a short period for writing up. Work undertaken in the

preparatory modules enables participants to develop a detailed plan and design for the research that will be the basis of the thesis.

## MPhil Education

Applicants for the MPhil Education are normally expected to hold a first degree (for example, a BA, BSc or equivalent). Those without English as a first language must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above with a score of at least 6 for each skill.

The normal registration period for an MPhil is two years full time or three years part time followed by an allowed period for writing up.

All students undertaking an MPhil are required to complete 40 credits of study in research methodology training as part of the University's Postgraduate Training Scheme. Students considered suitable for an upgrade to doctoral level may, with the support of their supervisors, request a transfer to the PhD programme.

## MEd Education by Research

Candidates for the MEd Education by Research are normally expected to hold a first degree (for example, a BA, BSc or equivalent). Those without English as a first language must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above with a score of at least 6 for each skill.

The normal registration period for an MEd is one year full time or two years part time followed by an allowed period for writing up.

All students undertaking the MEd Education by Research are required to complete 20 credits of study in research methodology training as part of the University's Postgraduate Training Scheme.

## Preparing a research proposal

Writing an appropriate research proposal is an essential part of being accepted for a research degree. Applicants are required to present an appropriate and feasible proposal which makes explicit the main research question(s) and shows evidence of a satisfactory understanding of a selection of literature relevant to their chosen topic and methodology.

Proposals will be evaluated by two members of academic staff. The aim of the proposal is to:

- 1 Help clarify an applicant's ideas on what they want to do.
- 2 Allow potential supervisors and other members of the Faculty of Education to ask questions about content, approach, values

and methodology at an early stage and before the applicant embarks fully on a programme.

- 3 Allow potential problems to be identified at a preliminary stage and to be resolved before an applicant embarks fully on the programme.
- 4 Enable the Faculty of Education to identify potential supervisors, and the facilities needed for study.

Your proposal should be at least 800 words in length and should ensure that:

- 1 The title indicates the field, scope and topic of the proposed study.
- 2 You indicate an awareness of some of the significant literature in this field. While a much greater knowledge is obviously one of the first steps of the study, an initial knowledge will determine whether your research question is already well covered.
- 3 You very carefully frame the research question, problem or issue that you wish to address. It is essential at this stage that you do not merely provide an overview of the area you wish to study, but that you can specify precisely the question which will lead to you being able to say something significant on the topic.
- 4 You include the kind of research methods that you feel are appropriate to such a study. For example, you should give some idea about which methods of data collection you will employ and what kind of data you will collect.
- 5 You provide enough background on yourself and the topic to show, for example, how the study fits with your day-to-day work, your concerns and, if appropriate, the concerns of your organisation.
- 6 You have already ascertained that you can access the data sources, organisations and individuals who will be critical to your study.

In summary you need to provide evidence in your proposal of:

- Appropriateness of title
- Literature appreciation
- Carefully framed research question
- Research methods
- Suitability to personal situation
- Accessibility of information sources

If these are properly covered in your proposal, the Faculty of Education will be able to provide you with a more helpful, accurate and speedy response, and to provide you with the best start to your programme.



In 2012, Kay Brown, a second-year PhD student in the Centre for Educational Studies, was awarded the prestigious Higher Education Early Career Researcher Prize for best paper/presentation at the British Educational Research Association (BERA) conference. Kay's research reported the initial findings of a study investigating how pregnant girls and young mothers manage the obstacles to empowerment as they journey through education, employment and training.

# Staff and Their Interests

## Faculty of Education

### Dean

**Dina Lewis**

### Secretary

**Anna Thacker**

## Centre for Educational Studies

### Head of Department and Reader

**Stewart Martin** BEd, MEd, PhD, National Teaching Fellow of the Higher Education Academy.  
Digital technology in education; citizenship; cognition; leadership; educational achievement.

### Professor

**Michael P Bottery** BA, MEd, PhD  
Educational policy and management; values, philosophy and education; concepts of professionalism.

### Reader

**Catherine Montgomery** BA, PGCE, MA, PhD  
Language, culture and education; research in Higher Education; internationalisation in Higher Education; assessment.

### Senior Lecturer

**John T Smith** BA, MPhil, MEd, PhD, FRHistS  
History of education; the educational work of religious bodies; the Irish educational system; citizenship education.

### Lecturers

**Paul Adams** BA (QTS), PGCert, MSc, PhD  
The policy and politics of education; the politics of pedagogy; care in education; social and educational inclusion; social constructionist methodology; positioning theory.

**John Bennett** BEd, DipPSE, PGCE, PhD  
Literacy; primary curriculum design; primary initial teacher training.

**Stewart Bennett** BEd, MA, PhD  
Fellow of the Imperial War Museum in Holocaust Education; initial teacher training in history with special interest in holocaust education.

**Kevin Burden** BA, PGCE, MA, PhD – Joint Programme Director, MEd provision for the Faculty of Education  
Information and communications technology (ICT) in education; research into ICT in education (BECTA); digital media and new illiteracies; ICT and leadership (SLICT); overseas consultancy in ICT; interactive whiteboards; leadership.

**Azumah (Carol) Dennis** BSc, PGCE, MA, EdD  
Research, policy and practice in post-compulsory education and training; quality; professionalism, adult language and literacy.

**Ourania Filippakou** BA, MA, PhD – Joint Programme Director, MEd provision for the Faculty of Education  
Higher education policy and management; social theory; the idea of higher education in the 21st century.

**Max Hope** BA, PhD  
Social inclusion; democratic leadership; school design; participation; citizenship; research methods which use the student voice.

**Trevor Male** BEd, AdvDipEd, MA, PhD  
Educational leadership and management; head teacher preparation and induction.

**Tina Page** BA, PGCE, MA  
Initial teacher training; the professional development of teachers; comparative education; the teaching of modern languages.

**Ioanna Palaiologou** BA, MEd, PhD  
Early childhood education; child development; international early childhood services and policies; the development of curriculum and pedagogy of non-teaching undergraduate courses in education.

**David Plowright** BA, BSc, MA, PhD, PGCE, FHEA, FRSA  
Integrated research methodologies; educational leadership and management; district administration in South Africa; post-16 student voice and progression to HE; reflective learning for professional development.

**Angela Shaw** BA, MPhil, PGCE, NNEB  
Further education and community education; early years 'Educare'; vocational and work-based learning.

**Patricia Shaw** BA, PGCE, MA  
Practitioner research, particularly in the area of special needs and inclusive education.



# Support and Study Facilities

**Kenneth A Spencer** MSc, PhD

Educational technology and media studies with particular reference to linear media, multimedia and computer-based learning.

**Ian White** BSc, PGCE, PhD

Teaching and learning in higher education mentoring; reflective learning and professional development; learning portfolios, including e-portfolios; narrative discourse analysis.

## Scarborough School of Education

### Head of Department

**Wendy Jolliffe** BA, PGCE, MEd, PhD

Literacy; early years; cooperative learning; primary initial teacher training.

### Lecturers

**Julie Brierley** BSc, PGCE, EYPS, MA Early Years

Physical development – links between movement and cognition, schema, thinking and connection to whole-body sensory experiences in the under-5s; ethics of young children's participation in research – voice.

**Heather Davies** BEd, MA

Early years; observation and assessment; the child's voice; science education.

**Kay Fraser** MA, PGCE, MSc

The management of change in education.

**Claire Head** BA, MEd

Early years; observation and assessment; communication, language and literacy.

**Fiona James** BA, MA

Issues of self, identity and 'identity work' in Higher Education understood from a social constructionist perspective; development of interpretive methodologies.

**Megan Murray** BA, MEd

Developing teachers' mathematical content knowledge; continuing professional education.

**Dave Overton** MEd, PGCE, CSciTeach

Science education; creative pedagogy; learning in the community; outdoor learning; enhancing the student experience.

**Susan Pierce** BA, PGCE, MEd

Contextualised learning; the teaching of language and literature in primary schools; Drama and the arts in the curriculum.

**Susan Rolfe** BEd, MEd

Special Educational Needs (SEN) and inclusion.

**Sam Shields** PGCE, MSc, PhD

Assessment; power relations; identity.

**Cecily Simpson** CertEd, MEd

Partnership coordination; primary initial teacher training.

**Christine Trala** BSc, MA, PGHE, FHEA

Uses of ICT in education; blended learning and pedagogical considerations for uses of technology in higher education; inclusion of students with social and emotional needs.

**Gary Wilkinson** MA, PGCE, PhD

Analysis of education and social policy – in particular, professionalism, power and control within the education system and the commercialisation of education, childhood and society.

**Peter Williams** MA, PGCE, MA(EdS), MAODE, EdD, FHEA

ICT in education; the design of interactive learning environments; developments in e-learning and e-assessment, including the use of blended learning and e-portfolios in teacher education.



**The University has a deserved reputation for being welcoming and supportive. Our students are among the happiest in the UK, and their feedback on the quality of the student experience that we provide remains overwhelmingly positive.**

## Supervision

Personal supervision of your programme of research is provided by academic staff who are experts in their fields. Our research students are allocated either two joint supervisors or a supervisory panel, with a named individual as main supervisor. This system ensures quality and continuity of support. It also promotes the concentration of expertise in small groups of staff and postgraduates who work closely together. Students are encouraged to meet regularly with their supervisors to gain from their expertise and guidance.

## Postgraduate training

The University is a pioneer in the development of training programmes for research students.

Research training for the EdD is delivered through modules taught in the first year of the programme.

Training for students on traditional research Masters or PhD programmes is more broadly based and is administered under the Postgraduate Training Scheme (PGTS). This scheme is accredited by the University and has been developed to help you do two things:

- Undertake research more effectively
- Gain transferable skills that can be used in your future career

The exact course of training that you undertake will depend on your specific needs as identified by you and your supervisor.

Part-time students and those generally working away from the University's campuses are offered other opportunities such as week-long Easter and Summer Schools in order to be able to undertake this training.

Through the PGTS you can achieve a Certificate (60 credits) or a Diploma (120 credits) in Postgraduate Research Training. Each is a formal qualification in its own right and will add significantly to your CV. The skills and experience that you gain from the training will not only facilitate your research but also enhance your standing in many areas of employment.

## The Graduate School

This serves two main purposes. Firstly, it is the main administrative office on the Hull Campus for our research students, supplementing the personal supervision and discipline-specific support that you receive in your department. As a member of the Graduate School, you have someone to speak for you in University planning and to whom you can turn if there is a problem that your supervisor or the Faculty of Education is unable to resolve. Secondly, it provides a number of valuable facilities for all postgraduate students, whether on taught or research programmes.

The building houses 60 networked workstations, as well as quiet study areas, photocopying facilities, lockers for the storage of personal items, a seminar room, and a common room for social activities. The school's purpose is to supplement the personal supervision and discipline-specific support you receive from the Faculty of Education. This makes it the perfect place in which to meet other postgraduate students. All facilities are available 24 hours a day, 365 days a year.



The students' union building



Keith Donaldson Library



The Graduate School



Brynmor Jones Library



### The library service

There are two main libraries: the Brynmor Jones Library on the Hull Campus and the Keith Donaldson Library on the Scarborough Campus. At Hull there is also a well stocked Map Library. Students are automatically entitled to use all libraries and their facilities.

- The Brynmor Jones Library, an eight-floor building, holds particularly rich collections of material, including theses, microfilms, videos, music and DVDs, as well as books and periodicals.
- The Map Room has 60,000 sheet maps – the largest collection in the region.
- The Keith Donaldson Library supports the programmes studied at the Scarborough Campus with about 80,000 volumes and more than 100 current journals. The library has recently undergone a major expansion and transformation to provide a contemporary learning environment.

Together the libraries contain more than a million items, subscribe to 1,500 print and 17,000 electronic journal titles, and provide access to in excess of 300 databases and datasets and 2,000 electronic books. All the research specialisms in the University are supported by designated library funds.

Our web pages give access to the electronic catalogue, databases, e-books and e-journals, and to a wide variety of self-services, including book reservation and renewal.

The libraries have plenty of study spaces (there are more than 1,600 in the Brynmor Jones), networked computer workstations and multimedia equipment.

[www.hull.ac.uk/lib](http://www.hull.ac.uk/lib)

### Computing services

More than 1,100 open-access computers are available across the Hull Campus for use by students. Included in this provision is the 24-Hour Centre, which is open to students throughout the year. A wireless network service is also available across the campus. Students have access to more than 500 applications, including the latest Microsoft Office suite and a wide variety of specialist teaching software.

Students on the Scarborough Campus have access to more than 100 PCs in the Keith Donaldson Library. There are further IT facilities in the Worsley Building, offering a wide range of software for students' use. You are also able to connect to the wireless network anywhere on campus using your own laptop or mobile device.

Taylor Court flats in Hull and the halls of residence on both campuses have network connections in study-bedrooms, with 24-hour internet and email access. Students living in other accommodation are able to use the University's dial-in service.

[www.hull.ac.uk/asc](http://www.hull.ac.uk/asc)

### Postgraduate Society

The Postgraduate Society has an office on the first floor of the students' union building, where students are free to call in for advice or a chat. The society organises a regular programme of social activities, including parties, meals, theatre trips and networking events, so there are many excellent opportunities to meet fellow postgraduates across disciplines.

# International students

**The University of Hull has a long tradition of educating students from countries in and beyond the EU. We have no formal quota arrangements, but in any one year about 15% of our students are from abroad. The largest groups are from continental Europe, China, Malaysia, Hong Kong, Saudi Arabia and Nigeria – in all, more than 3,000 people from more than 130 countries.**

The International Students' Association (which helps coordinate social and cultural activities) is, therefore, one of the largest and most dynamic of the students' union clubs.

The University offers good value for money. In terms of the annual costs of study for non-EU students, Hull is less expensive than – for example – US colleges of equivalent esteem. Moreover, our programmes are usually shorter than those offered elsewhere in the English-speaking world (three years for a PhD programme, for example, as opposed to four or more in the US or Australasia); and living costs in Hull are much lower than almost anywhere else in Britain (approximately 30–40% lower than in London), while the proximity of our campus to residences means daily travelling costs are low and good, inexpensive shopping facilities are within easy walking distance.

### Offers of admission

A formal offer of admission will be sent to you as soon as possible. This will not necessarily be for the programme for which you applied if we believe a different one is more appropriate. You should therefore note that you are being accepted only for the programme specified in the offer and there is no commitment to transfer you to another programme or to offer you a further programme on completion of the first. In some cases, conditions will be attached to our offer – these must be fulfilled before the offer can be confirmed. In such circumstances you should not come to Hull until you have received confirmation that you have satisfied the conditions.

### Accommodation

For the unaccompanied postgraduate from overseas, accommodation is easy to find. We have a superb range of residential accommodation – from self-catering student houses to the Taylor Court on-campus flats, which are particularly attractive to students who may be resident in Hull throughout the year. Moreover, all unaccompanied international students are guaranteed a place in University-owned or -managed accommodation throughout their programmes, if they wish it.

For students accompanied by their families, accommodation is less easy to come by, and the University has only a very limited number of family units. Please seek the advice of the University's Accommodation Office as early as possible.

### Welfare and support

The University of Hull provides a comprehensive support service for all international students. The University's Student Welfare Office and the students' union's Advice Centre offer pastoral support and counselling services, while the Study Advice Service can provide academic support – should you need it – to supplement that which is available through the faculty. The International Office is the first port of call for international students requiring personal support and guidance, including advice on immigration matters.

All new international students are invited and encouraged to attend the arrival and orientation programme, hosted by the International Office, which takes place at the beginning of every semester and attracts about 800 students each year. Including a free transport service (conditions apply), this globally recognised programme provides invaluable information on support services and on academic and study issues. Designed to make you feel at home as soon as possible, and confirming Hull's reputation as one of the friendliest universities in the UK, it also provides an early opportunity for social interaction will fellow students.





# How to Apply

## Admission requirements

There is no single deadline for applications. We ask that your application reaches the University by 1 August (for a September start) or otherwise at least six weeks before your intended start date. International applicants are advised to give sufficient time for processing by the University and to make visa and travel arrangements.

Please use one of the following methods to apply:

- 1 Apply online at [www.hull.ac.uk/pgapplyonline](http://www.hull.ac.uk/pgapplyonline)
- 2 Download and print the postgraduate application form and the reference form available online: [www.hull.ac.uk/pgapplication](http://www.hull.ac.uk/pgapplication) and [www.hull.ac.uk/pgrefform](http://www.hull.ac.uk/pgrefform)
- 3 Apply directly through a University of Hull recruitment partner in your country. For a full list, please visit our website [www.hull.ac.uk/international](http://www.hull.ac.uk/international)

## Application procedure

To be considered for a research degree, your application must include your research proposal to enable us to decide if we can match up your interests with a research supervisor. Guidance on writing a research proposal for a research Masters or PhD degree is given at [www.hull.ac.uk/preparingresearchproposal](http://www.hull.ac.uk/preparingresearchproposal)

## Supporting documents

With your application you are required to provide academic transcripts, academic references, proof of English language proficiency (if applicable), a copy of your passport and you may be required to provide a copy of your CV and write a personal statement.

The original statement of results, certificate or transcript issued to you by the examination board/awarding institution will be required to support your application. You can only provide photocopies if these are officially verified with an original legible stamp and a legible signature from an authorised person. Where documents are not in English it is the applicant's responsibility to obtain official translation to English if required by the University and to submit both the translation and the document translated.



## Entry requirements

For graduate study, applicants are expected to have the equivalent of a British Honours degree. Detailed entry requirements are provided by course in this brochure. Please note that each application is considered on its own merit and admissions tutors will give careful consideration to other factors, such as work experience and nature of previous studies.

## Funding and fees

For the latest postgraduate fees please visit our website: [www.hull.ac.uk/money](http://www.hull.ac.uk/money). The University is considering the introduction of a tuition fee deposit for some students in 2014 to secure a place and obtain a Tier 4 visa CAS, where relevant.

## Scholarships and bursaries

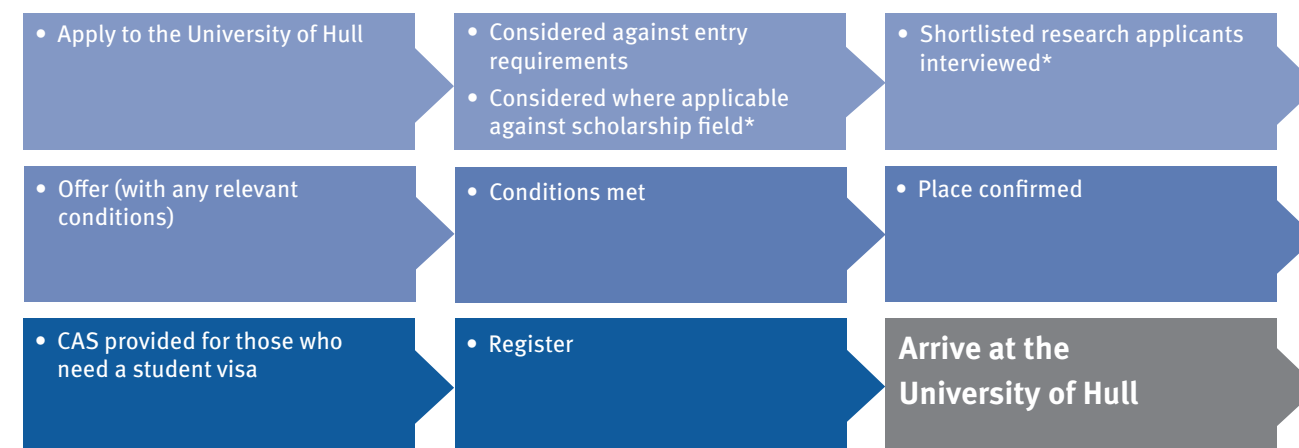
The University offers a number of scholarships and bursaries to its students, including PhD scholarships in specific research areas. The majority of these are offered directly by the academic departments and are based on academic merit.

On postgraduate research degrees, students are either self-funded or have acquired scholarships from either funding bodies such as research councils, commercial sponsorship or government agencies.

For more detailed information about our scholarships and bursaries and postgraduate funding sources, please visit [www.hull.ac.uk/scholarshipsandbursaries](http://www.hull.ac.uk/scholarshipsandbursaries).

# What Happens Next?

A quick reference of what to expect.



\* Does not apply to all postgraduate students



Find out more

+44 (0)1482 466850

[www.hull.ac.uk/admissions](http://www.hull.ac.uk/admissions)

Enquiries

E. [pgstudy@hull.ac.uk](mailto:pgstudy@hull.ac.uk)

# Money Matters

## Transparent costing policy

The University of Hull believes in transparency regarding costs incurred by students studying for its awards. We will clearly identify mandatory costs which arise from undertaking a programme and/or its core modules. The costs of all compulsory field trips and of all field trips at Level 4 (typically the first year) of a programme will be free of charge, as will essential equipment. We will be clear in our information about necessarily incurred costs (e.g. living costs, accommodation, parking and so on) associated with studying at the University and will provide clear guidance in our information about what these are likely to be. A further category is optional costs which may arise from particular module choices. Though optional, these costs may nonetheless be seen by students as necessary if they are to do well on a programme or to get the most out of it, and as such will be made transparent and easily accessible.

## Welcome back – Loyalty Scholarships

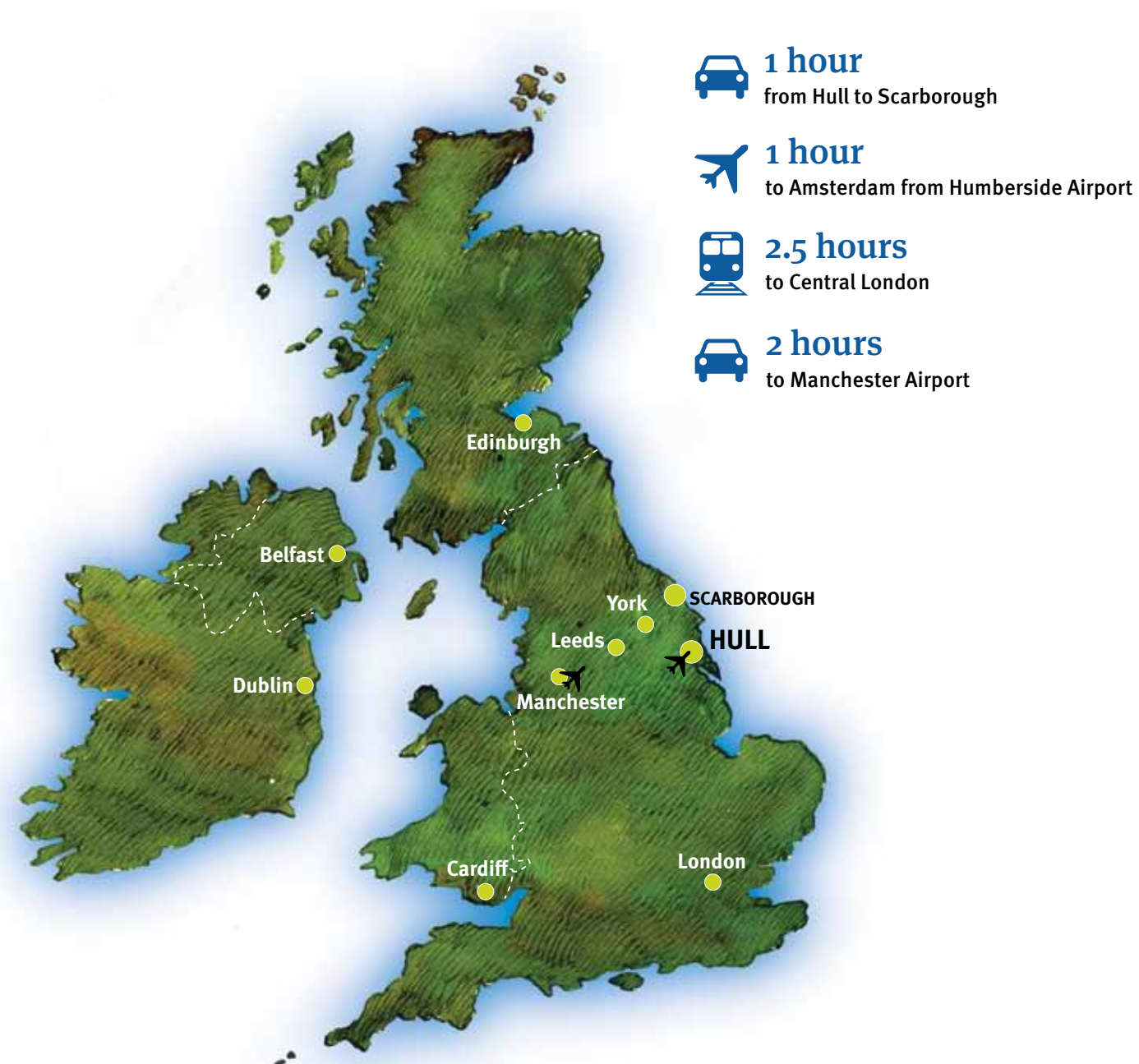
We know that loyalty is a two-way street. That's why we offer our alumni a range of fee discount options on our postgraduate taught courses. As a Hull graduate, you already have a lifelong connection with your university; if you're considering further study, you don't have to start all over again at a brand new university – a postgraduate programme at Hull would be a natural extension of your student experience with us. Whether you're looking for an injection of career momentum, a change of direction, or purely to explore your area of academic interest in even greater depth, the wide range of postgraduate studies across our faculties will have something for you. As a postgraduate here, you can take advantage of world-class research expertise, cutting-edge facilities and unrivalled student support.

Be inspired, further information about Loyalty Scholarships and how your University can make postgraduate taught studies more affordable for you is available by contacting;

For faculties and course information; [hefunding@hull.ac.uk](mailto:hefunding@hull.ac.uk) or Elaine Warrenner on +44 (0)1482 465363.

For a range of international scholarships offered by the University of Hull Business School (HUBS); [businessmasters@hull.ac.uk](mailto:businessmasters@hull.ac.uk) or Bella Anand at [b.anand@hull.ac.uk](mailto:b.anand@hull.ac.uk)

# How to Find Us



You have the best of both worlds at the University of Hull. Not only do our campuses in Hull and Scarborough have beautiful surroundings and an abundance of outdoor leisure opportunities right on their doorsteps, they are also well situated – making them easily accessible by road, rail, sea and air.

The city of Hull is in the East Riding of Yorkshire, on the northern shore of the Humber Estuary, with good road links to the major cities of England. Hull is 200 miles from London, 100 miles from Manchester and around an hour's drive from Leeds and York.

Scarborough, a picturesque seaside town situated on the North Yorkshire coast, is also within an hour's drive of York and only 40 miles from the University's Hull Campus.

Both sites have good international links as well, with easy access to several airports including Humberside, Leeds Bradford and Teesside. P&O Ferries also offers daily overnight services to Rotterdam and Zeebrugge from Hull's own port.

## We would love you to choose Hull as your first choice, but don't just take our word for it ...

*“The friendly, satisfied students of Hull are the University's best advocates and find a camaraderie with each other that other universities just can't match.”*

*The Sunday Times University Guide 2012*

*“Anyone who goes to Hull will tell you it's friendly and down to earth, with a diverse population and a very low cost of living. No wonder it rates highly for student satisfaction.”*

*The Guardian University Guide 2013*

*“Twice named the friendliest university in Britain, the University of Hull is regularly ranked among the top institutions in the country for student satisfaction. Undergraduates have a great time in and out of the lecture halls.”*

*The Sunday Times University Guide 2013*

### Disclaimer

This publication is intended principally as a guide for prospective students. The matters covered by it – academic and otherwise – are subject to change from time to time, both before and after students are admitted, and the information contained in it does not form part of any contract. While every reasonable precaution was taken in the production of this brochure, the University does not accept liability for any inaccuracies.

The contents of this publication are available online at [www.hull.ac.uk/pgdocs](http://www.hull.ac.uk/pgdocs) or in other formats on request.

### Address

For general enquiries, please write to:

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Hull, HU6 7RX

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E. [admissions@hull.ac.uk](mailto:admissions@hull.ac.uk)

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