Welcome to Postgraduate Research at the University of Hull

We hope this booklet will be useful to all international students who are thinking of applying to the University of Hull to undertake a research degree (e.g. MRes, MPhil, MD, PhD) It offers a guide to what we provide for research students, in terms of training, facilities, and transferable skills, and tells you what you can expect if you join our diverse and lively postgraduate community.

Staff and facilities

The Graduate School
Since 1996 Hull has had a dedicated on-campus building designed specifically for its postgraduate students. Besides coordinating all postgraduate research training and supervision at the University, the Graduate School is open 24 hours a day, every day of the year, providing quiet study spaces, including access to networked computer and printing facilities, lockers, and a common room. A walk-in office is open during the day to answer your questions and help you understand how things work. The Graduate School also has its own Director, who provides academic leadership and chairs the Research Degrees Committee.

The Graduate Virtual Research Environment (GVRE)
The GVRE is a website containing a collection of short video clips, where staff and students at the University discuss their understanding of the skills that every researcher needs. Some are personal reflections on completing an activity, others are tips extracted from longer talks on how to tackle some of the particular requirements of a typical research degree. Resources are prepared for the GVRE by both research students and academics, with students themselves becoming both creators and users of the learning environment.

Graduate Research Directors for every faculty oversee the welfare and progress of research students in their area, for example requests for extensions and intercalations.

The Postgraduate Association is run by the Hull University Students’ Union to provide a forum for postgraduates to meet each other and discuss issues of interest. All postgraduates in the University are welcome to attend their events.

The Buddy Scheme
The University of Hull Buddy Scheme was established in 2009 to promote internationalisation through activities and social events both on and off campus. Although not confined to postgraduate students, the Scheme offers opportunities to make new friends while enjoying concert and theatre trips and visits to local places of interest.
Training
The Postgraduate Training Scheme (PGTS)
Hull is very proud of this programme which is designed to run alongside your research project, equipping you with the skills development you will need to become a fully-trained and articulate researcher, whatever your field of expertise.

- It is now widely recognised by employers, professional bodies and research funding agencies, that specialist expertise alone is not sufficient preparation either for research or a subsequent career.
- With this in mind, the University of Hull requires all its postgraduate research students to follow a research training programme relating both to their particular field of study and to generic skills development e.g., Research Methodologies, Project and Time Management skills. You can also be awarded credits for giving a conference presentation, publishing a research paper, or designing and demonstrating a departmental poster.
- Within the programme, all research students registered for a PhD are required to acquire, during their period of study, a minimum of 60 credits which will qualify them for the additional award (at no extra charge) of the Postgraduate Certificate in Research Training. The certificate or diploma (for 120 credits) you receive is a genuine academic qualification in research skills that you can show to employers in addition to your research degree.
- The PGTS award, above all, boosts your confidence and communication skills as a researcher. It equips you to tell employers what you can do, and present your research effectively to different audiences.

The PhD Experience Conference is a conference organised every year by PhD students for PhD students. It aims to provide an insight into all aspects of the PhD process: for example networking strategies, the research process and write-up, publication during and after the PhD, career management and demystifying the viva voce (oral defence of the thesis). The students themselves decide on a new theme every year, for the 2012 conference the theme was employability. In an increasingly competitive labour market both in academia and professional domains, it is important that you are aware of what job opportunities are available for PhD students and how you can develop your skills to make you more attractive to employers.

What happens when you become a research student at Hull?

Start Dates
We offer three start dates during the year so that you can be fully welcomed and introduced to the University, Graduate School, and other facilities to support your wellbeing and studies while you are in Hull. The three start dates are:

- The start of Semester 1: the last week of September of each year
- The start of Semester 2: the last week of January each year
- The first week of April each year

You may of course wish to take a pre-sessional course (for example in English language) before registering for your research degree. Please contact Postgraduate Admissions for further guidance on how and when to apply.

Welcome and Induction
We hold welcome and induction events specifically for new postgraduate students so that your Postgraduate research what facilities are available for you, and understand how the Postgraduate Training Scheme works. This is in addition to induction events held in your own department.

Supervision of your research
This is the most important part of the arrangements we make for you when you become a research student at Hull. This booklet tells you about the leading research themes and areas in each of our departments and Faculties. It’s advisable to check before you apply whether your research interests match ours so that we can find you two supervisors with appropriate expertise. In addition to reading this booklet it is a good idea to visit the departmental website for the area you’re interested in, and read the section on staff research projects. In the meantime you may find the following information about supervisory arrangements useful.

- Every research student at Hull is given two supervisors: a Principal supervisor, who will guide you through your research project and work closely with you, and a Second supervisor, who provides complementary expertise and additional support (for example if your supervisor is absent or ill).
- Your Principal supervisor will meet you individually to discuss your research and read drafts of your work. We require Principal supervisors to have a minimum of 12 supervisory meetings with you every year. At the beginning of your programme you are likely to meet more often than this (about every two weeks).
- Every year you will have a six-monthly progress meeting to review how you’re getting on. This is an opportunity for you to discuss with your supervisors how you think your work is going, and to identify any problems.

Postgraduate research at the University of Hull
Departmental research areas

Faculty of Arts and Social Sciences (FASS)
www.hull.ac.uk/fass

Drama
Historiography; Performance Translation and Dramaturgy; The processes of performance and Production.

English
Medieval and renaissance Literature; Victorian Literature; Women and Literature; Modern Poetry or Fiction; Twentieth-Century Literature; Creative Writing; author studies including D H Lawrence; Thomas Hardy; Philip Larkin; William Shakespeare; Bram Stoker; the literary North and literature and place; slave narratives; creative non-fiction; contemporary poetry; Gothic; literature and politics; women’s suffrage literature; British women writers of the 1950s; critical discourse analysis; literature and travel; theatre history; literature and the family; literature and law.

Gender Studies
Motherhood and identity in Britain; fatherhood in the UK; masculinities in Brazil; gender and housing in Nigeria; gender and secondary education in Nigeria and Kenya; women and land use in Ghana; street children and concepts of childhood in Tanzania; women and equal opportunities in manufacturing in Ghana; participatory development in Pakistan; coping strategies of part-time higher education students; breast-feeding practices in Indonesia; incest and intervention in Taiwan; the poetry of Carol-Ann Duffy.

History
The Department will consider applications for research in any area of history, but may give preference to its recognised areas of research excellence: military history; Imperial and colonial history; Business and economic history; global history; history of medicine and nursing; intellectual history; maritime history and history of diasporas.

Law
Current areas of particular research strength include (but are not confined to): International Law; Crime, Penology and Restorative Justice; Issue surrounding the use of Expert Evidence; The Europeanization of Private Law; Land Law and the Law of Mortgage; Transparency, Open Government and Freedom of Information; European Business Law.

Modern Languages
online speech communities, e-learning communities, learning autonomy, learning strategies, intercultural competence and the internationalisation of Higher Education curricula; politics of the body, violence and its representation; gendered and sexual identities; contemporary French literature, women’s writing, literary theory, and the relationships between language, self, text and society, stylistic or narratological
approaches to text; modern Italian women writers; Gothic and French crime fiction; Italo Svevo and the literature of Trieste; East Asian cinema, star and celebrity studies, transnational film industry, masculinities; whiteness; Italian popular culture and history since 1945; popular music and star studies; comparative research projects on French and Italian culture; sociolinguistics; language, gender and sexuality; discourse analysis; language and representation; linguistic ethnography; language and identity; the Second World War and culture, theories of parody, influence and trauma, modernity, cultural memory in 20th century European Spanish visual cultures, the Spanish Civil War and its aftermath; 20th-Century Latin American culture, including comedy and identity; cultural translation; hermeneutics and interpretation theory; ethics; representation and translation for performance; political recognition theory; the interplay between text and image; overlapping genre; Medieval oral stories and intersections of medieval culture with modern culture; fantastic literature; Jorge Luis Borges; Spanish American literature; Julio Cortázar; language teacher education, English Language Teaching, corpus linguistics, new technologies and language teaching/learning and computer mediated communication.

Music (Hull)
Composition, Psychology of Music Performance, Film Music, Shakespeare Music, Early Modern English, Music-Words, British Music Since the 19th -century, Studio Production, Jazz, Music Theatre.

Music (Scarborough)
Creative Music; Electroacoustic Composition; Acousmatic Compositon Technology (including interactive technologies and Audio-Visual work); Ambisonics; Music Technology and Education; Popular Music (Musicology).

Philosophy
Political Philosophy; Philosophy of Law, Medical Ethics and Philosophy of Education; Philosophy of Mind and Body; History of Philosophy; Cultural anchorage of science and other knowledges; Applied Ethics.

Politics
International Politics; International Law and Politics; Security Studies; Global Political Economy; Globalisation and Governance; Legislative Studies; European Union Studies; Political Theory; the politics of the Internet.

Social Sciences
Criminology; Social and Cultural Anthropology; Gender and Sexuality Studies; Social Policy; Sociology; Social Work; Community and Youth Studies; Media, Culture and Society, and New Media.

Theology
The Reformation, especially Luther; theological hermeneutics; ecclesiology; early Judaism; Northwest Semitic philology; yoga; Indian theories of meaning.

Hull Business School (HUBS)
www.hull.ac.uk/hubs

Accounting
Auditing, accounting and business ethics; Governance, corporate social responsibility and sustainability; Ethics and trust systems; Financial Statement Analysis; Knowledge management, innovation and risk management (particularly foreign currency in multinational corporations); Management accounting in less developed countries; Governance and accountability; The effects of economic reform programmes on management accounting systems; New management accounting practices within multinational companies; Parent and foreign subsidiary performance evaluations and control systems; Public organisations and public-private partnerships (PPPs); Critical perspectives on management control; Qualitative approaches to accounting research; Short-termism; Financial reporting, earnings management, corporate governance and auditing; Management accounting, with specific emphases on management accounting practices and change, public sector accounting, and accounting issues in developing and emerging economies.

Finance
Mergers and acquisitions; Asset pricing; Banking; Real options; Risk management; Corporate finance; Corporate governance; Corporate failure and governance; Banking, financial exclusion and corporate finance; Intersections between corporate finance, corporate governance and banking; Financial econometrics; Market microstructure; International finance (real) Estate finance; Carbon trading.

Systems Thinking
Systems philosophy, theory and methodology in all its variations; Systems thinking, cybernetics and complexity science applied to organizational, social and environmental issues (especially in action research projects); Multi-agency planning and collaboration in the public, voluntary and/or private sectors; Community and stakeholder engagement; Community operational research (intervention to support non-profit organizations and community groups working for social change)

Technology foresight (especially stakeholder dialogue on the ethics of developing new technologies); Conflict: theory and intervention methodology/methods. Facilitating dialogue in and across organizations – especially the development of ‘problem structuring methods’ (qualitative modelling tools to support organizational and stakeholder dialogues); Future cities/smarter cities (systems approaches to planning these); Systemic health service planning; Service systems/service science; Systemic evaluation (including organizational and program evaluation as well as the evaluation of systems methods and interventions); Complex project management and project risk management; Supply chain ecosystems; High-performing firms and employee engagement; Systemic leadership and strategic management; Comparisons between Eastern and Western management and/or systems approaches; Systems thinking for
corporate social responsibility; Lean systems; Information systems (especially user and stakeholder engagement in IS design, and the use of IS for persuasion); Transdisciplinarity, general system theory and the unity of science.

**Economics**
Economic growth; Development economics; Income distribution; Financial development and economic inequality; Macroeconomics; International economics, including international trade theory and international finance; Applied econometrics; Micro- and macro-econometrics using dynamic general equilibrium models; Open Economy Macroeconomics; Structural Change; Industrial economics; Industrial organization; Economics of regulation; Economics of transport and utilities; Efficiency and performance measurement; Data envelopment analysis; Financial economics; Game theory; Labour economics; Economics of education; Health economics; Economics of aging; Economics of sport; Applied microeconomics; Agricultural economics; Economics of commodities; Energy economics; Natural Resources; Environmental economics, especially the estuarine and marine environment.

**Logistics**
Customer service and satisfaction; Services marketing and service quality; Retail logistics; Logistics and supply chain relationships; Reverse, closed-loop and sustainable logistics; Logistics in SMEs; Integration of logistics and marketing; Research methodologies and techniques in logistics; Supply chain risk management; The impact of product design on the supply chain; Agile supply chains; Global sourcing; Design for sustainability.

**Organisational Futures**
Corporate social responsibility and business ethics
Migration, age, gender, ethnicity and the employment relationship; Critical management studies; Narrative and life history research methods; Identity and careers; Alternative organisations, self organisation and mutual aid; Leadership; Emotional intelligence; Organisational change; Human resource development and management learning; Public sector management and leadership; Trade unions and employee relations.

**Marketing**
Social marketing, ethical consumption and political marketing; Mobile marketing, e-marketing and product service innovations; Customer relationship marketing and service evaluation; Consumer behaviour, psychology and neuromarketing; Brand management, marketing communications and social media; SMEs and b2b marketing.

**Regional and International Business**
International business; Regional integration, especially across the EU; Competition policy; International infrastructure; Energy security; Transaction costs; Business history; Foreign Direct Investment (FDI); Foreign banking; Regional issues and clusters; The impact of social science research; Tourism; SMEs and internationalization; International knowledge management; Emerging economies.

**Faculty of Education**
www.hull.ac.uk/education
Educational leadership and management; values; philosophy of education; educational policy; International comparisons in Education.
Head teacher preparation and induction.
Early childhood education, child development and psychology.
Technology-enhanced based learning; Mobile learning (m-learning) and learning in 3D immersive worlds; computer-assisted learning
Emergent literacy and language development.
Adult Language, Literacy and Numeracy
Progression from Further Education to Higher Education
Citizenship development in Education

**Faculty of Health and Social Care (FHSC)**
www.hull.ac.uk/fhsc
The Faculty of health and Social Care conducts its research within three main key areas: ie. Reproductive, Maternal and Family Health (MaRSH) the psychosocial aspects of maternal, reproductive, maternal and sexual health; perinatal mental health; psychological impact of pregnancy and childbirth; choice and decision making in pregnancy and childbirth; the utility of psychometric measures in maternity care settings; nursing practice in family planning clinics clinical work and medical sociology; sociological work into contraceptive counselling; HIV research which focuses upon staff reactions to HIV, including work on confidentiality, stigma and stress; sex education and sexual health services in various care settings – particularly adolescent sexual health services in primary care, school based sexual health and mental health environments.

**Wellbeing in Long term Conditions (WLTC)**
Skin Health and Skin Integrity; skin care needs in the community; chronic skin conditions; life-world approaches; mental wellbeing and older people; the use of philosophy and the arts in developing insights that can lead practice; behaviour change of practitioners; the feeding and nutritional problems of older people with dementia.

**Health Technology, Innovation and Intervention (HTII)**
Gastroenterology; functional bowel disorders; oesophageal cancer; Telehealth/ telecare.
Faculty of Science
www.hull.ac.uk/science

Biological Sciences: Evolutionary Biology
Applications of molecular markers; Colonisation and dispersal (invasive species, phylogeography and population genetics); Conservation genetics and biodiversity (DNA barcoding, cryptic species, ancient DNA); Bioinformatics and Molecular Evolution (software development); Phylogenetics and Macroevolution (Evolutionary genomics, comparative methods in phylogenetics, phenotypic evolution); Behavioural Ecology (Sexual selection and mate choice, speciation, aggregation behaviour)

Ecology
Application of Physics to Ecology (Biological fluid dynamics, Comparative Biomechanics); Aquatic Toxicology; Biology and Education; Chemical Ecology (Effects of Ocean acidification on animal behavior and physiology, Chemical ecology and animal communication, Ecotoxicology, Aquaculture), Conservation Biology (Species-interactions, Ecological networks, Environmental change, Avian biology); Microbiology/Microbial Ecology; Sensory Ecology

Biomedical Sciences
Cellular basis of heart disease; The Ageing heart; Tissue Factor biology; Kinetoplastid Parasites; Processes controlled by the Sp transcription factor family; Biological microfluidic tools in oncology and cardiology.

Topics across research groups
aquatic organisms, invasive species, conservation

Fisheries Institute
Fish stock assessment, fish ecology and population dynamics, fisheries management, environmental impact assessment, inland fisheries, coastal fisheries, tropical fish-behavioural ecology.

Centre for Marine biology
Fisheries biology and management; Environmental Intertidal Ecology; Aquatic pollution; Industrial and Marine pollution and remediation; Biological; Oceanography; Vertebrate Ecology; Conservation Biology; Forest Ecology; Biodiversity monitoring; Environmental law and policy

Computer Science
Simulation; Virtual/Augmented Reality; Cultural Heritage; Medical training systems; Scientific Visualization; Dependable Systems; Data Mining; Decision Support; Tele-health Systems, Cognitive Architectures and Systems; Fault Tolerant Control; Applied Distributed Information Systems; Ontologies and Reasoning Systems.

Digital Media
Human Computer Interaction; Ubiquitous and Mobile Computing, Information Engineering, Management, Analysis and Visualisation; Scalable web graphics and geo-visualisation; Alternative and Augmentative Communication; Bio-medical knowledge transmission; Web and Information Security; Learning Technologies; Speech Technology; E-Business, E-Government and E-Health; E-Publishing; Social Media; Online Communities; Enterprise Engineering; Law Drafting Interpreted as Software Engineering; Programming Language Design

Engineering

Geography, Environment and Earth Sciences
Environmental Monitoring and Modelling; Environmental Dynamics; Urban and Regional Development; Sustainable Cities and Regions; Ensuring sustainable futures for Cities and Regions; Process Sedimentology and fluvial geomorphology; Environmental policy and responses to environmental change; Spaces of Governance and city development; the History of Geography, geographical thought and geographical theory; Paleolimnology, aquatic ecology and environmental reconstruction; Cultural Geography; Historical Geography; Children’s geographies, education and childhood; Rural Geography and technologies in the countryside; The geographies of food: production and consumption; Wetland Archaeologies and Environments; Paleoenvironmental and palaeoclimatic methods; Earth Science and Palaeoclimate; Culture and Nature relations; Hydrometeorology; Sediment and flow dynamics and System response to Environmental Change.

Physics and Mathematics
Experimental solid-state physics: Optoelectronics; Photonics; Organophotonics; Nanophysics; Physics under extreme conditions Lasers and Micro-fabrication: Laser ablation, patterning and annealing; Pulse laser deposition; Femtosecond laser science; theory of condensed matter: semiconductor Physics; Soft Matter; Surface science Synthetic organic and inorganic chemistry; bio-organic

Chemistry and and bio-inorganic chemistry
molecules for health; Physics) organic materials; micro-reactors; lab-on-a-chip and nano-technology; measurement and analytical science; surfactants and colloids; computational chemistry; solid state chemistry; crystallography; molecular properties; spectroscopy; catalysis; laser technology.
Psychology
Cognitive and Clinical Neuroscience: How complex mental functions such as perception, social interactions, language, memory and attention relate to the function of the brain both in health and disease; how these cognitive functions decline with degenerative diseases such as Alzheimer’s disease and Parkinson’s disease.
Cognition and Perception: Cognitive factors in the development of reading, false memories, attention changes, spatial learning, placebo effects and hypnosis, face and emotion processing, cognitive skills associated with reading, gender differences, autobiographical memory, eye-witness testimony, theory of mind in children and adults, visual attention and perception and individual differences.

Applied Psychology
Bullying in the workplace, occupational tests via the internet, computer-based assessments for identifying learning problems in education, computerised diagnosis of dyslexia, visual problems in reading, mental toughness in sport, computer-based training programs in the classroom, development centres for managerial selection.

Sport Health
Psychobiology of exercise tolerance in health and and Exercise disease; Methodological aspects of cardiopulmonary
Science exercise testing; Exercise prescription for enhancing cardio-respiratory fitness in health and disease; Musculoskeletal biomechanics across the lifespan; gait and postural analysis; health-related quality of life; exercise and dietary interventions for obesity and related metabolic complications; Exercise and Cardiac rehabilitation; Systematic review and meta-analysis of exercise interventions on metabolic health; The human stress response; Nutrition for health and performance; Socio-pedagogical analysis of sports coaching.

Medical Sciences
Cancer
Studying the biology of cancers e.g. immunology, apoptosis and angiogenesis, antibody microarrays and proteomics to identify novel biomarkers associated with anticancer therapy. Exploiting basic research findings to generate clinical hypotheses and testing them. Imaging and radiotherapy to deliver targeted radiotherapy, radiotherapy combined with chemotherapy.
Examining the role of psychological interventions in improving the quality of life in cancer patients and the functioning of their immune system (psychoneuroimmunology).
MR imaging of breast, prostate and gynaecological disease.
Major areas of interest include disease detection, classification; monitoring response to treatment; implications of MRI for radiotherapy planning; role of MRS on cancer management; comparative immunohistochemical and imaging studies.

Cardiovascular
Clinical research into cardiovascular disease.
Assessment of the benefits and risks of new interventions, pharmacological, devices and surgery.
The development of strategies for the effective delivery of best care.
The development of tools with which to predict future health-care needs.

Cough and Asthma
The investigation of cough and antitussive agents.

Cell Signalling
Understanding how cells change their behaviour in response to external stimuli.
Signal transduction and integration both between and within cells.
2D in vitro modelling of systems with primary cells and established cell lines.
Calcium signalling.

Hull York Medical School Centres working in partnership with the Faculty of Science
www.hyms.ac.uk/research

Centre for Neuroscience:

Centre for Health and Population Sciences:
Population health, health services research; palliative care, cancer, primary care; Centre for Anatomical and Human Sciences: Human and mammalian evolution, Mammalian feeding, Musculoskeletal form function and evolution, Musculoskeletal biomechanics, Morphometrics.

Centre for Cardiovascular and Metabolic Health:
Cardio-respiratory disease, metabolic disease and thrombosis.

Centre for Immunology and Infection:
Immunology, Infection; cell biology, parasitology, autoimmune disease, microbiology, HIV, clinical trials.

Centre for Medical Education:
Medical Education.
I have an idea – how can I convert this to an attractive research proposal?

1. The most important first step is to make sure you have a focused research question. If you state for example that you wish to ‘research Business Policy in Libya’ – then this is a poor research question. It is too vague and general. What specifically is your focus in Libyan ‘Business Policy’? Try instead to ask very narrow questions. For example, whilst the title ‘research Business Policy in Libya’ may reflect your interests, a better area and more attractive research question would be to narrow the focus of your research perhaps to ‘Employer participation in the development of Commercial Business Policy in the Al-Marqab district of Libya’ and within that narrow area, you may then decide to investigate the role of the small business. So you might end up with a title like: “The role of the small business in the development of Commercial Business Policy in the Al-Marqab district of Libya” If you start with a very general research title, you will find that as you develop your knowledge and understanding, there will simply be too much information to be able to answer it.

2. When you have an idea about a narrow research question you feel you would like to explore, your next step in securing an offer of a place for your research degree is to look at what the University of Hull can offer you. Each Faculty of the University will have staff who are experts in some areas of your proposal (such as Business, History, Politics etc), and your task is to look at your research question area and try to match it to a particular strength or even a staff member, at the University of Hull. You then may have to change your title and focus slightly. So try to have a flexible attitude towards your preferred research title(s). Try not to be rigid in ONLY wanting to study a particular research question as this may mean that no staff member is able to support you.

So, look at the research profiles of the University and if possible, contact staff and ask them about your proposed research interests. Remember – staff are busy people and will reply to you if they are able. By doing this, you are trying to ensure a that as you develop your knowledge and understanding, there will simply be too much information to be able to answer it.

Ok – I think I have an attractive research idea and question – now what?

Now you have to convert your research idea(s) and title into a research proposal. This is a short document (usually no more than four A4 pages long), in which you answer four key questions about the research you are proposing to the University.

These four key questions/points are:

1. Why you think the research you are proposing is important?
2. What has already been written about this research?
3. How you will go about answering your research question(s)?
4. What you think or expect you will find, as answers to your research question(s)?
These points are explained in more detail below:

**Point 1** is your INTRODUCTION. Sometimes previous study, work experience or the concerns of your organisation, has indicated to you why you think your research question(s) is important. In the introduction you outline these or other reasons.

**Point 2** is called the LITERATURE REVIEW. This is where you show that you have started to explore the knowledge that already exists about your research question(s). Maybe you have also identified in that literature, specific gaps or a lack of knowledge that your research ideas will contribute to. It may also indicate how accessible the required information sources will be. In this section you must use recent literature and try to ensure a good variety of materials.

**Point 3** is called the METHODOLOGY. This is where you suggest the preferred way in which you will answer your research question(s). This is your research method and it usually comes from your literature review. For example, in our earlier research question ‘The role of the small business in the development of Commercial Business Policy in the Al-Marqab district of Libya’, your reading about participation methods for small business and the development of business policy in Libya, may suggest that a large survey to identify common reasons for participation by small businesses is the best way to investigate this research question. You may then propose the use of a questionnaire as the most appropriate way to collect your data for this research investigation.

It is also typical that several different ways of collecting your data can be appropriate (perhaps using interviews with your questionnaire) – this is called **triangulating your findings** – and allows you to be more confident in your research.

**Point 4** is the DISCUSSION AND CONCLUSION to your proposal. In this part you identify the results and findings that you think will emerge and where and how this will contribute to new and original knowledge.

Your research proposal should also include an extensive list of the materials which you have read and used in its construction.

Good luck with your studies!

For further guidance as an international applicant please visit: www.hull.ac.uk/international