



The University of Manchester



POSTGRADUATE RESEARCH PROGRAMMES

SCHOOL OF ENVIRONMENT, EDUCATION AND DEVELOPMENT

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**

Approximately **2/3^{rds}** of our research output was
ranked as **world leading** or
internationally excellent*.

(in most recent Research Assessment Exercise - RAE 2008).



ANDRINIAINA RAHARINOMENA

PhD
Development Policy and Management

Andry was recruited by the government of Madagascar to help rebuild its fortunes, following devastating poverty and environmental destruction caused by deep political crisis. Andry is Special Advisor to the Minister of Finance for International and Economic Affairs. His priority has been re-developing links with the international community and funding partners.

"Every day, there is pressure and a lot of responsibility. You always have to be aware of taking nothing for granted, that your job is not just about you and your agenda but a whole government agenda. It's challenging because not everyone thinks the same as you, so you have to think how can you get things done, what kind of things will get the team to come together so work can be taken forward. It's a wonderful experience at this stage of my career.

Working with BWPI has helped. Now I can better understand the politics behind why decisions are taken – or not. I am learning about their Effective States and Inclusive Development work too, so there are lots of opportunities to talk about politics, decision making, political settlements, which is a theoretical framework I am testing empirically in my research."



ASAD K. GHALIB

PhD
Development Policy and Management

During my programme, I gained hands-on exposure to topics related to my field by working with world-renowned international apex research institutes and organisations. I held internships and fellowships at Grameen Bank in Bangladesh, UNDP's International Policy Centre for Inclusive Growth (IPC-IG) in Brazil, the World Institute for Development Economics Research of the United Nations University (UNU-WIDER) in Finland and the Centre for Policy Studies in Hungary.

I delivered papers and presented my research at international conferences. I was also able to publish in journals and with various research institutes and contributed book chapters to edited volumes. I have the honour of winning the Zochonis Special Enterprise Award every year of my programme.

International Development at Manchester is ranked amongst the best in the country with the finest faculty and a number of research institutes housed within the School, which have loads of resources at hand to draw from. After my experience here, all that I can say is that the only limiting factor that any student has would be their own drive and passion to move forward and excel as a professional.



ROCCO LUIGI BUBBICO

PhD
Planning and Environmental Management

I am currently assistant policy officer at European Commission, Directorate-General Regional Policy. I work in the unit of economic and quantitative analysis, analysing the economic performance of regions and the future of cohesion policy in Europe.

My research was on the analysis of EU co-funded regional innovation policies. I had the opportunity to match theory with policy practice and to transfer directly the results of my research. The theoretical background in regional development helps every day in every activity.

My greatest achievement has been the organisation of the Cohesion Forum, a large high level policy conference on regional development which takes place every three years. In January 2011, we hosted 3 prime ministers, the secretary general of OECD, the President of the EU Commission and 4 Commissioners.

There are many places to complete successfully your PhD. At the end of the day, you write it. But in Manchester, it's easy to find the setting and support you need. I liked the dynamism of the University. During my stay in Manchester many things changed, all in a positive way.

SEED IS AN INNOVATIVE, INTERDISCIPLINARY COLLABORATION BETWEEN THE DISCIPLINES OF ARCHITECTURE, EDUCATION, GEOGRAPHY, INTERNATIONAL DEVELOPMENT, AND PLANNING.

OUR SHARED AGENDA SPOTLIGHTS THE UNEVEN RELATIONSHIPS BETWEEN SOCIETIES, ECONOMIES AND THE ENVIRONMENT THROUGH WHICH WE SEEK TO UNDERSTAND THE WORLD WE LIVE IN, AND CHANGE IT FOR THE BETTER. YET WE ACKNOWLEDGE THAT A COMPLEX AND INTERCONNECTED WORLD PRESENTS MANY CHALLENGES FOR RESEARCHERS AND POLICY ANALYSTS. RESEARCHERS IN SEED ARE PIONEERING NEW EVIDENCE, MEASURES, CONCEPTS AND THEORIES IN ORDER TO BETTER UNDERSTAND THESE CHALLENGES, AND DILIGENTLY ADDRESS THEM IN PRACTICE. SEED'S HIGH-QUALITY RESEARCH IS ROOTED IN THE PLACES AND SPACES OF EVERYDAY LIFE AND YET IS INTERNATIONAL IN RELEVANCE AND SCOPE, EMPIRICALLY ADDRESSING SOCIAL, ECONOMIC AND ENVIRONMENTAL CONCERNS ACROSS AFRICA, ASIA, LATIN AMERICA, EUROPE AND THE UNITED STATES.

OUR PhD/ PROFESSIONAL DOCTORATE RESEARCH COMMUNITY, GROUPED AROUND A RANGE OF RESEARCH CENTRES AND THEMES, IS A CENTRAL, DYNAMIC RESOURCE TO THE SEED RESEARCH AGENDA ACROSS ALL OUR DISCIPLINES.

IN JOINING SEED, YOU WILL BECOME PART OF AN OUTSTANDINGLY TALENTED, ENERGETIC, COMMITTED, AND SUPPORTIVE ACADEMIC AND POSTGRADUATE COMMUNITY. AS YOU READ ON AND LEARN MORE ABOUT OUR RESEARCH, I HOPE THAT YOU WILL BE INSPIRED TO JOIN US.

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I am delighted to introduce you to our postgraduate (PhD/ Professional Doctorate) community at The University of Manchester's School of Environment, Education and Development (SEED).

*Professor Kevin Woods,
Director of Postgraduate Research*

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POSTGRADUATE RESEARCH PROGRAMMES

AT THE UNIVERSITY OF MANCHESTER

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

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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.



APPLYING

Admission to PhD or a Professional Doctorate 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's 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 or
- TOEFL (internet based) 100 overall, 25 in writing, 22 in the other subsections or

- Pearson Test of English (PTE) 66 overall, 66 in writing, 59 in the other subsections or
- 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.

Some of the Professional Doctorate programmes have additional entry requirements. Please check the subject pages of the School website carefully.

Please apply online at the University of Manchester website:

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

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

PREPARE TO MAKE A DIFFERENCE

- 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.

Some of the Professional Doctorate programmes have additional requirements. Please check the subject pages of the School website carefully.

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.



FUNDING

The University of Manchester offers various scholarships, covering tuition fees and a generous stipend, for students wishing to undertake postgraduate research study in the School of Environment, Education and Development. Scholarships are advertised on an annual basis on our website and include the following schemes –

- President's Doctoral Scholar Award
- School of Environment, Education and Development Postgraduate Research Studentships
- Brooks World Poverty Institute PhD Studentships
- Sustainable Consumption Institute PhD Studentships.

Application deadlines vary so please check the online information carefully.

For the School of Environment, Education and Development Postgraduate Research Studentships and President's Doctoral Scholar Awards the deadline for applications for September 2015 entry will be 21 February 2015. Financial details of the awards will be published in due course.

In addition to funds provided by The University of Manchester students applying to the School of Environment, Education and Development are also eligible for the following UK Research Council funding schemes:

- Arts and Humanities Research Council (AHRC) North West Consortium Doctoral Training Partnership (NWCDTP) (Architecture students only)
- Engineering and Physical Research Council (EPSRC) Doctoral Training Accounts
- Economic and Social Research Council (ESRC) North West Doctoral Training Centre (NWDTC).

Application deadlines vary so please check the online information carefully.

For further information please visit our website at:

www.seed.manchester.ac.uk/fees/postgraduate-research-funding

OTHER FUNDING OPPORTUNITIES

Other funding sources for UK and EU students include:

- British Academy
- British Council
- Department for International Development (DFID)
- Joseph Rowntree Foundation
- Leverhulme Trust
- National Environment Research Council (NERC)
- National Endowment for Science, Technology and Arts (NESTA)
- Nuffield Foundation
- Royal Geographical Society
- Science and Technology Facilities Council (STFC).

INTERNATIONAL STUDENTS

Other funding sources for international students include:

- British Council
- China Scholarship Council
- Commonwealth Scholarship Commission
- Science without Borders.

For further information please visit our website at:

www.seed.manchester.ac.uk/fees/postgraduate-research-funding/otherfunding

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

OUR DISCIPLINES

ARCHITECTURE

GEOGRAPHY

INSTITUTE FOR DEVELOPMENT POLICY AND MANAGEMENT (IDPM)

MANCHESTER INSTITUTE OF EDUCATION (MIE)

PLANNING AND ENVIRONMENTAL MANAGEMENT (PEM)



ARCHITECTURE

The Manchester School of Architecture is consistently ranked as one of the best architecture schools in the UK. We have over 100 years of educational experience. We have strong links with national and international architectural practices. Manchester is a showcase for recent regeneration and historic context, much of which has been designed with the involvement of our graduates. Manchester School of Architecture has an excellent reputation for variety, vitality and quality of work; our specialist, research-active staff provide a rich and stimulating environment. Many of our staff have practised as architects and have strong links with the architectural community in Manchester and beyond. Our architectural research is carried out within the Manchester Architecture Research Centre and looks beyond technical design to the complex processes and practices that run through the development, adaptation and use of built environments. Research focuses on social studies of architecture, architectural history and theory, the politics of urban infrastructures and networks of architectural expertise. We currently have 12 PhD students.

Course list

- PhD Architecture



GEOGRAPHY

We were ranked 6th in the UK and 8th in the world for Geography in the QS World Rankings 2014. You will benefit from custom-built physical geography laboratories, cutting edge computer software and one of the UK's best university libraries. We produce research of global excellence, with 94% of our research activity considered internationally recognised and 65% defined as world leading or internationally excellent in the 2008 RAE. Our international research expertise crosses diverse areas, such as economic geography, urban geography, political geography, environmental change, upland hydrology, geographical information systems, geoarchaeology and water management. We integrate our postgraduate programmes into our overall research ethos, which aims to produce both theoretically and policy-relevant contributions to geographical knowledge. We have 40 current PhD students.

Course list

- PhD Human Geography
- PhD Physical Geography



INSTITUTE FOR DEVELOPMENT POLICY AND MANAGEMENT (IDPM)

We are the largest university based postgraduate centre specialising in international development and one of the world's leading centres for research on international development issues. We are renowned internationally for our quality research and address some of the most pressing and immediate global problems. We have a large and diverse postgraduate population and alumni network that stretches around the world. Our graduates are employed by the world's major development agencies and universities in roles such as government ministers, policy makers, economists and civil servants. We promote social and economic development and the reduction of poverty by enhancing the capabilities of individuals and organisations through education, research and policy analysis, particularly within lower-income countries and for disadvantaged groups. In the most recent Research Assessment Exercise (RAE 2008) 65% of our research activity was judged to be 'world leading or 'internationally excellent'. Key areas of expertise include Development Economics and Public Policy; Information Systems for Development; Management, Governance and International Development; and Poverty, Social Development and Livelihoods. We have 90 current PhD students.

Course list

- PhD Development Policy and Management



MANCHESTER INSTITUTE OF EDUCATION (MIE)

We offer a lively international student community. We are one of the largest graduate educational research communities in the UK; our Institute offers a rich diversity of opportunity for our postgraduate research students. We are the leading provider of doctoral programmes in the North West, ranking 9th in the UK and 43rd in the world in the QS World Rankings 2014. The Manchester Institute of Education undertakes research that is at the cutting edge of theory and practice. We contribute to improvements in the overall quality of education for learners, their families and communities in educational settings around the world. Key research themes include Disadvantage and Poverty; Critical Education Policy and Leadership; Critical Pedagogies and Maths Education; and Special Educational and Additional Needs, which comprises three areas – social and emotional learning, special educational needs and disabilities, and educational and counselling psychology. We have 270 postgraduate research students, including PhD and Professional Doctorates.

Course list

- PhD Education
- Professional Doctorate in Education (EdD)
- Professional Doctorate in Counselling Psychology (D.Couns.Psych.)
- Professional Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych.)



PLANNING AND ENVIRONMENTAL MANAGEMENT (PEM)

We are one of the longest established and largest professional recognised planning schools in the UK, renowned internationally for the quality of our research. We place a strong interdisciplinary emphasis on our work, with all our staff working across a number of research areas. We have an excellent graduate employment record and strong professional links with planners, urban development professionals and environmental managers, particularly in Manchester. We have an active research culture with a strong commitment to working at the cutting edge of current practice. In the most recent Research Assessment Exercise (RAE 2008) 60% of our research activity was ranked as 'world leading' or 'internationally excellent'. In the past 5 years we have attracted more than £2.5 million in research and training contracts. Our PhD students benefit from being integrated into our vibrant, multidisciplinary research community. The RAE 2008 praised our PhD programme for "outstanding quality evident in the research culture and student support". Research is organised around 3 key themes: spatial analysis, policy evaluation and decision support; territorial governance, politics and planning; and sustainable urbanism and environmental resilience. We have 30 current PhD students.

Course list

- PhD Planning and Environmental Management

ARCHITECTURE

At Manchester Architecture Research Centre (MARC) we set ourselves the mission of critically traversing the disciplinary boundaries of architecture and the social sciences so as to open up new areas of architectural research, create new standards of architectural pedagogy, and craft a new conceptual language to inform and influence urban policy.

What affords this mission is MARC's unique institutional setting: it is hosted both by The University of Manchester at the School of Environment, Education and Development, and by the Manchester School of Architecture. This allows MARC to benefit from synergies with Planning and Environmental Management, Geography, and a number of humanities disciplines, and at the same time from engagements with the production of architectural knowledge in the context of an architectural school. Making connections between these disciplines and practices, MARC has developed a distinctive expertise based on theoretical experimentation, methodological rigor, empirical attention, and hands-on studies of architectural practice, building technology, and techniques of architectural representation and mapping.

Staff at MARC focus on three distinct areas of research: social studies of architecture, architectural history and theory, the politics of urban infrastructures and transfers and networks of architectural expertise. We welcome the application of PhD topics on: pragmatist turn in architecture, anthropology of architectural production, transdisciplinarity in architecture, mobility of architectural discourse, zero-carbon architectures, the politics of construction. Our staff engage with ongoing research projects in the Middle East, Latin America, Europe, South East Asia and the US.



Lecturer in Urban Studies

Deljana Iossifova received her architectural education at the Swiss Federal Institute of Technology (ETH Zurich) and completed a PhD (Public Policy Design) at the Tokyo Institute of Technology with focus on the sociospatial aspects of China's urban transition. Before joining The University of Manchester, she was a PhD/postdoctoral fellow on the Sustainable Urban Futures programme at the United Nations University, Institute of Advanced Studies (the Think Tank of the United Nations); an Our Common Future fellow and Global Young Faculty member (Volkswagen Foundation); and research fellow on the international collaborative project Scarcity and Creativity in the Built Environment (SCIBE) led by Jeremy Till at the University of Westminster.

Iossifova has many years of experience as a practicing architect and led on a number of award-winning master planning and architectural projects in East Asia, including Beijing Daxing New Media City (with Albert Speer & Partner) and DressCode Flagship Store in Tokyo (with Abut Architects). She is a Salzburg Global Seminar fellow and consults on EU-China relations regarding the built environment as a member of the Europe China Research and Advice Network (ECRAN). She was Head of the 3rd European Urban Summer School (EUSS), organised in collaboration with the Association of European Schools of Planning (AESOP), International Federation of Housing and Planning (IFHP) and other international partner associations.

My research focus lies on urban China and cities of the Global South, but I am open to comparative studies that operate across spatial scales and geographic contexts. I support the use of visual and ethnographic methods.

I WELCOME APPLICATIONS FOR PhD STUDY IN THE FOLLOWING AREAS:

- Urban China and the World: the history and reality of the Chinese urban condition, both within the country and in comparison with/ in relation to other countries
- Triggers, realities and consequences of urban transformation: the complex interplay between the spatial, social, environmental and economic factors which influence the trajectories of urban change. Inquiries can be related to migration, gentrification, sanitation, socio-spatial identities, coexistence and many other aspects of socio-spatial transformation
- New approaches to innovative, successful and sustainable urbanism and architectural design: study and development of design methodologies and approaches which acknowledge urban complexity at various spatial scales and incorporate economic, social, spatial and environmental considerations into proposals for sustainable urban futures.

A recently completed PhD I supervised was entitled, Regulation of Urban Character: Style, Colour and Historic Character in a Modern Chinese City: The Case of Harbin. 2013

CONTACT DETAILS

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Lecturer in Architecture and Urbanism

I am also a co-director of cities@manchester, a co-director of the Centre for Urban Resilience and Energy (CURE), and a co-director of the EPSRC Centre for Doctoral Training in Power Networks.

My research bridges the design disciplines and the social sciences with a particular focus on urban sustainability. I also have a decade of experience as an environmental and sustainability consultant and am a licensed engineer in the State of Washington.

I am currently conducting research on sustainable cities in two related areas: Energy Transitions and Urban Laboratories. In both areas, I am interested in how sustainability and low-carbon strategies reorder the complex relationships between urban actors and the built environment. This work cuts across conventional categories of economics, politics, design, behaviour, and so on to recognise sustainable urban development as a complex process of negotiation amongst different urban actors.

MY CURRENT AND PREVIOUS PROJECTS INCLUDE:

- Zero Carbon Habitation (2011-2013) – With colleagues from The University of Manchester and Lancaster University, we studied the rollout of zero carbon housing in the UK. This project was funded by the ESRC, The Scottish Government and DEFRA
- Conditioning Demand: Older People, Diversity and Thermal Experience (2011-2013) – A project funded by the EPSRC and EDF on how older people manage comfort in their homes and how this changes with the introduction of low-carbon heating technologies. The project team included researchers from Lancaster University, Cardiff University, University of Exeter, and EDF

- Oxford Road as Living Laboratory (2013-present) – A collaboration with Corridor Manchester to transform Oxford Road in Manchester into a venue for research and teaching. This work is funded by cities@manchester through a grant from The University of Manchester's Higher Education Innovation Fund
- CHARISMA – Community Approaches to Retrofit in Greater Manchester (2014-present) – A pilot project to understand how energy savings and fuel poverty are being addressed through collaborative, community-based programmes, using Greater Manchester as a case study. This project is funded by The University of Manchester's Faculty of Humanities Strategic Investment Research Fund and includes colleagues in Geography and Planning and Environmental Management.

I WELCOME PhD APPLICATIONS IN THE FOLLOWING AREAS:

- Historical and contemporary studies of urban infrastructure
- Critical studies of cities and sustainability, resilience, and liveability
- The politics of urban laboratories and experimentation
- Tensions between nature and the city
- Urban development and citizenship.

CONTACT DETAILS

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Lecturer in Architecture and Global Urbanism



I was born in Rosario, Argentina. In 2002 I was awarded a Licenciatura in Political Science from the National University of Rosario (first). In 2005 I obtained a MA in Latin American Studies from the University of Salamanca (distinction) where I focused on urban politics and the production of urban infrastructure in neoliberal Buenos Aires. Also in 2005, I completed an MSc in Modernity, Space and Place at UCL (distinction), working on urban political ecology and the emergence of urban discourse in Buenos Aires. In 2010 I completed my PhD, funded by the Dorothy Hodgkin Postgraduate Award, on material imaginations and political theory at the Urban Laboratory, UCL. I joined MARC as a Lecturer in Architecture and Global Urbanism in August, 2010.

My research focuses on the politics of construction and the role materials and local spatialities play in the consolidation of extended networks of solidarity and association. I investigate how social movements, construction firms, local agencies and developers use the moment of construction to assemble and project alternative urban futures. My recent research focuses on architectural thought in Buenos Aires by examining the role concrete imaginations played in the configuration of contrasting modernist political agendas.

I WELCOME PhD APPLICATIONS IN THE FOLLOWING AREAS:

- The politics of construction: construction practices in Latin America. Building cooperatives, construction firms and materiality as a site for experimentation and organisation. Material networks, techno-popular knowledges of construction and land-struggle in Latin America. Construction and the repertoire for contentious politics. Urban social movements, anti-capitalist manifestos and local politics
- New materialisms: post-foundational theories, articulation, assemblages and construction as theoretical nodes. Architecture, construction and the political
- Modern material sensibilities: materiality and urban imaginations in Latin American literature and cinema: 1920-1950. Tensions between language and construction: the work of Roberto Arlt and Martínez Estrada
- Material methodologies: alternative methods in architecture research, construction and action research. Material and visual ethnographies.

CONTACT DETAILS

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Lecturer in Architecture

I graduated in architecture and philosophy after studies in Kraków, Weimar, Münster, and Zurich, and received my doctorate at the Delft University of Technology (2008). Besides Delft, I was teaching at the Berlage Institute (2008), Harvard University Graduate School of Design (2012), and at the Federal Institute of Technology (ETH) Zurich, where I was junior faculty at the Institute of History and Theory of Architecture (2009—2011). I received fellowships at the Jan van Eyck Academie (Maastricht), the Institut d'Urbanisme de Paris, the Canadian Center for Architecture (Montreal), and the Center for Advanced Study in Visual Arts (CASVA) at the National Gallery of Art in Washington D. C., where I was the 2011—2013 A. W. Mellon Post-Doctoral Fellow.

My research focuses on architecture and built environment since the post-war period, straddling two main themes.

First, departing from the work of Henri Lefebvre (1901–91), I am exploring critical debates in architectural culture since 1968 and their consequences for research, practice, and discourse of architecture until today. On this topic, I have published the book *Henri Lefebvre on Space: Architecture, Urban Research, and the Production of Theory* (University of Minnesota Press, 2011). Currently, I am editing Lefebvre's unpublished book about architecture, *Vers une architecture de la jouissance* (1973). For more information, see here: www.henrilefebvre.org

My second research topic is the export of architecture and urbanism from European socialist countries to Africa, Asia, and the Middle East during the Cold War, and its impact on current processes of urbanisation in the Global South. This research has been communicated by means of exhibitions at the Museum of Modern Art in Warsaw (2010, 2011), a themed issue of the *RIBA Journal of Architecture* (2012), and the book

Postmodernism Is Almost All Right (Bc-Zmiana Foundation, Warsaw, 2012). More information can be found here: www.south-of-eastwest.net

I WELCOME PhD APPLICATIONS IN THE FOLLOWING AREAS:

- Architecture and social research: Critical debates, empirical applications, and political conditions since 1960s until today. Learning from Henri Lefebvre, neo-Marxism, CERFI, institutional analysis, post-structuralism, regulation theory, science and technology studies, and materialist epistemologies of architecture
- Global modernism: Rethinking, modification, questioning, and transformation of modernism as the techno-cultural mode of global urbanisation since the 1960s. Alternative globalisation ("mondialisation") of architecture and planning: socialist, Third-World, Non-Aligned, OPEC. History of architecture as a part of global labour history and its methodological challenges: distributed authorship, global division of labour, network analysis, "planetary urbanisation"
- Architecture and urban planning in socialism and after: a comparative perspective on Central Europe; knowledge transfer from socialist countries to the Global South and its consequences for global conditions of urbanisation today; non-capitalist economies of architecture; "real existing modernism"; urban landscapes of post-socialism.

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Professor in Architectural Theory

Director of the Manchester Architecture Research Centre

I am an anthropologist of architecture with a PhD from Ecole Nationale Supérieure des mines de Paris (2001). My work spans the disciplinary boundaries of architectural theory, science and technology studies, cognitive anthropology and political philosophy. It has been translated in German, Italian, Spanish and Portuguese.

My most recent book is *Mapping Controversies in Architecture* (Farnham: Ashgate, 2012). It is available as a teaching platform for studying controversies surrounding urban design.

I am currently working on a new book on Politics of Urban Design that will examine how politics is enacted through the work of designers, their hybrid repertoire of actions and imaginative computational techniques.

My research crosses the boundaries of science studies, cognitive anthropology, architectural theory and political philosophy. My current projects are:

MOVING NETWORKS: ARCHITECTURAL TOOLS FOR TRACING THE SOCIAL

This project aims at developing new and dynamic ways of visualising networks. Taking advantage of the new developments of architectural software, I explore alternative ways of digital data analysis and present visualisations in which the actors gain identity only in a network and are capable of infinite multiplication in the process of enquiry; time folds and unfolds with changing and reversible paces of speed; the maps are dynamic and can be swiftly updated. This project is run in collaboration with Aedas, London. Its first stage has been funded by an EU grant.

THE ARCHITECTURAL PRESENTATION: TECHNIQUES AND POLITICS

The project explores the architectural presentation as a specific experimental form of public action. Departing from a description of the speech-generating techniques of different forms of architectural presentations (office presentations, client presentations, competition presentations, media presentations), I analyse the mechanisms for enrolment of a variety of publics (both internal architects, consultants, contractors, and external clients, marketing and industry people, potential users, representatives of city authorities and government). I follow these publics in the process of gathering around the visuals in the presentational settings, and account in an anthropological fashion their reactions, their interpretations, their ways of communicating with architects and visuals. The main research questions are: What are the specific rhetoric repertoires used by architects to enrol and convince an audience? What are the new forms of experimenting and creating public arenas with architectural means? How do architectural presentations succeed in shaping new forms of public participation and re-enact the forms of collective action in the urban space? The project is funded by a Small Research Grant of the British Academy.

I WELCOME PhD APPLICATIONS IN THE FOLLOWING AREAS:

- Cognitive anthropology of architecture: Situating the relevance and limits of knowledge practices related to design. Ecology of design practice: pragmatist approaches to architecture. Rethinking the epistemological basis of architecture studies
- The ontological turn in Architecture Studies: Theorising architecture ethnographically. 'Slow' and 'quick' modes of exploring urban phenomena. Socio-material re-description of design practice. Ethnography of design: infra-reflexivity, multi-sited nature, multi-temporality and sensory engagement, political commitment
- The epistemological offerings of science and technology studies (STS): Relevance and limits for the analysis of cities, architectural design, and urbanism; critical discussion of the use of specific methods, concepts and insights from STS in the design disciplines; Actor-Network-Theory as a new method of empirical enquiry in the field of architecture. Architecture-in-the-making. Art-in-the-making. Comparative studies of sites of techno-science: the surgery room, the artist studio, the market, the aircraft, the architectural office
- Object-oriented politics in architecture: from construction to composition: Cosmopolitics. Politics of materials and affected communities. The architectural presentation: techniques and situated politics, cognitive styles and forms of public action. Urban design: objects, things, hybrids, public affectedness, iconicity and ontological politics

- Urban controversies: Analysis and visualisation of debates surrounding contested urban knowledge, architectural projects and design visions. Mapping Controversies. Theorising networks, spheres and cosmograms
- Digital architectural studies: The introduction of digital methods in the field of architecture and urban studies. Mapping networks. Digital design epistemology.

TOPICS COVERED BY CURRENT PhD STUDENTS I SUPERVISE INCLUDE:

- The Generic in Architecture
- Architectural Competitions and the Everyday Work of Design
- The Role of the Alleyway in East Asia: Forms of Everyday Urban Life in Contemporary China and Japan
- The Transferability of Sustainable Design Concepts: Eco-cities in Focus
- The Living Legacy of Modernisation: Catalysing the Industrial Past
- The Public at the Heart of Invention: Articulating Knowledge Practices and Joy of Making in the Office for Metropolitan Architecture (1970-2000).

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**PAUL GOTTSCHLING**

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Thesis title:

Competition, procurement, and the everyday design practices of British Architects

Supervisors

Albena Yaneva and Leandro Minuchin

Education

- MA with Distinction, Material and Visual Culture, University College London, 2010
- BA, Anthropology and Philosophy, College of William and Mary, 2009.

Research details

At a very general level I am interested in an ecological understanding of human life that accounts for the diversity and complexity of things we live with. My undergraduate dissertation focused on a New Urban development in Williamsburg, Virginia, USA, where I spent time with residents and workers among chain cafés and anchor shops, asking how people made a place for themselves. Writing my master's thesis, I paid regular visits to the construction site of a garden in North London. Here the concern was how the garden allowed for certain understandings of 'community' among the borough council who owned the land, the contractors, the local gardening group and the visitors who ate there once the fence came down.

In my PhD thesis, I look at the way architects in the UK interact with the British procurement landscape in the course of their everyday design work, asking what 'competition' means in different situations of design. The thesis investigates the way architects engage with the documents, deadlines, tasks and so on that make up a given procurement route. If design is a 'conversation with the materials of a situation' (Schön 1983), I ask, how does it matter that the 'situation' is two-stage invited design competition for a private hotelier or a submission to a project manager of a contractor-led consortium bidding against two others for a PFI hospital contract?

The arrangements of contracts, deadlines, documents, submission requirements and so on that make up a given method for procuring a building contract or selecting an architect are constantly subject to change. Here I look at the everyday practices of design as they respond to shifting, complex relations with clients, buildings, sites and so on.

**ATHENA MOUSTAKA**

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Thesis title:

Reading comfort through the material agency of concrete

Supervisors

Simon Guy, Albena Yaneva and Isabelle Doucet

Previous experience

Athena graduated with an MArch in Architecture (Distinction) in 2005 from the University of Thessaloniki in Greece. She also holds an MSc from the Welsh School of Architecture. She has worked in architectural practices in Italy, Greece and the UK, and is a registered architect in the UK (ARB) and Greece (TEE).

Research profile

My research questions the ability of concrete to impact upon the perception of comfort. I revisit comfort and argue for the need for an expanded definition that accounts for visual, aesthetic and notional parameters to account for a non-human agency of concrete. Instead of adopting a traditional method enquiring building occupants about environmental perceptions using POE questionnaires, I question professionals, users and informed members of the public to understand what formulates comfort beyond environmental and sociocultural definitions.

My focus is on Park Hill, a 60s estate listed Grade II* by English Heritage, recently renovated by Urban Splash. I trace how ideas of comfort have evolved in the development over time through the lens of the material.

Professionals have always treated it as an inert receptacle of their orders, but concrete in Park Hill has had an incredible ability to serve multiple purposes (technical/visual/social) and morph in to different roles. This continuous shifting, eluding fixed definition and morphing into something other than it was intended for, is what causes it to behave in a comfortable or uncomfortable

way; never in an absolute manner but always in-between; never linearly but always lacking causality; never seeking to be finalised but forever changing.

Research interests

- Environmental design
- Concrete
- Comfort
- Assemblages
- New Materialisms
- Material Politics.

Recent publications

- Moustaka, A., Smith, A. J. and Akintoye, A., (2012) Towards an anthropocentric approach in sustainability research. In: 11th Euro FM Research Symposium, May 2012, Copenhagen, Denmark
- Smith, A. J. and Moustaka, A., (2012) Neuroscience: an emerging field in facilities management? Essential FM Report, 99 . pp. 4-5. ISSN 1471-9835
- Theodoridou-Sotiriou M.E., Moustaka-Kampouri, A., (2012), Ottoman Municipal Buildings in Greece. A common cultural heritage, International Conference on History of Architecture (ARCHIST '12), May 2012, Istanbul, Turkey
- Theodoridou-Sotiriou, M. E., Moustaka-Kampouri, A., (2013), The tobacco firms and their administration offices in cavalla during the first half of the 20th century: the dissemination of the Austro-Hungarian and Swedish architectural style. In: 2nd annual Athens- Kavala conference in science and technology studies, July 2013, Kavalla, Greece.

MANCHESTER INSTITUTE OF EDUCATION

At the Manchester Institute of 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:

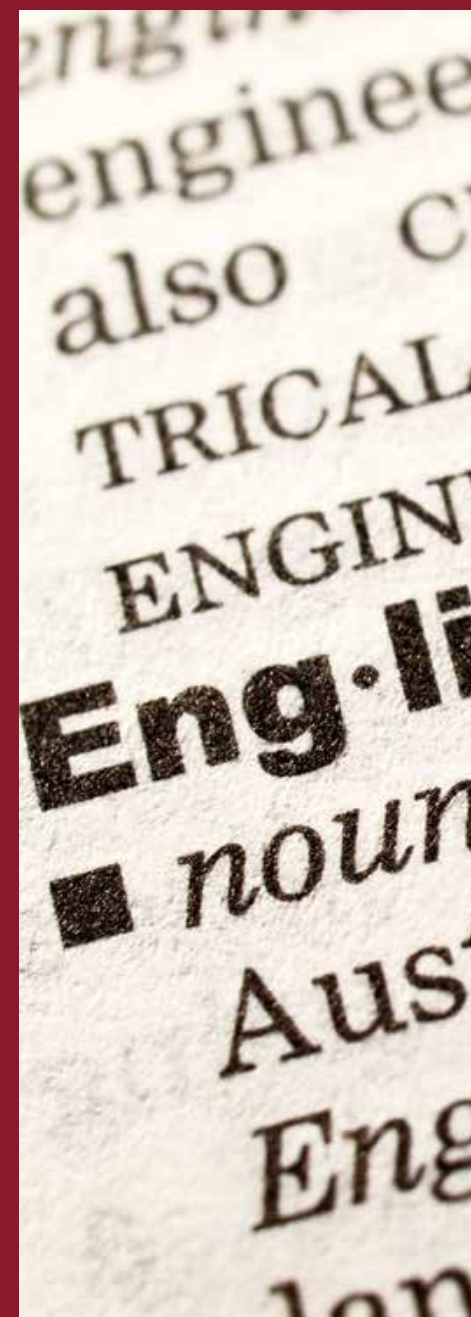
- 52 projects worth a total of £5.2m
- 15 projects funded by Research Councils
- Seven external and four internal professorial appointments, maximising sustainability and long-term opportunities for growth
- A thriving PGR culture of over 250 students.

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.



Senior Lecturer in Education

My main area of interest is the construction of learner identities and how this is mediated by pedagogic activities and institutional practices and ideologies. Recent projects include: the ESRC TLRP funded project Keeping Open the Door to Mathematically Demanding Further and Higher Education Programmes which worked with students on two contrasting AS-level courses (AS Mathematics and AS Use of Mathematics) exploring the impact on their dispositions to study mathematics and whether they elect to study mathematically demanding courses at university. Also, the ESRC funded project Mathematics learning, identity and educational practice: the transition into Higher Education which investigated how students experience mathematics education across the transition from A-level to mathematically demanding degree programmes at university (17-19 years).

I was also part of the planning group for the ESRC seminar series Mathematical Relationships: Identities and Participation which led to the publication of an edited collection under the same title.

I have also published papers on classroom communication and its role in the construction of learner identities with a specific focus on children from socially disadvantaged backgrounds.

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Professor of Education

My first degree was in Developmental Psychology with Cognitive Studies, from Sussex University. I came to Manchester to take up an SSRC PhD linked award, graduating in 1990 (with a thesis entitled 'Time, Language and Power in Modern Developmental Psychology'). From September 1986 to March 2013 I taught developmental psychology, educational psychology, psychology of childhood, counselling and psychotherapy, human development, and qualitative and discursive research methods at Manchester Metropolitan University (formerly Manchester Polytechnic), becoming Professor of Psychology and Women's Studies in 1998. I am co-founder (with Ian Parker) of the Discourse Unit (transinstitutional and transdisciplinary centre for the study of the reproduction and transformation of language and subjectivity - www.discourseunit.com), and co-convene the Manchester Psychoanalytic Matrix, and the Manchester Feminist Theory Network.

RESEARCH INTERESTS:

- Critically evaluating the relations between different notions of development (child, human, social, national and international)
- Exploring how representations of childhood function culturally in policies and across a range of media and memorial practices
- Critical approaches to models of mental health and therapeutic provision
- Intersectionalities of 'culture, gender, racialisation, class, age and (dis)ability as they function across sites of theory and practice
- Educational discourses within and beyond formal educational arenas
- Emotional dynamics of educational processes and organisations.

I have been involved in various action research projects, working in partnership with community and activist organisations around child welfare and educational issues, asylum and refugee issues, mental health and violence. I work to support and generate politically engaged and analytical forms of qualitative inquiry, theoretically and methodologically.

TOPICS COVERED BY CURRENT / RECENT POSTGRADUATE RESEARCH STUDENTS INCLUDE:

- Disability, childhood and schooling: a participatory action research study
- Gender and empowerment: community activism and participatory research
- Effects of Introducing a minimum age of consent to marriage in Saudi Arabia as a deterrent to forced marriage
- Reconsidering the place of democracy in education: an ethnographic study
- Accounting for obsessive compulsive disorder
- Pre-trial therapy for child sexual abuse investigations: a Foucauldian analysis
- Mindfulness and emotional labour in cancer care
- How counselling psychologists evaluate the role of exercise in therapy
- Street-connected children in India - therapeutic possibilities
- Narratives of breast cancer
- 'Coming out': family and young people's stories and therapeutic implications
- The bedroom tax and psychological homelessness
- Syrian refugees: coping strategies in relation to displacement and political violence.

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DR TERRY HANLEY

Lecturer in Counselling Psychology
CPsychol, PhD, MSc, MA, BSc

I am joint Programme Director of the Doctorate in Counselling Psychology at the University. I am the Research Lead for the Division of Counselling Psychology and Editor of the British Psychological Society's 'Counselling Psychology Review'.

MY RESEARCH INTERESTS INCLUDE:

- The development of Online Counselling Services
- The development of Youth Friendly Counselling Services
- The development of Research Approaches appropriate for Counsellors
- The development of Online Research Approaches.

Twitter account - @UoMCounsPsych

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DR GRAEME HUTCHESON

Lecturer in Education

My research interests are broadly in the area of methodology and data analysis. My PhD was a study into the acquisition of complex syntax in children and since then I have worked on a number of projects from a wide range of research areas including the conversational behaviour of children, interviewing techniques used on child witnesses, alcohol use in the workplace, the application of knowledge-based expert systems, the application of generalised linear models in predictive modelling, multi-level analysis of data related to inclusion and pupil achievement, an assessment of the Early Support Project (DfES) and a project investigating mathematically demanding F and HE programmes.

MY MAIN RESEARCH INTERESTS ARE:

- The application of generalised linear models in postgraduate research.
- The use of knowledge-based artificial intelligence systems to represent complex data and decision processes.
- Predictive modelling of choice behaviour.

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DR SUSIE MILES

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 my 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.

CONTACT DETAILS

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Senior Lecturer in Education

I started my professional life as a language teacher working at first in the private sector in the UK and then moving abroad to work in Libya, Mongolia and Azerbaijan.

I came back to the UK to study at The University of Manchester where I studied for an MEd and was subsequently appointed as a lecturer at the University. Later in my career I completed an EdD.

In the early stages of my time here at Manchester I set up and ran the MA in Educational Technology and TESOL, which now no longer runs but has been replaced by two different options: MA TESOL with an Educational Technology pathway (MA TESOL (Educational Technology)) and the MA DTCE with a TESOL pathway (MA DTCE (TESOL)).

MY MAIN RESEARCH INTERESTS ARE IN: TECHNOLOGY IN LANGUAGE EDUCATION; DISTANCE TEACHER EDUCATION AND E-LEARNING.

I have been involved in a number of different projects that give an insight into my interests:

- 2003-2005
For two and a half years I managed the HEFCE funded eChina/UK sub-project for the University. In this project The University of Manchester and three other UK universities were linked to the School of Continuing Education and Teacher Training at Beijing Normal University. We collaborated in the production of online distance materials for Chinese school teachers in the fields of educational psychology and pedagogy
- 2005-2007
I was also a partner in the EU funded LANCELOT project, which set up a course for teachers wanting to make use of virtual classroom technologies to teach languages

- 2007-2009
I worked with other Manchester colleagues on behalf of Cambridge University Press conducting research into adult language teachers uses of technology
- 2009-2010
I successfully managed the AVALON project which is exploring the ways that Multi-User Virtual Environments can be used effectively for language learning and language teacher education
- 2010-2013
I am a partner in the Euroversity networking project
- 2012-2013
Consultant for the British Council on the PEELI project. Advising the Ministry of Education in Punjab on the use of technology in teacher education.

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Research profile: **www.manchester.ac.uk/research/gary.motteram**

Lecturer in Special and Inclusive Education

BSc(Hons) Mathematics, PGCE (post-compulsory education, mathematics), MILT, MA Education (distinction), PhD Education

I research in mathematics education and in issues of inclusion in education. I have directed research projects for the ESRC, DfE, Nuffield foundation and ifs. I am a member of the TransMaths project research team in MIE and is located in the Critical Pedagogies group and was co-investigator in the TLRP-ESRC Widening Participation in Further and Higher Education project, "Keeping Open the Door to Mathematically Demanding Programmes in FHE" and in subsequent research projects. I am interested in the application of social theories to problems of pedagogy, learning and identity. I am experienced in mixed-methodology, survey and case studies research designs.

RECENT PUBLICATIONS INCLUDE:

- Williams, J. ; Black, L.; Davis, P.; Hernandez-Martinez, P.; Hutcheson, G.; Pampaka, M.; Wake, G. "Deepening Engagement in Pre-University Mathematics Education". Springer, 2012. eScholarID:148383
- Prevett (was Davis), P., Bell, S. and Ralph, S. "Dyslexia in the 21st Century." Journal of Research in Special Educational Needs no. 1(2013) . eScholarID:176056.

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Lecturer in TESOL

PhD Education (Leeds),
MEd TESOL for Young Learners (Leeds);
CELTA (IH, Hastings),
Bachelor in Business Administration
(Houston, TX)

My TESOL itinerary is as follows: I did an RSA/Cambridge certificate at International House Hasting in 1993, and then went to work as a language teacher in Seoul, South Korea for four years. After this I found my way onto the MA TESOL course at the University of Leeds. I enjoyed the academic environment and went on to do a PhD. I also did some teaching at Leeds, including teaching UK undergraduate students and working on a teacher education programme for Omani primary school English teachers. Post PhD, I worked as a research fellow at the University of Leeds before getting the job at The University of Manchester in 2005.

RESEARCH INTEREST

My main research interest is the development of an ecological perspective on teaching and learning, and with a particular focus on the analytical affordances of the construct of 'intentionality'. My ecological thinking draws on James Gibson, as well as later writers from the 'Connecticut school' of ecological psychology. My developing understanding of intentionality draws on folk-psychological notions of being purposeful (see Daniel Dennett's Intentional Stance) as well as the pragmatic philosophy of John Searle (see his Intentionality: an essay in the philosophy of mind).

I develop my ecological perspective and view of intentionality by trying to understand the following areas of teaching and learning:

- Teaching English to Young Learners (ELT/ TESOL)
- Teacher and Professional Development (mainly focusing on ELT/TESOL contexts)
- Research and Researcher Education (not specific to any area)

I am always interested in supervising doctoral students in the above areas.

Recently, I am getting involved in more local (to Manchester) issues around English as an Additional Language education and the work taking place under the Multilingual Manchester (MLM) umbrella/project.

CONTACT DETAILS

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Research profile: **www.manchester.ac.uk/research/juup.stelma**

Programme Director, MA: Digital Technologies. Communication and Education

MOST RECENT PUBLICATION:

Whitworth, A. (2014) Radical information literacy: reclaiming the political heart of the IL movement, Chandos, Oxford.

RESEARCH INTERESTS:

- Critical theory and education
- Information practice and information literacy
- Visualisation and mapping of information landscapes
- Workplace learning and professional development
- Learning in communities
- Informal learning
- Philosophy of learning and communication (Mikhail Bakhtin, Jürgen Habermas).

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Research profile: **www.manchester.ac.uk/research/drew.whitworth**

Professor of Education

MY MAIN RESEARCH INTERESTS INCLUDE:

- Cultural Historical Activity Theory
- Mathematics teaching, learning and assessment
- Applied mathematics, mechanics, modelling and problem solving in science and technology
- Assessment, testing and measurement.

Recent research projects have been funded by ESRC, (Innovation and change), Leverhulme Trust (Workplace mathematics), Nuffield (Mathematical modelling and applications) and Gatsby Foundations (Mechanics in action project), as well as Government agencies such as UCAS (Survey of mathematical needs of undergraduate courses), QCA (test analysis and evaluation). I am involved as co-investigator in research projects in Australia and Israel, and expert consultant to the Smith inquiry (2004).

I am Director of the MALT project researching and developing standardised and diagnostic assessment in Mathematics; I lead the Socio-cultural interest group in Manchester and convene the BERA SIG on Socio-cultural Activity Theory.

I am currently lead PI of the ESRC TLRP Widening Participation Programme project entitled: 'Keeping the door open to mathematically-demanding programmes in Higher Education'.

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STEVEN COURTNEY

steven.courtney@manchester.ac.uk

Thesis title:

Investigating school leadership at a time of system diversity, competition and flux

Supervisors

Professor Helen Gunter and Professor Mel West

Education

- MA Educational Leadership and School Improvement: The University of Manchester
- PGCE Secondary - French and Spanish: The University of Leeds
- Trinity Certificate in TESOL: Golders Green College, London
- BA (Hons) French and Spanish: The University of Leeds.

Research details

What am I trying to find out?

This study focuses on how headteachers construct their identities and practise leadership in a system which is increasingly characterised by diversity, competition and flux.

It seeks to map school types in England to produce the first historical, ideological and conceptual typology of its kind. It aims to provide an understanding and explanation of headteachers' experiences of leadership in this diverse, competitive and changing landscape, how they understand leadership and how they construct their professional identities. The research questions that the study aims to answer are:

1. In what ways and why has the English education system become so structurally and competitively diverse and dynamic?
2. How, over time, do headteachers conceptualise their leadership roles, identities and practices in relation to a diverse, competitive and dynamic system?

3. How, over time, do headteachers interpret the relationship between the type of school they lead and the ways in which they conceptualise their leadership roles, identities and practices?

Why does this need investigating?

What has changed and requires investigation is the exponential growth in schools' diversity and its systemic impact on leadership, because different types of school are emerging which have differing relationships with the state and which seek to be distinctive in a market place through specialisation and branding.

This is an important topic for policy and research. In policy, the Education Reform Act of 1988 facilitated privatisations to achieve reform through enabling market forces, following neo-liberal ideology. Key to this was the establishment of schools differing in funding, governance and control of areas such as the curriculum, admissions, pay and employment, between which parents-as-consumers could choose. Dynamic and positional variety is therefore a key feature of the English state-funded educational landscape.

Meanwhile, leadership is increasingly privileged in policy under successive governments as a means of achieving education reform. Policies reflect and reproduce assumptions about the purposes and possibilities of school leadership including the notion that that of academics is characterised by vitality and autonomy;

that leaders who retain a strong, formal link with their local authority represent the ancient regime and their leadership is restricted; that leadership in free schools involves entrepreneurialism. One of my tasks in undertaking this study will be to expose and scrutinise such assumptions.

Research design

This study is a policy scholarship which seeks to explore how head teachers construct their identities and practise their leadership through a qualitative approach drawing on a constructivist epistemology. The research will consist of two phases:

In the first phase, I will locate and analyse primary and secondary sources to produce a multi-dimensioned typology of school reforms. This typology will be informed by and presented alongside a historical narration which will explore the reforms' policy contexts. Documents will be analysed using textual and discourse analysis.

In the second phase, I will interview nine purposively-selected secondary headteachers of schools representing distinctive cases as identified in the typology, but probably including different forms of academy, a maintained community school, a free school, a faith school, a federation and a teaching school. Data will be generated by semi-structured interview in three phases to capture dynamism and enhance trustworthiness.

Research interests

- School leaders' professional identities, especially their interplay with other aspects of identity
- The impact of new and diverse forms of schooling on leaders and leadership
- Diversity and social justice in educational leadership
- Critical policy analysis.

Recent publications

Peer-reviewed journal publications

- Courtney, S.J., (2014). Inadvertently queer school leadership amongst lesbian, gay and bisexual (LGB) school leaders. *Organisation*, 21(3), 380-396
- Courtney, S.J., (2013). Head teachers' experiences of school inspection under Ofsted's January 2012 framework. *Management in Education*, 27(4), 164-169.

Book reviews

- Courtney, S.J., 2014. Book review: Gorski, P.C., and Zenkov, K., (eds.), *The Big Lies of School Reform: Finding Better Solutions for the Future of Public Education*. Educational Management, Administration and Leadership. In press
- Courtney, S.J., 2014. Book review: Peter Mortimore, *Education Under Siege: Why There is a Better Alternative*. Educational Management, Administration and Leadership. In press.

Conference papers: peer-reviewed abstracts

- Courtney, S.J., and Gunter, H.M., 2014. "Get off my bus!" School leaders and the elimination of dissent. Paper presented to the British Educational Leadership, Management and Administration Society conference, 11-13 July, Stratford Upon Avon, UK
- Courtney, S.J., and Gunter, H.M., 2014. Developing school leaders of diverse school types. Paper presented to the American Educational Research Association conference, 3 - 7 April, Philadelphia, USA
- Courtney, S.J., 2012. Inadvertently queer school leadership: reconciling the tensions in queer empirical study. Paper presented to the Gender, Work and Organisation conference, 27-29 June 2012, Keele University

- Courtney, S.J., 2012. Ofsted's revised school inspection framework: experiences and implications. Paper presented to the British Educational Research Association conference, 4 September 2012, The University of Manchester.

Other conference and symposia papers

- Courtney, S.J., 2014. Post-hoc Interdisciplinarity: Publishing in Another Field. Paper presented to the Interdisciplinary Symposium, 31 Jan., The University of Manchester
- Courtney, S.J., 2013. A reflection on the construction of a typology of school types. Paper presented to a joint CLEG (University of Oslo) and CEPaLS (The University of Manchester) seminar, 30 September to 1 October 2013, The University of Manchester.

Additional information

Awards

- Awarded the Platt Prize for outstanding achievement in a Master degree in the MIE.

Successful funding applications

- 2014 ESRC award through the North West Doctoral Training Centre to convene and chair a three-event seminar series on enhancing interdisciplinarity, 2014-15
- 2013 ESRC funding awarded through the North West Doctoral Training Centre to convene and chair a symposium on Enhancing Interdisciplinarity, 31 January 2014
- 2011 Awarded ESRC funding for doctoral studies.

Selected research roles

- 2013-present: Research Assistant, The University of Manchester. Challenge the Gap evaluation
- 2013-present: member of the Critical Educational Policy and Leadership Studies (CEPaLS) group
- 2012-present: Advisory Group member for the Young Global City Leaders research project, IoE, London.

Selected teaching roles

- 2012-present: course unit leader for Leading Educational Change and Development, a core module in the MA Educational Leadership and an optional one in the MA Education (International) at the Manchester Institute of Education.



**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 months).

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).



THE INSTITUTE OF DEVELOPMENT POLICY AND MANAGEMENT IDPM

IDPM sees itself as a key player in providing thinkers and practitioners who can provide solutions to the growing complex challenges facing organisations, institutions and society today. We have more than 50 years' experience of producing research students who have gone on to become successful scholars (e.g. professors), policy makers (e.g. government ministers and ambassadors) and practitioners (CEOs; senior administrators; policy analysts) in countries all over the world.

Our research has been consistently rated at the highest level and we have regularly produced world class and cutting edge research that have made significant impact to individuals, institutions and societies around the world. In the most recent Research Assessment Exercise (RAE 2008) 65% of our research activity was judged to be 'world leading or 'internationally excellent'.

In IDPM we provide our PhD students the opportunity to pursue research in a wide variety of exciting topics in International Development. You will be supervised by and consult with internationally recognised academics in your chosen field of research. We are fortunate to host several research centres with exceptional academics who are active in researching on topics and issues of international significance pertaining to the improvement of human, societal and environmental conditions. Our activities include research into major areas of development policy and practice including poverty alleviation, development finance, human resource management and capacity building, information systems, public sector reform, institutional and organisational change and development, economic and social development, impact assessment and sustainable development, resource management, sustainable livelihoods, and the environment. The combined

field experience of our staff covers over 60 countries in Asia, Africa, Central and South America and the Pacific. Much of this experience has been gained from working with national and international agencies where the focus has been on finding workable solutions to development problems and strengthening institutional capacities. IDPM is home to many research centres, including the Brooks World Poverty Institute (BWPI), the Effective States and Inclusive Development research centre (ESID) funded by the Department for International Development, Global Urban Research Centre (GURC), Centre for Development Informatics (CDI), and Centre for Organisations in Development (COD).

We work hard to ensure that all our students meet, and often exceed, the standards of excellence expected of a post graduate research student from an internationally recognised university such as The University of Manchester. You will be joining a school and an institute that has track record of producing excellent and successful students who have made significant impact to their profession and society. The success of our students is built on intellectual curiosity, critical thinking and the motivation to investigate issues that will contribute to existing knowledge. We are committed to providing you support to acquire the level of critical thinking and essential research skills needed for this highly challenging journey of discovery. If you join us you will benefit from the opportunity to actively participate in research seminars and conferences organised by our research centres and thematic areas of our research groups.

Candidates pursuing research degrees at IDPM are part of a large and expanding research community that has access to a wide range of specialists, superb library and computer facilities and a thriving series of seminars presented by staff, visiting speakers and research students. Research is driven by the academic and policy-oriented activities of individual researchers and by the activities of multidisciplinary clusters of staff and research students with interests in specific fields. These clusters provide a flexible and evolving structure for research, and over time they have shifted their focus in response to new priorities and interests. The current clusters are: Development Economics and Public Policy; Information Systems for Development; Management, Governance and International Development; and Poverty, Social Development and Livelihoods.





I obtained my Ph.D. in Economics from the Catholic University in Leuven, Belgium, in January 2005. Since my graduation, I have worked as a researcher at the Max Planck Institute for Demographic Research (Rostock, Germany) and the National Foundation for Gerontology in Paris and as a lecturer at Brunel University in London.

In September 2010, I joined The University of Manchester as a Senior Lecturer in Development Economics. My current research interests include education, employment and poverty dynamics in African countries like Côte d'Ivoire, Malawi and Tanzania, especially in the context of agriculture and with relation to rising food prices and environmental change.

My research is published in leading journals in the fields of Development Economics/ Studies and Population Economics, such as Economic Development and Cultural Change, World Development and Journal of Population Economics. As part of a three-year project, sponsored by the British Academy, I have developed a network of researchers from Senegal, Benin, Burkina Faso and Côte d'Ivoire.

FUNDED RESEARCH PROJECTS:

- 2012-2013
The productivity and welfare implications of female empowerment through high value agriculture. UN Foundation (\$20,000) with Ira N. Gang
- 2009-2011
"The impact of macroeconomic policies and exogenous shocks on employment and poverty in Africa: Simulations for Benin, Burkina Faso and Senegal", The British Academy, GBP 29, 135. Principal Investigator. In collaboration with Latif Dramani (Senegal), Barthélemy Biao (Benin), Pam Zahonogo (Burkina Faso) and Monnet Gbakou (Cote d'Ivoire)

- 2008-2009
"Nutritional Science Insights into the Economics of Food Consumption", The Leverhulme Trust, GBP 37,669. Principal Investigator. In collaboration with Ira N. Gang and Daniel Hoffman.

POSTGRADUATE OPPORTUNITIES

I am actively looking for high quality doctoral students in any area of Development Economics and Development Finance. While assessing a proposal, I am not so much focused on the area of proposed research, but on the potential of the student to implement an interesting and original piece of work. If you are interested in working with me you are welcome to send me your c.v. and research proposal.

TOPICS COVERED BY CURRENT RESEARCH STUDENTS INCLUDE:

- State of the art of social exclusion in Indonesia: does the social protection scheme protect the excluded?
- Employment, labour productivity and their links to education and occupational training in Africa
- Microfinance in Nigeria
- Child poverty in the UK
- Mobile money innovations in Kenya
- Distributional aspects of educational access and attainment in Ghana.

CONTACT DETAILS

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BA Economics and Mathematics,
MA Economics, PhD Economics

PROFESSIONAL POSITIONS

- Council Member of the Development Studies Association of the UK and Ireland (DSA)
- Co-Editor, Indian Growth and Development Review
- Board of Editors, India and the World Economy, Anthem Press.

While I retain a strong interest in comparative research and have several publications on East Asian and Sub-Saharan African economies, my research is primarily on the Indian economy. Current research is on the political economy determinants of inclusive growth, social exclusion and poverty, and the informal sector. Recent past research has examined the causes of manufacturing dualism in India; state business relations in Africa and India; and the relationship between international trade, inequality and economic performance.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Growing uneven: the determinants of functional distribution of income
- Institutional design and operation of agricultural markets: Implications for poverty reduction in India.
- The poverty impact of reforming the private sector enabling environment in Vietnam.

CONTACT DETAILS

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After 5 years' experience in the private sector, I completed a BSc (hons) in Society and Technology at Middlesex Polytechnic. I then undertook an ESRC sponsored MSc at the Science Policy Research Unit (SPRU) at the University of Sussex and spent a further 18 months working as a Research Officer contributing to the official evaluation of the UK Alvey Programme. After returning to the private sector for 3 years (working in Italy), I obtained a Post Graduate Teaching Qualification from the University of the West of England (UWE), and spent the next 5 years as a secondary school teacher and Head of Department for technology attached to the Government Teaching Service Management (TSM) in Botswana. During this time I commenced a DFID-sponsored PhD with The University of Manchester, and upon obtaining my doctorate, joined IDPM where I have since carried out teaching, research and consultancy concerning the relationship between information and communication technologies (ICTs) and international development.

I have journal publications in the areas of Information Systems and Development, Development Informatics and ICTs for Development (ICT4D), and have contributed book chapters as well as writing a range of other working papers and reports. I regularly review submissions for some leading development and ICT4D journals, and was an invited speaker at the World Summit on the Information Society (WSIS) in 2005. I have acted as an external PhD examiner at universities in the UK, Africa and Australia, and as a research assessor. I also carried out consultancy for the UK Department for International Development, UNIDO, UNCTAD and The World Bank. I have been an active researcher on three large international research contracts concerning ICT, enterprise and development, and have coordinated the work of partner organisations in India and Uganda.

I research the growing field of ICT4D information and communication technologies for development. This seeks to understand the relationships between information technologies (the Internet, computing, mobile telephony, etc.) and key socio-economic development processes such as poverty alleviation, economic growth, social equality, and environmental sustainability.

RESEARCH INTERESTS:

- Mobile phones and development (m-development): research concerning mobile phones for finance, agricultural and rural development in developing countries
- ICT innovation systems: focusing on university-industry links and commercialisation of research in developing countries
- The impact of information and communication technology on the business enterprise sector in developing countries
- E-commerce and small enterprise development in Africa and South Asia.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- An ICT policy design framework for developing countries
- An assessment of the impact of mobile banking in improving livelihoods and reducing poverty levels in Rural Communities in Kenya
- Sustainable Livelihoods and Information needs: Hitting the target with ICT4D projects.

CONTACT DETAILS

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Research profile: www.manchester.ac.uk/research/richard.duncombe



BA/MA Natural Sciences, Cambridge
MPhil, Leicester,
PhD, Open University

I work in the growing field of development informatics, also known as ICT4D - information and communication technologies for development. This seeks to understand the relation between informatics technologies (the Internet, computing, mobile telephony, etc.) and key socio-economic development processes such as poverty alleviation, economic growth, social equality, and environmental sustainability.

I have written 6 books, more than 30 refereed articles, and over 100 other papers and reports. I am associate editor for key journals in the field. I have edited five journal special issues that have contributed to foundational theorisation of ICT4D. I have organised international conferences, and I am a regular invited speaker to international conferences including events such as the World Summit on the Information Society and GK3. I have acted as a research assessor for bodies such as the US National Science Foundation, ESRC, Nuffield and Leverhulme. I have advised on ICT4D for bodies such as DFID, GTZ, IDRC, UNIDO and Zunia (Development Gateway), and I convene the UK Development Studies Association's specialist group on Information, Technology and Development. I have been project leader on five major international research contracts, with grants totalling more than £600,000 and coordinating the work of partner organisations in Africa, Asia and Latin America.

MY RESEARCH INTERESTS INCLUDE:

- IT Sector and Enterprise Development
- Conceptualising ICT4D
- e-Government
- ICTs and Sustainability.

I AM INTERESTED IN SUPERVISING PhD STUDENT IN THE FOLLOWING TOPICS:

- Development 2.0: the ICT-enabled transformation of development processes and structures
- Socially-responsible outsourcing of IT services to poor communities
- "Liminal" ICT micro-enterprises in developing countries: those which operate in the grey or virtual economy
- Emerging locations for IT offshoring
- IT sector/enterprise success factor models
- ICTs and hope/happiness: understanding the relation between digital technologies and these two components of wellbeing
- The political economy of ICT policy
- The intersection of innovation studies, development studies and informatics
- Success and failure of ICT4D projects: extending and deepening the design-reality gap model.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- The politics of open government data (OGD): a neo-institutional analysis from the Chilean OGD programme
- Managing information system security in institutions
- Sustainable Livelihoods and Information needs: Hitting the target with ICT4D projects
- Education, Knowledge and Globalisation: Development Strategies for Sub-Saharan Africa.

CONTACT DETAILS

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BA (Hons) Social Science, MA Manpower Studies (Distinction), MSc Total Quality Management, PGCE, PhD Philosophy (Keele)

RESEARCH INTERESTS

- Feminist theory, globalisation and human resource development (HRD)
- Women, work and social change in the global economy, in particular the Gulf States, Asia and CEE States
- Development leadership and capabilities in African and the Middle East
- Women's political leadership and governance in the Gulf States, Africa and Asia
- HRD and leadership development
- Social capital and development in the Middle East, Africa and Asia
- Knowledge management, knowledge societies and development
- National human resource development (NHRD) and comparative education policy, including 4 development initiatives of the World Bank
- Women, Islam, environment and natural resource planning in the Gulf States
- Women's entrepreneurship and regional development in the Gulf States
- Islamic feminism and development in the Middle East
- Women's organisations, civil society and development
- Feminist pedagogies, learning and development.

I am interested in supervising students especially from Gulf, Middle East, Asia and Africa who are broadly concerned with the research themes above, which are aligned with SEED thematic research areas of Good Governance

and Development Leadership. I have undertaken consultancy for governments and women's organisations primarily in the areas of National HRD, women's education and empowerment, capacity building and leadership development. I have been a Visiting Professor at Helwan University, AUC Cairo, Egypt; Monash University and Griffith University Australia; St Petersburg State University, Russian Federation; and will be Visiting Professor at Mohammed Bin School of Government in Dubai and Sharjah University, UAE in 2015

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Education, social capital and entrepreneurial development in China
- Women's political leadership and empowerment in China
- Women, civil society organisations and development in Iran
- Education, CSR and social development in SMEs in Korea
- HRD, education and ICTS in MNCs in Brazil
- Leadership, and education development in SOEs in China.

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Research profile: **staffprofiles.humanities.manchester.ac.uk/Profile.aspx?Id=Beverly.Metcalfe**



BA Hons., MA (Public Administration); Licentiate, PhD (Administrative Sciences)

KEY ROLES:

- Programme Director: MSc Human Resource Management (International Development)
- Executive Editor (2009-2012): *International Journal of Public Administration* (Routledge)
- PhD Discipline Co-ordinator (2010-2013): PhD in Development Policy and Management
- Programme Director (2006-2010): MSc in Organisational Change and Development.

RESEARCH INTERESTS

- Public Administration
- Development Administration
- Development Management
- Good Governance
- E-Governance
- Local Government Reform and Decentralisation
- Microfinance
- Non-Governmental Organisations (NGOs)
- Community Based Organisations
- Intercultural Communication
- Policy Analysis and Social Capital.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- National and organisational cultural influences on talent management's human resource practices: case studies from Greece
- Unpacking the black box of performance management for social services in Singapore
- The role of public sector services in large-scale events management: An empirical study of Hajj pilgrimage in Saudi Arabia
- Human resource management in China: a perspective of SMEs in a transitional economy
- The impact of a global retailer on poverty penetration and HRM practices in Malaysia.

CONTACT DETAILS

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Reader in Human Resource Management

BSc ABU, MBA Cardiff, PhD Cardiff

I am originally from Gombe State in the Northern part of Nigeria. My academic career started with The University of Maiduguri as a graduate assistant and later as a lecturer. I then moved to the University of Papua New Guinea. I have spent a significant part of my early academic career in Australia where I taught at Charles Darwin University and then Monash University, Melbourne, Australia. I also had the privilege to serve as a visiting scholar at Wright State University, Dayton, Ohio, USA, Hamdan bin Muhammed University U.A.E, Kwame Nkrumah University of Science and Technology Ghana, and Ghana Institute of Management and Public Administration.

My first degree is in Business Administration, from Ahmadu Bello University, Zaria. I gained Postgraduate and Ph.D degrees from the Universities of Wales, Cardiff. My academic career took me to several countries across many continents such as Australia, Malaysia, U.S.A, U.A.E etc. This is reflected in my research, teaching and consulting interests. I am currently a co-Director for the Centre for Organisations in Development.

RESEARCH INTERESTS

My main research interest focuses on testing and extending management and organisational theories in international development context. These are reflected in three strands of my research. The first strand examines the transfer of theoretical constructs and models of Performance Management, Human Resource Management and Leadership to developing and transitional economies of Africa, Middle East and Asia. This strand also includes research that examines management innovation diffusion and knowledge appropriation in organisations.

The second strand focuses on using managerial cognition theories to explore how managers in developing and transitional economies of Africa, Middle East and Asia interpret globalisation and implications of such interpretations for strategic decision making. The third strand examines how building human and organisational capacity of Small and Medium Sized Enterprises (SMEs) can help in the eradication of poverty in developing countries, especially in Africa.

My research has been published in several books and highly reputable journals such as Organisations studies, British Journal of Management, International Journal of Management, International Journal of Human Resource Management and International Business Review. I have taught and been a visiting scholar in several universities around the world including Australia, USA, Dubai, Malaysia, Saudi Arabia, Ghana, and Nigeria.

I am currently a joint Director for Centre for Organisations in Development. I have undertaken research and advisory work for several international organisations and institutions such as the United Nations, UK Department for International Development, African Development Bank, USAID and British Council.

TOPICS COVERED BY PhD STUDENTS
I SUPERVISE CURRENTLY INCLUDE:

- National and organisational cultural influences on talent management's human resource practices: case studies from Greece
- Investigating the situation of HPWS in Chinese SMEs
- Performance Management and Local Government Administration in Ghana: Has service delivery improved?
- Enhancing Successful Organisational Change through Institutionalisation: The case study of Abu Dhabi Police
- Human resource management in China: a perspective of SMEs in a transitional economy
- A Comparative Analysis of the Effectiveness of Strategic Planning Tools for Performance Management in private firms versus public firms.

CONTACT DETAILS

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Professor in Poverty and Social Justice



BA, PhD, Kent

I am also Co-Director of the International Research Initiative on Brazil and Africa

Before joining BWPI in 2007, I was Research Fellow at the Institute of Development Studies at the University of Sussex and Senior Lecturer in Public Economics and Development at the Institute of Development Policy and Management at Manchester.

My work has been published widely, including articles in *World Development*, *Applied Economics*, *The Manchester School* and *Journal of Development Studies*. My most recent books are 'Social Protection for the Poor and Poorest' (2008, edited with D. Hulme, Palgrave); 'Just Give Money to the Poor' (2010, with J. Hanlon and D. Hulme, Kumarian Press); 'Demographics, Employment and Old Age Security: Emerging Trends and Challenges in South Asia' (2010, edited with Moneer Alam, MacMillan), and 'Social Assistance in Developing Countries' (2013, Cambridge University Press).

I have acted as an adviser to the ILO, the World Bank, DFID, UNRISD, IADB, WIEGO, UN-DESA, UNICEF, and the Caribbean Development Bank.

RESEARCH INTERESTS

My research interests focus on the linkages existing between welfare programmes and labour markets in developing countries. I examined critically the reform of social insurance institutions in Latin America following the Chilean pension and health reforms in the early 1980, and especially their impact on employment, informality and old age income security. This work led to research on the economic and social effects of ageing in developing countries and the role of non-contributory pension as a means to address old age poverty and vulnerability. More recently, my research has focused on

social assistance in developing countries, exploring the rapid expansion of social programmes in Latin America, Sub-Saharan Africa and South Asia.

I lead the Poverty and Social Justice research programme at BWPI, including the following ongoing projects:

- Brazil's economics success: Lessons for Africa – This research programme investigates the main factors behind Brazil's economic growth and poverty and inequality reduction and policy lessons for African countries
- Tax-transfer systems in Latin America – this project assesses taxes and transfers in Latin American countries, focusing on distributional effects and fiscal contracts
- The political economy determinants of MGNREGS implementation – this project examines the variation in MGNREGS implementation across states and gram panchayats in India
- Gender and employment in Central Asia: Evidence from panel data – this project studies women and labour markets in Kyrgyzstan and the impact of social policies.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Measurement and determinants of poverty in Kazakhstan during the boom of the 2000s: alternative approaches
- Linking protection and promotion in poor households: Social pension scheme and poverty reduction in urban Bangladesh.

CONTACT DETAILS

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Research profile: www.manchester.ac.uk/research/Armando.barrientos

Senior Lecturer

Having started my working life with ENDA-Zimbabwe a grassroots based Non-Governmental Organisation in Africa, I have spent the last 20 years researching, teaching and consulting in the field of Development Studies. The last ten of these have been spent working as an academic here at Manchester where I am a senior lecturer and associate director at the Brooks World Poverty Institute. Over the years I have developed collaborative links with various institutions and have formed productive links with major development actors like DfID, BRAC International, Save the Children International, the UNECA, and The British Council.

Much of my academic career has been devoted to understanding the relationship between 'place' and 'economy' in Africa. In my work I have sought to generate policy relevant knowledge on how changing agrarian structures transform and influence the way rural communities relate to natural resources (particularly land) and, how this relationship in turn shapes the way they make a living. Links between the rural and urban space economies also mean some of my work necessarily looks at how changes in agrarian structures affect the flows of commodities between the two space economies.

The research I do has a focus on smallholder livelihood production systems. I seek to understand global, national and local forces shaping the rural space economy in which smallholder farmers operate. I investigate their interactions with the state, markets, technology and the environment. In doing so I try to do what Doreen Masey describes as giving 'process' and 'character' to space by tracking rural social change both in the short term and, in what French historian Fernand Braudel has called the *longue duree*.

On markets, I have a particular interest in understanding how rural commodity markets (especially land) work, the factors driving them and how they change social relations and reconfigure the rural space economy. Recently I have worked on: Post Crisis Reconstruction in Zimbabwe and am currently researching territory based collective enterprise in rural Africa.

I HAVE SO FAR SUPERVISED 11 PhD STUDENTS TO COMPLETION AND AM INTERESTED IN STUDENTS WHO WANT TO DO RESEARCH IN THE AREAS RELATED TO:

- Agrarian Change and Social Transformation in Africa
- Collective Rural Enterprise in Emerging Economies
- Development Knowledge Transfers
- Development Management
- Poverty and Wellbeing in Africa.

I have country experience in Bangladesh, Ethiopia, Ghana, Nigeria, South Africa, Sri Lanka, Malawi, Mozambique, Namibia, Zambia and Zimbabwe.

CONTACT DETAILS

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KEY ROLES:

- Executive Director, Brooks World Poverty Institute (BWPI)
- CEO, Effective States and Inclusive Development Research Centre (ESID)
- CEO, Brazil in Africa Research Programme
- CEO, International Research Initiative on Brazil and Africa (IRIBA).

EDUCATIONAL BACKGROUND

BA MA Cambridge, PhD JCU Queensland.

RECENT PUBLICATIONS

- Too Close for Comfort: Non-Governmental Organisations, Donors and States, London, Palgrave, International Political Economy Series (D Hulme and M Edwards) 2013
- Social Protection in Bangladesh: Building Effective Social Safety Nets and Ladders Out of Poverty. Dhaka, University Press Limited (D Hulme, M Maitrot, L P Ragno and H Z Rahman) 2013.

RESEARCH INTERESTS

- Political economy analysis (PEA)
- Rural development policy and planning
- Poverty reduction strategies
- Finance for the poor
- Sociology of development
- Role of community organisations and NGOs
- Evaluation of technical assistance
- Environmental management; public sector reform
- Global governance and sustainability.

AT PRESENT I AM ESPECIALLY KEEN TO SUPERVISE STUDENTS WITH INTERESTS IN:

State effectiveness and improving governance; social protection; the analysis of ultra-poverty and policies to tackle ultra poverty; and, disability in low income countries

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Urban poverty, conflict and climate change: contested urban spaces: opportunities and obstacles to collective strategies of the urban poor in Bangladesh
- Urban youth, developmentalism and politics or citizenship in Ethiopia
- Linking protection and promotion in poor households: Social pension scheme and poverty reduction in urban Bangladesh
- Towards sustainable development, state capacity and development cooperation effectiveness in Madagascar
- Exploring Impact on Human Capital Aspects of the Ultra Poor in Bangladesh: Evidence from Challenging the Frontiers of Poverty Reduction/Targeting the Ultra Poor Program.

CONTACT DETAILS

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**FOTEINI KRAVARITI**

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Thesis title:

The Influences of National and Organisational Culture on Talent Management Application: Case Studies from Greece

Supervisors

Dr Aminu Mamman and Dr Farhad Hossain

Previous education and experience

- 2011-2012:
MSc Human Resource Management (International Development) at The University of Manchester, School of Environment, Education and Development, Manchester UK. Grade: Distinction. Dissertation: The Influences of National and Organisational Culture on Human Resource Practices in the Hospitality Industry: Case Studies of Two Hotels in Greece and Cyprus
- 2006-2010:
BSc Business Administration at the University of Piraeus, School of Business Administration, Piraeus, Greece. Grade: 2:1. Dissertation: Banking Marketing: The Case of Ate Bank
- 2010:
Graduated from the 2nd Lycium of N. Ionia-Magnisia, Greece. Grade: First class. A' levels: Mathematics, Theory for Economics, Literature, History, Academic Writing, Ancient Greek and Latin.

Work experience:

- Academic placements:
Graduate teaching assistant, field-trips' and PGR conferences organiser
- Banking industry
- Gambling and gaming industry
- Hospitality industry
- Human resource management
- Telecommunications.

Research details

This research attempts to understand, explore and analyse the extent to which national and/or organisational cultures influence the establishment of a particular talent management strategy.

On the one hand, it examines key human resource practices of which talent management consists, as well as it distinguishes talent management into two predominant approaches.

The research overviews and evaluates literature's cultural dimensions that have an impact on managerial issues. Therefore, the study's conceptual framework is built and tested in the Greek corporate environment. The significance of this research is that it explores the 'subject' talent management approach of which academia lacks thorough investigation. It also ties together complex social topics with managerial processes because it determines the relationship among national and organisational cultures, and talent management.

Finally, it provides up-to-date information on how talent management could be the remedy to businesses operating in countries that have been highly devastated by the recent financial crisis.

Research interests

- Cross-cultural management
- Human resource development
- Human resource management
- Talent management.

Recent publications

Kravariti, F. (2014). National and organisational cultural influence on human resource practices: Case studies from two hotels in Greece and Cyprus, Proceedings of the 2014 Global Human Resource Management Symposium, University of Riverside, Riverside, Los Angeles, California. 20th – 21st June 2014.

Available at:

<http://www.uofriverside.com/about-us/media-publication/proceedings>

(Accessed 03 July 2014).



**ROBERT WATT**

robert.watt@postgrad.manchester.ac.uk

Thesis title:

The moral political economy of the carbon offset market

Supervisors

Professor Dan Brockington and Dr Tomas Frederiksen

Previous education and experience

My first degree was in Politics and Philosophy at the University of Glasgow and I gained a Master in Climate Change and Development from the University of Sussex.

Before starting this PhD I worked at the Institute of Development Studies as a research consultant on questions of low carbon and climate resilient development.

Research details

My research explores the advantages and problems of carbon offsetting and asks how carbon market actors respond to these issues

The research forms part of the Leverhulme Centre for the Study of Value, where we have a team of academics investigating how people value social and environmental goods in an increasingly market-driven society

I am in the carbon/climate stream of the Centre, looking at carbon offsets in terms of the interactions between people's working practices and their values and conceptions of the good. The research aims to discover how popular notions of justice and ethics are linked to the realities of carbon offsetting in practice.

My project asks:

- What are the moral rationales for and problems of carbon offsetting?
- How do carbon market actors respond to the moral concerns of offsetting?
- Why do carbon market actors respond to moral concerns in the ways identified?

To answer these questions I am conducting interviews with a range of actors involved in carbon markets, asking people about their working practices and discussing their views on the pros and cons of carbon offsetting.

For more information you can visit my research website:

www.carbonmarketmorals.com

You can also find me on Twitter
@Robbie_Watt

Research interests

- Carbon trading and offsetting
- Climate policy
- Mitigation and finance
- Moral and political philosophy
- Environmental ethics
- Climate justice
- Moral economy
- Political economy
- Economic sociology
- Qualitative research methods.

Recent publications

- Carbon Expo: Small Market, Tainted Image, Opinion Piece, Leverhulme Centre for the Study of Value, June 2014
- Corporate capture in Warsaw: the new normal in the disaster zone, Guest blog with Jonas Bruun, Institute for Policy Studies, November 2013
- Carbon expo: depressed, optimistic and financialised, event report, Leverhulme Centre for the Study of Value, June 2013.



HUMAN GEOGRAPHY

There are two research groups specialising in Human Geography at Manchester. These are the Geographical Political Economy and the Urban Transformations research groups. The University of Manchester is one of the best places to study Human Geography in the world. You will be supervised by world-leading academics with very strong reputations for research quality. Geography in Manchester was ranked 8th in the world by the 2014 QS world university rankings. In the UK research assessment exercise 2008, 94% of our outputs were considered internationally-recognised, with an exceptionally high proportion (65%) judged to be internationally-excellent or world-leading. Our Human Geography staff members hold editorial positions with leading research publications, including major journals such as *Antipode*, *Area*, *Geography Compass*, *Geoforum*, *International Journal of Urban and Regional Research*, and *Progress in Human Geography*. Recent PhD graduates have been appointed to positions at leading universities in Europe, North America and the Far East, while others now shape national and international policy environments through their work in government agencies, research institutes and activist organisations.

KEY RESEARCH AREAS AND PRIMARY OPPORTUNITIES:

The **Geographical Political Economy** research group is the longest-standing geography research group at The University of Manchester. Members of the group share a common commitment to political economy in analysing spatial and temporal unevenness as well as environmental change. Members of this group include Erik Swyngedouw, Noel Castree, Federico Cugurullo, Jamie Doucette, James Evans, Bill Kutz, Stefan Bouzarovski, Martin Hess, Saska Petrova and Kevin Ward. Recognising economic life

as geographically constituted, and capitalism as a highly variegated and differentiated system, we focus on how space, place, scale and the biophysical world are integral to economic and social processes. Conceptualising states, corporations, labour and 'nature' as interconnected actors, our research examines the conditions under which new economic geographies are produced, and the social, political and environmental possibilities to which they give rise.

Research areas include:

- Corporate networks
- Governance
- Nature and resources
- Work and employment.

The research of the Geographical Political Economy research group has been funded by the British Academy, the Economic and Social Research Council, the Leverhulme Trust, the National Science Foundation, the RGS-IBG, the Rockefeller Foundation, the Office for the Deputy Prime Minister and the European Union.

The **Urban Transformations** research group focuses on theorising critically and substantiating empirically the socio-political and cultural processes that produce urbanity and transform cities over time and across different geographical territories. Members of this group include Maria Kaika, Erik Swyngedouw, Saska Petrova, Jonathan Darling, Martin Dodge, James Evans, Mark Jayne, Chris Perkins, Fiona Smyth, Kevin Ward and Helen Wilson. In close synergy with the Geographical Political Economy research group our research develops innovative ways of understanding and theorising urban political ecology, urban economic and social change, policy mobilities, financialisation and crisis, urban land and infrastructures, and urban technologies. The group's

output comprises highly cited monographs and articles in top journals. The agenda developed by the Urban group complements the wider University's strategic initiatives on critical urbanism (e.g. cities@manchester) and the Global Urban Research Centre. The group also runs *Open Space*, an interdisciplinary forum where PhD students share their work, and host annual academic events with tailored PhD workshops as well as guest lecture's from some of Geography's leading academics such as Professors Ed Soja and Neil Smith. The group also contributes teaching to the MSc course in Environmental Governance.

Our current funded research projects in the Urban Transformations research group include:

ENTITLE, The European Network for Political Ecology (Prof. Maria Kaika and Prof. Erik Swyngedouw) an EU-funded Network which includes 10 other academic institutions and NGOs across Europe, Chile, Turkey and Palestine. ENTITLE is funded by the Marie Curie action of FP7 and supports 18 researchers in the inter-disciplinary field of Political Ecology. CURE, the Centre for Urban Resilience and Energy, funded via a European Research Council Fellowship (Prof. Stefan Bouzarovski) further expands our networks of national and international collaboration, and promote high impact, agenda setting work on the links between the built environment, environmental policy, and climate change. Our work has also been supported by the British Academy, DFID, ESRC, European Commission, Joseph Rowntree Foundation, and the Leverhulme Trust.

Professor of Geography

Director of the Centre for Urban Energy and Resilience

I undertake research in the domains of human geography, social environmental science, political ecology, architecture, urban planning, development, and welfare economics. Much of my work has explored the socio-technical, economic and political dynamics implicated in the rise of fuel and energy poverty in developed and developing countries alike. I have also been interested in scientific efforts to unpack the manner in which household everyday practices are interwoven with the built fabric of inner-city areas. Underpinning much of my work is a desire to develop of innovative methods for conceptualising and representing space and territory.

I have published more than 70 publications (including several books) on these topics, having been involved in approximately 60 research projects funded by a range of research councils, charitable bodies and the European Union. I was awarded the Larkinson, Scatcherd and Dulverton scholarships at the University of Oxford between 1999 and 2003. I have held visiting university appointments in Prague, Bruges, Berlin, Stockholm, Brisbane and Turin, in addition to an ongoing Visiting Professorship in Economic Geography at the University of Gdansk.

The findings of my research have been taken up by the European Commission and Parliament, as well as a range of governmental organisations, including the World Bank, International Energy Agency and the World Health Organisation.

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Fracking, place and citizenship in contemporary Britain: The geography of uneven responses to proposed shale-gas development at Barton Moss, Salford
- The social value of voids in urban space: a conceptualisation of emptiness within urban phenomena and the exemplary case of the Alameda de Hercules in Seville, Spain
- Critical perspectives on the water-energy nexus: seawater desalination in San Diego and Baja California
- Housing retrofits to achieve equitable carbon reductions
- Sustainable housing: adoption and consumption of sustainable services and technologies.

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Senior Lecturer in Environmental Governance



My research explores how cities can learn to become more sustainable, focusing on innovative ways to engage stakeholders in decision-making. I am currently leading projects exploring resilience, low carbon living laboratories and informal transport.

CURRENT PROJECTS:

- Manchester Cycling Lab, ESRC Impact Acceleration Account and Manchester City Council, 2014, £32 999. This project applies research findings on living labs and sustainable urban development to the Future Cities initiative being coordinated by Manchester City Council.

Web: universitylivinglab.org/manchestercyclinglab

Twitter: [@mcrccyclinglab](https://twitter.com/mcrccyclinglab)

- Advancing Urban Innovation: Living Labs for Sustainable Building and Planning, Formas, 2014-2017, £126 566. This project funds a visiting position at the International Institute for Industrial Environmental Economics to conduct collaborative work on urban living labs in Europe.

I AM INTERESTED IN SUPERVISING PhD STUDENTS IN THE FOLLOWING FIELDS:

- Resilience
- Living Laboratories
- Sustainable urbanisation
- Engagement.

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Inviting landscapes: engaging citizens with ecosystem services for sustainable urban infrastructure
- Adaptive governance for carbon sequestration: The case of the peatlands in the Peak District National Park
- Fracking, place and citizenship in contemporary Britain: The geography of uneven responses to proposed shale-gas development at Barton Moss, Salford
- The dynamics of experimental urban spaces: how do people play and experiment with alternative urban ideas
- Harnessing the Digital Economy to deliver Sustainable Transport Transitions.

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Lecturer in Geography

Research Coordinator of the Centre for Urban Energy and Resilience

RESEARCH INTERESTS

My research interests are focused on intra-community relations and vulnerabilities as they relate to natural resource management, energy flows, social justice and local governance.

Many of the findings from my longitudinal investigation of the key factors shaping protected area governance and local participation in Central, Southern and Eastern Europe are reported in my monograph titled '*Communities in transition*' (2014, Ashgate). The book refers to the broader debates surrounding the relationship between nature and local people.

Some of my more recent research aims to interrogate urban energy vulnerability and transitions, as a result of, inter alia, the involvement in a number of interdisciplinary projects funded by a range of research councils and charitable bodies.

I have often entered into a dialogue with urban political ecology and environmental governance, resulting in publications in journals such as *Environment and Planning A*, *Urban Studies*, *Geoforum*, *Area*, *Geojournal* and *Energy Policy*.

I also have an extensive professional background as a public advocate and consultant for a range of global government institutions and think tanks.

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Social Capital, Adaptive Capacity, and the Poor: Exploring the Impacts of NAPAs and NAPA Projects in Sub-Saharan Africa
- Housing retrofits to achieve equitable carbon reductions
- Towards Malaysia's First Green Hospital: Physical Environment, Energy-Efficiency and Green Human Resource Management as a Pivotal Factors to Sustainable Culture Development in Healthcare Industry.

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Professor of Geography

Research Coordinator of the Centre for Urban Energy and Resilience



MSc (Bio-Engineering), MSc (Urban and Regional Planning), PhD (Geography and Environmental Engineering).

My previous posts include Professor of Geography at the University of Oxford.

RESEARCH INTERESTS:

- Political Economy: Socio-Economic Change, Politics, and Spatial Restructuring
- Water: Politics, Economics, Ecology, and urbanisation
- The theory and politics of scale in political-economic geography and urban/regional restructuring processes
- Political-Ecological Theory and Practice: Nature, Society and Social Power
- Politics, Governance, Power and Democratic Citizenship.

Over the past two decades, I have published several books and over a hundred research papers in leading journals in the broader fields of political economy, political ecology, and urban theory and culture. My aim is to bring politically explicit yet theoretically and empirically grounded research that contributes to the practice of constructing a more genuinely humanising geography.

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Water, Power and Reverse Osmosis Technology: water crises and solutions in the coastal towns of the Western Cape, South Africa
- Government of water, circulation and the city: transforming Singapore from tropical 'backwater' to global 'hydrohub'
- Everyday landscapes: a landscape political ecology of swiflet farming in Malaysian cities
- Mining shareholder value: financialisation, extraction and the geography of gold mining
- Insurgent practices and housing in Spain: making urban commons?
- Making fish: nature, science and capital in Newfoundland and Labrador's cod aquaculture industry
- Critical perspectives on the water-energy nexus: seawater desalination in San Diego and Baja California
- Against work, against nature? More than human politics of value production.

CONTACT DETAILS

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Professor of Human Geography

Director of External Relations, SEED*. Director of cities@manchester



EDUCATIONAL BACKGROUND:

- 1998 PhD in Geography, Governing the city: A regime approach (The University of Manchester) (Awarded ESRC Studentship, 1994-1997)
- 1995 Master of Arts in Social Research Methods (University of Manchester)
- 1992 Master of Arts in Transport Economics (University of Leeds) (Awarded Rees Jeffreys Full Fellowship, 1991-1992)
- 1991 BA (Hons) Economics and Geography (Middlesex University)

I am a geographical political economist with interests in urban politics and policy on the one hand, and work and employment on the other.

My current work explores urban policies to see where they come from, how they travel, where they end up and what these journeys mean for the cities the policies pass through. Theoretically, this involves rethinking what is meant by 'the urban' in urban politics, as elements of different places are assembled and reassembled to constitute particular 'urban' political realms. Methodologically, this involves doing fieldwork in a range of sites inside and outside of the cities that are the objects of study, literally seeking to reveal the circuits, networks and webs in and through which policies are moved.

My co-edited book (with Eugene McCann) *Mobile Urbanism: Cities and Policymaking in the Global Age* (Minnesota University Press) was published in 2011.

I am currently exploring the constitution of financial 'models' that have emerged in different areas of the world and that have been circulating as a means of funding infrastructure in the current economic condition.

I AM INTERESTED IN SUPERVISING PhD STUDENTS IN THE FOLLOWING FIELDS:

- Governance, struggle, and negotiation as differing modes of politics
- Benchmarking, comparison and learning between cities
- Struggles and negotiations around urban sustainability and resilience
- Collective consumption and social reproduction in the twenty first century
- Exchanges, visits and learning between cities
- Im/mobile urban policies and their mutations
- Informality and the everyday in cities
- Infrastructure and its provision and financing in the current economic crisis
- Urban, suburban and post-suburban political forms

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Housing biographies and the construction of 'liveable' places.
- Chinese labour migration to the UK.

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* School of Environment, Education and Development



**CREIGHTON CONNOLLY**

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Thesis title:

Everyday landscapes: A landscape political ecology of swiftlet farming in Malaysian Cities

Supervisors

Erik Swyngedouw and Maria Kaika and Eric Clark (Lund University)

Previous education

- BA (Hons) Geography, University of British Columbia, 2006-2010
- MA Geography, Memorial University of Newfoundland, 2010-2012. Thesis: 'Singapore is a gold mine': Re-Orienting transboundary flows of secondhand electronics, Supervisor: Josh Lepawsky.

Research details

My thesis aims to explore the intersections between landscape and political ecology as they touch down in social struggles over the production of edible birds' nests in Malaysian cities. I use various approaches to landscape and political ecology to ask who controls the production of nature in cities, how this process is contested, and ultimately how it might be reconfigured in radically democratic ways.

The type of analysis outlined in this proposal offers the potential for unsettling existing power relations, environmental conflicts and contest over urban environments in the proposed study area.

Research interests

- Urban geography
- Cultural geography
- Political ecology
- Landscape
- Southeast Asia.

Recent publications

- Lepawsky, J., Akese, G., Billah, M., Connolly, C. and McNabb, C., forthcoming. 'Composing Urban Orders from Rubbish Electronics: Cityness and the Site Multiple' International Journal of Urban and Regional Research
- Connolly C. 2013. 'The Political ecology of Health: Concerns over urban 'swiftlet farming' and communicable diseases in Georgetown, Malaysia. Cities@Manchester Blog. Published online: 3rd February, 2013. Available at: <http://citiesmcr.wordpress.com/2014/02/03/the-political-ecology-of-health-concerns-over-urban-swiftlet-farming-and-communicable-diseases-in-georgetown-malaysia>
- Connolly, C. 2012. 'Singapore is a gold mine': Re-Orienting transboundary flows of secondhand electronics. Discard Studies. Published online: March 26, 2012. Available at: <http://discardstudies.wordpress.com/2012/03/26/singapore-is-a-gold-mine-re-orienting-global-trade-flows-of-secondhand-electronics-guest-post-by-creighton-connolly>
- Connolly, C. 2012. Book Review: 'Worlding Cities: Asian Experiments and the Art of Being Global'. Tijdschrift voor Economische en Sociale Geografie. 103 (1): 118-124.



PHYSICAL GEOGRAPHY

There are two research groups specialising in Physical Geography. These are the **Environmental Processes** and the **Quaternary Environments and Geoarchaeology** research groups. Research is done at a variety of timescales, from the present day to the Pleistocene ice ages. Themes include future prediction and modelling, present-day observation, monitoring and modelling, and also reconstruction of past environments and environmental changes. You will be supervised by world-leading academics with very strong reputations for research quality.

Geography in Manchester was ranked 8th in the world by the 2014 QS world university rankings. In the UK research assessment exercise 2008, 94% of our outputs were considered internationally-recognised, with an exceptionally high proportion (65%) judged to be internationally-excellent or world-leading.

Our Physical Geography staff members hold editorial positions with leading research publications, including major journals such as *Journal of the Geological Society*, *Geoarchaeology* and *Transactions of the Institute of British Geographers* and also serve on various panels of the UK Natural Environmental Research Council.

Recent PhD graduates have been appointed to positions at leading universities around the world, while others now work in government agencies and research institutes as well as conservation organisations.

Many graduates have gone on to work in environmental consultancy in both the public and private sector. Our graduates also have a strong track record in the energy and mining sector (including renewable energy, oil, gas, aggregates and minerals).

KEY RESEARCH AREAS AND PRIMARY OPPORTUNITIES:

The **Environmental Processes** research group comprises Clive Agnew, Tim Allott, Gareth Clay, Martin Evans, Claire Goulsbra, Angela Harris, Sarah Lindley, Julia McMorow and James Rothwell. Work includes the analysis of environmental processes at a range of spatial scales and geographical locations, but particularly in upland and urban environments. Fundamental and applied research is supported by the Research Councils (particularly NERC and EPSRC) and a range of government and non-government agencies (DEFRA, DTI, UKCIP, Environment Agency, Natural England and Moors for the Future).

Specialisms include:

- Geomorphology and earth system processes
- Peatlands and soils
- Geographical information sciences, including terrain analysis and terrestrial remote sensing
- Hydrology and freshwater environmental sciences
- Urban climatology, climate adaptation and urban air pollution.

The **Quaternary Environments and Geoarchaeology** research group is particularly interested in the analysis of the response of geomorphological systems and ecosystems to global climate change. This includes the study of glaciers, rivers, lakes, deserts and high mountain terrains as well as palaeoecology, geochemistry and a range of geochronological applications. We also have interests in geoarchaeology. The group comprises Tim Allott, Jason Dortch, Laura Edwards, William Fletcher, Philip Hughes, Christine Lane, Peter Ryan, Abi Stone and Jamie Woodward. This research involves work throughout the world including in the

Arctic, British Isles, Mediterranean, Himalaya, North America as well as both northern and southern Africa. Research is funded by various bodies, including the Leverhulme Trust, NERC, the Royal Society and the Royal Geographical Society.

The group's expertise spans:

- Quaternary climate change
- Geochronology (OSL, cosmogenic exposure dating, U-series, tephrochronology)
- Glacial geomorphology and glaciology
- Fluvial geomorphology
- Dryland environments
- Palaeoecology and palaeoenvironmental reconstruction (including a range of proxies: pollen, chironomids, diatoms and geochemical analyses)
- Geoarchaeology.



Lecturer in Remote Sensing

I gained my BSc (Hons) in Marine Geography from the University of Cardiff in 1999. I then went on to gain an MSc in Environmental Conservation Management from the University of Glamorgan in 2000. This was followed by a PhD in the Department of Geography, University of Sheffield investigating the “potential of remote sensing as a tool for the measurement of near-surface hydrological conditions in northern peatlands”, which was completed in 2004. I have been a Research Assistant at Sheffield (2004) and a Lecturer in Remote Sensing at the School of Geography, University of Southampton (2005-2010) and was subsequently appointed as Lecturer in Remote Sensing at The University of Manchester in 2010.

RESEARCH INTERESTS

My research interests focus on the innovative application of remote sensing for monitoring the impact of environmental change on vegetation communities, and to improve our understanding of ecosystem physical processes, particularly in climatically sensitive northern peatland ecosystems. I am interested in the novel use of Earth observation data across a range of temporal and spatial scales, which range from the collection of laboratory and in situ field spectroscopy data to the analysis of airborne and satellite imagery.

I WELCOME APPLICATIONS FROM PROSPECTIVE PhD STUDENTS IN ANY AREA OF ENVIRONMENTAL REMOTE SENSING

I am happy to supervise both technical development, experimental and applied projects using field spectroscopy, airborne imagery (including LiDAR) or satellite sensor data.

I would be particularly interested in supervising projects with a focus on linking remote sensing measurements with biophysical characteristics for the estimation of carbon fluxes and or ecosystem health and vitality. Some example projects are listed below:

- Spatio-temporal modelling of CO₂ exchange in a Sphagnum-dominated peatland: A combined remote sensing and ecohydrological approach – This project provides an opportunity to study at the interface between remote sensing, ecology and physical geography. The research will involve both laboratory-based and field work components. The objectives will be: (1) to determine the nature of the relationship between Sphagnum productivity and spectral data under varying hydrological conditions; (2) to understand the influence of abiotic factors (i.e. temperature and illumination conditions) on the retrieval of productivity measures from Sphagnum mosses; and (3) to utilise multi-scale remote sensing data, to assess the scale-dependency of these models

- Improving estimations of peatland carbon fluxes using a nested multi-scale sub-pixel classification approach – The aim of this project is to develop and implement a methodology for a nested multi-scale classification of boreal peatlands that can be used to (i) provide information on peatland type and structure across a range of spatial scales and (ii) effectively upscale estimations of carbon flux and plant physiological data from plots to the landscape and ultimately global scale
- Moisture controls on peatland light use efficiency: Implications for remote sensing of peatland carbon balance – Climate induced changes in hydrology will have consequences for peatland carbon fluxes. Optical properties of mosses are indicative of peatland hydrology and productivity. This project will extend this work to other species and test a light use efficiency model under varying environmental conditions to evaluate the potential of remote sensing for spatially explicit peatland carbon flux estimation.

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Senior Lecturer in Physical Geography



BSc (Exeter), M.Phil., PhD (Cambridge)

RESEARCH INTERESTS:

- Glacial history of the Atlas Mountains, North Africa
- Glacial history of Spain and the Pyrenees
- Pleistocene glacial history of Montenegro, Croatia and Greece
- Modern glaciers and climate change in the Balkans
- Glacial and periglacial landforms in Wales and neighbouring areas.

My research has sought to describe and explain the spatio-temporal dynamics and wider palaeoclimatic significance of glaciers in the Mediterranean mountains. Building on my PhD research (2001-04), I published a series of papers on the extent, timing and palaeoclimatic significance of Pleistocene glaciations in Greece.

In 2005 I was awarded the prestigious Peter Fleming Award by the Royal Geographical Society to support my glacial research in Montenegro and neighbouring countries. This research has revealed evidence for previously undocumented modern glaciers and also very extensive and low-altitude Pleistocene glaciations. I have published several of my most important papers on the recent and past glaciers of this region.

I have broadened my research focus to include the western Mediterranean mountains. Research here was supported by a 2008 Thesiger-Oman International Fellowship, again from the RGS, to investigate the glacial history of the High Atlas at Jebel Toubkal, the highest mountain in North Africa. This ongoing research project is also supported by NERC awards for cosmogenic isotope analyses (^{10}Be and ^{36}Cl) to provide exposure ages for the glacial landforms. This project will provide new insights into palaeoclimates at a

strategically important interface between the North Atlantic Ocean, the Mediterranean Sea and the Sahara Desert. This project has also investigated the age and origin of catastrophic rock avalanches in the High Atlas. This research was recently published in Geological Society of America Bulletin (July 2014 issue) and has received extensive media coverage.

My ongoing and future research will expand in scope from Jebel Toubkal into other areas of the High Atlas and also the Middle Atlas as well as developing new research further north in Spain. I also aim to expand my Balkan research into southernmost Greece and Dalmatia, Croatia. Research in both the western and eastern Mediterranean region will provide important transects for glacier-climate reconstructions and offer new insights into moisture supply and atmospheric circulatory patterns during Pleistocene cold stages. The mountains of North Africa, Spain and the Balkans are in close proximity to routes of Palaeolithic human migration from Africa and the Near East to Europe, and strategically located for understanding environmental changes during Pleistocene cold stages.

RESEARCH TOPICS COVERED
BY PhD STUDENTS I SUPERVISE
CURRENTLY INCLUDE:

- A palaeoecological investigation into Mid- to Late- Holocene climate change, and the early anthropogenic impacts on the environment in the Middle and High Atlas Mountains, Morocco.

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BIOGRAPHY

BA (Hull), M.Sc. (Edinburgh), PhD (MMU)

I am a quantitative geographer specialising in the use of geospatial analysis to understand the outcomes of human-environment interactions. My main research interests are associated with urban air pollution and climate adaptation. Much of my research activity is motivated by the need to develop sustainable responses to current and future environmental challenges. I therefore often work in multi-disciplinary teams and in collaboration with stakeholders.

Geographical Information Science has been a key part of my research activity for nearly two decades. However, I have been researching spatial patterns in emissions and pollutant concentrations for nearly as long (Lindley et al 1996; 1999; 2000; Lindley and Walsh, 2005). My recent projects in this area include the Joint Environment & Human Health Programme Affinity Zones project (Harris et al 2009) and the EU European Study of Cohorts for Air Pollution Effects project (ESCAPE). Through these activities I see urban air pollution and its management as a continuing component of my ongoing research agenda.

Since 2003 I have also begun researching climate change adaptation, particularly (but not exclusively) in relation to urban heat. Themes within this work include risk and vulnerability analysis (discussed below) and research into aspects of ecosystem services (Pauleit et al 2003; Nguyen Van De et al 2008; Dao Kim Nguyen et al 2008; Mcmorrow et al 2008; Qureshi et al 2009). This latter area of work has since been developed through a network of African case study cities as part of the EU FP7 Climate Change and Urban Vulnerability in Africa (CLUVA) project (www.cluva.eu).

Having developed a spatial risk assessment and management framework through the EPSRC Adaptation Strategies for Climate Change in the Urban Environment (ASCCUE) project (Lindley et al 2006; 2007), I have subsequently sought to populate that framework with an improved evidence base for decision-making. ASCCUE helped to construct key datasets (e.g. Gill et al 2008) upon which an understanding of the geographical patterns of hazards and hazard drivers could be developed, e.g. through the Sustainable Cities: Options for Responding to Climate Change Impacts & Outcomes (SCORCHIO) project (Smith et al 2009; 2011). To complement this activity on hazards, I have recently been working to develop an improved understanding of the climate-related social vulnerability patterns underlying the potential for differential impacts. To this end, during 2010-11 I worked on a UK wide index of socio-spatial vulnerability funded by the Joseph Rowntree Foundation. This is now being updated and incorporated into the forthcoming ClimateJust web portal.

All of these projects have involved developing an inter-disciplinary understanding of what underpins expressions of risk and the methods which can be used to quantify associated geographical patterns. Much of my work has been based in the urban laboratory of Greater Manchester, but the methods, tools and results which flow from it are often more widely transferable both in the UK and elsewhere.

I WELCOME APPLICATIONS FROM PROSPECTIVE PhD STUDENTS IN ANY AREA OF MY RESEARCH INTERESTS:

Particularly those interested in the area of my current research activity and wishing to pursue a topic with a strong GISc dimension. Please feel free to email me if you wish to discuss the suitability of your research proposal prior to submitting a formal application. Research topics of current and recent PhD students under my supervision include:

- An Integrated National Disaster Risk Reduction and Climate Change Adaptation Development Investment Framework for Barbados- A Small Island Developing State (SIDS). Fully funded Commonwealth scholarship
- Adaptation Potential of Green Structures to Urban Heat Island in Urban Morphological Types of Dar Es Salaam, Tanzania EU funded (based at Arhdi University)
- Evaluation of the role of urban greenspace for climate adaptation and mitigation. Fully funded by the UK Energy Research Centre (joint UK Research Council initiative)
- Quantification of the Microclimate Modification Properties of Green Roofs in the Urban Environment NERC CASE studentship sponsored by Manchester City Council
- Air pollution exposure and respiratory health in childhood. This research involves estimating the exposure to nitrogen dioxide and fine particle matter within a cohort of children associated with the Manchester Asthma and Allergy Study. University funded. Part-time and Part-time researcher on the ESCAPE project

- Climate change, renewable energy and population impact on future energy demand for Burkina Faso's built environment. Funded by the Sustainable Consumption Institute
- Multi-scale and Geospatial Assessment of Social Vulnerability and Coping Capacity Commonwealth fully-funded studentship
- Modelling Climate Change: Interactions with Tourism and Environmental Capacity. EPSRC funded.

CONTACT DETAILS

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Senior Lecturer in Physical Geography



I am interested in environmental pollution, with research work focussed on metals and nutrients in soil and aquatic systems.

EDUCATIONAL BACKGROUND

2002 - 2006:
PhD, Geography, School of Environment and Development,
The University of Manchester.

1999 - 2002:
BSc Hons Geography, School of Geography,
The University of Manchester.

RESEARCH INTERESTS

I am interested in the stores, behaviour, fate and transport of pollutants in the environment. Much of my work addresses the hydrological and biogeochemical processes that affect trace metal and nutrient cycling. I work in a range of systems including peat bogs, forests and urban environments. My research involves catchment scale process work, laboratory and field experiments, analysis of spatial and temporal monitoring data, and GIS/statistical modelling.

CURRENT RESEARCH PROJECTS

- Tackling urban diffuse pollution using green infrastructure (with Red Rose Forest, the Environment Agency, Salford City Council, Urban Vision)
- Ecosystem services and disservices in urban Bangladesh and Tanzania (with Lancaster University, BRAC University, and Ardhi University)
- Roadside gully pots as hotspots of urban diffuse pollution (with The Environment Agency, Red Rose Forest, and Liverpool John Moores University)

- Arsenic mobility in peat soils (with ETH Zurich, The British Geological Survey, Brighton University, and Birkbeck - University of London)
- Historical records of atmospheric metal pollution in the Transylvanian Alps (with University of Suceava, and the University of Salford).

I welcome inquiries from well qualified graduate students from physical geography and environmental science backgrounds, particularly those with an interest/experience in environmental pollution.

RESEARCH TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Historical erosion in upland blanket peat systems
- Dissolved organic nitrogen and carbon dynamics in upland catchments of the southern Pennines, UK
- Impact of combined sewer overflows on an urban river: a case study of the River Irwell, Manchester.

CONTACT DETAILS

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Professor of Physical Geography



EDUCATIONAL BACKGROUND:

- Aberystwyth University (1983-86)
BSc in Geography
- University of Cambridge (1986-90)
PhD in Quaternary Research
- University of Exeter (1990-93)
Post-Doctoral Research Fellow,
Department of Geography.

I am a geomorphologist with particular interests in the nature and impacts of Quaternary environmental change in the Mediterranean region and the Nile basin.

A good deal of my work takes place in close collaboration with archaeologists and I am interested in the theoretical and practical interface between geography, geoscience and archaeology.

I am currently working on two projects in the Nile Valley of Northern Sudan with archaeologists from the British Museum exploring the relationship between human activity and environmental change over the last 10,000 years or so. This work is funded by the Australian Research Council and the Leverhulme Trust.

Public outreach is an important part of my work: I worked closely with colleagues at the Manchester Museum on the Ancient Worlds galleries which opened in late 2012. I have been the Editor of *Geoarchaeology: An International Journal* since 2007. In 2008 I was awarded a personal chair – the first in Physical Geography at The University of Manchester. With other colleagues in Geography I set up the *Quaternary Environments and Geoarchaeology Research Group* in late 2004. This cluster forms a key part of Physical Geography research and teaching at Manchester. I have just completed *The Ice Age: A Very Short Introduction* for Oxford University Press.

I WOULD BE VERY HAPPY TO DISCUSS POTENTIAL PhD PROJECTS IN THE GENERAL AREA OF QUATERNARY ENVIRONMENTS AND GEOARCHAEOLOGY.

The following is a list of themes that relate to ongoing projects in the Nile Basin and in various parts of the Mediterranean including Greece, Sicily and Montenegro. Any of these themes could be developed into a more focused PhD proposal:

- River basin response to Pleistocene/Holocene environmental change
- Sedimentation dynamics in rockshelters and caves
- Developing U-series geochronologies for Pleistocene alluvium in karst terrains
- Pleistocene glaciation in the Mediterranean mountains
- Mediterranean and UK flood histories
- Mediterranean records of Saharan dust dynamics
- Reservoir sediment records and catchment dynamics.

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JENNIFER FRANCES ELLEN CAMPBELL

Jennifer.Campbell@manchester.ac.uk

Thesis title:

A palaeoecological investigation into Mid- to Late- Holocene climate change, and the early anthropogenic impacts on the environment in the Middle and High Atlas Mountains, Morocco.

Supervisors: **Will Fletcher** and **Phil Hughes**

Previous education / experience

- MSc in Environmental Monitoring, Modelling and Reconstruction (Distinction) – The University of Manchester, 2013
- BSc Geography (First Class Honours) – The University of Manchester, 2011.

Research details

Late Quaternary environmental change in the Atlas Mountains of Morocco has been poorly understood until relatively recently. Detailed insights into the nature of Late-glacial and Holocene climate change in the Middle Atlas Mountains have been made, along with in-depth studies of historical anthropogenic impacts on the environment, stretching back to 1500–2000 years BP. There are still wide gaps in our understanding of the nature and timing of millennial and centennial scale climate shifts that have occurred in the Middle Atlas Mountains throughout the Mid- to Late-Holocene; furthermore, the Holocene record in the High-Atlas Mountains is currently untouched. Reconstructing the environmental response to such small-scale changes is vital in order to understand how the same systems may respond to similar climatic shifts in the future. The Mediterranean region is very sensitive to climate change, and it is widely anticipated that it will be greatly affected by future climate changes related to anthropogenic warning.

Understanding the history and extent of anthropogenic land degradation is crucial to improving our understanding of current intense human global modification to the Earth's surface and associated landscape change. The present day landscapes of the Middle and High Atlas, Morocco, are highly degraded by anthropogenic pressure, but the longer-term perspective on the nature, timing and geographical extent of such human exploitation is poorly developed. To date, the main focus of my PhD study has been a pollen- and charcoal- based reconstruction of Holocene environmental change from a deep-lake core from Lake Sidi Ali, in the Middle Atlas, providing insight into regional vegetation and climatic change. A second focus of the project is to explore the patterns of human activity, using records from smaller terrestrial sites, where key local anthropogenic indicators such as macrocharcoal and coprophilous fungal spores are better represented.

This study aims to investigate Mid- to Late-Holocene environmental change in the Middle and High Atlas Mountains in Morocco, in order to determine the nature and timing of small scale climate change during this period, and the timing and impact of early human settlement in these regions. The synchronicity between the two regions will also be investigated. A multi-proxy approach will be adopted, using a range of techniques, including: pollen, charcoal and fungal spore analyses, magnetic susceptibility, loss on ignition and elemental analysis.

Research interests

- Quaternary environmental change
- Palaeoecology of terrestrial environments
- Palynology
- Human-environment interactions.

Awards

- Awarded the Research Scholar Award from the School of Environment, Education and Development at The University of Manchester, in order to fund the PhD project
- Awarded the Kathleen Tootle and Elsie Grimshaw Scholarship for outstanding results from undergraduate degree
- Awarded a certificate of Commendation by the Head of Geography for an excellent dissertation, entitled: A palaeoecological investigation into the relationship between records of lead pollution and arboreal vegetation at Lindow Moss, Cheshire, during the Roman Period.

Research Group

- Quaternary Environments and Geoarchaeology.

Member

- Quaternary Research Association (QRA)
- British Society for Geomorphology (BSC)
- Royal Geographical Society (RGS).



PLANNING AND ENVIRONMENTAL MANAGEMENT PEM

Planning and Environmental Management at The University of Manchester is one of the oldest and largest professionally recognised land use and environmental planning and management schools in the UK. We are renowned internationally for the quality of our research, and have an active research culture with a strong commitment to work at the cutting edge of current practice. We also have numerous connections across discipline boundaries in the University including arts, natural sciences and social science.

Our postgraduate research students are regarded as an integral part of our research culture, and we recruit high calibre students from all over the world to join our diverse and international team. Students undertake their research studies in the UK and a wide range of countries worldwide.

We provide opportunities for research students in Planning and Environmental Management to support their specific research specialism from the suite of graduate programme course units available within Planning and Environmental Management. Skills training is provided through course units including planning theory, research design process, quantitative and qualitative methodologies.

We are committed to providing quality training and supervision to research students, and have full research training recognition by the Economic and Social Research Council (ESRC) via its North West Doctoral Training Centre and a partner of the Engineering and Physical Sciences Research Council (EPSRC), Manchester Power Networks Centre of Doctoral Training. As part of the North West Doctoral Training Centre we have close links with Civic Design at Liverpool University, which means we can offer opportunities for joint supervision, and PhD students can access specialist training courses at either university.

The majority of our students are funded by prestigious research council awards and other scholarships and there are opportunities to study full time or part time.

OPPORTUNITIES ARE AVAILABLE FOR STUDENTS TO UNDERTAKE RESEARCH IN A RANGE OF AREAS INCLUDING:

- Environmental Assessment
- Environmental Planning
- Strategic and Local Planning
- Sustainability
- Urban Planning and Regeneration
- Urban and Regional Development.





I am a chartered town planner with previous professional experience in local government (Durham County Council) and two different Government Offices (GO-NE and GO-NW) as well as that of a lecturer at Newcastle and Manchester Universities.

I have well-developed research interests in regional and strategic planning; central-local relations and the plan-making process; and development plan and development control procedures.

MY RECENT RESEARCH ACTIVITIES INCLUDE:

Work on stakeholder involvement in the RPG process (sponsored by ODPM / TCPA), the use of environmental and sustainability appraisal within development plans (sponsored by ESRC) and the future of sub-regional planning in England (for CPRE). I was the project manager and co-director of a recent DETR sponsored research project on the operation and effectiveness of the English structure planning process and led The University of Manchester contribution to the CLG funded project on Spatial Plans in Practice (SPiP).

I have been involved in a number of other research projects, sponsored by a range of organisations including the Joseph Rowntree Foundation, the North West Regional Association, the Town and Country Planning Association, NHPAU, North West Development Agency and DTLR. I have been Chair of the Town and Country Planning Association (TCPA)'s Regional Planning Task Team and a member of TCPA's Policy Council and a co-opted member of the Regional Studies Association (RSA)'s Board.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- The application of Strategic Spatial Planning under Regionalist and Localist Approaches to Public Policy
- Urban micro-publics as social regeneration strategies in multicultural cities: The case of retail marketplaces in Greater Manchester
- Marginalisation of Space and Politics: Theorising Istanbul as per Turkish Regime Theory
- A Regional Planning Study to revive the ancient Syrian corridors- Al-Hejas and the Silk Road.

CONTACT DETAILS

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CURRENT RESPONSIBILITIES:

- Programme Director MSc EIA and Management
- Co-ordinator (Planning and Environmental Management) for PGT Programmes
- Co-ordinator (Planning and Environmental Management) for PGR Student.

BIOGRAPHY:

BSc(Hons) (Aberystwyth), MSc (Manchester), PhD (Manchester)

I gained a BSc (Honours) in Microbiology from University College of Wales, Aberystwyth and then an MSc in Pollution and Environmental Control, at The University of Manchester. My PhD was in Biological Sciences at The University of Manchester and focused on upland land use and its effect on water quality in the catchment of Stocks Reservoir in the Forest of Bowland.

In 1988, I joined the EIA Centre and was responsible for the day-to-day management of the Centre, and also for several research projects. These included European projects such as the five year review of implementation of the EIA Directive (85/337/EEC), a European Community-wide EIA training programme, and archaeology and EIA in North West Europe, as well as UK-based work involving monitoring environmental assessment and planning, the effect of EIA on planning decisions, the role of monitoring and post-auditing in EIA, scoping practice in England, and practice in EIA for offshore oil and gas developments.

RESEARCH INTERESTS:

- EIA and SEA procedure and processes - quality and performance.

CURRENT RESEARCH PROJECTS:

- EIA and the oil and gas sector
- Cultural heritage and EIA/SEA
- The role of bias in EIA.

I am interested in supervising PhD students in topics related to both EIA and SEA

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Designing the urban environment to maintain biodiversity using bird-habitat associations
- An assessment of the implications of the integration and implementation of a mitigation banking system within the existing UK environmental impact assessment and planning framework
- A Framework for Understanding and Analysing the Benefits of Multifunctional Urban Green Spaces
- Environmental Impact Assessment (EIA) and the transition to sustainable behaviour-examining the perceptions of the actors involved in the English assessment process
- A Framework for the Treatment of Socio-Economic Impacts within the Environmental Impact Assessment Process.

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I have been a lecturer here in Manchester since September 2003 and I am also the Deputy Director CUPS - the Centre for Urban Policy Studies. I was until recently both Undergraduate Director of Studies in Planning and Environmental Management and Admissions Tutor but these roles are now done by two of my colleagues. I have worked in planning practice for Leicestershire County Council and a number of planning consultancies before focusing on an academic career. My research focuses on the potential benefits ICTs can bring to the planning process.

EDUCATIONAL BACKGROUND

- BA(Honours) Town Planning 1992
- Master of Town Planning, 1995, University of Newcastle upon Tyne.

MEMBERSHIP OF PROFESSIONAL BODIES

- Royal Town Planning Institute
- Town & Country Planning Association
- Urban & Regional Information Systems Association.

RESEARCH INTERESTS

- Smart Cities
- Public Participation GIS
- Planning Support Systems.

LATEST RESEARCH

- EU FP7 - Smart Cities project: SMARTiP
- Technology Strategy Board - Adaptation Planning Service
- The 'TellUs' Toolkit
- EPSRC Impact Acceleration Account - Digital Neighbourhood Planning, Bootle 2020

- ESRC Secondary Data Analysis Initiative (SDAI) - Transportation and the socio-spatial equity dimensions of travel to work flows.

I am interested to hear from potential PhD students wishing to undertake research focused on PPGIS, Planning Support Systems, Smart Cities, e-Planning and e-Government.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Developing Methodological Framework for Investigating and Mapping 'Sensitive Urban Issues' for Public, Using Game Theory
- Social and Cultural Structures in Iran's Neighbourhood Units: Case Study: Shiraz City Centre
- An investigation of the role of web technologies in the development of cellular automata software libraries for distributed geosimulation
- A National Disaster Risk Reduction and Climate Change Adaptation Development Investment Framework for Barbados - A Caribbean Small Island Developing State (SIDS)
- In the era of energy transition, how can priority development mapping allocate major projects for a better quality of life?

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I am an urban development planning specialist with more than 28 years of experience in the design, management, monitoring and evaluation of low-income housing, municipal and local development, post-emergency reconstruction and urban poverty reduction planning, policies and projects in Latin America, Africa and Asia.

I have comprehensive experience as lecturer and teacher on urban development issues in different universities in Europe and Latin America; and in setting up training and capacity building programs for central and local governments and NGOs.

I was awarded a distinction in MSc studies on Urban Development Planning at the DPU, University College London and was project leader at the Housing Development & Management Department, Lund University, Sweden where I obtained my PhD on the impact of human settlements development policies and low-income housing finance programs in reducing urban poverty and social exclusion.

My professional posts have included working as Programme Officer for the Swedish cooperation in Central America (Sida) and as senior consultant for the World Bank, the Inter American Development Bank, UNDP, UN-Habitat, GTZ and KfW. I was a member of the International Task Force of the Millennium Development Project of the United Nations on improving the lives of slum dwellers, and have authored different journal articles, book chapters and conference papers on climate change adaptation, urban poverty reduction, low-income housing finance and urban development planning.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

- Participation and the State: community empowerment or instrument of control? The case of the Communal Councils in Venezuela
- Identity, perceptions and natural disasters in slums of the Caribbean Small Island Developing States
- Disaster Risk Management and Integrated Water Resources Management in Low-Income Urban Areas: Application and Linkage in Douala Cameroon' Planning and Environmental Management
- Urban Violence and Crime Prevention Through Community-Led Development and Urban Planning
- Latin American Urban Indigenous People's Assets in a Context of Political Exclusion: The Case of La Paz, Bolivia and Quito, Ecuador
- Paradigms on housing and urban density: the Mexican social housing market and its influence on horizontal growth.

CONTACT DETAILS

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EDUCATIONAL BACKGROUND:

- BSocSc (Hons, First Class), Chinese University of Hong Kong, Sociology (major) and Geography (minor)
- MCD (Town and Regional Planning), The University of Liverpool
- PhD (Town and Country Planning), The University of Manchester.

KEY ROLES:

- Director of Centre for Urban Policy Studies
- Co-Director of Cities@Manchester
- PGR Admission Tutor for Planning and Environmental Management Discipline
- Co-Editor of Town Planning Review
- Member of the Royal Town Planning Institute (MRTPI)
- Fellow of the UK Academy of Social Sciences
- Member of the Economic and Social Research Council's Grant Assessment Panel.

RESEARCH INTERESTS / POSTGRADUATE OPPORTUNITIES:

Topics in relation to:

- Quantitative Indicators, Policy Monitoring and Evaluation: housing, deprivation, local economic development, urban regeneration, spatial planning, and regional development
- Indicators and Governance: evidence-based policy making
- Policy Analysis and Application: socio-economic change, neighbourhood change, UK-national spatial planning framework, and housing needs and demand
- Spatial Planning in China.

TOPICS COVERED BY PhD STUDENTS I SUPERVISE CURRENTLY INCLUDE:

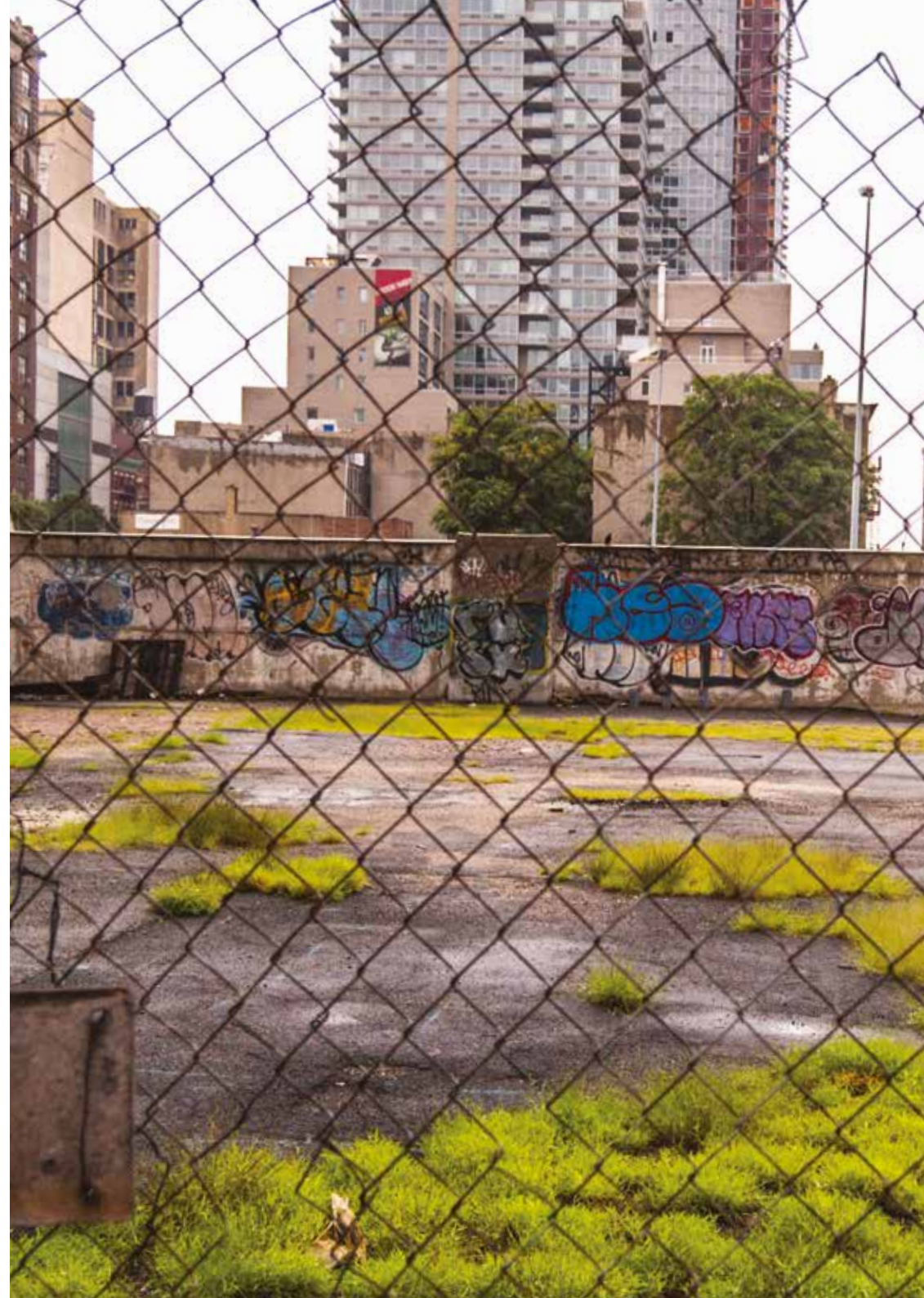
- Challenges of reducing car dependency culture on urban sustainability in Egypt - the case of Alexandria
- The implications of introducing new for-profit actors into a regulated quasi-market, using the affordable housing market as an example
- Identifying the key issues affecting deprived neighbourhoods in peripheral towns located outside the UK's main conurbations and assessing the nature, form and extent of local regeneration responses to the Government's urban policy reforms: a case study of neighbourhoods in peripheral urban areas of Lancashire.

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**SARA HASSAN**

sara.hassan@manchester.ac.uk

Thesis title:

Challenges of reducing car dependency culture on urban sustainability in Egypt - the case of Alexandria

Supervisors: **Professor Cecilia Wong** and **Dr Adam Barker**

Previous education

- MSc Architectural Engineering, Faculty of Engineering, Alexandria University, Alexandria, Egypt
Thesis title: Streetscape: an approach for improving urban quality in Alexandria
- BSc Architectural Engineering (Urban Design Section), Faculty of Engineering, Alexandria University, Alexandria, Egypt
Overall grade - Distinction with Degree of Honor
Graduation project: Towards a greener Alexandria, recreational tourist facilities on Lake Mariout. Grade - Distinction.

Research details

The research aims at investigating the challenges and barriers of reducing the car dependency culture in Egypt. It will also identify the different policy options for overcoming these barriers through the case study to examine the situation empirically.

Research interests

- Urban planning in developing countries
- Car dependency culture
- Transport planning
- Culture in developing countries.

Recent publications

- Streetscape design process in constraint environments, spaces and flows: An International Journal on Urban and Extra Urban Studies, November 2011.

**MICHAEL MARTIN**

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Thesis title:

Re-using Brownfield Land in a Context of Varied Property Market Conditions and Dwindling Public Resources: The Role of 'Meanwhile Land'. ESRC CASE Studentship (in partnership with MERCI).

Supervisors: **Dr Iain Deas** and **Dr Stephen Hincks**

Previous education

2009 – 2013
Master of Town and Country Planning MTCP (Hons), The University of Manchester
Won the Royal Town Planning Institute Student Prize for excellence in final examination and The University of Manchester Heywood Medal for graduating with the highest overall average in Planning.

Research details

The economic restructuring of cities across the world has generated vast amounts of brownfield sites. Interest in finding new uses for these sites in urban areas is longstanding. In previous years the emphasis has been on bringing unused or under-used land back into productive use with public subsidy directed towards treating contaminated land or generating gap-funding in order to restore local land and property market functionality. Nevertheless, retrenchment in public finance and lethargic property market conditions, following the market crash in the spring of 2008 and the resulting recession, have left limited scope for the continued recycling of brownfield sites.

Throughout the recession, planning and urban development did not adapt to the conditions of austerity in which it sat. Instead planning policy and professionals within the built environment continued with the orthodox model of urban development – business as usual. By and large this resulted in the shelving of development schemes. Consequently many sites and in some cases

entire areas have been left marginalised and plagued by dereliction. The naivety of contemporary urban politics and indeed the actors who make it has resulted in justified calls for planning to turn its attention to 'planning without growth', learning how to develop a viable and functioning city under conditions of decline.

It is this mind-set which the 'Temporary' / 'Meanwhile' agenda seeks to encourage; envisioning what a city can become without new development. It has been argued that 'Meanwhile Land' uses offer a more dynamic, flexible urbanism, where the city can become more responsive to the needs, demands and preferences of its users. Such uses have been shown to encourage social, environmental and economic benefits on brownfield sites, creating a perception of vibrancy on what was previously abandoned land.

The role of temporary use as a buffer for sites in which there exists a gap in the cycle of utilisation is now increasingly understood by planning theorists and practitioners, whether it be in the form of insurgent, guerrilla urbanism or an active attempt to generate cultural, creative industries with social and economic incentives. Yet despite this, the role of temporary use as a catalyst for the long-term regeneration of brownfield land has not been adequately critiqued nor has it been appropriately conceptualised. To date, 'Meanwhile land' remains an under researched and fragmented field; particularly in the UK.

The doctoral research seeks to bridge this gap by offering a new conceptualisation of temporary land use. By analysing cases of temporary use in the UK this research investigates the paradoxes and conflicts which underpin the 'temporary' debate: informal and formal actors; social inclusion and gentrification; regeneration and adverse possession. The research develops a typology and conceptual model which allow conclusions to be made on the effect of interim use a) as an alternative way of ameliorating dereliction and b) on the future development of brownfield land.

Research interests

- Urban Design
- Town and City Centre Masterplanning
- Regeneration of Brownfield Land
- Alternative Approaches to Brownfield Land Reuse
- Temporary Land Use
- Development Processes/Actors
- Planning Policy
- Localism
- Neighbourhood Planning.



Teaching

Graduate Teaching Assistant 2013 - Present

PLAN40501 Urban Design

PLAN20072 Urban Development Project

I specialised in Urban Design whilst at University and am now lucky to teach on two of our major Urban Design modules. This involves the creation of lectures, seminars and computer based workshops teaching students a range of design skills from site analysis (contemporary and historical) to plan and axonometric drawing to then fully computerised and modelled masterplans via the Adobe Creative Suite and SketchUp.

PLAN20502 Introduction to Property Development

My work with this module involves assisting with the delivery of lectures and seminars as well as a day trip to Halifax.

PLAN20172 Urban Policy

I am responsible for assisting Iain Deas with the organisation of a five day field course on urban politics in Ireland/N. Ireland as well as supporting the day to day management of participants whilst in Ireland/N. Ireland.

My work as a Graduate Teaching Assistant (GTA) in 2013 resulted in the department nominating me for the SEED PGR GTA of the Year Award (currently awaiting the outcome).

2013 - Present
Open Day Assistant for Undergraduate Admissions

Working with Dr Stephen Hincks I advertise our Planning, Environmental Management and Real Estate courses to prospective students at Open Days. It is great to talk to applicants and share my experiences with them.

Additional Information

2013 - Present

Graduate Planner and Urban Designer, BPUD Ltd.

My consultancy life at BPUD is drastically different to that of University, but I really enjoy the variation in my week. My major role involves the delivery of Neighbourhood Plans. As part of the BPUD Team I consult with clients, communities and statutory stakeholders across a range of parishes in the UK discussing what they would like to see in their areas over the course of the next 20 years (Neighbourhood Plan Period). Results from numerous consultation sessions are merged into a planning policy document subsequently forming part of the Local Authority's Planning Policy Framework. My work at BPUD provides me with a unique exposure to policy making; fantastic experience for a graduate planning and urban design consultant.

I am also regularly able to get my hands dirty with design based work. I advise clients on site density and layout for residential and commercial schemes the only way a designer should, with a scale rule and mechanical pencil. I undertake townscape and vernacular studies which assess the potential scale, density, height and mass of prospective developments; co-write design and access statements which justify the chosen strategy, layout and design of a particular scheme and undertake Building for Life Assessments. My consultancy experience links well with my doctoral research and in many ways has strengthened my overall understanding of some of the major components of the topic.

2013 - Present

Royal Town Planning Institute
Ambassador

My work as an Ambassador for the RTPI involves me delivering interactive workshops in the North West of England and Northern Ireland which educate school students (aged between 11 – 18) about the planning profession. The Future Planners Initiative has formed a major part of the RTPI's Centenary Projects and has been extremely successful in raising awareness of the built environment and planning with over 100 visits to schools across the UK this year alone.

2013 - Present

Co-ordinator of the UoM Student Town Planners Network (STPN)

I am responsible for appointing and managing the STPN Committee. Created by a good friend whilst we were both at University the Network aims to provide opportunities for the student body to become aware of potential employers and hear professional planners interpretation of the field through organised talks and events.

See

www.facebook.com/STPN.UoM

or

www.twitter.com/STPN_UoM

for more info.

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- 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 Educational and Child Psychology

Contact: kevin.woods@manchester.ac.uk

Doctorate in Education

Contact: carlo.raffo@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.

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)
- 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. 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.

HOW TO APPLY

If you are interested in making an application, please apply for the Doctorate in Counselling Psychology at the following link: www.seed.manchester.ac.uk/apply/postgraduateresearch

Please upload the following documents with your application:

- Two references, one of which should be familiar with your academic work, on official headed paper from the institution, signed and dated. Please note that The University of Manchester does not contact referees on your behalf. If you do not have these available, please ask your referees to send their letters of recommendation directly to the Admissions team
- Copies of your certificates and transcripts for all previous degree qualifications
- A certificate in Counselling or evidence of equivalent experience
- A statement of purpose – a brief academic piece of approximately 1,500 words that outlines your academic, professional and personal readiness to undertake this training. Within any of these sections we would like to see some use of academic referencing to support the points that you are making. These should be fully and accurately listed at the end of your work. Please note that the reference list is not included within the word count
- Evidence of Graduate Basis for Chartered Membership of the British Psychological Society – a copy of your membership letter or a document including the web address on the BPS website where we can find evidence that your degree proves satisfactory to meet the criteria. Those with international degrees will have to approach the BPS personally to check the compatibility of their degree with their standards

- A curriculum vitae
- A copy of the data pages of your passport
- Evidence of your English Language proficiency if applicable: IELTS certificate minimum overall score 7.5 with 7 each section.

DEADLINE AND INTERVIEW DATES

The deadline for applications for September 2015 entry is 1 April 2015. Applications received after this date will only be considered if all the places on the programme have not been filled following the interview dates.

Applications for the programme will be considered in two batches. Applications received before 1 February 2015 will be assessed in the subsequent week and interviews held on Friday 20 February 2015. For those applications received by 1 April 2015 the interview dates will be Tuesday 7, Wednesday 8 and Thursday 9 April 2015. The interview day will run between 10 am and 4 pm and consist of the following:

- An overview of the programme will be provided
- All candidates will be individually interviewed, including discussion around a recent piece of academic writing
- All candidates will deliver a presentation to course tutors (you will be informed of the topic of the presentation when invited for interview)
- All candidates will be invited to reflect upon the interview process as an activity.



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.



The programme takes approximately 12 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.

STRUCTURE

The programme will run for thirty-six months from the 1st September 2015 to 31st August 2018. In view of the significant fieldwork requirements of the programme, it will not be confined to University semesters.

The five modules of the curriculum plan are designed to provide effective coverage of the required core curriculum for training in educational psychology provided by the British Psychological Society.

THESE CONCURRENTLY TAUGHT MODULES ARE:

- Research in Educational and Child Psychology
- Consultation, assessment and intervention 1: Social, Organisational and Ecological Context
- Consultation, assessment and intervention 2: Child and Adolescent Development
- Mental Health and Well-being
- Communication and Interpersonal Effectiveness.

Practical work is a central component of the programme and learning outcomes specific to fieldwork activity are identified. Trainee psychologists will undertake supervised fieldwork activity, overseen by programme staff, for one day per week in Year 1 until December and then two days per week in Year 1 thereafter. These placements are normally within the North West. There is a requirement for three days fieldwork per week in Year 2 and three days fieldwork per week in Year 3.

APPLICATION PROCESS

Application is via the Association of Educational Psychologists website:

www.aep.org.uk/training

Direct application to The University of Manchester is not possible as we do not offer any places outside of the public service funded scheme.

Information regarding dates for applications can be found on our website:

www.seed.manchester.ac.uk/subjects/education/postgraduateresearch/doctorates/edandchildpsychology/apply

FUNDING ARRANGEMENTS

Funding of fees is provided by the National College for Teaching and Leadership (NCTL), throughout the 3 years of the programme. The NCTL also provides a bursary in Year 1. For years 2 and 3 trainees are able to opt into the bursary allocation system, which provides all funded bursary placements.

EMPLOYABILITY INFORMATION

All trainees who have successfully completed the programme and wished to work as educational psychologists post qualification have gone on to successfully gain employment as educational psychologists.

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.



DOCTORATE IN EDUCATION

The programme is aimed primarily at students already engaged in education, training or professional development in the UK. This does not preclude international students applying for the programme, but is expected that participants will be employed in the UK and must be able to pursue a part-time student registration.

Programme 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 EdD 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 EdD programme is also relevant to personal and professional interests and needs. An EdD is equivalent to a PhD in relation to standards and workload. Specially, 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 teachers, head-teachers, support staff such as special needs support assistants, managers of 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 advisors.

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 and 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 that often lasts well beyond the end of the programme. This programme is designed to enable each student to focus on issues relating to her / his own professional needs.

The EdD 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 EdD is a five to six year part-time programme. For the first two years of the programme the EdD 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 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 the Manchester Institute of Education (MIE) as well as the research interests of the EdD 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 that will make up the other three to four years of study. In addition to support from the EdD 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 EdD at The University of Manchester you will be joining a vibrant research culture and have the opportunity to attend seminars lead by academics who are leaders in their field. Specialisms include educational policy and leadership, school improvement, urban education and disadvantage, pedagogy and assessment, educational equity and inclusive education.

As an EdD graduate you will have achieved a 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 EdD therefore provides a good grounding if you wish to become a researching professional. 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 Master's 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.

The Doctorate in Education is a 6 year part time course and as such applicants must be eligible for home tuition fee status.

SUCCESSFUL APPLICANTS WILL NEED TO BE ABLE TO DEMONSTRATE THE FOLLOWING.

- The potential to study at Doctorate level. This would normally be indicated by successful completion of a Master's degree, but in certain cases may be through successful completion of a task set by the admissions tutor(s)
- An ability to work collaboratively in exploring and developing experience and ideas
- That they are working in a professional context where they are responsible for supporting learning. Candidates not currently working in a professional context, but with appropriate and sufficiently extensive experience, may be considered at the discretion of the admissions tutor(s). Similarly, those in professional practice but who, in the opinion of the admissions team do not yet have sufficient or appropriate experience to draw on, may be deemed ineligible
- A strong commitment to educational enquiry and critical reflection on practice as a means of professional learning.

The following points will also be taken into account in selecting candidates interested in transferring their studies from another institution.

STUDENTS SEEKING TO TRANSFER TO STUDY AN EdD IN THE MANCHESTER INSTITUTE OF EDUCATION SHOULD:

- Meet the usual criteria for admission;
- Have the agreement of and a strong reference from their current institution of study (it is assumed their registration is 'current' at the time of application);
- Have progressed in their studies as we would 'normally' expect for a student at their year of registration; and
- Normally be in their first 3 years of pte (3 semesters of fte) study, i.e. seeking admission for at least 3 years pte of study.

The award of Accreditation of Prior Learning (APL) may be made for assignments done in the previous institution if it is deemed to meet the doctoral criteria and other criteria for Manchester Institute of Education EdD assignments (e.g. length, and training requirements) which they seek APL for.

HOW TO APPLY

If you are interesting in making an application, please apply for the Doctorate in Education at the following link:

www.seed.manchester.ac.uk/apply/postgraduateresearch

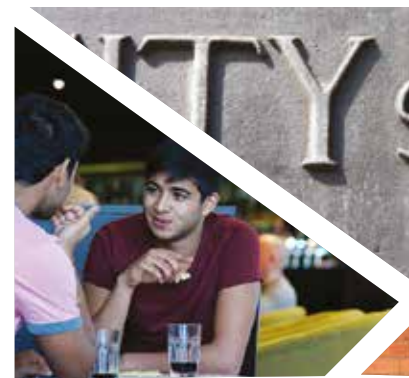
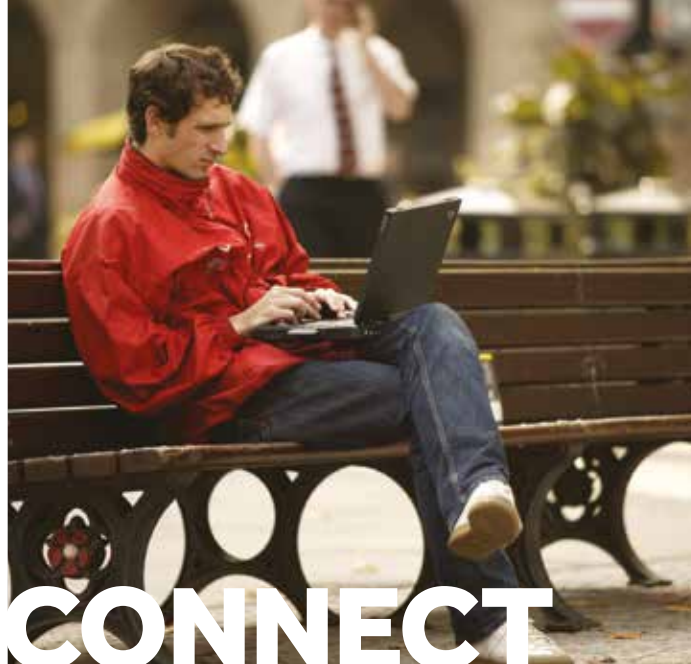
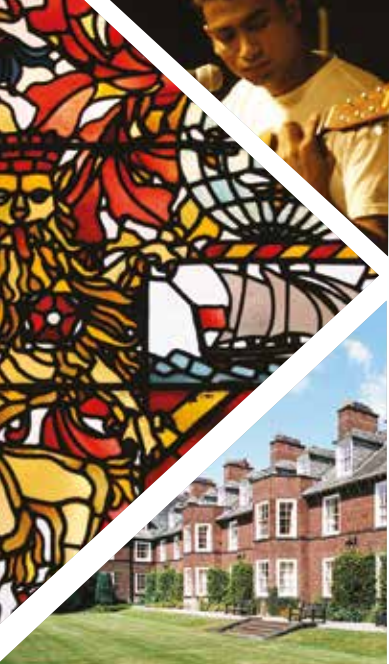
PLEASE UPLOAD THE FOLLOWING DOCUMENTATION WITH YOUR APPLICATION:

1. Two references, one of which should be familiar with your academic work, on official headed paper from the institution, signed and dated. Please note that The University of Manchester does not contact referees on your behalf. If you do not have these available, please ask your referees to send their letters of recommendation directly to the Admissions team
2. Copies of your transcripts and certificate for all previous degree qualifications
3. A curriculum vitae
4. A supporting statement including information about the following:
 - Why you are interested in the EdD and its focus on professional practice over and above a PhD
 - Your professional situation and how it is compatible with the EdD
 - Your capacity to undertake a large piece of research for the Doctorate thesis
 - Your area of research interest. Note that we do not expect you to know this in detail, nor does this mean that you cannot alter the focus later under guidance, but candidates will only be accepted on the basis that we will be able to supervise their chosen topic effectively

Please take time to look at the Manchester Institute for Education Research web pages, which will help to give you some idea of the areas we support and tell us, in general terms, what your focus is likely to be:

www.seed.manchester.ac.uk/subjects/education/research

- Provide a short critical account (no more than 1,000 words) of an issue that is relevant to your chosen research interests. This could be a professional issue and/or based on an article you have read.



FIND OUT MORE ONLINE

Further details can be found on the School's website:

www.seed.manchester.ac.uk/postgraduateresearchcourses

Disclaimer:
This brochure is prepared well in advance of the academic year to which it relates. Consequently, details of courses 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

CONNECT

WANT TO TALK THROUGH YOUR DECISION?

We welcome enquiries regarding the admissions process.

Please direct them to:

**Postgraduate Research Recruitment
and Admissions Office.**

Postal address:

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

EMAIL OR CALL FOR HELP AND ADVICE:

Postgraduate Research Recruitment and Admissions Officer

Mr Christopher Kitchen

pgr-seed-admissions@manchester.ac.uk +44(0)161-275-0969

Postgraduate Research Director

Professor Kevin Woods

kevin.a.woods@manchester.ac.uk +44(0)161-275-3509

Research profile: www.manchester.ac.uk/research/kevin.a.woods

Postgraduate Research Coordinator, Architecture

Dr Leandro Minuchin

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Postgraduate Research Coordinator, Geography

Dr Philip Hughes

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Postgraduate Research Coordinator, IDPM

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Research profile: www.manchester.ac.uk/research/yin-fang.zhang

Postgraduate Research Coordinator (PhD Admissions), Manchester Institute of Education

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Research profile: www.manchester.ac.uk/research/pauline.prevett

Programme Director, Professional Doctorate in Education, Manchester Institute of Education

Professor Carlo Raffo

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Programme Director, Professional Doctorate in Counselling Psychology, Manchester Institute of Education

Dr Terry Hanley

Email: terry.hanley@manchester.ac.uk +44(0)161-275-8815

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Admissions Tutor, Professional Doctorate in Educational and Child Psychology

Dr Caroline Bond

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Research profile: www.manchester.ac.uk/research/caroline.bond

Postgraduate Research Coordinator (Admissions), Planning and Environmental Management

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Research profile: www.manchester.ac.uk/research/cecilia.wong

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www.seed.manchester.ac.uk