Inspired in Hull...
Faculty of Education

Postgraduate study 2015
YOUR UNIVERSITY OF HULL POSTGRADUATE FAIR

Wednesday 12 November 2014

4pm – 7pm Staff House

Come along and meet the professors and lecturers and find out more about postgraduate study at the University of Hull.

- Talk to current postgraduate students
- Tour the campus, explore the Graduate School and our newly refurbished library, which includes a designated Postgraduate Lounge
- Talk to our experts about admissions and funding

To book on to the Postgraduate Fair, please visit: www.hull.ac.uk/opendays
or email opendays@hull.ac.uk

You can also join one of our online chats by visiting www.hull.ac.uk/livechat

Admissions

For general admissions enquiries, please contact: Admissions Service, University of Hull, Hull, HU6 7RX, UK
T: +44 (0)1482 466850
E: pgstudy@hull.ac.uk
www.hull.ac.uk

Download the iHull app

hull.ombiel.co.uk/get

Don’t miss out. Book today!
The University of Hull offers a cutting-edge education ... I would recommend this university to anyone from around the world.'
THE FACULTY OF EDUCATION

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

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

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

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

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

The Faculty of Education aims to be a world-leading centre for innovative, transformative research and practice in education. We empower our students to make a real difference in an ever-changing and diverse world.

Contact us

Keep updated – visit us online
www.hull.ac.uk/ifl
Our Hull campus, less than three miles to the north of the city centre and surrounded by the majority of our student residences on adjacent streets, covers about 120 acres. It is spacious enough to accommodate the main teaching buildings, the library and the Language Institute, as well as the main students’ union building, a theatre, the Sports and Fitness Centre and playing fields – all within a few minutes’ walk of each other.

Recreation
There is a wealth of drama, film and music provision on and off the Hull campus, with museums and art galleries on campus or close by, plus students’ union societies to cater for all manner of interests. Plus Hull offers pubs, clubs and eateries of every description. Then there are the Yorkshire Wolds and the North York Moors for walkers and climbers, or the east coast resorts and historic East and North Yorkshire sites and sights.

Sport
The large, modern Sports and Fitness Centre on the Hull campus offers recreational exercise and indoor sports from five-a-side football to fencing. It is surrounded by outdoor courts and playing fields.
The library service

The Brynmor Jones Library on the Hull campus has recently undergone major regeneration and offers a modern, well equipped and user-friendly environment. Students are automatically entitled to use the library and its facilities.

- The Brynmor Jones Library, an eight-floor building, holds particularly rich collections of material including theses, microfilms, videos, music and DVDs, as well as books and periodicals.
- The Map Room has 60,000 sheet maps – the largest collection in the region.

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

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

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

www.hull.ac.uk/lib

Computing services

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

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

www.hull.ac.uk/asc

The Brynmor Jones Library, an eight-floor building, holds particularly rich collections of material including theses, microfilms, videos, music and DVDs, as well as books and periodicals.
Hull, situated on the Humber Estuary in the East Riding of Yorkshire, developed as Britain’s premier east-coast port in the 18th century. Historically, it was well known only to those connected with the sea trade.

Today, with effective air, road and rail links to the rest of the UK and long-established sea routes to Europe, Hull is a thriving centre of commerce. Three of the city’s former docks have been transformed: the first into Queens Gardens, a large and attractive park area; a second into the Princes Quay shopping mall; and the third into a marina.

There are plenty of leisure options: multiplex cinemas; art galleries; theatres; tenpin bowling; an Olympic-standard ice arena; and many pubs, clubs, restaurants and cafés. Hull City Hall and Hull New Theatre act as venues for a variety of music, while for sports fans, the KC Stadium hosts two Super League rugby clubs and Premiership football at Hull City, plus top-flight ice hockey at Hull Stingrays, cricket, speedway, and water-based events on the estuary.

Hull’s city centre is replete with places of cultural interest. The Maritime Museum holds relics of Hull’s seafaring past, while the Ferens Art Gallery houses world-renowned artworks. In the Museums’ Quarter of the Old Town are the Hull and East Riding Museum, the Streetlife Museum of Transport and Wilberforce House, birthplace of William Wilberforce, who led the successful campaign for the abolition of the slave trade. Hull’s finest visitor attraction is The Deep, a stunning aquarium housed in a spectacular waterfront building.

Although a conurbation of about 250,000 people, Hull’s proximity to unspoiled countryside and the striking coastline is one of its great natural attractions. To the north lies the headland at Flamborough, famous for its chalk cliffs, caves and rocky bays. To the east, Spurn Point’s bird sanctuary fades into the Humber Estuary as a mile-long spit of sand, rarely more than a few yards wide. Between these extremes lie three perennially popular resorts: Withernsea, Hornsea and Bridlington.

Stretching inland are the plains of Holderness, rising gently to the Wolds and characterised by rolling agricultural land which shelters picturesque villages and market towns.

The Humber Bridge is still arguably the world’s finest single-span suspension bridge and links the East Riding of Yorkshire with Lincolnshire. Forty miles south down the A15 (still recognisably the route of Roman Ermine Street) is the equally historic city of Lincoln.
Five miles north of Hull is the market town of Beverley, with its beautiful 13th-century Gothic minster and the Westwood, a large area of ancient woodland and pasture which is the focus for activities, including picnics, horse racing, golf and winter sports.
Research in the Faculty of Education: Transformative education

The Faculty of Education is recognised nationally and internationally as a leading authority on educational theory and practice. This expertise is underpinned by rigorous research so an extensive evidence base informs all our research and degree programmes. Transformative education is at the core of our research and teaching, and is an overarching research theme across the faculty.

Our focus on transformative education aims to promote critical reflection on taken-for-granted assumptions and encourage alternative ways of thinking. Critical pedagogy and the development of autonomous learning underpin transformative education theory and challenge traditional mainstream experiences and perspectives. This approach to education is a paradigm shift for curriculum and pedagogy, embracing approaches that explore theory through a non-dominant perspective, challenge biased views and promote equity in participation.

The vibrant research culture of the Faculty of Education thrives through research groups covering Higher Education, Policy and Leadership, Inclusive Education, Technology Enhanced Learning, Further Education, Professional Education and Early Years. These groups bring together experienced and early career researchers with doctoral students. Our achievements are celebrated in a busy research seminar series that involves staff and students in presenting their research outputs and works in progress.

Faculty staff engage actively in national and international research including funded projects supported by the European Union. This research is informed and enriched by the work of doctoral students pursuing studies in international higher education, policy and leadership and social justice, with many of the themes linking directly to our faculty research groups.

The faculty’s commitment to transformative education guides the internationalisation of our research and the strong links we have developed with research-intensive institutions across the world.
‘What I gained at the University of Hull continues to bring benefits to both my career and my life.’

Dr Yanhua Liang gained her Doctor of Education in 2012 and is currently a Professor and Postgraduate Supervisor at the College of Foreign Languages, Guangxi University, China.
TAUGHT MASTERS DEGREES

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

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

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

Entry to the degrees

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

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

For more information, contact the Faculty of Education Postgraduate Office on +44 (0)1482 465292 or ces-pg-enquiries@hull.ac.uk

Full- or part-time

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

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

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

Up to 120 credits can be awarded in this way.

Credit transfer

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

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

Experiential learning

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

• National Professional Qualifications such as NPQH or NPQICL (usually worth 60 credits)
• Professional development programmes from the National College for School Leadership such as Leading from the Middle, Leadership Pathways and Leadership Programme for Serving Headteachers (usually worth 30 credits for each programme)
• Early Years Professional Status (funding by Children’s Workforce Development Agency – 60 credits)
• Teaching and Learning Academy (TLA) projects at Levels 2 and 3 (usually worth 20 credits for each project)

Contacts

Anyone wishing to apply for advanced standing is welcome to contact:
Professor Stewart Martin
Head of Department – Education Studies
T: +44 (0)1482 465191
E: stewart.martin@hull.ac.uk

or

Postgraduate Office
Faculty of Education
T: +44 (0)1482 465292
E: ces-pg-enquiries@hull.ac.uk

Where do our students go?

Graduates of these Masters degrees are currently working as:

• teachers and senior school leaders
• educational advisors and consultants
• university and college lecturers and researchers
• youth and social workers
• civil servants
• government policy advisers for education
• staff in policy think-tanks
• third-sector employees
• PhD students
Master of Education
MEd/Diploma/Certificate

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

- a range of current educational practices
- current matters of debate in the educational world
- key issues related to educational practice

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

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

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

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education as long as you have earned 60 credits. If you undertake Stage 2 of the degree, you complete a further three modules (a total of 120 credits) and, if exiting at this point, you are awarded a Postgraduate Diploma in Education. Although you may exit with the Diploma having accumulated 120 credits, the module Research Methods in Education is required for progression to Stage 3 of the degree.

At Stage 3, you complete a dissertation worth 60 credits.

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

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

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

Additional support for full-time non-EU students
- Fees include additional language lessons designed to support and develop written English to academic standards.
Early Childhood Studies
MEd/Diploma/Certificate

About the programme

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

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

Programme content

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

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

The other three modules in Stages 1 and 2 are chosen from options within our MEd provision. These vary each year. To progress to Stage 3, you must take the module Research Methods in Education. At Stage 3, you complete a dissertation worth 60 credits, which normally focuses on early childhood.

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education (Early Childhood Studies) as long as you have earned 60 credits and successfully completed at least two core modules. At the end of Stage 2, you may exit with a Postgraduate Diploma in Education (Early Childhood Studies) as long as you have earned 120 credits and successfully completed three core modules.

Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered. A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

Special features

• Induction arrangements for full-time students include training in library use, and workshops on academic writing and good academic practice.
• There is a summer school in late July at which modules may be studied.
• Fees include additional language lessons designed to support and develop written English to academic standards.

Additional support for full-time non-EU students

• Fees include additional language lessons designed to support and develop written English to academic standards.
Inclusive Education
MEd/Diploma/Certificate

About the programme
Educational systems and contexts today have to respond to an increasingly diverse population of learners. This specialist MEd pathway seeks to investigate the complexities around the concept of inclusion. The focus is on those who might experience marginalisation within society, but with a particular emphasis on educational contexts. There is a strong emphasis on finding ways to develop inclusive curricula to meet the needs of all learners including, for example, those defined as having special educational needs, travellers, those from challenging social backgrounds and ethnic minorities.

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

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

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

At Stage 3, you complete a dissertation worth 60 credits. This will normally focus on aspects of inclusive education.

At the end of Stage 1, you may exit the programme with a Postgraduate Certificate in Education (Inclusive Education) as long as you have earned 60 credits and successfully completed at least two core modules. At the end of Stage 2, you may exit with a Postgraduate Diploma in Education (Inclusive Education) as long as you earned 120 credits and have successfully completed three core modules.

Assessment
You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). Coursework is assessed during the semester in which the relevant module is delivered. A dissertation of 15,000–20,000 words on an approved topic is submitted at the end of the period of study.

Special features
- Induction arrangements for full-time students include training in library use, and workshops on academic writing and good academic practice.
- Modules may be studied at summer school held in late July.

Additional support for full-time non-EU students
- Fees include additional language lessons designed to support and develop written English to academic standards.
Leadership and Learning
MEd/Diploma/Certificate

About the programme

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

The degree is based on the premise that the foremost task of all leaders in educational settings is to create and develop the most effective and efficient learning environment for the student body that they serve. The degree is suitable for:

- headteachers, principals and other senior staff in educational organisations
- education officers, inspectors and advisers at the national or local level

Programme content

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

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

The other three modules in Stages 1 and 2 are chosen from options within our MEd provision. These will vary from year to year. To progress to Stage 3, however, you must take the module Research Methods in Education. At Stage 3, you complete a dissertation worth 60 credits. This will normally focus on aspects of leadership and learning.

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

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

Assessment

You are assessed by means of a coursework assignment on each chosen module and a dissertation. Assignments are normally between 4,000 and 6,000 words (or equivalent). A dissertation of 15,000–20,000 words is submitted at the end of the period of study.

Special features

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

Additional support for full-time non-EU students

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

MEd/Diploma/Certificate

About the programme

The MEd in Digital Education is a specialist pathway aimed at those interested in exploring the application and impact of technologies in educational settings.

The programme is ideal for:

- teachers, lecturers and support staff working in formal educational contexts where technology is increasingly used to support learning
- museum curators, heritage specialists and other professionals interested in using technology outside of formal settings to support learners
- work-based mentors and supervisors who wish to explore how mobile technologies support learning in the workplace
- leaders and those responsible for the strategic implementation of new technologies in educational settings

Programme content

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

- Learning and Teaching with New Technologies
- Improving Students Performance: Theories and Technologies
- Learning in a Mobile Age

The other three modules in Stages 1 and 2 are chosen from options within our MEd provision. These will vary from year to year. To progress to Stage 3 however, you must take the module Research Methods in Education. At Stage 3, you complete a dissertation worth 60 credits. This will normally focus on aspects of digital education and technology enhanced learning (TEL).

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

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

Assessment

You are assessed by means of coursework assignments on each of the chosen modules and a dissertation. Assignments include traditional essays (normally between 4,000 and 6,000 words), presentations, the production of artefacts, such as a video, and workshop tasks. A dissertation of 15,000–20,000 words on an approved related topic is submitted at the end of the period of study.

Special features

- The use of digital tools, including mobile technologies such as iPads, to model learning and to extend the reach of learning beyond formal contexts.

FastFacts

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

Attendance
Full-time two or three days a week; part-time one day a week

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

Fees
Please see www.hull.ac.uk/student/money

Location
Hull campus

Contact
Postgraduate Office, Faculty of Education:
T: +44 (0)1482 465292
E: ces-pg-enquiries@hull.ac.uk

FIND OUT MORE
E: ces-pg-enquiries@hull.ac.uk
RESEARCH DEGREES

PhD Education  
The EdD Professional Doctorate in Education 20
MPhil Education 20
MEd Education by Research 20

Kay Brown – PhD completed 2014
The faculty’s highly experienced, research-active team has supervised students from around the world. Student theses have been completed on a wide variety of topics.

Our postgraduate research programmes
The faculty is delighted to offer the following on either a part-time or a full-time basis:

- PhD Education
- EdD Professional Doctorate in Education
- MPhil Education
- MEd by Research

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

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

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

The PhD Education
Candidates for a PhD are normally expected to have a Masters degree, which demonstrates a high standard of achievement with an overall average of 60%. Those without English as a first language, or needing a Tier 4 visa, must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill.

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

All students are required to complete 60 credits of research methodology training as part of the University of Hull’s Postgraduate Training Scheme.
The EdD Professional Doctorate in Education

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

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

- Higher Education
- Inclusion and Social Justice
- Further Education
- Digital Technologies
- International Education

Candidates for an EdD are normally expected to have a Masters degree, with an overall average of 60%, in a subject relevant to their proposed research. Those without English as a first language, or needing a Tier 4 visa, must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill. In addition, candidates are required to have appropriate professional experience.

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

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

The second stage of the EdD is the production of the 50,000-word research thesis. Full-time participants complete this in Years 2 and 3 of the programme and part-time participants in Years 3 to 5, followed by a short period for writing up. Work undertaken in the preparatory modules enables participants to develop a detailed plan and design for the research that will be the basis of the thesis.

MPhil Education

Applicants for the MPhil Education are normally expected to hold a first degree (for example, a BA, a BSc or equivalent). Those without English as a first language, or needing a Tier 4 visa, must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill.

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

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

MEd Education by Research

Candidates for the MEd Education by Research are normally expected to hold a first degree (for example, a BA, a BSc or equivalent). Those without English as a first language, or needing a Tier 4 visa, must also demonstrate competence in English by holding an IELTS qualification at an overall level of 6.5 or above, with a score of at least 6 for each skill.

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

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

Preparing a research proposal

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

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

1. Help clarify an applicant’s ideas on what they want to do.
2. Allow potential supervisors and other members of the Faculty of Education to ask questions about content, approach, values and methodology at an early stage and before the applicant embarks fully on a programme.
3. Allow potential problems to be identified at a preliminary stage and to be resolved before an applicant embarks fully on the programme.
4. Enable the Faculty of Education to identify potential supervisors, and the facilities needed for study.

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

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

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

- appropriateness of title
- literature appreciation
- carefully framed research question
- research methods
- suitability to personal situation
- accessibility of information sources

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

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

Please use one of the following methods to apply:

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

Application procedure

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

Supporting documents

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

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

Entry requirements

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

Funding and fees

For the latest postgraduate fees please visit our website: www.hull.ac.uk/money.

Scholarships and bursaries

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

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

For more detailed information about our scholarships, bursaries and postgraduate funding sources, please visit www.hull.ac.uk/scholarshipsandbursaries.
WHAT HAPPENS NEXT?

A quick guide to what to expect:

• Apply to the University of Hull
• Considered against entry requirements
• Considered where applicable against scholarship field*
• Offer (with any relevant conditions)
• Conditions met
• Shortlisted research applicants interviewed*
• CAS provided for those who need a student visa
• Register
• Place confirmed

Arrive at the University of Hull

* Does not apply to all postgraduate students

Find out more
+44 (0)1482 466850
www.hull.ac.uk/admissions

Enquiries
E: pgstudy@hull.ac.uk
POSTGRADUATE CERTIFICATE IN EDUCATION

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INITIAL TEACHER TRAINING FACILITIES

Postgraduate Certificate in Education courses are offered by the Faculty of Education through the Department of Teacher Education on the Hull campus.

Hull campus

The Department of Teacher Education conducts many of its activities in specialist rooms equipped with interactive whiteboards in the Wilberforce Building. Modern language students benefit from a new, state-of-the-art teaching room equipped with the latest modern language software and audio-visual facilities and interactive whiteboards.

The secondary PGCE facilities include a new, fully equipped teaching laboratory and a preparation room. The primary PGCE programme has specialist rooms in the Wilberforce Building, which have been equipped to simulate a primary classroom environment, including interactive whiteboards. They are resourced to support training in all subjects of the curriculum.

‘I spent 13 years in the RAF as an aircraft engineer before I decided to look at a change of career. I undertook a law degree and then, after a short time on a graduate retailer scheme for a well-known supermarket, I decided to pursue my ambition to become a teacher.

‘I enjoyed all aspects of the Secondary PGCE course at the University – the academic side and learning about the theory of teaching, as well as the practical side of the school placements.

‘Now that I’m a fully qualified teacher, the experience is above and beyond my expectations. I wanted a job that presented me with something different every day. Teaching has done this and I absolutely love it! I can draw upon my RAF and engineering experience. I can talk to pupils about physics and relate it to my background, which helps make the subject accessible.

‘Teaching is a lot of hard work, but I absolutely love it. I can’t imagine doing anything else.’

Donna Ward
School Direct is available for training in primary and secondary schools. Programmes last for one year and the University of Hull awards a Postgraduate Certificate in Education (PGCE), which includes 60 credits at Masters level.

There are two separate School Direct training options, which schools may select according to their particular needs:

- **School Direct Training** is available to graduates who may be eligible for a bursary of up to £20,000 to support the training.
- **School Direct Salaried** is an employment-based route available to graduates with at least three years' work experience who will earn a salary while they train. The National College for Teaching and Leadership provides funding to the school to subsidise the trainee's salary and the training.

Schools, or partnerships of schools, apply for teacher trainee places and work together with the provider to recruit trainees, to decide on the training programme and how and where it is delivered, including how much training will take place within the school partnership.

To learn more about School Direct, visit the Department for Education website at www.education.gov.uk/teachschooldirect and then visit the University’s website at www.hull.ac.uk/education to read reviews from our School Direct students and to see which schools, academies and Teaching School alliances we are working with.

‘Tollbar Multi Academies Trust works exclusively with the University of Hull for all its School Direct needs. The relationship is built around regular communication and a recognition of the need for flexibility where necessary in the programme. We are so pleased with the University that we have now expanded provision to include a Primary programme.’

Carl Moore, Vice Principal, Tollbar Academy, Grimsby.
THE POSTGRADUATE CERTIFICATE IN EDUCATION

The Postgraduate Certificate in Education (PGCE) is an initial qualification in education for those who intend to make teaching their career. It is awarded to graduates of an approved provider (or those who hold an equivalent qualification) who satisfactorily complete the one-year full-time programme.

The PGCE is a broad programme and has three main aims (the third of which underlies the other two):

- To provide trainees with the information, knowledge and skills that enable them to embark upon their teaching careers and take up their first teaching posts as effective teachers capable of teaching and assessing the National Curriculum.
- To develop professional interests in educational issues as the basis for further thought or training.
- To aid the trainees’ own personal development in a critical year that bridges the gap between being a student (or doing some other form of work) and becoming a teacher.

‘I looked for a teacher-training provider in the north of the country, and the course at the University of Hull had an excellent reputation. It definitely suited me.

‘The student support at Hull is excellent – the staff really do care about the students. They gave me so much encouragement. My tutor said: “I know you can be an amazing teacher, and we’ll do all we can to help.” That really meant a lot.

‘My first placement was at a large school in Barton-upon-Humber, North East Lincolnshire, with Key Stage 1 children. I admit I was a little nervous as I had not had any previous experience of working with children of that age, but it did not take me long to settle in and enjoy it. At Key Stage 1, it’s easier to see the effect that teaching is having on a child. You see progression from one week to the next. For instance, the improvement I saw in some of the children’s writing was amazing.

‘My advice to anyone, male or female, considering primary teaching as a career would be to get some voluntary experience first. You’ll learn so much and it will really help.’

William Gardner
This programme focuses on the Early Years Foundation Stage and Key Stage 1 (3–7 years). It is designed to enable UK trainees to meet the Teachers’ Professional Standards.

Trainees encounter all areas of experience appropriate to Early Years Foundation Stage and Key Stage 1 curricula. There is a variety of teaching and learning strategies, including lectures, tutorials, inquiry-based learning, practical workshops, group teaching experiences and staged teaching practices.

The integrated programme derives from the close study of the child as a developing individual and an interactive member of a group. There is considerable emphasis on developing skills in planning and assessing learning, and on the curriculum of the 3–7 age range, including the Early Years Foundation Stage and the National Curriculum at Key Stage 1. Emphasis is also placed on the quality of the classroom as a stimulating environment designed to accelerate learning and development.

Grounding is given in the range of subjects comprising the Key Stage 1 curriculum. Particular emphasis is placed on the core subjects: English, Mathematics and Science. Other National Curriculum foundation subjects are provided as method courses and are covered through a combination of University-taught sessions and school experience. Taught aspects of the Early Years component include: Theory into Practice, (with a focus on play and cross-curricular learning) • Child Development, (debates around the importance of play) • Early Years Policies and Practices • Early Years Partnerships with other agencies • Working with Parents and Teams of Adults • Child Profiling • Establishing Positive Play Environments • Child Inclusion/Protection Issues.

The main components of the programme are:

• Curriculum pedagogy and learning in the Early Years.
• Core subjects: English, Mathematics, and Science plus components covering the National Curriculum programmes of study for foundation subjects.

• Home school experience – a minimum of five days spent in school prior to starting taught University sessions.
• Autumn Cluster Experience – school-based days focusing on specific curriculum areas and cross-curricula issues.
• Blocked placement in two different schools, closely supervised by tutors and mentors.
• Professional aspects of Early Years practice such as management of children’s behaviour.
• Observation and assessment techniques, including how these can meet the diverse range of children’s needs.

‘PGCE trainees on this programme are well grounded in the Early Years Foundation Stage and gain good practical experience in relevant settings.’

Ofsted Inspector 2011
Core subject components

English
This component equips trainees to show competence in teaching English (communication and language, and literacy) in the nursery, reception and Key Stage 1 phases in a variety of ways, taking into account different stages of children’s development and types of school. Particular emphasis is placed on the need to fulfil the requirements of the Early Years Foundation Stage curriculum and the National Curriculum.

The teaching and learning of reading skills, including phonics, is a central feature of the course. Trainees are provided with extensive support in developing children’s reading skills and work with children in schools under the direction of the class teacher, tutor or mentor.

Trainees examine methods relating to emergent reading and writing, to the teaching of spelling, grammar and punctuation, and look at ways of encouraging the development of children’s writing. Attention is also given to the essential area of talk for learning.

In their placement schools, trainees undertake tasks related to reading, writing, and speaking and listening. They also undertake an in-depth study of approaches to teaching and assessing early literacy.

Mathematics
This component has two main aims: to increase trainees’ confidence in their own mathematical ability and to provide them with the necessary knowledge, skills and understanding to teach mathematics effectively in the nursery and infant/primary school. Both of these aims are addressed by adopting a very practical ‘hands-on’ approach to mathematics, that is, trainees spend much of their time engaged in mathematical activities.

These cover all areas of the subject, with a particular emphasis on numeracy. There is also an examination of the theoretical basis on which the various aspects of mathematics teaching are based, and constant reference is made to research findings and recent HMI/Ofsted reports on the teaching of the subject. Contemporary developments, such as the use of computers and electronic calculators, are also examined in detail.

Trainees are required to complete a number of coursework assignments, largely carried out in school. They are also continually assessed throughout the course.
Science

The main aim of the science component is to produce teachers who are confident and competent in working with the curriculum guidance for the Early Years Foundation Stage (understanding the world) and the National Curriculum in Science at Key Stage 1. The component seeks to develop trainees’ own knowledge and understanding of science through a study of the nature and processes of science, as well as through scientific concepts.

To develop professional abilities within the classroom, there is an emphasis on the use of appropriate teaching strategies and styles, as well as an introduction to a variety of resources, including ICT. Appropriate methods of classroom organisation are studied, along with how to provide for the individual needs of children.

Practical investigations and discussions support more formal lectures. School-focused directed tasks and associated wider reading are seen as important in structuring reflection on the nature of science and ways of teaching science in the nursery, reception and lower primary phases of education.

ICT

ICT is delivered through application in core subjects as well as specific skill training, ensuring that trainees gain confidence as well as the necessary knowledge, skills and understanding.

Foundation subject knowledge

Foundation subject knowledge and skills are provided through a partnership of school and University-based learning opportunities throughout the duration of the programme.

Personal and professional studies component

Nursery, reception and Key Stage 1 teachers need a knowledge and understanding of a wide range of general issues related to the profession, to children and to the wider community and concerns beyond the classroom.

The professional and personal learning of all trainees is supported through an inquiry-based learning structure. Here, trainees are required to take responsibility for their own personalised progress in engaging with topics and building knowledge – allowing them to consolidate the knowledge and skills gained from attendance at University sessions and experience gained through school placements.

University sessions will be organised through the use of workshops, tutor- and trainee-led seminars, and individual tutorials alongside self-directed learning.

Local school partnerships and Autumn Cluster Experience days allow trainees to work in small groups and pairs to identify and gain a deeper understanding of pedagogy and curriculum, while gaining experience in leading and supporting children’s learning.

School experience

Trainees are required to spend a minimum of five days in a home school placement prior to commencing the programme in September. This is a specific and compulsory requirement for the course, which provides the foundation for initial taught sessions, workshops and personal planning within the first few weeks of the University sessions.

The Autumn Cluster Experience starts early in the programme. Small groups of trainees will spend one day a week within a partnership group of schools. Trainees will have a variety of cross-curricular tasks and experiences to complete, with the focus on group teaching in the core subjects. The Autumn Cluster Experience culminates with trainees spending a full week in school, enabling them to become fully involved in planning and teaching activities while working in pairs and small groups. The Autumn Cluster Experience takes place in the Early Years Foundation Stage and Key Stage 1.

Two block placements of nine and ten weeks’ duration follow the Autumn Cluster Experience, across the different age range and curricula. Each block placement is preceded by orientation visits, allowing trainees to become familiar with the school setting.

All placements are carried out in different schools, and the aim is to provide a breadth of experience across the Early Years Foundation Stage and Key Stage 1.

In all, 120 days are spent in schools during the programme, supported by school mentors, class teachers and University-based associate tutors.
Programme assessment

The programme is assessed in both its theoretical and its practical aspects. Assessment of theory is based on a series of coursework assignments. Assessment of practice takes place in schools by means of a Teaching and Professional Development Profile.

From successful completion of the first three theoretical essays, 60 credits at Level 7 can be transferred towards the 180-credit Hull Masters programme (MEd).

Trainees are also assessed on their achievement of the Teachers’ Standards. Assessment of teaching ability is based on performance as a teacher in the classroom.

Trainees should regard teaching practice as a period of professional development, rather than a test to be passed, but certain requirements must be satisfied. Schools mentors, University tutors and an external examiner are involved in making this decision.

A trainee who fails to satisfy the examiners in practical teaching may have to bear the cost of re-examination, including the cost of an additional school placement and supervision.

‘I made a life-changing decision: I left my job to become a student once more. I was an economics graduate who, after five years’ business experience, felt there was something missing: job satisfaction.

‘Previously, when I had thought about teaching as a career, the idea of trying to interest unwilling teenagers in the subject of economics had been unappealing. However, I had always enjoyed teaching dance to young children, so I eventually decided that teaching this age group was the way to go.

‘To gain relevant experience and qualifications, I studied for a BTEC Diploma in Early Years and was then accepted onto the PGCE Early Years course. There followed a year of intensive and incredibly hard work, including an exciting and challenging range of practical school-based experiences. A feature of the first term was a paired practice, which allowed us to support each other through a somewhat daunting experience. The spring practice provided further valuable experience in a Hull nursery class, and the final “cherry on the cake” was a wonderful placement with a Year 2 class in Scarborough. I still have fond memories of this and it influenced my decision to apply for posts in Year 2.

‘During the course, I benefited from the support and encouragement of college tutors and experienced classroom practitioners. I have since returned twice to the University to give presentations to current PGCE students about the joys, trials and tribulations of teaching in an inner-city school in Leeds.’

Joanne Fisher
This programme is designed to prepare trainees for teaching children in the 5–11 age range. Only around 80 places are available for this very popular programme. You are therefore advised to apply early and to put Hull first on the application form.

We are particularly interested in applicants who have good Honours degrees. Preference is given to applicants who can show experience of work with children – especially recent work in primary schools – and can demonstrate a commitment to primary education. All courses of initial teacher training for primary teachers are designed to enable UK trainees to meet the Teachers’ Standards.

The University enjoys a close and well-established partnership with schools in the region, and schools are significantly involved in the programme design, recruitment and training. The programme involves an interplay of work in schools and at the University. A foundation is given in the full range of subjects that make up the primary school curriculum. Particular emphasis is placed on the core subjects, but all National Curriculum subjects are covered in separate method courses.

The main components of the programme are:

- Methodology courses in the subjects of the primary curriculum, emphasising the core subjects of English, mathematics and science
- A professional studies course concerned with general primary education issues
- Weekly tutorials that consider all aspects of primary education
- Practical classroom experience, closely supervised by tutors and mentors
- Block placements in two different schools
- Additional school-based days that focus on specific areas of the curriculum, or general primary issues

Core subject components

English
The course equips trainees with competence and confidence in teaching English in primary schools, taking into account different stages of children’s development and types of school. Particular emphasis is placed on the need to fulfil the requirements of the Early Years Foundation Stage curriculum, the National Curriculum and other national strategies.

Some of the weekly English sessions take place in local schools and include small-group work with children, which involves putting the theoretical elements of the course into practice.

The teaching and learning of reading is central. Trainees study strategies for developing children’s reading skills and put those into practice in their school experiences.

Trainees examine theories and teaching methods relating to early reading and writing, and to the teaching of systematic synthetic phonics, spelling, grammar and punctuation. They also look at ways of encouraging the ongoing development of children’s reading and writing skills. Attention is also given to developing essential skills in speaking and listening.

In their placement schools, trainees undertake tasks related to reading, writing, speaking and listening. Coursework includes consideration of methodology and teaching theories. Trainees also consider English across the curriculum, the use of ICT and creativity in English teaching, with time spent investigating the range and value of children’s literature.

Mathematics
The course has two main aims: to increase trainees’ levels of confidence in their own mathematical ability and to provide them with the necessary knowledge, skills and understanding to teach mathematics effectively in the primary school. Both of these aims are addressed by adopting a very practical ‘hands-on’ approach to mathematics: trainees spend much of their time engaged in a wide range of mathematical activities. These cover all areas of the subject, but there is a particular emphasis on numeracy.
There is also an examination of the theoretical basis on which various aspects of mathematics teaching is based, and there is constant reference to research findings and recent HMI/Ofsted reports on the teaching of the subject. Contemporary developments, such as the effective use of ICT, are also looked at in some detail.

Trainees are required to complete a number of coursework assignments. These are largely school-based and involve the designing, planning, preparation and teaching of various mathematical activities, as well as some reflection on and analysis of the adopted approaches.

Science
Children are naturally inquisitive about the world in which they live and ask fantastic questions about it. This course will help you to plan and teach activities that allow children to investigate and explore this exciting world. The course emphasises creative practical work focusing on the ways in which children learn about science while also equipping you with the core scientific knowledge you need.

You work in collaborative groups exploring, analysing and evaluating what each session tells you about learning, teaching and pedagogy, using a model that explores learning ‘as the child’, ‘as the teacher’ and ‘as the reflective practitioner’.

Supported by extensive online resources, the course equips you as a teacher to make science an exciting and dynamic area, to see how science links into the wider primary curriculum and gives you a ‘toolkit’ of ideas and skills to take into the classroom.

Discussion, collaboration and exploration are key parts of the learning experience, along with assignments, reflection on the practice seen in schools and a willingness to join in during taught sessions – this is not a ‘sit back and listen’ course.

Foundation subjects
Training is provided in all of the foundation subjects: art, computing, design & technology, geography, history, modern foreign languages, music, physical education, and religious education. The amount of time devoted to these subjects is not as great as for the core subjects, but this is approximately 10 hours of workshops per subject. The sessions examine the curriculum requirements for each subject and provide opportunities to engage in practical activities as well as a consideration of the associated pedagogical issues.
Professional Studies course

The Professional Studies course considers generic aspects of primary education such as:

- Creating an effective learning environment
- Child development
- Classroom management
- Behaviour management
- Cooperative learning
- Planning
- Assessment and recording
- Reporting to and communicating with parents
- Special educational needs
- Children for whom English is an additional language
- Personal, social and health education (PSHE)
- Safeguarding
- Teachers’ legal responsibilities

The focus is on a different topic each week and this is examined through a short lecture, group tutorial discussions, and workshop sessions, often provided by local teachers with particular expertise in that field. Finally, two days are spent in school, exploring the week’s topic by observing good classroom practice, discussing issues with teachers and working with children.

School experience

Trainees spend more than 120 days in school during the programme. Most of this comprises two block placements, each of eight weeks, in the spring and summer terms. Each assessed placement is preceded by two weeks in the school to enable trainees to prepare thoroughly for the placement itself.

In addition to the two block placements, there are weekly visits to schools throughout the autumn term as part of the Professional Studies course described above.

Programme assessment

The programme is assessed in both its theoretical and its practical aspects. Assessment of theory is based on a series of coursework assignments, all at Masters level. There are two subject-focused assignments: one for English and one for mathematics. The third piece of work is related to themes presented in the Professional Studies Course.

In addition to the Masters-level assignments, trainees are required to engage in a wide range of school-based tasks linked to the core subjects and professional studies courses.

Trainees are also assessed in relation to the Teachers’ Standards, which must be demonstrated by the end of the course. Most of the assessment of teaching capability is based on the trainee’s performance as a teacher during the two block placement periods in the spring and summer terms. School mentors and University tutors are jointly responsible for supporting, guiding and assessing trainees in relation to the Teachers’ Standards.

‘I studied the Primary PGCE course at the University of Hull six years after graduating, and I wish I had done it sooner. The course was superb. The balance of academic research, practical workshops and various teaching practices fully equipped me for teaching.

‘The PGCE has allowed me to go into the most wonderful career there is – teaching! Every day in teaching is challenging, rewarding and different, which I do not believe could be the case in any other job.

‘I was so inspired by the University and the study I undertook that I went on to study for a Masters degree in Educational Studies.’

Kerry James
SECONDARY PGCE PROGRAMME

The programme is intended for those who wish to teach in the 11–16 age range with post-16 enhancement and is delivered by the University together with a group of partner schools. At present, there are more than 90 such schools.

Trainees spend one-third of their training time at the University and the other two-thirds in two partner schools. At Hull we have always worked with a group of schools spread over a wide geographical area and in several local authorities. This offers opportunities for trainee placements in a wide variety of school types: urban or rural; large or small; comprehensive or selective; denominational, county, academies or independent.

Tutors have constructed the training programme in very close collaboration with colleagues in schools. In each partner school, trainees are supported by a senior member of the school staff – the coordinator – and in their subject work by a mentor, as well as being visited and supported by tutors from the University. Trainees are expected to consider carefully the links between the different elements of the course:

- principles and contexts of teaching and learning
- subject-based work
- practical classroom experience

Principles and contexts of teaching and learning

The Foundation in Professional Studies Course (FiPS) lies at the heart of the PGCE programme. Rooted in research and scholarship, the course enables you to situate your subject and school learning in the wider academic and professional debate. In the first semester, you explore a series of key questions about the nature and purpose of education – these are explored and situated in your subject studies and in the school placements. In the second semester, you partake in a group problem-based learning activity that equips you to apply theory to your classroom situation.

A significant strength of the course is in the way that the FiPS groups comprise trainees from various subjects, allowing them to share their knowledge.

Subject-based work

English

The course prepares you to be an English subject specialist across the 11–16 ability range with post-16 enhancement and assumes you have a high degree of vocational motivation, as well as strengths in the academic fields of English language and literature.

You are given a thorough grounding in the requirements of the National Curriculum, and in the practical classroom strategies essential for turning it into a stimulating and developmental experience. There is a strong emphasis on your individual creativity in developing learning resources – and scope for additional specialisation in areas where you have personal interests, for example drama, media studies or teenage fiction.

The two teaching practice placements offer experience of working in different kinds of schools: urban and rural; mixed-ability and setted. At the end of the course, you are able to make informed judgements as a result of working to a distinct English department ethos in each school. The schools are enthusiastic about welcoming new colleagues and committed to offering structured and supportive professional development to trainees.

Assessment is mainly based on teaching performance in the placement schools. Written assignments are classroom-related tasks, which are relevant to work in practice, preparing learning materials and working with individuals to develop writing skills, for example.

The course places a strong emphasis on the requirements of GCSE and A level subject planning and assessment, and on increasing trainees’ grammatical confidence and awareness. Work on Shakespeare involves collaborative practical sessions and an approach to play texts as enjoyable, popular performance material needing interactive classroom activities.

The Secondary PGCE programme, was rated as ‘outstanding’ by Ofsted in 2011. Ofsted noted ‘an exemplary commitment across the partnership to producing high-quality teachers to meet a pressing local need in secondary schools’.

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The record of employment from the course is excellent, locally and nationally. Typically, trainees find the PGCE year much more demanding than the degree finals year – but also more rewarding, as knowledge, experience, energy, humour and sheer willpower come together to make small parts of the world, for a short time at least, into better places.

**Geography**

The main aim of this course is to help prepare you to become a competent and engaging teacher of geography at secondary level, a process that will continue throughout your career as a teacher. In short, the experiences of the year will help convert geographers into geography teachers. The course concentrates on the teaching of 11–16 year-olds, but part of it extends your studies and experience to cover preparation for post-16 teaching. The core areas of the course concentrate on:

- learning theories in a geographical context
- geography in 21st-century schools
- teaching and supporting children of all abilities
- monitoring and assessing progress
- planning, preparing and evaluating geography lessons
- the importance and value of fieldwork

Sessions involve practical work, identify the links between theory and practice, and suggest a wide range of teaching methodologies.

The 2013 report by the External Examiner noted that our geography provision is well-structured, well balanced and led by an enthusiastic and knowledgeable tutor.

The trainees are very appreciative of the level of support given by tutors and school colleagues.

**Physics with Mathematics PGCE**

The Physics with Mathematics PGCE is aimed at graduate physical scientists and engineers who want to teach science but see maths as a more natural second subject choice than biology or chemistry.

You spend some of your time with the science tutors learning about the National Science Curriculum, lesson planning, subject pedagogy and assessment. This will be enriched by sessions with specialist physics and maths tutors. The course is supported by The Institute of Physics and The Royal Academy of Engineering. Further details can be found at www.education.gov.uk and www.iop.org.uk.

‘I really enjoyed the PGCE programme. The Secondary PGCE group as a whole and the Mathematics element included newly graduated people, middle-aged people and people like myself, who were somewhere in the middle. This resulted in many varied views on teaching and styles of teaching, with each member of the group having their own role.

‘I thoroughly enjoyed all aspects of the course and have made some extremely close friends from it.

‘I’m teaching now and there is no doubt it’s hard work, but it’s also the best decision I could have made. No two days are the same, each posing its own new challenges.

‘The pupils are challenging and at the same time rewarding. They are constantly surprising you. Making a connection with a teenager is such a buzz; I can’t see myself having any other kind of career before I retire.’

Scott Eastwood
History
The aim of the history course is to provide a comprehensive and supportive programme of initial teacher training for the secondary phase as a sound basis for future career development. The intention is not to be prescriptive but rather to allow you to make informed judgements and to develop your self-confidence in approaching the teaching of history. Learning is by means of small informal groups, with an emphasis on teamwork and practical participation.

The content of each session reflects the overall weekly theme of the PGCE programme, aspects of the teaching of history and the needs of individual trainees. Session topics include:

- the National Curriculum, focusing on issues of historical knowledge, understanding and skills
- assessment
- examinations
- teaching and learning styles
- the use of digital technology to enhance learning and teaching

A visit to Auschwitz–Birkenau will be undertaken to enable students to develop a rationale for teaching the Holocaust. Trainees will also visit Ypres and the Somme to explore the educational opportunities offered by such sites. Visiting speakers further enrich the course.

Mathematics
We aim to encourage trainees to reflect on the role of the mathematics teacher and the place of mathematics in the school curriculum by seeking to develop the following skills with the help of a set of four experienced tutors:

- Confidence in their own mathematical powers, together with a good knowledge and understanding of school mathematics.
- An awareness of how children learn and the need for active involvement through discussion, practical work, problem solving and investigative approaches.
- Familiarity with a range of resources, including interactive whiteboards and portable devices such as calculators, tablets and mobile phones.
- The ability to plan and use a variety of classroom approaches, taking into account the varying needs of different children, links with other subjects, and the importance of good classroom management.

- A knowledge of the requirements of the National Curriculum, GCSE and A level, and familiarity with various modes of assessment.

Strengths of our course, as noted in the 2013 report by the External Examiner include:

- “Trainees report that their university tutors operate an open-door policy and are always available for support. The methods sessions are responsive to their needs and the ethos is such that they are not left to struggle.”
- “The trainees reported a high level of support from teachers in their placement schools in general, not just from their mentors. They were appreciative of mentors who had undertaken their own PGCE at Hull as this meant the mentors knew the systems and expectations well.”

Subject Knowledge Enhancement course – Mathematics
If your first degree does not contain a high proportion of mathematics (typically more than 50%), then we offer two possible routes into training as a mathematics teacher. These two courses are only open to those who are accepted for an initial teacher training course in mathematics at the University of Hull or elsewhere in the UK. See page 39.

Modern Foreign Languages
We welcome trainees from the UK, Europe and further afield. From the outset, work centres on the practical skills and techniques necessary for successful language teaching. The course seeks to establish what is involved in second-language learning and to review critically the various approaches, methods, techniques and materials used in the teaching of foreign languages within the context of secondary schools, curricula and examinations. Examples of methodology range from lively oral practice – to the exploitation of topic-based and literary texts at sixth-form level.

In a friendly and cooperative environment, we aim to provide a stimulating, practical preparation for trainee teachers wishing to become effective and reflective practitioners.

Small-group practical work equips trainees with the ability to prepare their own teaching materials and to use a variety of teaching aids, including interactive whiteboards, computers, tablets, satellite television,
DVDs and reprographics. These tasks are followed up in school-based work under the direction of a mentor and supported by the resources and facilities available in our new modern languages teaching room and the Language Learning Centre in the University’s Language Institute.

Trainee learning experiences, in the University and in partnership schools, are planned to form a coherent whole, with University tutors and school mentors working closely together. We prepare trainees to teach their main language to GCSE and beyond and often a second language to Key Stage 3 or 4. We also have places for single linguists. French, German and Spanish are offered as main and subsidiary languages. Early application is advised for Spanish places, which are highly oversubscribed. For Spanish or German trainees unable to offer French to at least beginners, we offer an intensive French Extension Course prior to the PGCE. This enables single linguists in German and Spanish to learn French and is funded in terms of course fees and a weekly bursary, see the page opposite.

Method work deals with lesson planning; resourcing lessons; organising safe, investigative teaching; matching work to different abilities; and the management and assessment of pupils. Experience in the principles and practice of science teaching is extended by exploring some of the main areas of the programmes of study of the National Curriculum. Workshop activities, seminars and laboratory practical work are designed to identify key ideas, to decide how these may be approached in school and to consider some of the conceptual and organisational barriers that may be encountered.

The programme also deals with teaching a specialist science post-16. There are opportunities to explore topics in the post-16 curriculum and to review assessment. Subject knowledge enhancement courses are available in Chemistry and Physics, see the page opposite.

Practical classroom experience

All trainees have two school placements and teach in two schools. Each teaching block is 8–9 weeks in length and is preceded by a developmental phase of structured preparation. In Phase II, this involves observing experienced teachers working with individual pupils; working with groups of pupils; team teaching; and eventually taking responsibility for whole lessons. Trainees are advised and guided by their subject mentors in schools and observed teaching by University method tutors. Each trainee has a teaching profile document in which they and their mentors record their developing competencies. This document is formative in that trainees use it throughout their training. It also contains two summative sections for completion at the end of each major period of teaching.

Assessment

To qualify for a Postgraduate Certificate, the candidate must satisfy the examiners in the practice of teaching and the professional elements of the course. Assessment of practical teaching is based on evaluations by University staff, by teachers in partner schools and – for a sample of trainees – by external examiners. As well as being required to demonstrate practical proficiency, trainees are assessed by essays, group presentations, problem-based learning, projects and the preparation of teaching materials. Candidates completing the programme successfully will be awarded 60 credits at Masters level.

Science (with Biology, Chemistry or Physics)

Benefiting from a brand new fully equipped teaching laboratory, this course equips trainees to teach science in the 11–16 age range with some additional preparation to teach science specialism post-16. During the autumn term, it focuses on the structure and content of science in the National Curriculum.
Subject Knowledge Enhancement

If you are interested in undertaking postgraduate Initial Teacher Training, there are a number of Subject Knowledge Enhancement (SKE) courses to help you to boost your subject knowledge before you begin your PGCE course.

While you are on a SKE course you are paid a weekly bursary and there are no university tuition fees. To apply for a SKE course, you should apply for a place on a relevant PGCE course, through UCAS Teacher Training. See www.ucas.com/how-it-all-works/teacher-training and indicate in your letter of application that you would like to do the SKE course. Our SKE courses are available to you whether you are planning to study for a PGCE with us or with another provider, through a School Direct or a provider-led pathway.

The University of Hull offers SKE courses in:

- Chemistry
- French
- Mathematics
- Physics

Mathematics SKE options

If you are a graduate from any non-mathematics discipline who is keenly interested in mathematics, we have a SKE course that is right for you. We offer different length pathways with an option of a number of exit points to support you whether you already have an A level or equivalent in mathematics or a high grade GCSE or equivalent in the subject. In both cases, you must demonstrate a real interest in the subject, these full-time courses are demanding and you must enjoy mathematics and thinking about more abstract concepts alongside the simple arithmetic.

We have an excellent track record of training those with backgrounds that are not very strong in mathematics. It is your own enthusiasm for the subject and for teaching young people that is the key to success.

Science SKE options

Do you want to develop your subject knowledge in Physics or Chemistry to a level at which you will be able to teach the subject in a secondary school? Then consider our Chemistry or Physics SKE courses. You will study GCSE and GCE A level specifications in a way that is specifically developed for this purpose.

The science SKE routes are available to you if you have an honours degree at 2.2 or above in a subject other than chemistry or physics or a subject with less than 50% of its content in chemistry or physics. If you hold a GCSE or equivalent in science, we have a 24-week programme for you running from February to August. If you already have an A level in Physics or in Chemistry, then our shorter nine-week programme starting in late May might be more appropriate for you.

Both the Physics and Chemistry SKE courses include a combination of face-to-face input, directed self-study and hands-on practical work. The sessions are timed to allow flexible learning and continued part time employment.

Language SKE options

For graduate linguists we offer two training pathways: the French Extension, and the French Booster course.

The French Extension course provides an excellent opportunity for you, as a graduate linguist with little or no French, to undertake intensive study before beginning your initial teacher training. This 15-week course enables you to teach French to pupils in Key Stage 3 (pupils aged 11–14) and beyond, significantly increasing your employment potential.

The course runs between June and the end of August, with a two-week ab initio course in May for those with no French.

The French Booster course is a full-time, short course designed to enable you as a graduate linguist with an A/S or equivalent in French, to teach French confidently and accurately at Key Stage 4 and beyond.

The booster runs during August with taught sessions each morning, debate and presentation with a ‘lecteur’, intensive grammar sessions and some self-directed study.
INITIAL TEACHER TRAINING FOR INTERNATIONAL STUDENTS

PGCE International Pathway (iPGCE)
We are delighted to consider applications from international students to our postgraduate initial teacher training programmes.

Fees
For advice on fees for 2015 entry, please email the Teacher Education Office at teachereducation@hull.ac.uk.

For more advice, visit www.direct.gov.uk/studentfinance and follow the link for international students.

Training and qualifications
You study with our home students and undertake rigorous practical training. You explore pedagogy, professional practice and subject studies and spend a considerable time in English schools being observed and monitored. You are unable to gain Qualified Teacher Status (QTS), which is the licence to teach in UK schools, as this is reserved for home students. However, on successful completion of the programme you receive a PGCE (Postgraduate Certificate of Education) from the University of Hull showing that you are a well-trained practitioner with excellent skills and knowledge to apply upon return to your own country. Successful completion of the programme will also provide 60 credits at Masters level. The Faculty of Education provides a suite of Masters programmes so that students may continue and achieve a full Masters degree.

Accommodation
International students can choose to stay in a range of accommodation owned, managed or directed by the University. See www.hull.ac.uk/international/accommodation.aspx, email rooms@hull.ac.uk or call +44 (0)1482 466042.

You can also download a number of useful guides produced by the University’s International Office at www.hull.ac.uk/international under ‘Downloads’.

Admission requirements
All applicants are required, on entry to their programme, to hold an appropriate UK Bachelors degree at grade 2.2 or above, or an equivalent qualification. All applicants wishing to undertake a Secondary PCGE must hold a Bachelors degree or equivalent in a relevant subject. For example, if you wish to apply for a history PGCE, at least 50% of your Bachelors degree or equivalent qualification must be in history. Candidates must have evidence of proficiency in the English language (IELTS 6.0 with no category below IELTS 5.5 or equivalent, such as Pearson PTE or iBT TOEFL). They will also need to demonstrate an aptitude for teaching. Admission is subject to a satisfactory medical report and an enhanced Disclosure and Barring Service (DBS) check. As an international student you will also need to provide the equivalent of a Certificate of Good Conduct from your own country.

Advanced programmes
We offer access to Masters degrees in Education (MEd) for which PGCE graduates can claim advanced standing to a maximum of 60 credits. Successful completion of an MEd degree requires a further 120 credits, including the module Research Methods in Education (or equivalent).

PGCE graduates may also take other advanced programmes, including advanced certificates and diplomas, Master of Philosophy (MPhil) and Doctor of Philosophy (PhD).

Further details, including entry requirements, may be obtained from:
Postgraduate Office
Faculty of Education
University of Hull
Hull, HU6 7RX
T: +44 (0)1482 465292
E: ces-pg-enquiries@hull.ac.uk

Changes to courses
The accreditation of all courses of initial teacher training is subject to review by the Secretary of State for Education. The University therefore has the right to withdraw or amend parts of these courses.
INITIAL TEACHER TRAINING: HOW TO APPLY

**Admission requirements**

‘The University is committed to ensuring equality of opportunity in every aspect of its provision and seeks to apply the principle of equality of opportunity in relation to all aspects of its admission process.’ *University Code of Practice for the Admission of Students.*

We are part of a Northern Universities consortium whose members jointly and individually encourage applications from minority ethnic groups.

**School Direct**

Applicants must normally possess a recognised good honours degree from a British university (or an equivalent qualification) and meet the selection requirements laid out by the Department for Education. Applicants to Secondary PGCE courses must hold an honours degree at least 50% of which is in the relevant teaching subject.

In addition, candidates must possess:

- GCSE English and Mathematics at grade C or above, or an equivalent qualification. The University offers an equivalency test.
- Primary and Physics with Maths (Secondary) trainees must also have GCSE grade C or above (or equivalent) in Science.
- All applicants will be required to pass literacy and numeracy skills tests prior to entry.

**Early Years (3–7) PGCE programme**

Applicants must normally possess a recognised good Honours degree from a British university, or an equivalent qualification, and meet the selection requirements laid out by the Department for Education.

Applicants should make clear their qualifications, competence and experience in their application.

Prior to interview, candidates must possess:

- GCSE passes at grade C or above, or equivalent qualifications, in English, mathematics and a science subject.

- A broad academic profile that reflects subject knowledge and competence in the foundation subjects of the primary curriculum and RE.
- A level of competence in, and familiarity with, ICT that can realistically ensure the trainee’s required development under the terms of Department for Education regulations currently in force.
- Relevant evidence of experience related to working with children and teachers.
- All applicants will be required to pass literacy and numeracy skills tests prior to entry.

During the interview process, candidates are required to demonstrate their suitability to meet the Teachers’ Standards. Selection procedures include a written element to assess English and mathematics.

**Primary (5–11) PGCE programme**

Applicants must normally possess a recognised good Honours degree of a British university, or an equivalent qualification, and meet the selection requirements laid down by the Department for Education.

In addition, candidates must possess:

- GCSE passes at grade C or above, or equivalent qualifications, in English, mathematics and a science subject.
- Relevant evidence of experience related to working with children and teachers.
- All applicants will be required to pass literacy and numeracy skills tests prior to entry.

**Secondary (11–16) PGCE programme**

Applicants must possess an appropriate degree from a British university, or an equivalent qualification, and meet the selection requirements laid out by the Department for Education. In addition, candidates must possess GCSE passes at grade C or above, or equivalent qualifications, in English and mathematics. We can consider you if you do not have these qualifications at the time you apply, but you must obtain them before the programme starts.

All applicants will be required to pass literacy and numeracy skills tests prior to entry.
Application procedure

Applications to all university education programmes are made online on a standard form through the UCAS teacher training website.

Applications should be made as early as possible after the UCAS Teacher Training portal opens in the autumn of the academic year immediately preceding the proposed date of entry.

Suitable applicants will be called for interview. Those who are offered places will be required by the Department for Education to complete a medical questionnaire and may be required to undergo a medical examination.

Financial incentives

For the most up-to-date information, visit the National College for Teaching and Leadership website: www.education.gov.uk.

Qualified Teacher Status skills tests

Applicants must take numeracy and literacy skills tests as part of the application process and ensure that they pass both before the course begins. Visit www.education.gov.uk/get-into-teaching for more information.

Protection of children

Admission to all initial teacher training programmes will be subject to the relevant criminal record checks. Entrants also have to show ‘physical and mental fitness’ to teach and will be asked to provide evidence in both respects. At present, this means that you will have to complete a self-disclosure form if offered a place on the programme. This self-disclosure form is an interim measure – all successful candidates must obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Fees and grants

All PGCE and School Direct training route trainees will be required to pay fees. If you are a permanent resident of the UK or another EU country, you may be entitled to assistance. Payment will not be ‘upfront’: fees will be added to your student loan. For further information on fees and financial support, visit www.direct.gov.uk/studentfinance.

Accommodation

The University guarantees accommodation for all postgraduate students who apply before 1 September in our owned, managed or directed accommodation. For further details of how to apply please visit our website: uniofhull.info/postaccomm.

Family Accommodation

Unfortunately we are unable to offer family accommodation and would direct students who require family accommodation to the private sector.

Applications

If you would like more advice about the University of Hull’s teaching training programmes before you apply, please contact:

Teacher Education Office Admissions
Faculty of Education
T: +44 (0)1482 465974
E: teachereducation@hull.ac.uk
GENERAL INFORMATION

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SUPPORT AND STUDY FACILITIES

The University has a deserved reputation for being welcoming and supportive.

Supervision

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

Postgraduate training

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

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

- undertake research more effectively
- gain transferable skills that can be used in your future career

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

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

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

The Graduate School

This serves two main purposes. Firstly, it is the main administrative office on the Hull campus for our research students, supplementing the personal supervision and discipline-specific support that you receive in your department. Secondly, it provides a number of valuable facilities for all postgraduate students, whether on taught or research programmes.

The building houses 60 networked workstations, as well as quiet study areas, photocopying facilities, lockers for the storage of personal items, a seminar room, and a common room for social activities. This makes it the perfect place in which to meet other postgraduate students.

All facilities are available 24 hours a day, 365 days a year.

Postgraduate Society

The Postgraduate Society has an office on the first floor of the students’ union where students are free to call in for advice or a chat. The society organises a regular programme of social activities, including parties, meals, theatre trips and networking events, so there are many excellent opportunities to meet fellow postgraduates across disciplines.
These pages offer an overview of Faculty of Education staff and their research interests*. For the most up-to-date information, visit: www.hull.ac.uk/education and view our staff profiles.

Faculty of Education
Dean
Dina Lewis
Secretary
Anna Thacker

Department of Education Studies
Head of Department, Professor and Reader
Stewart Martin BEd, MEd, PhD, National Teaching Fellow of the Higher Education Academy. Digital technology in education; citizenship; cognition; leadership; educational achievement.

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

Associate Dean and Reader
Catherine Montgomery BA, PGCE, MA, PhD Language, culture and education; research in higher education; internationalisation in higher education; assessment.

Reader
Kevin Burden BA, PGCE, MA, PhD Information and communications technology (ICT) in education; research into ICT in education (BECTA); digital media and new illiteracies; ICT and leadership (SLICT); overseas consultancy in ICT; interactive whiteboards; leadership.

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

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

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

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

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

Max Hope BA, PhD – Joint Programme Director, MEd Provision for the Faculty of Education. Social inclusion; democratic leadership; school design; participation; citizenship; research methods which use the student voice.

Paul Hopkins BSc, PGCE, BTh, MA, MEd. Use of mobile technologies in education.

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

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

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

Kenneth A Spencer MSc, PhD
Educational technology and media studies with particular reference to linear media, multimedia and computer-based learning.

**Department of Teacher Education**

**Head of Department**
Wendy Jolliffe BA, PGCE, MEd, PhD
Literacy; early years; cooperative learning; primary initial teacher training.

**Lecturers**

Julie Brierley BSc, PGCE, EYPS, MA Early Years, EdD
Physical development – links between movement and cognition, schema, thinking and connection to whole-body sensory experiences in the under-5s; ethics of young children’s participation in research; voice.

Heather Davies BEd, MA
Early years; observation and assessment; the child’s voice; science education.

Kelly Dockerty RSci, BSc, PGCE, PGCHE
Professional identity, partnership and practice; Technology Enhanced Learning – professional dialogue as part of ongoing professional reflection and development.

Kay Fraser MA, PGCE, MSc
The management of change in education.

Claire Head BA, MEd
Early years; observation and assessment; communication, language and literacy.

Fiona James BA, MA, PhD
Technology Enhanced Learning – professional dialogue as part of ongoing professional reflection and development; issues of self, identity and ‘identity work’ in higher education understood from a social constructionist perspective; development of interpretive methodologies.

Megan Murray BA, MEd
Developing teachers’ mathematical content knowledge; continuing professional education.

Amanda Naylor BA, PGCE, MA
Poetry pedagogy; initial teacher education English language and literature; technology enhanced learning in an international context.

Dave Overton MEd, PGCE, CSciTeach
Science education; creative pedagogy; learning in the community; outdoor learning; enhancing the student experience.

Susan Pierse BA, PGCE, MEd
Contextualised learning; the teaching of language and literature in primary schools; drama and the arts in the curriculum.

Susan Rolfe BEd, MEd
Special Educational Needs (SEN) and inclusion.

Sam Shields PGCE, MSc, PhD
Assessment; power relations; identity.

Cecily Simpson CertEd, MEd
Partnership coordination; primary initial teacher training.

Christine Trala BSc, MA, PGHE, FHEA
Uses of ICT in education; blended learning and pedagogical considerations for uses of technology in higher education; inclusion of students with social and emotional needs.

Dan Wray BSc, PGCE, MSc
The role of partnership working between schools in raising standards.

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

Peter Williams MA, PGCE, MA(EdS), MAODE, EdD, FHEA
ICT in education; the design of interactive learning environments; developments in e-learning and e-assessment, including the use of blended learning and e-portfolios in teacher education.
HULL CAMPUS MAP

1. Brynmor Jones Library
2. Venn Building – Reception
3. Students’ Union
4. International Office
5. Sports Centre
6. Faculty of Arts and Social Sciences
7. Faculty of Education
8. Faculty of Health and Social Care
9. Hull University Business School
10. Faculty of Science and Engineering
11. Enterprise Centre
12. Hull York Medical School, Hull campus
13. Staff House
14. Location for the Postgraduate Recruitment Fair
15. The Graduate School

Download the iHull app for campus maps and more up-to-the-minute information.

hull.ombiel.co.uk/get
Aerial view of Hull campus
You have the best of all worlds at the University of Hull.

Not only does our campus in Hull have beautiful surroundings and an abundance of outdoor leisure opportunities right on the doorstep, it is also well situated – making it easily accessible by road, rail, sea and air.
The city of Hull is in East Yorkshire, on the north bank of the Humber Estuary. A gateway to Europe and beyond, it has strong global transport connections as well as good road and rail links to other major UK cities.

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

By road, the M62 puts Hull on the national motorway network. By rail, direct trains between Hull and London take as little as two-and-a-half hours. By sea, daily overnight passenger ferries run from the city’s port to Rotterdam in the Netherlands and Zeebrugge in Belgium.

And by air, Hull is served by international airports including nearby Humberside Airport, which has direct flights to Europe and a global reach via Amsterdam’s Schiphol Airport; Robin Hood Airport in South Yorkshire; Leeds Bradford Airport in West Yorkshire; and Manchester Airport.

1 HOUR
to Amsterdam (Schiphol) from Humberside Airport

2.5 HOURS
to Central London

1 HOUR
from Hull to Scarborough

2 HOURS
to Manchester Airport
MONEY MATTERS

Transparent costing policy

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

Welcome back – Loyalty Scholarships

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

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

For faculties and course information; hefunding@hull.ac.uk or Elaine Warrener on +44 (0)1482 465363.

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

* Excludes Postgraduate Certificates/Diplomas and PGCEs.
USEFUL CONTACTS

**Faculty of Education**

Faculty of Education, Wilberforce Building, University of Hull, HU6 7RX

**Postgraduate:**
T: +44 (0)1482 465292

**Teacher Education:**
T: +44 (0)1482 465974

**Admissions**

For further information, please contact:
T: +44 (0)1482 466850
E: pgstudy@hull.ac.uk
www.hull.ac.uk/pgapply

**International Office**

We welcome enquiries on:
T: +44 (0)1482 466904
E: international@hull.ac.uk
www.hull.ac.uk/international

**Fees and Funding**

For a full list of fees and funding advice:
T: +44 (0)1482 465363
E: hefunding@hull.ac.uk
www.hull.ac.uk/money

**Scholarships and Bursaries**

For further information, please visit:
www.hull.ac.uk/scholarshipsandbursaries

**Apply Online**

You can apply online at:
www.hull.ac.uk/pgapplyonline

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Without limiting the effect of the previous paragraph, we reserve the right to introduce changes to the information given in our brochure, including the addition, withdrawal, re-location or restructuring of courses.

In no event will we be liable for any loss or damage including without limitation, indirect or consequential loss or damage, or any loss or damage whatsoever arising from loss of data or profits arising out of or in connection with the use of this brochure.

This brochure is available in alternative formats on request.

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- istockphoto.com
- Andy Weekes
- University of Hull Photographer
- Other members of the University

Designed and edited in-house
Printed by Sterling

If you have any comments on the information presented in this brochure, please write to:
Publications Marketing and Communications, University of Hull, Hull, HU6 7RX, UK

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