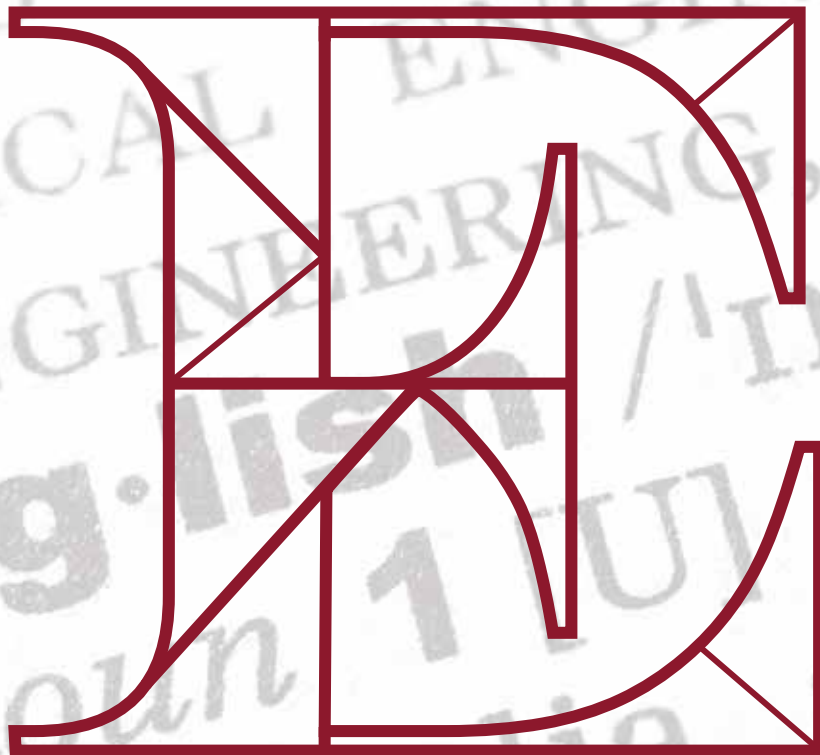


MANCHESTER
1824

The University of Manchester



MANCHESTER INSTITUTE OF EDUCATION

POSTGRADUATE BROCHURE

WWW.SEED.MANCHESTER.AC.UK

WITH A **WINNING**
HERITAGE,
WORLD CLASS
RESEARCH AND
OVER **25** NOBEL
PRIZE WINNERS,
STUDENTS AT
THE UNIVERSITY
OF MANCHESTER...

**PREPARE TO MAKE
A DIFFERENCE**



NEIL BALLANTYNE

MA Digital Technologies, Communication and Education Graduate

"The MA definitely helped develop practical skills such as educational design, coding skills and user testing techniques. Working with people from a diverse range of backgrounds has helped me work with a globally dispersed team."

//

Students on one of our postgraduate programmes network directly with the schools in their area.

//

THE MANCHESTER INSTITUTE OF EDUCATION IS A LEADING UK PROVIDER OF INITIAL TEACHER TRAINING ATTRACTING STAFF AND STUDENTS FROM A BROAD VARIETY OF BACKGROUNDS WHO WANT TO WORK TOGETHER TO SOLVE REAL WORLD PROBLEMS. IT BOASTS CUTTING-EDGE RESEARCH WITH SOCIAL RESPONSIBILITY AND THE AIM OF IMPROVING EDUCATIONAL POLICY AT ITS HEART.

CONTENTS

INTRODUCING MANCHESTER	8
THE UNIVERSITY OF MANCHESTER	10
OUR CAMPUS	12
MANCHESTER INSTITUTE OF EDUCATION	14
TAUGHT MASTER'S COURSES	16
APPLYING FOR TAUGHT MASTER'S COURSES	30
RESEARCH PROGRAMMES	32
DOCTORATES	36
APPLYING FOR RESEARCH PROGRAMMES	46
STUDENT & SUPERVISOR PROFILES	48-49
CONNECT ONLINE & CONTACT DETAILS	50-51



**DID
YOU
KNOW?**



Our city's marriage of the historic with the modern – Manchester was voted the best city in the UK to live in, in the 2013 Global Liveability Survey

THE UNIVERSITY OF MANCHESTER

Is ranked...

5th IN THE UK
&
7th IN EUROPE

£650 million

investment in university facilities for research and study.

55% of our research output was ranked as **world leading** or **internationally excellent***.
(in most recent Research Assessment Exercise - RAE 2008).

INTRODUCING MANCHESTER

WELCOME TO MANCHESTER

Manchester's unique character comes from its pioneering past – this is the place where the Industrial Revolution really took hold. The city grew dramatically in the 19th century on the wealth created by cotton, and its amazing Victorian civic buildings, mills and factories shout: 'This is Manchester. We've arrived.'

But it is not all about industry. Manchester nurtures creativity and hosts international sporting events. Never content to live on past glories, this is a place that looks to the future with a passion for progress.

With events, facilities and attractions to suit every lifestyle, Manchester is lively, culturally diverse and easy to enjoy on a student budget. In fact, about a quarter of our students love it here so much they make it their home after they've finished their studies.

ART AND CULTURE

From artistic masterpieces to the history of football, Manchester has an impressive range of museums and galleries, many of which are free. The Museum of Science and Industry brings innovation to life in the world's oldest railway station, while the Imperial War Museum North asks how war shapes people's lives. Manchester is also home to the National Football Museum and the People's History Museum.

Important classic and contemporary art is on show at the Manchester Art Gallery, while you can find a plethora of smaller galleries all over the city.

Manchester attracts some of the world's biggest bands and DJs, at venues such as the MEN Arena and the Apollo. You can catch new acts and smaller shows at venues such as Soup Kitchen, Deaf Institute, Gorilla, and Band on the Wall.

The Hallé and BBC Philharmonic orchestras both perform at the Bridgewater Hall. Leading chamber orchestra Manchester Camerata can also be seen there, as well as at the Royal Northern College of Music, which stages a diverse programme of music.

You'll find everything from opera to comedy to experimental theatre at the Palace Theatre, Royal Exchange, Contact Theatre and The Lowry.

Our own venues play an equally important role in the city's cultural life. Discover ancient worlds at Manchester Museum, peruse our impressive collections at the John Rylands Library, enjoy exhibitions at the Whitworth Art Gallery or listen to touring bands at our Academy venues.

FIND OUT MORE

www.visitmanchester.com
www.timeout.com/manchester
www.creativetourist.com
www.manchesterconfidential.co.uk
www.manchestersfinest.com

FOOD AND DRINK

With so many cultures rubbing shoulders with each other, it's no surprise that Manchester has a great reputation for food and drink. You'll find cuisine from practically every nation and to suit any budget, from high-class dining to top-notch takeaways.

Restaurants, bars and clubs can be found in most parts of the city centre, from the bustling Deansgate Locks and The Printworks to the upmarket Spinningfields and the bohemian Northern Quarter.

We have the UK's second biggest Chinatown, where you'll find Asian supermarkets and great restaurants, and the neon-lit 'Curry Mile' begins just a short walk from the University campus.

There's also plenty of choice near campus on Oxford Road and surrounding the student halls of Fallowfield. A little further afield, the neighbourhoods of West Didsbury and Chorlton offer an equally impressive range of places to eat and socialise.

BUSINESS

A bustling commercial centre, Manchester works as hard as it plays. Creativity complements industry, and burgeoning entrepreneurs thrive alongside established multinational businesses.

More than 200 businesses are based at nearby MediaCityUK, which has become an important base for many BBC departments. The city is home to the largest chamber

of commerce in the UK, while there's a thriving digital sector, as well as well-regarded services and knowledge-based industries, and much more.

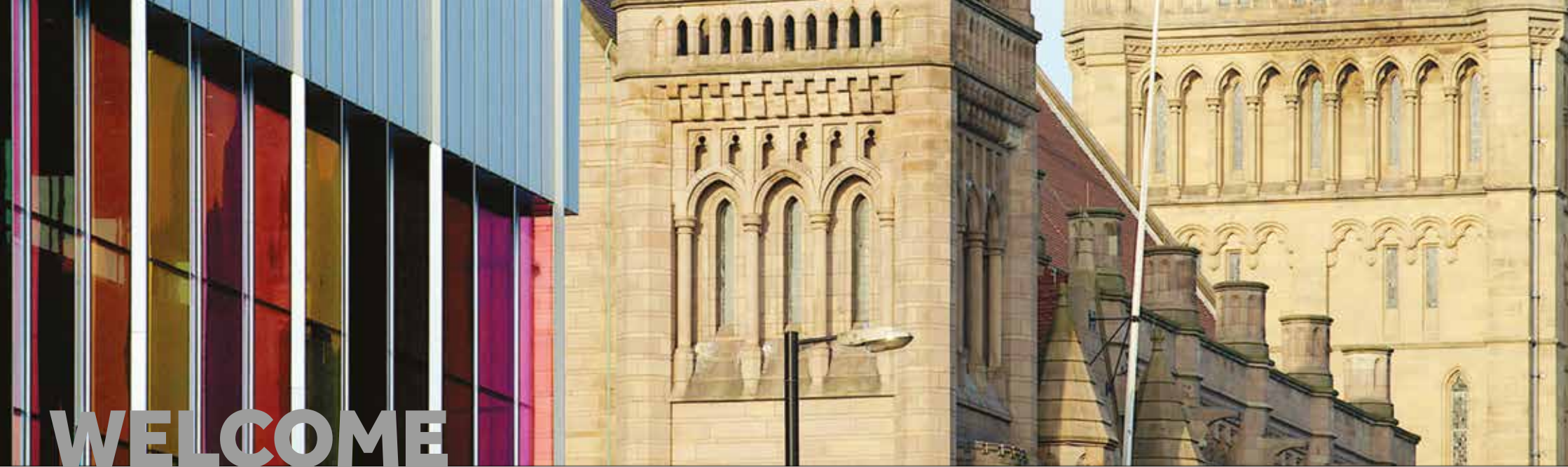
Manchester is the perfect spot for you to connect with potential future employers from all sectors, gaining an insight into possible careers. You may also have the chance to work with commercial giants on collaborative research opportunities.

SHOPPING

Manchester is a shopper's paradise. It's home to the Trafford Centre, the second largest shopping centre in the UK, bringing countless shopping and leisure names under one roof.

In the city centre, Market Street is a modern British high street and a good starting point for any shopping trip. Premium department stores such as Harvey Nichols and Selfridges, and top designer stores sit alongside shops more suited to a student budget, like Primark and TK Maxx.

The Northern Quarter is the place to go to find independent and specialist traders, selling everything from vintage clothing and second-hand music to artwork and craft supplies.



WELCOME

TO THE UNIVERSITY OF MANCHESTER

At Manchester you'll reap the benefits of being better connected.

We work closely with organisations ranging from government bodies to global businesses, from local health services to registered charities.

These connections inform our taught courses and give our research programmes greater, more immediate impact.

WE MAKE THINGS HAPPEN

We turn enthusiasm into achievement and groundbreaking theory into cutting-edge practice. That's why we're at the forefront of the search for solutions to some of the world's most pressing problems – from cancer to climate change, from poverty to sustainable energy.

We've been accomplishing feats of global significance for more than 180 years, from inventing the modern computer to splitting the atom, and from founding present-day economics to giving the world graphene – the two-dimensional 'wonder-material' that is one atom thick, but 200 times stronger than steel.

WE KNOW WHERE WE'RE GOING

Already ranked third in the UK for research power, we're on the way to achieving our target of becoming one of the world's top 25 universities, having risen 38 places in the last eight years.

Our plans are backed by the biggest investment programme ever seen in UK higher education – we've already invested £750 million in buildings and facilities since 2004 and now we're putting an additional £1 billion into further teaching and student facilities.

WE'VE GOT THE PEOPLE TO DO IT

We have more Nobel laureates on our staff than any other UK university, and count 25 Prize winners among our current and former staff and students.

Could you be number 26?

WE GIVE YOU EXCELLENT PROSPECTS

Whether you're a committed researcher wanting to further the human quest for knowledge, a career-focused professional seeking a specialist qualification, or an enquiring mind with a burning enthusiasm for higher learning and understanding, a postgraduate degree at The University of Manchester will help you to realise your ambitions.

Our problem-based approach to learning will inspire you to think critically and creatively, cultivating your independence and making you more attractive to recruiters. Our graduates are consistently among the most targeted in the UK by leading employers.

WE OFFER MUCH MORE THAN A DEGREE

At Manchester you'll find the broadest range of opportunities outside of your studies for developing your interests and broadening your experience.

These include outstanding sports facilities, community volunteering, skills-development programmes, mentoring and much more.

WE'D LOVE YOU TO JOIN US

Choose The University of Manchester and discover your own path to future success.

Above:
Alan Gilbert Student Learning Commons and the Whitworth Building at The University

Join our postgraduate community and begin a career of limitless possibilities.

Part of the prestigious Russell Group of universities, we enjoy an international reputation for our pioneering research and innovation.

We're influential and forward-thinking, down-to-earth and friendly, and we'll give you an amazing university experience that's rooted in a rich heritage.



WELCOME TO OUR CAMPUS

The University of Manchester is large, yet compact enough to give the best of both worlds: city life and a campus community. Getting around the campus is easy. Everything is within walking distance or connected via a free bus service.

Our campus occupies a large area close to the city centre, allowing students, staff, businesses and the wider public to come together, share ideas and collaborate. It is dominated by grand Victorian buildings, alongside modern facilities, but also has quiet corners, landscaped gardens, cafés and common rooms where you can relax and spend time with friends.

Think of it as a village within a city.

MADE FOR STUDENTS, BY STUDENTS

Our ultra-modern Alan Gilbert Learning Commons was designed in consultation with our students. This eye-catching £24 million building is home to the most up-to-date IT facilities, lots of flexible learning spaces and a host of student-centred services.

The Learning Commons is open all day and night, and can accommodate more than 1,000 students. There are 30 bookable rooms and a variety of pods and spaces, making it great for group study or independent learning.

The building is designed to the highest standards of sustainability – even the lighting adjusts automatically according to the level of natural light and the occupancy of the rooms.

CULTURE ON CAMPUS

We aim to inspire as well as educate, with cultural attractions open to students and the public alike.

- Manchester Museum: bringing ancient worlds to life and hosting a constantly rotating programme of exhibitions
- John Rylands Library: home to one of the world's finest collections of rare books and manuscripts
- Whitworth Art Gallery: one of the city's premier art spaces located in the nearby Whitworth Park*
- The Martin Harris Centre for Music and Drama: a performance space for music, drama and other arts
- Jodrell Bank Discovery Centre: on the site of the iconic Lovell Telescope in the beautiful Cheshire countryside, the centre offers fun and engaging exhibitions and activities on astronomy and space physics.

LIBRARIES AND LEARNING FACILITIES

LIBRARIES

The University of Manchester Library is one of the best-resourced academic libraries in the UK. Widely recognised as one of the world's great research libraries, the Library provides over 4 million printed books, more than 500,000 ebooks and access to 41,000 electronic journals and hundreds of online databases.

The needs of taught and research students are served by a dedicated team who provide specialist advice on such diverse topics as bibliometrics, impact analysis, research data management, open access publishing and literature reviews. The Library also offers a high-quality skills programme specifically aimed at researchers and their needs.

For those times you are unable to visit, the vast majority of our electronic resources can be used remotely online.

Across campus several specialist libraries offer subject-specific and tailored services. You can make use of the John Rylands Library, a magnificent neo-Gothic building housing one of the world's finest collections of rare books and manuscripts, which is also a thriving visitor attraction, with exhibitions and events taking place throughout the year.

www.manchester.ac.uk/library

IT SERVICES

The University's teaching and research activities are supported by extensive IT services. The fact that we've got the largest server farm in the north-west of England should give you an idea of the breadth and scale of our technologies. Our facilities and services include:

- more than 3,200 student PCs accessing a huge range of software, academic data and resources from across the world
- extensive Wi-Fi coverage across campus, including access to the international eduroam network
- fully networked University halls of residence, providing high-speed Internet access from your room
- 24/7 access to computers at the Alan Gilbert Learning Commons and in the Owens Park halls of residence
- a University email account and a personal file storage area
- specialist research support services for academics and researchers, offering access to national datasets, visualisation and high-performance computing
- dedicated IT Service Desk support, including a 24/7 telephone helpline
- downloadable iManchester smartphone app for mobile devices.

*The Whitworth will be closed for a £12 million refurbishment until February 2015.

Left above: Students discussing group work in the Manchester sunshine
Right top downwards:
The John Rylands Library
Student studying in one of the world's great research libraries
University Place and the Whitworth Building at the University
Recently opened Arthur Lewis Building with state-of-the-art laboratories





MANCHESTER INSTITUTE OF EDUCATION

As one of the largest graduate educational research communities in the UK our Institute offers a rich diversity of opportunity for more than 1000 postgraduate students every year.

Choosing to undertake your postgraduate studies with the Manchester Institute of Education (MIE) means joining a lively international student community, where you will benefit from teaching consistently rated 'excellent' and gain access to the fantastic resources of our University.

We offer a portfolio of taught postgraduate courses which have attracted excellent ratings in teaching quality assessments in recent years – including those undertaken by both QAA and OFSTED.

For most of our courses, progress is assessed through written assignments involving a variety of tasks. The development of transferable skills is a key aim of all of our programmes, and most assessment requires students to apply their learning to their very individual contexts. Students have the opportunity to carry out relevant research, and appropriate training is provided for this and for the dissertation that Masters students are required to submit.

Our masters and diploma courses attract students from different educational contexts from all over the world, and cover a breadth of areas including:

- TESOL
- Digital Technologies and Communication
- Inclusive Education
- Educational Leadership
- Education
- Psychology of Education.

Many of our courses can be studied full-time, part-time or by distance learning – check the course information in this brochure for further information.

SUPPORT

Staff in MIE recognise the need for effective support whether you are studying on campus or at distance, and provide a range of services to support you academically and pastorally.

Students on the postgraduate courses will each be assigned a personal tutor who has a special interest in the degree.

MIE also boasts 65 teaching and research staff with a broad range of research interests, teaching experience and expertise, which is reflected in our excellent postgraduate taught provision.

TAUGHT MASTER'S COURSES

PREPARE TO MAKE A DIFFERENCE

**MA Digital
Technologies,
Communication &
Education**
PT/FT/DL

**MA Education
(International)**
FT

**MA Educational
Leadership**
PT/FT

**MEd Psychology
of Education**
PT/FT

MA TESOL
PT/FT/DL



Duration:
Full-time: 12 months, **Part-time:** 27 months,
Distance: 36 months

Why Digital Technologies?

Digital technologies are everywhere in our lives. They include ICT (computers); mobile telephones; digital television and radio; digital cameras; new scientific instruments; and the Internet itself, particularly new "Web 2.0" technologies like Facebook and Wikipedia.

All have a profound impact on the way we teach and learn at any level. To adapt to these changes requires an understanding not only of how they can be used in a classroom, but how they change the way we communicate, and how education itself can be managed and organised.



For whom is the course designed?

The MA: DTCE is designed to help teachers, lecturers, administrators, managers, e-learning designers, trainers and anyone else with an interest in education to understand the impact of digital technologies and media on their working lives. You will study both the practical skills you need and the underlying theoretical and historical background of these technologies.

The course is available to study both on campus in Manchester, and fully online. Online and face-to-face students work together in an innovative teaching environment in which you learn about these technologies by working with them throughout your degree. In either case you will make use of, and study, course management systems such as Blackboard and Moodle, videoconferencing, other forms of online communication and CD-ROMs.

Full-time students in Manchester study the course in one year, starting in September. Part-time students in Manchester normally take two years, and online students, three years. We aim to be as flexible as possible to fit in with your needs, so please contact us if you have any questions about timetabling.

COURSE CONTENT

AIMS

- help students further their careers through improving their skills and knowledge base in the area of digital technologies and communication, in order that these can be applied in any educational setting
- enhance students' interpersonal and group communications skills in order to enable them to learn independently and make effective decisions through self-reflection on their own practice
- develop in students the ability to design their own educational materials using digital technologies and in particular to develop creative and innovative approaches to this work
- build in students the confidence and ability to identify and critically evaluate the use of digital technologies, whether in formal educational settings or the informal educational processes of society, and with specific reference to their own needs and practice
- develop students' ability to systematically understand and critically evaluate research and research methodologies relevant to digital technologies in education, and then to apply this knowledge in actual research projects
- to assist students in developing an ability to manage and understand rapid technological change and its effect on educational processes, institutions and policies.

CORE COURSE UNITS - FOR ALL MA STUDENTS

EDUC70140 Educational Technology and Communication (30 credits): Semester 1 & 2

EDUC60610 Researching Digital Technologies, Communication and Education (30 Credits): Semester 1 & 2 (Part-time and distance students do not do this until their final year).

EDUC61711 Digital, Media and Information Literacy (15 credits): Semester 1.

TAUGHT COURSES

OPTIONAL COURSE UNITS (CHOOSE FROM THE FOLLOWING TO MAKE UP THE CREDIT LOAD FOR YOUR COURSE)

- **EDUC70510** Multimedia Design and Development (15 credits): Semester 2
- **EDUC70171** Using and Managing ICT in Schools and Colleges (15 credits): Semester 1
- **EDUC60602** Teaching and Learning with Emerging Technologies (15 credits): Semester 2
- **EDUC70221** Evaluation and Design of Educational Courseware (15 credits): Semester 1
- **EDUC61712** Media and Information Literacy (15 credits): Semester 2
- **EDUC70052** Teaching and Learning Online (15 credits): Semester 2
- **EDUC61632** Introduction to Educational Video Production (15 credits): Semester 2
- **ISS** Independent Supervised Study/Client-Based Project (15 or 30 credits): Either semester, but not recommended for any student in their first semester of study.

You can also design your own study programme for a course unit, or get credits for work-based learning, for example, by creating a web site for a school.

You will be required to study research methods in preparation for a final dissertation.

Availability of course units may vary from year to year.

COURSEWORK AND ASSESSMENT

The form of the assessment varies from unit to unit. All the following are used on at least one course unit mentioned above:

- practical project work, i.e. creation of a web site or other educational software
- a written literature review or other essay of approximately 3,500 words
- criticism of existing software, web sites etc.
- creation of a teaching portfolio
- writing reports on schools or other educational settings
- collaborative group work.

MA DIGITAL TECHNOLOGIES, COMMUNICATION AND EDUCATION CONTINUED...



I was employed with my Master's degree at the Arab Open University. It is a non-profit Higher Education Institution established mainly to enable those who missed the chance of attending the University to pursue their higher education through distance learning.

I belong to the faculty of computer studies, while they also have languages and business studies. We offer undergraduate as well as postgraduate studies at the AOU.

I've planned two modules for this semester. One is Education and ICT, the other is Using Computer Software in Education. I'm using the best that I have experienced in Manchester to construct stimulating courses.

MA DTCE graduate



For dissertations, you can choose between a Mode A (i.e. more traditional type) or a Mode B (portfolio type) dissertation.

Mode A dissertations report on a research project of your own design or, possibly, discuss or develop theoretical understanding relevant to the field and/or your professional development.

Mode B dissertations are more practical, and involve you designing, testing and implementing a technological solution to an educational problem, for example, a web site or piece of interactive multimedia, and then reporting on this process.

Mode A dissertations are 15,000 - 20,000 words long - the length of Mode B work can be negotiated, but the overall workload is expected to be equivalent to that of a Mode A.

The MA is a modular course carrying 180 UCET points. It is divided into a taught component of 120 credits (subdivided into eight course units of 15 credits) and a dissertation of 60 credits. The taught component must be successfully completed before the dissertation can be submitted.

The course is semesterised. For on-site participants, this involves Semester 1 (late September - late January), Semester 2 (February-mid-June), and, for full-time participants, a summer semester (mid June - early September) for the dissertation.

Part-time participants, whether studying in Manchester or at a distance by e-learning, follow the same teaching semesters as full-time participants but with a lighter study load in each. Their dissertations can then be completed over a longer period and submitted in either April or September.

COURSE CONTENT CONTINUED...

Each 15-credit course unit is normally taught in one semester either through face-to-face classes or through various types of distance/e-learning. Except where noted, all courses exist in both a face-to-face and distance version. It is possible for students to complete the degree by a mixture of face-to-face and distance methods, if this is desired. Each 15-credit course unit is designed to fill 150 hours of study time. This time includes both set activities/classes, independent study, and work on assessment projects.

MA DTCE PATHWAY

Pathways are specialisations in a recognised area of Digital Technologies, and currently there is a TESOL pathway available.

The degree that you would be awarded if you took this specialism would be called: **MA DTCE (TESOL)**.

A pathway student must successfully complete a 15 credit core course specialising in language learning and technology; focus on their specialism and relevant research methods in the 30 credit unit Researching DTCE; and complete a 60 credit dissertation with a focus on TESOL and technology.

CAREER OPPORTUNITIES

Graduates from the course can follow a number of career paths: some continue to work in their existing posts, but often with enhanced status; some move into teacher education, materials development, publishing, the media, managing self-access facilities, testing and assessment, research; some set up their own businesses.

Alternatively, graduates may use the course as a springboard into further study, eventually leading to a PhD.

ENTRY REQUIREMENTS

Honours degree (minimum 2:1 classification) or equivalent approved academic qualification from a recognised institution.

Students whose first language is not English may be asked to provide evidence of fluency in English by achieving scores in English Language tests as follows:

- IELTS 6.5 overall, 6.5 in writing, no sub-section below 6.0
- TOEFL iBT overall score of 90 with a minimum score of 22 in writing and 20 in the other subsections
- Pearson PTE overall score of 59 with a minimum score of 59 in the written section and 51 in all other subsections, or
- Cambridge CAE or Cambridge CPE grade C (Please note that the Cambridge First Certificate in English is not acceptable).

TAUGHT COURSES



The course is aimed at graduates wishing to undertake postgraduate study of educational policy and practice.

Duration :
Full-time: 12 months

The course has been designed for teachers and other education professionals, working in a range of educational settings.

It provides participants with the opportunity to engage in structured study of, and reflection upon, the application of educational theories, ideas and concepts to a range of educational and community-based contexts.



It offers a unique combination of policy and practice-based perspectives on education located within the educational and other related experiences of the students.

The course is taught by world-leading researchers who focus on the realities of professional practice using the social sciences. Course participants typically study the course in order to develop their careers in education through securing new posts, or promotion, in educational and education-related institutions.

Specifically, the aims of the course are to:

- Develop critical understanding of key concepts in educational theory in order to enable an informed analysis of educational practices
- Raise awareness of the influence of context upon education
- Develop students' professional knowledge, understanding and skills in relation to their prior and emerging professional interests
- Enable students to gain evaluative and analytical skills that will help them to critique education policy and practice
- Develop capacity to engage in research to inform and develop practice.

COURSE CONTENT

The course is delivered through lectures, tutorials, group-work, case-based approaches, and enquiry-based learning, associated with school visits. Comprehensive training is provided in the use of electronic databases, library resources.

We encourage both individual and co-operative learning and research and hope to foster an ethos of lifelong learning. We aim to build on the expertise of our students, many of whom are experienced teachers, and who bring with them a wealth of knowledge and practical experience from a wide range of different countries.

COURSE UNITS

- **EDUC 70531** Examining Education Policy introduces education policy transfer, travel and context specificity; choice, markets and competition in education; reforming teacher professionalism and teacher identities; and social justice
- **EDUC 60491** Theories of Teaching and Learning focuses on teacher and learner identities; assessment of learning; and conceptions of children and young people in different social and cultural contexts
- **EDUC 70882** School Improvement focuses on the relationship between school effectiveness and school improvement; the history and current context of school improvement; international comparisons of and pressures on school performance; and non-school factors influencing pupil progress attainment
- **EDUC 70331** Educational Leadership introduces major schools of thought on leadership; conceptions of teachers, children and young people and educational leadership; the relationship between leadership and educational matters in different social and cultural contexts
- **EDUC 70532** Leading Educational Change and Development explores the role of school culture; inspection and accountability; philosophical perspectives on the purposes of education; and educational change beyond schools
- **EDUC 60451** and **EDUC 60452** Research Methods in Education.

These two distinct, but related, courses critically analyse the relationship between theory, policy, practice and research; introduce ethical issues

in relation to educational research; and prepare participants to conduct an independent study.

Optional course units are also available in a wide range of areas, including International Perspectives in Equity and Diversity in Education, Gender and Development and Human Resource Development.

Availability of course units may vary from year to year.

ASSESSMENT

Participants study four course units in each semester, six of which are core, and two are optional.

The form of the assessment varies, however most involve a 3000 word written assessments - this may be in the form of an essay, a critical review of the literature, or a research report. Formative and summative feedback is provided for all written assessments.

The dissertation is the report of an empirical research project investigating an aspect of education, and is 15,000 words in length.

ENTRY REQUIREMENTS

A good honours degree (minimum 2:1 classification) or the overseas equivalent, in a related area. An initial qualification in teaching, if this is not formally part of your first degree, would be desirable.

Students whose first language is not English may be asked to provide evidence of fluency in English by achieving scores in English Language tests as follows:

- IELTS 6.5 overall, 6.5 in writing, no sub-section below 6.0
- TOEFL iBT overall score of 90 with a minimum score of 22 in writing and 20 in the other subsections
- Pearson PTE overall score of 59 with a minimum score of 59 in the written section and 51 in all other subsections, or
- Cambridge CAE or Cambridge CPE grade C (Please note that the Cambridge First Certificate in English is not acceptable).

MA EDUCATIONAL LEADERSHIP

This course is taught by leading academics in the fields of leadership, management, school effectiveness and improvement.

Duration:
Full-time: 12 months, Part-time: 27 months

Senior educational experts also contribute to the degree. These include headteachers, inspectors, local authority (school district) officers and policy makers.

This is a professional and academic course, where possible all teaching encourages student participation, shared experiences and opportunities for practical application. Depending on your background and experience you may find the approach rather different from your previous experiences of University.

Teaching methods draw on a range of styles including formal lectures, workshops and other collaborative activities including role play, presentations and other types of group tasks.



AIMS

The course aims to:

- Develop participants' understanding of the key leadership issues that influence teachers' performance in primary and secondary schools and other educational settings
- Provide an overview of relevant and current theories/frameworks for examining these issues from a leadership perspective
- Enable colleagues at all levels within educational institutions to identify issues and develop appropriate strategies to generate and sustain school improvement
- Develop knowledge and understanding of practical approaches to School Improvement and School Effectiveness and of current theories, issues and debates in the field
- Develop a range of learning and transferable skills which integrate current research and best practice in the areas of School Leadership and School Improvement applicable to different students on different programmes.

COURSE CONTENT

COURSEWORK AND ASSESSMENT

Assessment for the full time course is by 8 x 3,000 word assignments and a dissertation of 15,000 words.

Assessment for the part time course is by 4 x 3,000 word assignments and a dissertation of 15,000 words.

COURSE UNIT DETAILS

Typical course units include:

- Examining Educational Policy
- Educational Leadership
- Leading Educational Change and Development
- Research Methods in Education
- School Improvement
- International Perspectives on Equity and Diversity.

Availability of course units may vary from year to year.

CAREER OPPORTUNITIES

Over the past decade graduates of this course have returned to over 40 countries around the world. They have either entered or returned to teaching, lecturing or educational administration, while others have proceeded to advanced studies.

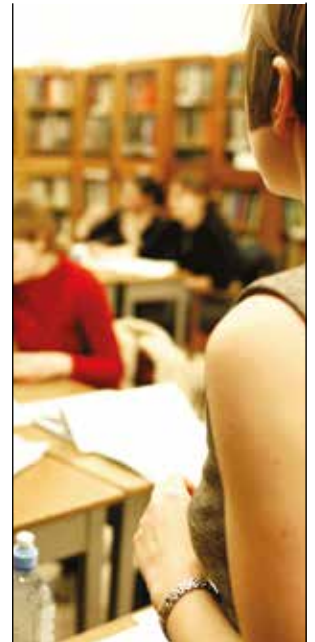
ENTRY REQUIREMENTS

Full time: A minimum 2:1 degree, or the overseas equivalent, in a related area. An initial qualification in teaching, if this is not formally part of your first degree, would be desirable.

Part time: A good honours degree, minimum 2:1, and an initial qualification in teaching. You will also need to have a minimum of two years teaching experience.

Please note APL is available for those with appropriate prior qualifications. Those seeking exemption are required to submit their course portfolio and a professional commentary on their learning experience.

TAUGHT COURSES



The MEd is
accredited
by the British
Psychological
Society.

Duration :
Full-time: 12 months, Part-time: 27 months

The aims of the course are to develop critical skills in the evaluation and analysis of current research, theory and practice in psychology and education, foster an ethos of independent and co-operative learning and research, and to provide students with eligibility for the Graduate Basis for Chartered Status from the British Psychological Society.

Graduate Basis for Chartered Status is the first step towards becoming a Chartered Psychologist.

The MEd is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Status (GBC).

The course is intended to bring graduates from other disciplines up to the academic standard of an honours degree in psychology. It demonstrates how the core areas of psychology (developmental, social, cognitive, psychobiology, individual differences, research methods) can be applied in educational settings. It is therefore an excellent starting point for individuals wishing to pursue a career in educational psychology. However, it should be noted that the MEd does not qualify you to practice as an educational psychologist. Individuals wishing to practice as an educational psychologist also need to complete the Doctorate in Educational and Child Psychology.



COURSE CONTENT

We take a varied approach throughout the course. In terms of teaching and learning, the course units are delivered through lectures, tutorials, group-work, practicals and simulations, case-based approaches, and enquiry-based learning. We encourage both individual and co-operative learning and research and hope to foster an ethos of life-long-learning. Many of our students are experienced teachers and we appreciate the wealth of knowledge and practical experience they bring to the course. During research-based learning sessions we encourage you to use all sources of information, including each other. You will receive comprehensive training in the use of electronic databases, library resources, and statistics and qualitative analysis packages. Many other key skills will be developed during the course.

COURSEWORK AND ASSESSMENT

The form of the assessment varies from unit to unit. Written assessment for a course unit usually totals 3,000 words (6,000 for double course units), and may be in the form of an essay, critical review, research report or research proposal. All assessments will be followed by both formative and summative feedback. The dissertation is the report of an empirical research project investigating some aspect of psychology as applied to education in its broadest sense. It is 15,000 words long.

CAREER OPPORTUNITIES

As the MEd confers eligibility for the Graduate Basis for Chartered Status from the British Psychological Society, a career pathway for our graduates is professional training as a psychologist (eg Doctorate in Educational and Child Psychology) and we have a good conversion rate in this regard with recent MEd graduates accepted onto doctorate level training in educational, clinical and counselling psychology. The knowledge and skills gained by psychology graduates means that they are highly regarded by employers (Higher Education Careers Services Unit, November 2010) for work in areas such as health and social care, marketing and PR, management and human resources, education, and the public sector. Many of our graduates use the skills they have acquired to gain promotion or develop their existing careers whilst others take the opportunity to change profession, for example, moving into teaching, research or working as assistant psychologists and in related positions (e.g. child and adolescent mental health worker).

TAUGHT COURSES

A small number of students go on to study for a doctorate by research (PhD) in educational psychology (which in itself opens a career pathway to working as a researcher or lecturer in higher education). More information about careers may be found on the BPS website www.bps.org.uk

ENTRY REQUIREMENTS

A good honours degree (minimum 2:1 classification), or the overseas equivalent, in any discipline is required. Candidates who do not meet the minimum 2:1 entry requirement must demonstrate evidence of ability to study at Master's level (e.g. by having already completed a Master's degree in another discipline).

Students whose first language is not English may be asked to provide evidence of fluency in English by achieving scores in English Language tests as follows:

- IELTS 6.5 overall, 6.5 in writing, no sub-section below 6.0
- TOEFL iBT overall score of 90 with a minimum score of 22 in writing and 20 in the other subsections
- Pearson PTE overall score of 59 with a minimum score of 59 in the written section and 51 in all other subsections, or
- Cambridge CAE or Cambridge CPE grade C (Please note that the Cambridge First Certificate in English is not acceptable).

The course is designed for experienced teachers of English to Speakers of Other Languages ...

Duration: Full-time: 12 months, Part-time: 27 months,
Distance: 36 months

...(and this includes teachers of EFL, ESL, EAL, ESP, and so on) in whatever geographical context or type of institution they are working.

Applications from both native- and non-native-English-speaking countries are welcome.

The MA TESOL course aims to enable experienced TESOL practitioners to: further their careers with regard to obtaining positions of seniority, undertaking new areas of professional activity, embed practice within a research dimension, contribute to the professional development of other teachers, and act in advisory capacities to teaching and associated agencies. It also aims to help participants to develop advanced knowledge and deeper understanding of TESOL-related



research, theory, and areas of debate; understand more deeply their roles as TESOL practitioners given the international currency of English and the developments in the educational environment afforded by technology access and global networking; develop their advanced professional skills such as conducting needs analyses and evaluating, adapting and designing teaching and learning resources; develop their academic literacy so that can complete their MA course and thereafter undertake further academic studies; and develop their research competence so that they can complete their MA dissertation and thereafter undertake further research in both academic and professional settings.

The course is taught by lecturers who themselves have been language teachers (TESOL and other languages) with experience of working in Britain and overseas. This background is reflected in the range of teaching approaches and techniques used on the course. Onsite, formal lectures are rare and instead classes tend to mix sections of input with group-work, computer and video activities, simulations, problem-based learning and so on. Although not all of these activities are easily replicated in distance/e-learning mode, and other forms of interaction are possible and utilised, we seek to provide a similarly varied range of teaching and learning experiences for our off-site participants.

The course can be characterised in terms of participants' critical reflection - as informed by theory and research as well as by their professional

experiences and intuitions - on their understandings of their professional practice.

We encourage both individual and co-operative learning and research and hope to foster an ethos of life-long-learning. As all of our participants are themselves experienced teachers, we appreciate the wealth of knowledge and practical experience that they bring to the course and we encourage all participants to use all sources of professional insights including their fellow participants. We provide training in the use of electronic databases, library resources, and computer based statistics packages. Many other key skills will be developed during the course.

COURSEWORK AND ASSESSMENT

The form of the assessment varies from unit to unit but usually consists of a written assignment of 3,500 words for a 15-credit course unit (double this word count for a 30-credit course unit). In such assignments, participants are expected to demonstrate an understanding of the relevant theory as applied to their professional practice, and through such work they must also demonstrate their technical, academic, and professional skills as appropriate to the topic. All assignments will be followed by both formative and summative feedback.

Participants can choose between a Mode A (or more traditional type) or a Mode B (portfolio type) dissertation. Mode A dissertations can also be characterised as having one of the following centres of gravity: empirical (which report on a research project); conceptual (which discuss or develop a conceptual understanding or framework of relevance to the participant's professional development; or practical (which involve the development of a rationale for practical activities related to professional practice). Mode A practical dissertations and Mode B portfolio-type dissertations are very similar but in the latter the materials produced are close to being in a publishable format.

COURSE UNIT DETAILS

The MA TESOL course consists of compulsory course units covering approaches, methods and techniques in TESOL, language learning and technology and developing researcher competence.

Other course units cover topics such as: psychology of language learning; explorations in language; language education as intercultural practice; and the education of language teachers. Students can

also select electives from the MA DTCE course unit, if they have a specific interest in educational technology.

MA TESOL PATHWAYS

The pathways are specialisations in a recognised area of TESOL, and result in the following named degrees:

MA TESOL (Intercultural Education)

MA TESOL (Teacher Education)

MA TESOL (Educational Technology).

A pathway student must successfully complete a 15 credit core course unit in the named, specialist area; focus on their specialism and relevant research methods in the 30 credit unit [EDUC70100/2](#) Developing Researcher Competence; and complete a 60 credit dissertation with a focus on their specialist area.

CAREER OPPORTUNITIES

Our graduates variously go on to positions of seniority, undertake new areas of professional activity such as publishing or materials development, contribute to the professional development of other teachers, and act in advisory capacities to teaching and associated agencies at both national and international level. Some also proceed to doctoral studies in TESOL, either in other contexts or joining our own thriving doctoral community. Some of our alumni details are at [edtechandtesol.info/wp](#)

ENTRY REQUIREMENTS

A good honours degree and a teaching qualification plus 3 years full-time relevant teaching experience. Students whose first language is not English may be asked to provide evidence of fluency in English by achieving scores in English Language tests as follows:

- IELTS 6.5 overall, 6.5 in writing, no sub-section below 6.0
- TOEFL iBT overall score of 90 with a minimum score of 22 in writing and 20 in the other subsections
- Pearson PTE overall score of 59 with a minimum score of 59 in the written section and 51 in all other subsections, or
- Cambridge CAE or Cambridge CPE grade C (Please note that the Cambridge First Certificate in English is not acceptable).

APPLYING

PREPARE TO MAKE A DIFFERENCE

MA Digital Technologies, Communication & Education
PT/FT/DL

MA Education (International)
FT

MA Educational Leadership
PT/FT

MEd Psychology of Education
PT/FT

MA TESOL
PT/FT/DL

TAUGHT COURSE APPLICATIONS – HOW TO APPLY

We advise you to apply early.

Typically, prospective postgraduate students will apply between ten and twelve months before they intend to take up their place.

Therefore, although applications for September entry are open until the last week of August, do not leave applying to the last minute.

It is also important to consider how you will finance your graduate studies at the same time as you make your application.

APPLY ONLINE

www.manchester.ac.uk/study/masters/admissions/apply

Here, you will also find more information on alternative application methods, and will be able to download the relevant documents.

Your applications should include the following, in either digital or hard copy format:

- Completed application form
- At least one reference – preferably academic
- Copy of degree certificate for completed bachelor's degree
- Copy of academic transcript for any academic qualification in progress
- Brief personal statement (maximum 500 words) outlining your reasons for pursuing the course and what benefits you hope to derive from it
- Curriculum Vitae.

Once your application has been received, our admissions team will contact you. We may ask you to submit additional information, if necessary.

Ensure that you enclose all the necessary documents, as the delay caused in having to seek any missing documents from you might adversely prejudice your application.

You should provide all documents in the original language. Documents in languages other than English must be accompanied by certified translations into English.

If you decide to accept your offer, when you arrive in Manchester you will be required to show to us the original documents which demonstrate your academic qualifications and your English language ability.

FEES AND FUNDING

Full-time:
UK/EU students: £6,500
International students: £14,500.

Part-time:
UK/EU students: £3,250
International students: £7,250.

Distance Learning:
UK/EU students: £2,667 per annum
International students: £2,667 per annum.

RESEARCH PROGRAMMES

PREPARE TO MAKE A DIFFERENCE

PhD three years FT or six years PT

PhD four years FT or eight years PT

As the Institute of Education is a research-led University, we have developed a thriving research culture that offers a stimulating and productive environment for staff and students alike. Our aim is to ensure that our research is at the cutting edge of theory and practice, and that it contributes to improvements in the overall quality of education for students, their families and communities in educational settings throughout the world.



MANCHESTER INSTITUTE OF EDUCATION

At the Manchester Institute for Education (MIE) we have a commitment to addressing social justice, and to enabling evidence informed educational change through both our scholarly activities and our collaborative partnerships with professionals. Our work builds upon a long-standing reputation for excellence in educational research and teaching with a tradition stretching back to 1890, when education was first established as a focus for study within The University of Manchester.

The Manchester Institute of Education approach to research is distinctive through a focus on equity and practice, making a significant contribution to the University's goal of social responsibility. Our aim is to ensure that research is at the cutting edge of theory and practice, and that it contributes to improvements in the overall quality of education for students, their families and communities in educational settings throughout the world. Productive partnerships with policy-makers and practitioners have been developed in order to interplay ideas, evidence and strategy.

KEY ACHIEVEMENTS IN THE LAST FIVE YEARS ARE:

- 52 projects worth a total of £5.2m
- 15 projects funded by Research Councils
- Seven external and four internal professorial appointments, maximising sustainability and long-term opportunities for growth
- A thriving PGR culture of over 250 students.

THE FOLLOWING KEY AREAS HAVE BEEN PRIORITISED AS THEMATIC PROGRAMMES OF RESEARCH:

- Disadvantage and Poverty, including The Centre for Equity
- Critical Education Policy and Leadership
- Critical Pedagogies and Maths Education
- Special Educational and Additional Needs, which comprises three areas – social and emotional learning, special educational needs and disabilities and educational and counselling psychology.

PhDs are welcomed in all the above areas, so please do explore the website further to find out more about our on-going research and academics.

Our PhD students join a vibrant and dynamic group of people with diverse backgrounds, interests and world views, and gain the opportunity to work with leading experts in education who have a broad range of experience and knowledge in their respective fields. There are many opportunities for students to be involved in on-going research projects. We know the importance of transition and community. All our in-coming PhD students are assigned a buddy, a senior student who offers advice and support to help connect you quickly into the community. The Post-graduate Research Support Network is run by students for students and provides regular opportunities for debate. Similarly, Research Matters is a lively seminar series for all staff and research students in MIE. Our research students are vital to our research community and are welcomed as such.



PROFESSIONAL DOCTORATES

AT THE MANCHESTER INSTITUTE OF EDUCATION

PREPARE TO MAKE A DIFFERENCE

Doctorate in Counselling Psychology

Doctorate in Education (EdD)

Doctorate in Educational and Child Psychology

To undertake a doctorate you will need a passion for enquiry.

The Professional Doctorates provide a structured learning experience that combines:

- Taught elements in three modules linking theory, research and professional practice
- Training in contemporary approaches to applied research and evaluation
- Regular professional seminars for in-depth exploration of current issues
- A substantial research project in an area of direct relevance to professional practice which results in a thesis of 40,000–50,000 words.

Professional doctorates usually run for five to six years of part-time study, with built-in flexibility to accommodate the working conditions of participants.

THE MANCHESTER INSTITUTE OF EDUCATION (MIE) OFFERS THE FOLLOWING PROFESSIONAL DOCTORATES:

Doctorate in Counselling Psychology

Contact: Terry.Hanley@manchester.ac.uk

Doctorate in Education

Contact: carlo.raffo@manchester.ac.uk

Doctorate in Educational and Child Psychology

Contact: kevin.woods@manchester.ac.uk

SUPPORT FOR STUDENTS ON DOCTORAL PROGRAMMES

To undertake a doctorate you will need a passion for enquiry. Doctoral programmes are based entirely, or largely, on supervised independent research and to support them each doctoral student will be allocated a supervisory team which will comprise two members of staff from the Manchester Institute of Education. Or, if their research necessitates it, co-supervision may be arranged with academics from another School or Faculty.

The supervisory relationship sits at the heart of Doctoral Programmes and students' relationships with their supervisors are critical to the success of postgraduate research. It is in everyone's interest to ensure that the relationship works well and, in order to assist in this, supervisory arrangements at Manchester are governed by a University Code of Practice.

Your doctorate is a learning process in which your progress will be monitored closely. The most important progression milestone will be a Review Panel of senior academics to which you will present your PhD proposal before embarking on your main study. The panel is designed to ensure that your research meets the very highest standards and is likely to result in a robust thesis. Throughout your prescribed programme of study formal reviews of progress will be carried out every six months. These take the form of a written Progress Report which is completed by both the student and supervisor and also signed by the co-supervisor.



DOCTORATE IN COUNSELLING PSYCHOLOGY

Students completing this course will be equipped as competent Counselling Psychologists who are eligible to apply for HPC registration and BPS Chartered status.

Programme Director:
Dr Terry Hanley CPsychol AFBPsS

The professional Doctorate in Counselling Psychology (D.Couns. Psych) is the first of its kind in the North West of England.

It has received approval from the Health and Care Professions Council (HCPC) and is accredited with the British Psychological Society (BPS).

The course is three years full time study, with registration starting in September, and recruits approximately 12 trainees annually.

The course has four major components:

- The development of appropriate theoretical knowledge
- The development of research skills
- A substantial therapeutic practice component
- An emphasis upon personal development.

STRUCTURE

This full time programme will consist of three full days contact with the University for the



first two years; reducing to one full day within the third year. During this time students will take part in lectures regarding therapeutic theory, skills work (including skills development work, case discussion and professional issues seminars) and research seminars. Blackboard, a virtual learning environment is also utilised to support communication between the course and students. Additionally students will be expected to attend a full day annual research conference held in the School of Environment, Education and Development.

TEACHING METHODS

There will be a large emphasis on experiential learning and case reflection in the programme. Professional input will combine large group seminars with smaller workshop based activities. Tutorials will be arranged at fixed intervals throughout the year and are available on request. Trainees will be expected to take an active part in the sessions and must be prepared to undertake pre and post session reading.

ASSESSMENT

The first and second years of the programme will be divided up into four major elements:

- Theory
- Research
- Practice
- Personal Therapy.

COURSE CONTENT

STUDENTS ARE REQUIRED TO SUBMIT THE FOLLOWING FOR ASSESSMENT:

Year 1: Counselling Psychology: theory, practice and research (Total: 17,000 words)

This will consist of professional input provided at the University alongside practice placements and personal therapy. In addition to attending and taking part in the workshop activities, to evidence learning in these areas, trainees will need to successfully complete a number academic assignments and provide documentary evidence of therapeutic activities:

- Academic Unit 1: Philosophy of Counselling Psychology: Humanistic therapy, the pluralistic approach and the skilled helper framework (Academic Paper - 5,000 words) & Professional Issues Presentation (minimum 1.5 hours with a peer)
- Academic Unit 2: Researching Counselling Psychology 1 (Research Proposal - 5,000 words) & obtain ethical clearance from appropriate body
- Academic Unit 3: Therapeutic Practice (Research Paper 1 - Case Study - 5,000 words, Process Report - 2,000 words, complete the initial fitness to practise review)
- Documentary Evidence 1: Counselling Psychology Practice (50 hours)
- Documentary Evidence 2: Personal Therapy (10 hours).

Year 2: Counselling Psychology: advanced theory, practice and research (Total: 15,000 words)

The second year of the programme continues in the same way as the first year and consist of professional input provided at the University alongside practice placements and personal therapy.

In addition to attending and taking part in the workshop activities, to evidence learning in these areas, trainees will need to successfully complete a number academic assignments and provide documentary evidence of therapeutic activities:

- Academic Unit 1: Philosophy of Counselling Psychology: Cognitive Behavioural Therapy (Academic Paper - 5,000 words) & Professional Issues Presentation (minimum 1.5 hours)
- Academic Unit 2: Researching Counselling Psychology 2 (Research Paper 2 - 5,000 words - systematic review)

RESEARCH PROGRAMMES

- Academic Unit 3: Therapeutic Practice 2 (Research Paper 3 - Case Study - 5,000 words and Process Report - 3,000 words)
- Documentary Evidence 1: Counselling Psychology Practice (250 hours*)
- Documentary Evidence 2: Personal Therapy (25 hours*).

*please note these are cumulative totals including practice from Year 1.

Year 3: Research Thesis Preparation (Total: 53,000 words)

The third year marks a shift in the delivery of the programme. This period of time will focus upon conducting and writing up a piece of original research, and providing documentary evidence of therapeutic activities. In total these are:

- Academic Unit 1: Research Thesis (50,000 words) & Present preliminary findings at the School of Environment, Education and Development research conference (30 minutes)*
- Documentary Evidence 1: Counselling Psychology Practice (450 hours*)
- Documentary Evidence 2: Personal Therapy (40 hours*)
- Documentary Evidence 3: Reflexive Essay (3,000 words).

* please note that this is a requirement for completion at some point over the 3 years of the programme and can be done prior to year 3.

**please note these are cumulative totals including practice from Year 1 & 2.

PROGRESSION

In addition to successfully completing academic assignments, throughout Years 1 to 3, students will also have to complete progression panels related to their therapeutic practice and research. This will include:

- Initial fitness to practise review prior to commencement of first placement
- Formal analysis of therapeutic practice (annually, as part of documentary evidence submission)
- Regular review of the evidence of completion of the HCPC's Standards of Proficiency (annually, as part of documentary evidence submission)
- A research plan presentation (end of Year 1)
- A research progress panel (end of Year 2).

Only those successfully completing all components will be allowed to progress to the next year of study.

DOCTORATE IN COUNSELLING PSYCHOLOGY

Where students are unable to progress at the end of the second year of the programme, an exit award of M.Phil. Psychology of Counselling will be awarded on completion of a dissertation containing their assessed research papers from the first two years of the programme. This will be presented alongside documentary evidence of supervised practice and personal therapy. Students will also need to explain the context and implications of their work to the development of the discipline of counselling psychology and themselves as a researcher. Please note: this exit award will not provide the necessary training for registration with the HCPC or entry onto the register of Chartered Psychologists with the BPS.

CURRENT STAFF TEAM

Programme Director: Dr Terry Hanley

Core staff: Dr Laura Cutts and Dr Tony Parnell

ADDITIONAL RESEARCH SUPERVISION WILL BE OFFERED BY:

Dr Liz Ballinger

Professor Erica Burman

Professor Neil Humphrey

Dr Graeme Hutcheson

Dr Garry Squires

Additional professional input will be provided by tutors on the Counselling and Educational Psychology Programmes.

ENTRY REQUIREMENTS

The course is intended for people who have an academic background in psychology and are interested in and committed to pursuing a professional career in Counselling Psychology or related disciplines. Course members may come from a range of professional backgrounds, e.g. teaching; social work; the medical professions, pastoral ministry and from community voluntary organisations. We would expect that applicants would have some substantive work and professional experience on which to draw.

APPLICANTS ARE NORMALLY REQUIRED TO HAVE:

- Bachelor degree in Psychology with 2.1 honours or above. For any candidates with a lower classification, we would also require an additional Master level qualification with a Merit grade in the dissertation.

- Certificate in Counselling (Level 3) or equivalent qualification and some professional experience of using counselling skills*

- Graduate Basis for Chartered Membership (GBC**) with the British Psychological Society (BPS)

- English GCSE grade C or above, or IELTS - 7.5 or above with a minimum of 7.0 in each section if English is not your first language

- Satisfactory Criminal Convictions Check (undertaken and paid for by the University).

Accreditation of prior or experiential learning (APL or APEL) towards the D.Couns.Psych. award will be awarded in line with the policy outlined by the School of Environment, Education and Development, University of Manchester. Individuals claiming parity of experience/qualification will be asked to provide evidence of completing studies similar in nature to those on the D.Couns.Psych. and that have been assessed at Doctorate Level. Work previously assessed at Master's level is not eligible and will not be considered. Please note that the case study presentations would have to be completed using a research frame and have appropriate ethical clearance. The research proposal and practice hours are not eligible to APL. Admission procedures will be delivered in accordance with the University's Equality and Diversity policies.

* Please note that a certificate in counselling programme is a substantial training programme. They usually consist of a year part time study and are available at numerous educational establishments around the country – we are unable to recommend programmes or provide guidance on the quality of existing ones. Brief counselling concepts courses will not suffice as evidence of this criterion.

Where an individual makes a claim for equivalent experience we would expect an individual to put together a short document (500 words) outlining how they feel they have completed the equivalent of a year long certificate in counselling through other means. This should be included as an appendix to the statement of purpose required in the application documents.

**Please note that GBC was previously referred to as GBR (Graduate Basis for Registration). The two are the same membership, and we will accept both as proof of appropriate prior training.



Course Director:
Professor Carlo Raffo



By undertaking an Ed.D at the Manchester Institute of Education, you will be joining an internationally renowned research community

The Ed.D programme prepares you to conduct high quality research on aspects of your own professional role or professional culture.

Providing experienced professionals with an opportunity to pursue doctoral level studies, the Ed.D programme is also relevant to personal and professional interests and needs. An Ed.D is equivalent to a PhD in relation to standards and workload.

Specifically, the programme aims to:

- Promote an understanding of the issues in professional practice
- Develop a critical awareness of the inter-relationship between policies and practice
- Develop high level skills of enquiry which will be applied to individual research studies of relevance to participants' professional work.

Current students include, early years, primary and secondary teachers; FE lecturers; headteachers; support staff (e.g. special needs support assistants); managers of units or institutions; HE lecturers; trainers in a range of professional organisations; health professional educators; administrators in national organisations focused on issues related to learning and teaching, adult educators, and Local Authority inspectors and advisers.

COURSE CONTENT

PROGRAMME AIMS

The main aim of the programme is to develop high standards of research that will be relevant to a range of professional careers. It will enable you to explore, in depth, a particular field of study, together with its implications for your own professional practice. This exploration is enhanced by being undertaken in the company of a group of other professionals who embark on, and move through, the programme with you, thereby creating an invaluable peer-support network which often lasts well beyond the end of the programme. The programme is designed to enable each student to focus on issues relating to her/his own professional needs.

The Ed.D can help you to strengthen your skills in:

- Designing rigorous research projects
- Handling and evaluating evidence
- Developing and deploying robust conceptual frameworks
- Constructing and analysing arguments
- Contrasting viewpoints
- Making links between theory, policy and practice.

PROGRAMME OVERVIEW

The Ed.D is a five to six year part-time programme. For the first two years of the programme the Ed.D group meets seven weekends (Friday/Saturday) per year; these meetings include taught sessions, seminars, presentations from guest speakers and workshops.

As the programme proceeds you will also be expected to present and discuss your own work. The taught sessions focus on the development of research methodologies and substantive issues that reflect the specialisms of MIE as well the research interests of the Ed.D cohort.

The first two years of the programme are structured around:

- Reading research
- Planning research
- Research methods in action.

Participants are required to submit three research papers on these areas (each of approximately 10,000 words) in the first two years. This work will inform your thinking and writing for your research thesis of 40,000 to 50,000 words which will make up the other three to four years of study.

RESEARCH PROGRAMMES

In addition to support from the Ed.D team you will be assigned additional supervisors who will assist in the development of your work. All research papers have to be completed successfully before progression to the thesis element of the programme.

By undertaking an Ed.D at The University of Manchester you will be joining a vibrant research culture and have the opportunity to attend seminars led by academics who are leaders in their field. Specialisms include education policy and leadership, school improvement, urban education and disadvantage, pedagogy and assessment, educational equity and inclusive education.

As an Ed.D graduate you have achieved a most prestigious academic credential from a world leading university. During the programme you will have developed research skills and knowledge that is transferable both to additional research opportunities and to your professional practice. The Ed.D, therefore, provides a good grounding if you wish to become a researching professional.

Finally, through the contribution to knowledge from your studies you may also want to achieve publications in professional and/or academic journals, progress to jobs within Higher Education, or gain promotion due to your doctoral work.

ENTRY REQUIREMENTS

In most instances, candidates should have a Masters degree, completed at a level which indicates potential for research, or evidence of research training and/or experience of research. It is also likely that applicants will have considerable experience in their field. Those without such qualifications are nonetheless encouraged to discuss making an application for the programme.

Students whose first language or language of instruction is not English may be asked to provide evidence of fluency in English by achieving scores in English language tests as follows:

- IELTS test minimum scores - 7 overall, 7 writing, 6 other sections
- TOEFL (internet based) minimum scores - 100 overall, 25 writing, 22 other sections
- Pearson Test of English (PTE) minimum scores - 66 overall, 66 writing, 59 other sections or
- Cambridge Certificate of Proficiency in English Grade C or Cambridge Certificate of Advanced English Grade B. (Please note that the Cambridge First Certificate in English is not acceptable).

DOCTORATE IN EDUCATIONAL AND CHILD PSYCHOLOGY

Programme Director:
Professor Kevin Woods



The Doctorate in Educational and Child Psychology (D.Ed.Ch.Psychol.) is approved by the Health and Care Professions Council (HCPC) as a three-year full-time initial professional training programme for educational psychologists, which starts each September.

The programme takes approximately 10 new students each September. Successful graduates, who complete the full programme and achieve the award of D.Ed.Ch.Psychol. are eligible to apply to the HCPC to be registered to practise as an Educational Psychologist. A practitioner is not legally allowed to practise using the title Educational Psychologist without being registered with the HCPC.

An MPhil exit award may be made for candidates who do not complete the full programme successfully but this award does not confer eligibility to apply to the HCPC for registration as a practitioner psychologist.

PROGRAMME STRUCTURE

The programme duration is thirty-six months full-time from September each year.

The five modules of the programme's curriculum plan are designed to provide effective coverage of the required Standards of Proficiency for training in educational psychology provided by the Health and Care Professions Council. These concurrently taught modules include:

- Research in Applied Educational Psychology
- Social, Organisational and Ecological Context
- Child and Adolescent Development
- Mental Health and Well-being
- Communication and Interpersonal Effectiveness.

COURSE CONTENT

FIELDWORK REQUIREMENTS

Fieldwork, or practical learning, is a central component of the programme. Practical learning includes evaluation of the context of schooling and its effects on children's learning and behaviour, as well as the essentials of psychological assessment, programme planning, team working and communication skills.

Trainee psychologists undertake supervised fieldwork activity in Local Authority Children's Psychological Services, overseen by programme staff, for one day per week of fieldwork in Year 1. In Years 2 and 3, there is a requirement for three days per week of fieldwork as a trainee educational psychologist within a Local Authority Children's Psychological Service.

A number of factors are taken into consideration when arranging the location of placements, for instance, placement availability, where you live and where you have worked previously. The majority of our current students are on placements within the North West of England.

Further details about how trainees may pursue assistant educational psychologist posts or bursary placements will be provided to applicants before accepting a place on the programme.

ASSESSMENT

For assessment purposes, the programme is divided into four parts.

Part 1. Three research-based Assignments of 10,000 words each:

- Evaluating the social, organisational and ecological context of children's learning
- Thesis proposal and literature review
- 'The psychologist as practitioner' – two case work analyses linked by a critical synthesis.

Part 2. A Professional Practice Portfolio of 20,000 words, submitted in two parts.

Part 3. Three fieldwork supervisor reports and three tutor observations of fieldwork practice.

Part 4. Written thesis of 40,000-50,000 words with satisfactory oral defence (viva voce).

HOW TO APPLY

Funding of course fees is currently provided by the National College for Teaching and Leadership (NCTL). The NCTL also provides a bursary in Year 1.

For full information on the application process please see the **Association of Educational Psychologists website** at www.aep.org.uk/training

Please note: Direct application to the University is not possible as we do not presently offer any places to

RESEARCH PROGRAMMES

applicants outside the National College for Teaching and Leadership (NCTL) funding scheme.

ENTRY REQUIREMENTS

You must have one of the following:

- Bachelor degree in Psychology at 2:1 or above
- Conversion course
- Psychology-based Master's degree.

You must also be eligible for the British Psychological Society Graduate Basis for Chartered Membership (GBC). If you want to know more about conversion courses or your eligibility for GBC, please contact:

The British Psychological Society, www.bps.org.uk
+44 (0)116 2549568

If the qualification that grants you eligibility for GBC isn't from the UK or Ireland, you'll need to provide your British Psychological Society membership number when you apply.

You must have a minimum of 1 year full-time experience of working with children and young people within:

- education
- health
- social care
- youth justice
- a childcare or community setting.

Full time means 37 hours a week, or the equivalent if part time.

This can be made up of either:

- all paid employment
- at least 9 months' full-time paid employment (or the equivalent if part time) and the equivalent of 3 months' relevant voluntary experience.

You must be eligible to work in England for the duration of the course and for at least 2 years afterwards. If you're uncertain of your status, please contact UK Visas and Immigration for advice.

<https://www.gov.uk/contact-ukvi>.

You must be a UK resident. If you're a non-UK applicant, you must be living in the UK at the time of application and be able to provide proof of residency. If you intend to come to the UK to train, you're not eligible.

You must have a good command of written and spoken English. If your first language isn't English, you must provide recent evidence that you meet the required standard. The only acceptable English qualification for the course is the International English Language Testing System (IELTS), Academic. An overall grade of at least 7.0, with a minimum of 7.0 in each of the sub tests, is required.



APPLYING

Admission to PhD in our School is highly competitive. In reaching a decision on applications, we review a number of criteria, including:

- Your academic standing and relevant professional experience
- The relevance and strength of your research proposal
- The availability of two appropriate supervisors for PhD programmes.

ENTRY REQUIREMENTS FOR THE SCHOOL OF ENVIRONMENT, EDUCATION AND DEVELOPMENT (SEED)

In order to apply you are expected to have:

- A First or Upper Second Class Bachelor degree (or its international equivalent)
- A relevant postgraduate qualification, generally a Master's degree, with Merit and a minimum average grade of 60% in both the taught modules and your dissertation (or international equivalent of 60%).

For applicants whose first language is not English, evidence of English language proficiency must be supplied via a Secure English Language Test (SELT). Our English language proficiency requirements are:

- IELTS 7.0 overall, 7.0 in writing, 6.0 in the other subsections
- TOEFL (internet based) 100 overall, 25 in writing, 22 in the other subsections
- Pearson Test of English (PTE) 66 overall, 66 in writing, 59 in the other subsections
- Cambridge Certificate of Proficiency in English Grade C, or
- Cambridge Certificate of Advanced English Grade A.

Please note: The Cambridge First Certificate in English is not acceptable.

Please apply online at the University of Manchester website:

www.manchester.ac.uk/study/postgraduate-research/admissions/how-to-apply

PREPARE TO MAKE A DIFFERENCE

Your completed application should include the following documents:

- Completed application form
- Two references, one of which should be familiar with your academic work, on headed paper from the institution, signed, dated and stamped
- Degree certificate for completed Bachelor's degree
- Degree transcript for completed Bachelor's degree
- Degree certificate for completed postgraduate qualification
- Degree transcript for completed postgraduate qualification
- Research proposal
- Evidence of your English language proficiency, if applicable
- A personal statement outlining your reasons for wishing to study on the programme and the experience and skills you will bring to your research
- A detailed CV is helpful, but not essential.

IDENTIFYING A SUITABLE SUPERVISOR

Providing clear details of your research area or group within your research proposal will make it easier for us to identify suitable opportunities for you. Please check our website for relevant research groups to find a potential supervisor and include this in section 6 of the application form under 'proposed programme of study.' You can apply without identifying a preferred supervisor, but we recommend that you contact potential supervisors for advice on developing your research proposal in advance of submitting your application. Although guarantees cannot be made, we will do our best to match your area of research to the most suitable supervisors within the field.

WRITING YOUR RESEARCH PROPOSAL

PhD applications should be accompanied by a research proposal approximately of 1,000 – 2,000 words, explaining what you wish to research, how you intend on doing this and why.

Ideally a research proposal should cover and be structured around the following:

- Thesis title
- Literature review - how the proposed research relates to previous research/literature in this field
- Argument - justification of your questions or hypotheses as worthy of investigation and main questions or hypotheses to be addressed
- Method - overview of the proposed research methodology, sources and types of data, including methods of collection and methods of analysis
- Draft timeframe - main stages in the conduct of the proposed research with time allocation
- References.

Please note: It is possible to change the focus of a thesis at a later stage, but it is essential that there is a firm indication of the direction of your research interests before an offer can be considered.

TIME SCALE

Research degree projects should also be sufficiently limited in scope to be capable of being tackled within a reasonable time. While extensions are possible, you should plan to complete in the duration of full-time study specified – usually 3 to 4 years depending on your programme. An appropriate and manageable subject is a prerequisite to successful research.

WHAT HAPPENS NEXT?

When you submit your application you will receive notification that your application has been received. We will contact you to let you know if we require any further information from you. We aim to process all applications within 6 weeks of receipt of a completed application. We may be able to make a decision on your application in a shorter period of time, for example where you have requested a specific supervisor. We will contact you with a decision as soon as possible.

STUDENT PROFILE

DIMITRINA KANEVA

dimitrina.kaneva@postgrad.manchester.ac.uk



Thesis title: **Understanding the experiences and engagement of children with English as an additional language in primary to secondary school transition**

Supervisors: **Dr Andy Howes** and **Dr Zeynep Onat-Stelma**

Education

- MSc Educational Research at The University of Manchester
- MA Enabling Learning, Inclusion and Institutional Development at Canterbury Christ Church University
- BA (Hons) Special Education: Deaf Studies at Sofia University 'St Kliment Ohridski'.

Research details

My research aims to understand the multi-layered experiences of children with English as an additional language (EAL) in the course of transition from primary to secondary. In exploring transitions, the research draws upon in-depth personal accounts of the school context where children navigate daily. The accounts are co-constructed with children and triangulated through qualitative methods. The academic and social aspects of schooling are addressed by looking at two contrasting curriculum areas (English and Science) and the experiences and interactions of children outside the classroom. Counter to discourses that the learning of children with EAL is to be orchestrated by the teacher, the study focuses on the active role of children in finding and taking up opportunities as part of their educational trajectories, identifying the agency and power of engagement in processes of change. Essentially, the project involves the use of student voice and outlook as a powerful mechanism to understand perspectives from within and communicate these to teachers and schools in order to make use of the richness of evidence and improve practice.

The implications and impact relate to raising awareness about different ways to obtain information and the value of listening and understanding students from a broader perspective. There is a notion that first-hand understanding is available to teachers in understanding the trajectories and navigation of children in transitions. Emerging is a reflexive finding about the types of relationships and

approaches that allow the construction of this understanding which could be a powerful way to transform schooling and policy in the EAL field as a collaborative process of mutual understanding beyond academic content.

Research interests

- Agency, human capital and culture
- Critical social theories and critical pedagogy
- Diversity and inclusive education
- English as an additional language and bilingualism, language education
- Student voice
- Transitions, in particular between formal and informal educational contexts and educational stages.

Recent publications

Kaneva, D. (2012) Teaching and learning in diverse school contexts: the journeys of three newly-arrived students. In D. Mallows (Ed.) *Innovations in English language teaching for migrants and refugees* (p. 49-63). London: British Council Innovation Series.

Additional information

Awards

2013 ESRC funded internship with the Cabinet Office Government Innovation Group (6 mths)

Selected research roles

- 2013 Research Assistant, The University of Manchester: Vision for STEM Education Review commissioned by The Royal Society
- 2010-2013 Research Assistant, The University of Manchester: Coalition of Research Schools
- 2011-2012 Research Assistant, The University of Manchester: Leading Partners in EAL (project funding awarded by the former TDA).

SUPERVISOR PROFILE

DR SUSIE MILLS

Senior Lecturer in Education

BIOGRAPHY

I am the founding Coordinator of the Enabling Education Network (EENET), an information-sharing network, which supports and promotes the inclusion of marginalised groups in education worldwide, established in 1997. I continue to be a non-executive Director of EENET Community Interest Company. Previously I worked as a teacher of deaf children, both in the UK and in Swaziland, and as Save the Children UK's Regional Disability Adviser for Southern Africa, where I was centrally involved in developing inclusive education and community based programmes over a period of 12 years.

My work has been published widely, including articles in *Childhood*, *Compare*, *Disability and Society*, *JORSEN*, *International Journal of Inclusive Education*, *Third World Quarterly*. My most recent books are 'Photography in Educational Research: exploring diverse perspectives' (in press, edited with A. Howes, Routledge), and 'Responding to diversity: An inquiry-based approach' (2011, edited with M. Ainscow, Routledge).

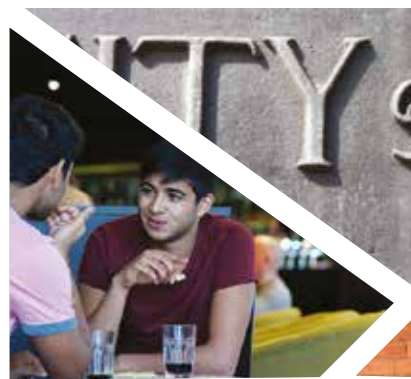
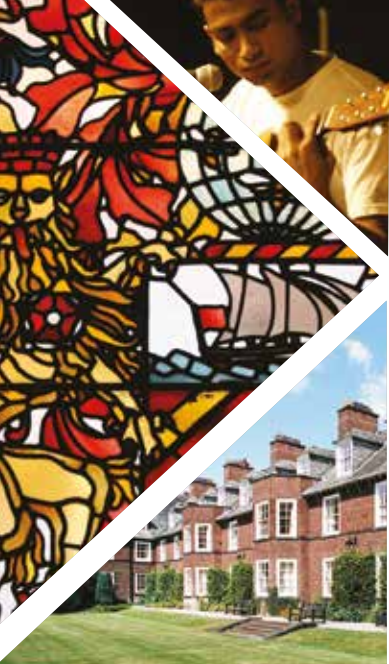
I have acted as a consultant, most recently to DFID, Sightsavers, UNESCO and UNICEF, as well as Atlas Alliance (Norway), CBM, Save the Children (UK), Leonard Cheshire International, Deaf Child Worldwide, the Dutch Coalition on Disability and Development and the International Disability and Development Consortium.

My research focuses on one of the greatest challenges facing world education systems, that of finding ways of including all children. The process of documenting innovative practices in some of the poorest countries in the world is the focus of her doctoral thesis, 'Creating Conversations: An inclusive approach to the networking of knowledge about education in Southern contexts', in which a theory of inclusive networking is proposed. My research interest in exploring ways of sharing practice between different cultural contexts has been extended to the use of image-based approaches to data collection, and in particular the use of participatory photography as part of pupil voice research and development projects in a range

of different countries. My main research focus is on developing country contexts (collaborative action research study on inclusion in Tanzania and Zambia, DfID, 2001-2005; assessment of the extent of disability prevalence and appropriate educational responses in Iraq, UNICEF, 2010-11; the role of networking in Bangladesh in promoting social inclusion, Sightsavers, 2011).

I have also been part of the University's Centre for Equity in Education research team, conducted research on behalf of the UK National College of Teaching and Learning to explore the links between leadership and achievement of learners with special educational needs (SEN) in the UK; and an action research study on inclusive education in primary, secondary and special schools in the north of England.

My teaching, on undergraduate and postgraduate programmes, focuses on issues of equity, diversity and disability in relation to international education and development. I have supervised doctoral students from Cyprus, Greece, Oman, Pakistan, Portugal, South Africa, Thailand and UK whose research interests focus on understanding the practice of inclusive education in their country context.



FIND OUT MORE ONLINE

For the most up-to-date programme information, visit our web site: www.seed.manchester.ac.uk

Disclaimer:
This brochure is prepared well in advance of the academic year to which it relates. Consequently, details of programmes may vary with staff changes. The University therefore reserves the right to make such alterations to courses as are found to be necessary. If the University makes an offer of a place, it is essential that you are aware of the current terms on which the offer is based. If you are in any doubt, please feel free to ask for confirmation of the precise position for the year in question, before you accept the offer.

ACCOMMODATION

Discover your potential new home: www.manchester.ac.uk/accommodation

ADMISSIONS AND APPLICATIONS

Everything you need to apply to Manchester: www.manchester.ac.uk/pgapplication

ALAN GILBERT LEARNING COMMONS

Our brand new, ultra-modern student learning environment: www.manchester.ac.uk/library/learningcommons

CAREERS

Many major recruiters target our postgraduates; find out why: www.manchester.ac.uk/careers

CHILDCARE

Support for students who are also parents: www.manchester.ac.uk/childcare

DISABILITY SUPPORT

For any additional support needs you may have: www.manchester.ac.uk/dso

FUNDING AND FINANCE

Fees, scholarships, bursaries and more: www.manchester.ac.uk/study/postgraduate//fees
www.manchester.ac.uk/study/postgraduate//funding

INTERNATIONAL STUDENTS

Discover what we offer our multinational community: www.manchester.ac.uk/study/international

IT SERVICES

Online learning, computer access, IT support and more: www.manchester.ac.uk/itservices

LIBRARY

One of the UK's largest and best-resourced university libraries: www.manchester.ac.uk/library

MANCHESTER

Britain's 'original modern' city is right on your doorstep: www.visitmanchester.com

MAPS

Visualise our campus, city and University accommodation: www.manchester.ac.uk/discover/maps

PROSPECTUS

Access online or order a copy of our 2015 prospectus: www.manchester.ac.uk/study/masters/prospectus

SPORT

Clubs, leagues, classes, facilities and more: www.manchester.ac.uk/sport

SUPPORT

Dedicated academic, personal financial and admin assistance: my.manchester.ac.uk/guest

STUDENTS' UNION

Societies, events, peer support, campaigns and more: www.manchesterstudentsunion.com

VIDEOS

See and hear more about our University: www.youtube.com/user/universitymanchester

WANT TO TALK THROUGH YOUR DECISION?

We welcome enquiries regarding the admissions process.

Please direct them to:

Postgraduate Recruitment and Admissions Office
School of Environment, Education and Development
Arthur Lewis Building
The University of Manchester
Oxford Road
Manchester
M13 9PL
United Kingdom

+44 (0)161 275 0969

seed.admissions@manchester.ac.uk



School of Environment, Education and Development
The University of Manchester
Arthur Lewis Building, Oxford Road
Manchester, M13 9PL, United Kingdom
Tel: +44(0)161 275 0969
Email: seed.admissions@manchester.ac.uk
www.seed.manchester.ac.uk

Royal Charter Number RC000797
M_PGMIE15

