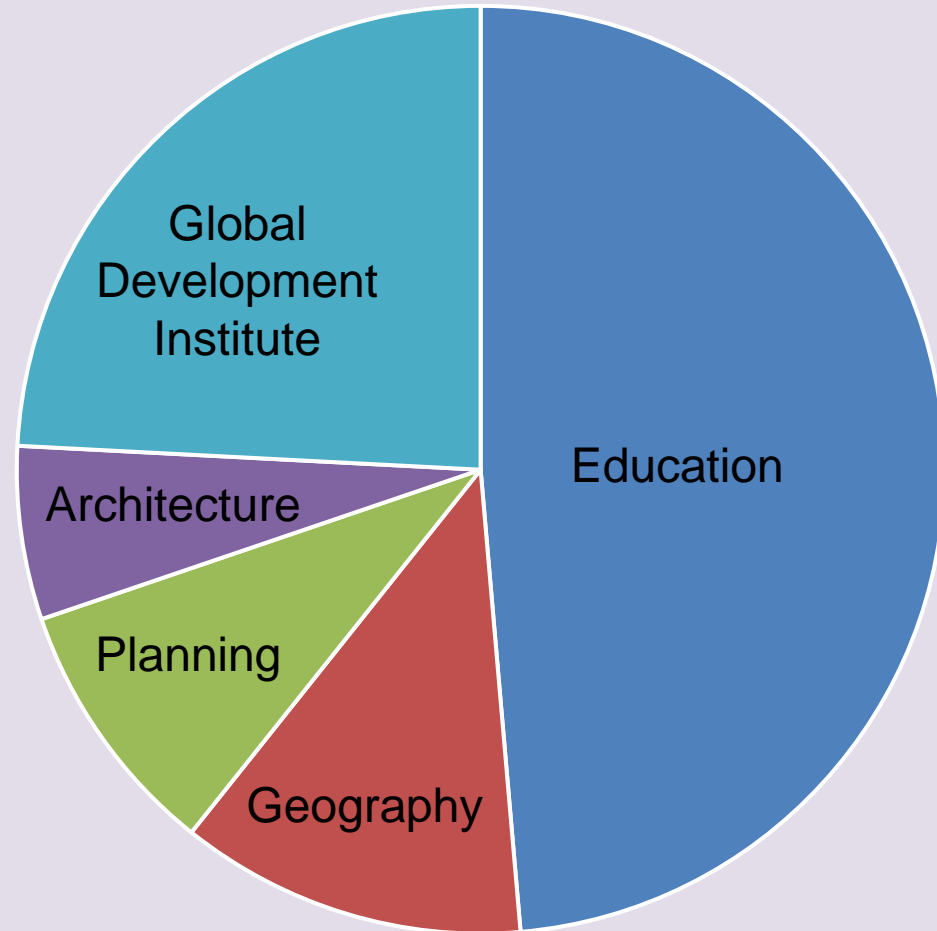


Welcome to the School of Environment, Education and Development (SEED)

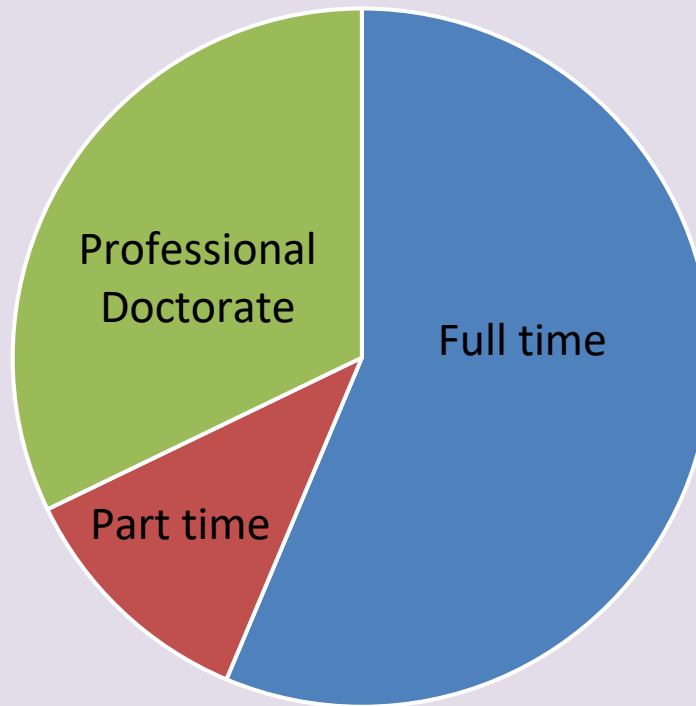
**Prof Tanja Müller, Director of Postgraduate
Research**

What is SEED?

*School of Environment,
Education &
Development*



Who are SEED PGR?



SEED 4 Priority Themes

*Understanding and responding to the root causes of **inequality***

*Providing theoretical and practical expertise on **cities and infrastructure***

*Revealing insights into **environmental change and sustainability***

*Developing **digital methods, perspectives and solutions.***

PGR Virtual Open Day

Architecture

Dr Alan Lewis

Head of Architecture, University of Manchester

Manchester Architecture Research Group (MARG)

Interdisciplinary research

Architecture as a social practice and
a socio-technical network



Research Topics – Social Science

Social studies of design

Politics of design and construction

Urban transformation and regeneration

Urban ageing

Architecture and climate transformations

Research Topics – History

Material histories

History of technologies

Post-colonial histories and theory

Histories of environmental thought and practice

Architectural curation, archiving practices and exhibitions



Manchester Institute of Education (MIE)

PGR PROGRAMMES & RESEARCH
GROUPS

Programme options

Counselling Psychology PD

Bachelor's degree in Psychology (minimum 2:1 or international equivalent)

Masters in Psychology (minimum Merit or international equivalent)

Masters in Psychology (Conversion) (minimum Merit or international equivalent)

Education PhD

Bachelor's (Honours) degree at 2:1 or above (or overseas equivalent); and

Master's degree in a relevant subject - with an overall average of 60% or above, a minimum mark of 60% in your dissertation (or overseas equivalent)

Educational and Child Psychology DEdChPsy

Bachelor's degree in Psychology (minimum 2:1);

Conversion course (minimum Merit);

Psychology-based Master's degree (minimum Merit).

MIE Research Groups

Education and
Psychology (EP)

Critical Education
Leadership and Policy
(CELP)

Teacher Education and
Professional Learning
(TEPL)

Digital Technology,
Communication and
Education (DTCE)

Higher Education
Research and
Scholarship Group

Power, Inequality and
Activism (PIA)

Green Research in
Education Group
(GRiEG)

Power, Inequality and Activism (PIA)	Higher Education Research and Scholarship Group	Critical Education Leadership and Policy (CELP)	Digital Technology, Communication and Education (DTCE)	Green Research in Education Group (GRiEG)	Teacher Education and Professional Learning (TEPL)	Education and Psychology (EP)
<p>How inequalities are produced and reproduced via education.</p> <p>The role of educational research and practice in challenging these.</p> <p>Democratic education (locally, nationally, and globally).</p> <p>Enhancing the field's response to equitable education reform and emergent issues facing education.</p>	<p>Identifies inequalities and injustices in HE.</p> <p>Critically examines concepts and discourses of students, staff, institutions, and systems in HE research, scholarship, practices, policies, media, and governance.</p> <p>Develops and influences alternative ethical concepts, discourses, and approaches to practice in higher education.</p>	<p>Values located in public education and social justice in compulsory and post-compulsory education.</p> <p>Confronting and having an impact on the challenges that public services education continues to face around the world.</p> <p>e.g. reform agenda that seeks to privatise, de-politicise and de-democratise education as a common good.</p>	<p>Digital Communication</p> <p>Digital Inequalities</p> <p>Digital Media Practice</p> <p>Sustainability in Digital Design and Learning</p> <p>Civic Futures</p>	<p>Aim to develop global understanding of the planet-wide crises (climate emergency, pandemics/biodiversity, inequality and decolonisation) through research projects.</p> <p>Equality and inequality are at the heart of all current and future works.</p>	<p>Explore questions related to teacher education and professional learning.</p> <p>makes a difference to policy, practice and the lived experience of stakeholders; is informed by a rigorous, critical and ethical perspective; builds research capacity and recognition; bridges the theory-practice divide.</p>	<p>Mental health and wellbeing in education;</p> <p>Social connection in education;</p> <p>Cognition and language in education;</p> <p>Assessment experiences.</p>

PhD topics

Researching corporeality in education : an investigation of knowledge production in gender and education research on boys and masculinities

Situated linguistic capital : theorising South Korean higher education students' perceptions of trust in English-Medium Instruction

Social capital, education and entrepreneurial development in China

Towards an understanding of how university students learn within an entrepreneurship education curriculum and pedagogy

PhD Scholarships

ESRC NWSSDTP (North West Social Science Doctoral Training Partner) - annual competition for postgraduate studentship funding. Candidates may apply for funding towards master's and doctoral study combined, or doctoral study only.

CASE studentships - annual collaborative studentship competition where academics apply for funding towards postgraduate projects that will be co-supervised with a representative from a non-HEI partner organisations. CASE Studentships provide an opportunity for PhD students to gain first-hand experience of work outside an academic environment.

School, Faculty and University scholarships – see website

North West
Social Science
Doctoral Training
Partnership



Economic
and Social
Research Council

Student support

In addition to SEED level research training, we provide education-specific research training sessions.

MIE run PGR Work-in-Progress seminars where students receive feedback on their research from their peers and academics beyond their supervisory team.

The Home Straight programme supports final year students to complete their PhD research successfully and with their preparation for their post-PhD employment.

MIE's vibrant research groups are spaces in which PhD students can engage with a wider range of MIE academics.

2 PGR DCOs, Kirsty Finn and Chae-Young

Find out more

MIE webpages <https://www.seed.manchester.ac.uk/education/study/>

Email Kirsty.finn@Manchester.ac.uk

The Global Development Institute

PGR Open Day
Tuesday, 15th October 2024
Dr Osman Ouattara

MANCHESTER
1824

The University of Manchester



Postgraduate Research at The Global Development Institute

Two PhD Programmes

•Development Policy and Management PhD

Caters for those students wishing to focus on the analysis and improvement of development policy and management.

•Development Studies PhD

➤ Development Studies stream

For those who wish to study development as a process of historical social change, with social, political and environmental, as well as economic dimensions.

➤ Development Economics stream

For those looking to have their expertise in development economics



The Rory and Elizabeth Brooks Doctoral College

Candidates pursuing research degrees at GDI are part of the Rory and Elizabeth Brooks Doctoral College, a multidisciplinary research community.

The Rory and Elizabeth Brooks Doctoral College is also the first philanthropically funded doctoral college in the UK with support from the Rory and Elizabeth Brooks Foundation. It provides opportunities for up to 100 early career researchers and bolsters the University's commitment to addressing global inequalities and making a difference to the lives of people living in poverty.

The Brooks Doctoral College aspires to be a world-class community of doctoral researchers contributing to socially just global development through the research of its members and their progression into leadership roles in public, private and civic institutions.



Research centred around seven interdisciplinary research groups



www.gdi.manchester.ac.uk/research/groups/

Research Approach:

1. Producing and co-producing research that extends knowledge frontiers.
2. Ensuring our research has a positive impact on policy and practice.
3. Educating future generations of researchers and development leaders, through research-led teaching.

Funding

- [School of Environment, Education and Development Postgraduate Research Studentships 2025 Entry](#)
- [China Scholarship Council - The University of Manchester \(CSC-UoM\) Joint Scholarship Programme 2025 Entry](#)
- [Trudeau Doctoral Scholarships 2025 Entry](#)
- [Commonwealth PhD Scholarships \(High Income Countries\)](#)
- [School of Environment, Education and Development Enhancing Racial Equality \(SERE\) Studentship 2025 Entry](#)
- [Commonwealth PhD Scholarships \(Least Developed Countries and Fragile States\)](#)
- [President's Doctoral Scholar \(PDS\) Awards 2025 Entry](#)

Questions?

**DEPARTMENT OF
PLANNING,
PROPERTY AND
ENVIRONMENTAL
MANAGEMENT
PHD
PROGRAMME**

SEED PGR virtual open day

Dr Amy Y. Zhang

Lecturer in Urban Planning

PGR disciplinary coordinator for PPEM

RESEARCH GROUPS AND THEMES & INTERDISCIPLINARITY

Spatial Policy and Analysis	Environment, Policy and Place	Real Estate and Urban Economics
Digital planning and decision support	Environmental risks, resilience, and uncertainty	Housing markets
Land use and urbanisation	Green infrastructure	Commercial property markets
Regeneration and community	Designing healthy and accessible places	Political economy of real estate
Spatial inequalities, policy and governance	Environmental impact assessment and sustainability assessment techniques	Real estate finance and investment
Transport and mobility	Responses to environmental change	Urban and environmental economics

<https://www.seed.manchester.ac.uk/planning/research/groups/>

RECENT PHD THESES

- Sustainable spatial rebalancing for Northern England: alternative models and future scenarios
- Assessing the role of housing association regeneration activity in tackling health inequalities in Greater Manchester
- A conceptual design framework of public open spaces in heritage sites
- Utilisation of brownfield sites for renewable energy generation in building sustainable cities
- Planning for shrinking cities in China: from a new institutionalism perspective
- Green infrastructure as a tool for climate change adaptation and greenhouse gas emission mitigation strategies in European cities
- Patterns of spatial inequality and residential segregation in Indian cities
- Simulating the behaviours of urban negotiators using agent-based modelling
- Mapping the spatial and socio-technical dynamics of the food-energy-water nexus: evidence from Greater Cairo Region
- E-commerce, rural entrepreneurship and the restructuring of rural society in western China

ENTRY REQUIREMENTS

- Academic entry qualification overview

Bachelor's (Honours) degree at 2:1 or above (or overseas equivalent); and

Master's degree in a relevant subject - with an overall average of 65% or above, a minimum mark of 65% in your dissertation (or overseas equivalent)

- English language

IELTS test minimum score - 7.0 overall, 7.0 in writing, 6.0 in other sections.

TOEFL (internet based) test minimum score - 100 overall, 25 in all sections.

Pearson Test of English (PTE) UKVI/SELT or PTE Academic minimum score - 76 overall, 76 in writing, 70 in other sections.

To demonstrate that you have taken an undergraduate or postgraduate degree in a majority English speaking nation within the last 5 years.

CONTACT US

- CV and research proposal
- 30 academic staff who accept PhD students, see academic profiles:
<https://www.seed.manchester.ac.uk/planning/about/people/>
- Not sure who to contact?
- E-mail CV and research proposal to: PGR-planning@manchester.ac.uk