

# School of Education and Lifelong Learning

Postgraduate Prospectus



## Welcome

Thank you for your interest in the Postgraduate Programmes at the School of Education and Lifelong Learning, University of East Anglia.

The School is one of the UK's leading centres for research and teaching in education, offering a diverse range of programmes at undergraduate and postgraduate level, including award-bearing short courses and international consultancy.

We are a diverse community of practitioners, scholars and academics who teach, research, and provide professional development. We seek to equip educationalists and other professionals with the skills and insights they need at a time of rapid educational and organisational change.

The School has extensive links with students, research associates and researchers from around the world, and we are proud of both our local roots and our international reach.

Our partnerships with schools and colleges, with adult educational groups and with governments and universities are greatly valued.

We hope to welcome you to study with us in the forthcoming academic year.

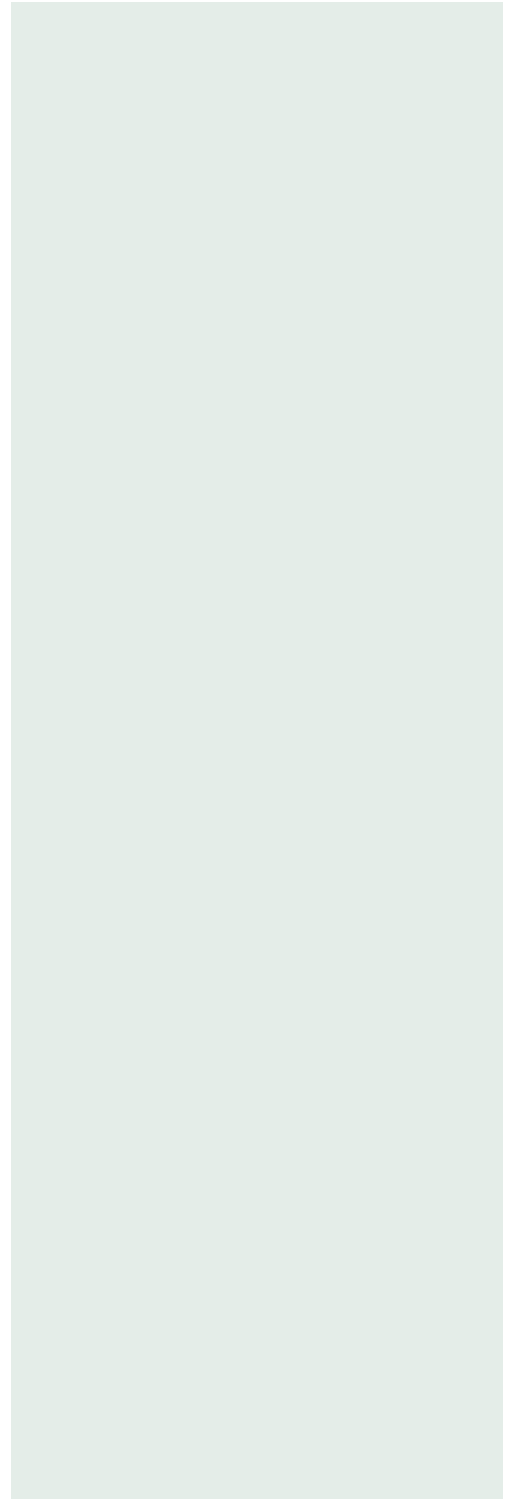
Dr Nalini Boodhoo, Head of School

- ✦ An ideal location
- ✦ First class teaching
- ✦ Superb accommodation
- ✦ A safe and friendly campus
- ✦ Excellent career prospects
- ✦ Research excellence



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The School of Education and Lifelong Learning  
has been rated 2nd out of 75 institutions in the  
UK for Education.

The Independent Complete University Guide 2011

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**[www.uea.ac.uk/edu](http://www.uea.ac.uk/edu)**



## Taught Programme Structure

The School offers a diverse range of Postgraduate study opportunities at Certificate, Diploma and Masters degree level.

Our research-based Programmes have been designed to meet the needs of individuals who are working in an educational setting – to aid progression in the local, national, and international educational environment whilst drawing on the expertise within the School and its Research Centres.

### Teaching Methods

Teaching is provided by members of academic staff and visiting experts, often in a relatively informal learning environment. Courses may include lectures, seminars, tutorials, practical work and placements.

### Assessment

Students are required to complete a combination of compulsory and specialist optional modules. Assessment may incorporate presentations, essays, coursework assignments, a project portfolio of evidence, and a dissertation.

### Entry Requirements and How to Apply

Please see page 18 for general information, as well as individual course pages for specific entry requirements and details about how to apply.

### Scholarships and Funding

Funding for postgraduate study may be available both from the University and from a number of external schemes. For further information please see page 19.

“The School is committed to developing educational researchers who produce innovative research in different fields of education.”

Arundhati Mukherjee, MA Education

All of our Masters degrees provide a sufficient grounding in research methods to enable students to pursue individual research work on specialist topics.

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# MA Adult Literacy, Lifelong Learning and Development: International Perspectives

This Masters degree is intended for individuals involved in adult education and basic literacy, particularly in international and community development programmes.

Applications are welcomed from those working in policy, planning, and evaluation roles, and teachers from universities, colleges, schools and literacy programmes.

Whilst we envisage that many of our students will be working in developing countries, the programme is also appropriate for those working in the UK in the field of adult education and lifelong learning who are interested in developing an international perspective on their work.

## Programme Structure

The programme consists of two taught modules and a dissertation. The taught modules run in parallel over semester 1 and 2. The dissertation will be undertaken during the second semester.

**Module 1** will provide students with a wide-ranging introduction to the study of international adult basic education. Students will gain an understanding of how adult education policy and programmes relate to international development policy objectives, through policy-focused analysis of the impact of literacy on development indicators such as health, income and political participation.

The module will also offer the opportunity to explore the relationship between adult literacy, lifelong learning and social change, including gender relations, and aims to provide students with an overview of contemporary understandings of adult learning, as well as approaches to adult literacy/numeracy programming (including REFLECT, functional literacy, and family literacy). Students will be required to submit two assignments for assessment.

**Module 2** provides an introduction to the methodology of educational research. Particular approaches such as case study, action research, ethnography and narrative methods are considered, together with the techniques required to put them into practice.

The ethics of conducting research are also explored. The module gives students sufficient grounding to enable them to start to research in their own specialist area which is essential for the final component of the course, the dissertation. Assessment of this module is through the construction of a portfolio of evidence. The portfolio will demonstrate understanding of qualitative methodologies through critique of theory and reflection on practice.

The **Dissertation**, which is research-based, is to be completed by the end of the programme. Students will receive individual tutorial support from their supervisor during the planning and writing of the dissertation.



Application should be made directly to the University, please refer to page 18 for details about how to submit your application.

The Literacy and Development Group: This Research Group promotes a strong research and teaching community to help support and stimulate research interest and teaching in the field of adult literacy and development. See [www.uea.ac.uk/ssf/literacy](http://www.uea.ac.uk/ssf/literacy)

**Length of Course:** 1 year, full-time.  
**Registration:** September.

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## MA Education

Application should be made directly to the University, please refer to page 18 for details about how to submit your application.

The MA Education will appeal to practising teachers, teacher educators and other education professionals.

Teaching experience is desirable but applications are also welcome from those who are just beginning their educational careers. The intention is to allow for the diversity of interest and experience to be reflected in the differing specialist topics and dissertation foci.

### Programme Structure

The programme consists of two taught modules and a dissertation. The taught modules run in parallel over semester 1 and 2. The dissertation will be undertaken during the second semester.

In **Module 1** students will follow a core programme around the themes of teaching, learning and assessment. This module begins by considering the purposes and principles of education. Students are then introduced to current and new ideas in educational thinking, such as the interaction between theory and practice, what constitutes 'good' or 'effective' teaching and the role of practice-based enquiry in developing teachers' professional practice. In addition, students will choose topics relevant to their own needs and interests which they are encouraged to explore through supervised qualitative enquiry. Assessment for this first module is assignment based.

**Module 2** provides an introduction to the methodology of educational research. Particular approaches such as case study, action research, ethnography and narrative methods are considered, together with the techniques required to put them into practice.

The ethics of conducting research are also explored. In the critical reading element of the module, students conduct an in-depth exploration of an area of educational practice/policy relevant to their own professional practice through critical engagement with policy/academic literature.

This module provides students with sufficient grounding to enable them to start to research in their own specialist area, which is essential for the final component of the course, the dissertation. Assessment of the module is through the research proposal and literature review.

The **Dissertation**, which is research-based, is to be completed by the end of the programme. Students will receive individual tutorial support from their supervisor during the planning and writing of the dissertation.

"Through the sharing of ideas, experiences and values, this course has really helped me to build up competences that will be very useful for my future career."

Yan Sun, MA Education

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**Length of Course:** 1 year, full-time.

**Registration:** September.



## MA Mathematics Education

This Masters degree introduces individuals who are graduates of mathematics or other related disciplines, mathematics teachers, mathematics teacher educators or other educational professionals to a vibrant field of educational research.

Students are likely to have a degree in mathematics and/or a professional qualification in mathematics teaching. Teaching experience is desirable but those beginning their educational careers are also likely to find the programme appealing. The programme is designed to enable a useful interchange of ideas between those with a background in mathematics and those with teaching experience.

### Programme Structure

The programme consists of two taught modules and a dissertation. The taught modules run in parallel over semester 1 and 2. The dissertation is undertaken during the second semester.

In **Module 1** students are provided with a wide-ranging introduction to the study of mathematics education as an academic discipline. They are invited to read about and discuss theories of mathematical learning, curriculum and pedagogy across the educational levels as well as acquaint themselves with elements from philosophy, history/epistemology, psychology and sociology that influence mathematics education research. Students are required to submit two assignments for assessment.

**Module 2** provides students with sufficient grounding in the methodology of qualitative inquiry to be able to start to research in their own specialist area both for the assignment for this module and for the dissertation. The module is divided into two separate sections, research methods and critical reading, each worth 30 credits. The first section is assessed by written assignment, which will be a discussion of choice and detailed design of research methods for a small empirical study. The second section is assessed by a combination of formative assessment during the semester (typically writing tasks and oral presentations) and as a summative final assignment in the form of a commented review of empirical, theoretical, critical/analytic literature.

The **Dissertation**, which is research-based, is to be completed by the end of the programme. Students will receive individual tutorial support from their supervisor during the planning and writing of the dissertation.

Application should be made directly to the University, please refer to page 18 for details about how to submit your application.

The Mathematics Education Research Group: A growing community of researchers with interests ranging across educational levels and research methods. The Group's recent work has been in various areas of university mathematics education research, engagement in the secondary mathematics classroom, secondary mathematics teachers' beliefs and mathematical thinking skills in the primary classroom. See [www.uea.ac.uk/edu/mathsed](http://www.uea.ac.uk/edu/mathsed)

**Length of Course:** 1 year, full-time.  
**Registration:** September.

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## Early Years Professional Status

Application should be made directly to the University. Please contact the Early Years Professional Development Unit, email: [eypdu@uea.ac.uk](mailto:eypdu@uea.ac.uk) for an application form.

The first five years of a child's life are the most important in their development when they learn to build relationships and to deal with the world around them. Early Years Professional Status (EYPS) is a new status designed by The Children's Workforce Development Council (CWDC) which recognises an individual's expertise as an early years practitioner and a professional leader.

The programme caters for applicants from a range of early years settings and roles who are working across the age range of birth to five years.

Students will need to demonstrate that they have met a set of national Standards covering knowledge and understanding; effective practice; relationships with children; communicating and working in partnership with families and carers; teamwork and collaboration; and professional development in order to be awarded Early Years Professional Status.

Entry requirements include:

- an undergraduate degree qualification or its equivalent
- GCSEs or equivalent qualifications in English and mathematics
- employment in a private, voluntary or independent setting (part-time pathways only)
- to be physically and mentally fit to work with children
- to be CRB approved and never have been excluded from working with children
- to be able to communicate effectively in written and spoken English.

### Programme Structure

Early Years Professional Status may be obtained via four different pathways. Students will be advised on their most appropriate pathway upon application:

#### 4-month part-time validation pathway

Available to very experienced practitioners who meet all the entry requirements and are close to being able to demonstrate that they have met the EYP Standards.

#### 6-month part-time extended professional development pathway

Available to practitioners that meet the entry requirements and can demonstrate all the Standards but not across all three age groups, or for those that need to gain some additional subject knowledge.

#### 15-month part-time extended professional development pathway

Available to practitioners who have a Level 5 Early Years Sector Endorsed Foundation Degree, or for those who require longer placements or training to meet the knowledge and experience requirements.

#### Full training pathway lasting 12 months, full-time

Available to graduates but, typically, with very limited relevant experience with children from birth to five.

Successful participants may progress to complete a full Masters degree. The School of Education and Lifelong Learning offers a range of options, including the MA Early Childhood Studies.

The Children's Workforce Development Council is a UK government-funded body which aims to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training.

[www.uea.ac.uk/edu/eyps](http://www.uea.ac.uk/edu/eyps)  
[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

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**Length of Course:** 4 months, part-time; 6 months, part-time; 15 months, part-time; 12 months, full-time.

**Registration:** September, January, April.

## MA Early Childhood Studies

The MA Early Childhood Studies programme has been developed to meet the needs of a diverse group including early years practitioners, teachers, local authority advisors and Children's Services advisors.

Responding to significant developments and key debates in Early Childhood Studies this course addresses the challenges of an expanding programme of Children's Services requiring new ways of working with children and their families. It will also focus on policy initiatives relating to children's rights, learning, development and care. The course aims to address key questions and debates relating to the social, economic, cultural, technological and global context of contemporary childhood.

### Programme Structure

The programme consists of two taught modules and a dissertation.

The course is intended:

- to develop pedagogical knowledge and understanding within a context of a range of models of early years practice
- to enable early years professionals to reflect on examples of best practice which they will be able to use to inform the development of local needs within their own particular contexts

- to provide opportunities for students to develop knowledge and understanding of the international perspective and the research base relevant to: curriculum development, educational reform, issues of educational policy and implementation
- to provide a diverse, flexible, part-time programme of study which suits individual needs and the constraints imposed by professional work commitments
- to provide opportunities for students to further their professional development and enable them to increase their understanding of management roles and policy development in the early years
- to raise awareness of recent debates and issues in early years
- to develop understanding and experience of a range of research methodologies, techniques and skills, so that research processes and products are seen as integral to professional development
- to develop analytical and critically reflective skills.

For assessment purposes, students are required to submit an assignment for each year of study and a dissertation is to be submitted at the end of the course. Students will receive individual tutorial support from their supervisor during the planning and writing of the dissertation.



Application should be made directly to the University, please refer to page 18 for details about how to submit your application.

Well-qualified practitioners are key to raising quality in early years.

**Length of Course:** 2-4 years, part-time.  
**Registration:** September.

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## MA Advanced Educational Practice

This Masters programme is suitable for teachers, working in the UK, who are at various stages of their careers and wish to extend their Continuing Professional Development activities through working towards a Masters level degree.

The programme aims to build on participants' existing interests and expertise. We create a stimulating and challenging environment in which to discuss and analyse classroom practice. Participants are supported in carrying out research to achieve greater understanding and to encourage innovation. The programme is part-funded by the Training and Development Agency for Schools.

Students who choose to exit the full Masters programme after completing the first year module will be awarded a Postgraduate Certificate and 60 credits at M-level. Students exiting after completion of the second year module will be awarded a Postgraduate Diploma and 120 credits at M-level.

### Programme Structure

Participants may choose one of three pathways within the MA: **Advanced Educational Practice**; **Arts Education** or **MA with ITE (Initial Teacher Education) Primary Education** or **Secondary Education**.

During **Year 1**, depending on the chosen pathway, students may choose to take one of the following modules:

#### Advanced Educational Practice

- Developing Educational Practice
- Inclusive Practice: the Role of SENCO
- Leading Religious Education (in collaboration with The Centre for Spirituality and Religion in Education)
- Mentoring and Coaching in Schools (Part 1)

#### Arts Education

- Starting from World Art (in collaboration with the Sainsbury Centre for Visual Arts)
- Drama in Education

#### MA with ITE

In Year 1 participants will have undertaken Masters level Initial Teacher Training and gained a Postgraduate Certificate.

During **Year 2** all participants will undertake the module: **School Based Enquiry – Research Methods in Education**. This will either be taken as a full 60 credit module or a 40 credit module with one of the following 20 credit modules, depending on the pathway and the participant's interests:

- Mentoring and Coaching in Schools (Part 2) (Part 1 is a pre-requisite)
- Leading and Managing
- Arts Education

The **Dissertation**, which is research-based, is to be completed during the final year of study. Students will receive individual tutorial support from their supervisor during the planning and writing of the dissertation.

Application should be made directly to the University, please refer to page 18 for details about how to submit your application.

“Studying to gain the MA has given me a sense of professional purpose ... I relish the fortnightly evenings when I have the opportunity to discuss ideas, theories, concepts and classroom experiences with other teachers.”

[www.uea.ac.uk/edu/csreatuea](http://www.uea.ac.uk/edu/csreatuea)  
[www.scva.org.uk](http://www.scva.org.uk)

**Length of Course:** 3 years, part-time.  
**Registration:** September.

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[www.uea.ac.uk/edu](http://www.uea.ac.uk/edu)



## MA/Postgraduate Diploma in Counselling

Application should be made directly to the University. Please obtain a copy of the brochure and application and referee forms from [www.uea.ac.uk/edu/counselling](http://www.uea.ac.uk/edu/counselling).

If you have any other queries once you have read through the brochure please, email: [j.ramsbottom@uea.ac.uk](mailto:j.ramsbottom@uea.ac.uk)

The MA/Postgraduate Diploma in Counselling programme aims to provide a thorough grounding in the theory and practice of the person-centred approach, offering training of sufficient depth to equip successful graduates to practise professionally in the role of counsellor.

The person-centred philosophy takes a hopeful view of human nature. The counsellor is viewed as a person whose primary skill lies in the ability to create a particular kind of therapeutic relationship within which the client is enabled to find his or her own courage and resources for achieving a more satisfying way of living.

Applicants to the programme will normally be expected to be graduates but individuals with other professional qualifications or who can demonstrate appropriate academic skills will be considered.

### Programme Structure

The full programme consists of two modules:

**Module 1** (120 M-level credits): Person-Centred Counselling. Study for this module is one year, full-time. On successful completion of Module 1 students can either choose to be awarded the Postgraduate Diploma in Counselling, or continue for a second year and undertake **Module 2**, the Dissertation (60 M-level credits) leading to the award of Master of Arts in Counselling. Module 2 can be taken full-time over six months or part-time over one year.

During Module 1, the first and last weeks of the programme are spent in intensive full-time training over six day periods. The pattern for the remaining 30 weeks will be the equivalent of three days each week in full-time training with two days devoted to counselling placement, individual supervision and personal study.

Students will be provided with access to a wide range of clientele of varying ages and nationalities via supervised counselling placements organised by the University Counselling Service. There will also be some opportunities for working in other agencies in the Norwich area.

A day might include work in small groups on group supervision and skills practice as well as time in the larger group discussing theory, attending lectures and exploring aspects of personal and professional development.

The four core issues of theory, skills, personal development and supervision will be fully integrated wherever possible. The core theoretical content of the programme will be presented through formal lectures and seminars, and integrated into counselling skills workshops and supervision groups.

The Postgraduate Diploma in Counselling is a British Association for Counselling and Psychotherapy (BACP) Accredited training programme in the person-centred approach: [www.bacp.co.uk](http://www.bacp.co.uk).

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**Length of Course:** 1 year, full-time with the 2nd year MA option (full- or part-time).

**Registration:** September.

## Postgraduate Certificate in Focusing-Oriented Psychotherapy

The only programme of its kind in the UK, the Postgraduate Certificate in Focusing-Oriented Psychotherapy programme is designed primarily for counsellors and psychotherapists who wish to make use of the principles of focusing and experiential psychotherapy in their professional work.

The programme is centred around Eugene Gendlin's focusing process and its incorporation into psychotherapy, but it also gives some attention to closely-allied work in process-experiential therapy, especially that of Greenberg, Rice and Elliott.

Focusing-oriented and process-experiential therapy are quite widely practised in the USA and in some European countries such as Germany and Belgium. These forms of therapy have a strong research basis while remaining true to the humanistic tradition which emphasises the relational and holistic nature of human beings.

### Programme Structure

This course will provide experiential training, and a grounding in the theory and philosophy of focusing-oriented therapy.

Teaching will take place over six weekends between September and June. The sessions will include both theoretical input and experiential learning.

Participants will be expected to work in focusing partnerships in the period between sessions (such partnerships may be conducted by telephone if necessary).



Application should be made directly to the University. Please obtain an application form from the Centre for Counselling Studies, email: [j.ramsbottom@uea.ac.uk](mailto:j.ramsbottom@uea.ac.uk)

The Postgraduate Diploma in Focusing-Oriented Psychotherapy is accredited by the Focusing Institute in New York: [www.focusing.org](http://www.focusing.org).

**Length of Course:** 1 year, part-time.

**Registration:** September.

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$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$$\frac{-25 \pm \sqrt{25 - 4 \times 6}}{2 \times 1}$$

## Postgraduate Certificate in Education

The Postgraduate Certificate in Education PGCE (M) qualification is intended for graduates who wish to teach in Primary or Secondary schools. The programme is assessed against M-level criteria – leading to Qualified Teacher Status and 60 credits at Masters Level.

The PGCE has been awarded 'Outstanding' grades in recent inspections by the Office for Standards in Education (OfSTED). Training comprises a combination of school-based activities, lectures, seminars, practical workshops and group work. Each student is assigned an adviser to help with any academic, professional and personal concerns.

The PGCE is an intensive programme of study. It aims to help students to develop the classroom skills they need in order to be competent, practical and reflective teachers, who will continue to reflect on their practice and develop as a teacher throughout their whole career.

### Programme Structure

The PGCE Primary programme runs for 38 full weeks. The PGCE Secondary programme runs for 36 full weeks. Both routes are very practical with nearly half of the time for Primary and two thirds for Secondary being based in various schools through our distinctive partnership schemes.

The school-based experience provides students with the opportunity to apply theoretical knowledge and develop skills in planning how to help pupils to learn. It enables students to deliver their plans, to evaluate what happens – and to reflect upon how to be even more effective next time.

Students will be assessed on the basis of their competence as a teacher and on the quality of their written coursework. We have no end of year examination. Assessment is made by school teachers and University tutors and is moderated by external examiners from other universities.

Upon completion of the PGCE programme, graduates will have the opportunity to continue their study, part-time, towards a full Master of Arts degree (see page 9 for further details).



Application should be made via the Graduate Teacher Training Registry (GTRR), see [www.gtrr.ac.uk](http://www.gtrr.ac.uk).

The University of East Anglia works exceptionally closely with partner schools across the region, to develop the skills and competencies which underpin excellent classroom teaching.

**Length of Course:** 1 year, full-time.  
**Registration:** September.

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[www.uea.ac.uk/edu/pgce](http://www.uea.ac.uk/edu/pgce)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[www.teach.gov.uk](http://www.teach.gov.uk)



## Research Degrees

Application should be made directly to the University, please refer to page 18 for details about how to submit your application and writing your research proposal.

The School's Research students are drawn from many different countries and cultures, and a wide range of professions and backgrounds, including schools and higher education; educational policy and administration; police, medical and nurse education; music and the visual arts; community and pastoral education; and education for development.

The research training programme has been awarded official (Mode A) recognition from the UK Economic and Social Research Council (ESRC) based on an evaluation of its postgraduate research programmes and the training offered in them.

Those considering full-time PhD study under a grant from the ESRC, are encouraged to discuss ideas with research staff in the School to help in the preparation of the grant application.

**Doctor of Philosophy (PhD)**  
3 years, full-time; 6 years, part-time

**Master of Philosophy (MPhil)**  
2 years, full-time; 4 years, part-time

**Master of Arts by Research (MAREs)**  
1 year, full-time; 2 years, part-time

**Master of Research (MRes)**  
1 year, full-time; 2 years, part-time

**Doctorate in Education (EdD)**  
4 years, part-time

The EdD programme is intended for individuals who are involved in education, training, and professional development. It has been designed to provide an education in applied research and has been developed to support individuals in their particular (usually work-based) research endeavours.

**PhD by Publication**  
6 months, part-time

Please contact the Director of Research, Dr Elena Nardi for further information, email: [e.nardi@uea.ac.uk](mailto:e.nardi@uea.ac.uk)

**Professional Associateship**

Professional Associateship is offered to members of the educational profession, for example head or senior teachers, university and college lecturers and advisers, co-ordinators and administrators in the education service. Selection will be on the basis of a student's suitability for supervised independent study. Professional Associates will be expected to present a report of the work they have undertaken to the Board of the School and to their employers.

For further details about the Research opportunities within the School, please see [www.uea.ac.uk/edu/research](http://www.uea.ac.uk/edu/research)

Postgraduate research students engage in a wide range of social and academic programmes which provide a sound basis for interdisciplinary exploration.

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**Registration:**

PhD/MPhil/MAREs: October, January, April, July  
MRes: October  
EdD: October (biennial)



## Research Areas

Research in the School is broad in scope and outstanding in range. We have extensive links with overseas agencies and organisations, and strong working relationships with practitioners, educators and policymakers in all sectors of the education system and other professional fields.

The School is nationally and internationally recognised for its work in educational innovation and social change; literacy and development; and mathematics education. Research is organised through a Research Centre and four Research Groups.

Each Group comprises faculty, research associates, academic visitors, and research students, providing a vibrant and dynamic research culture. There is cross Group collaborative activity through the School's research seminars in particular, and the Groups also work closely with colleagues in other disciplines and professions. Key areas of focus include:

### Centre for Applied Research in Education

- Action research
- Educational change
- Educational management
- Educational policy
- Organisational study
- Evaluation
- Young people's health and behaviour
- International education
- Education for development
- Teacher education at all phases and levels
- Professional development across a range of occupational fields

### Pedagogy and Engagement with Learning

- Curriculum studies
- Information technology in the curriculum
- Classroom research
- Assessment
- Pastoral care in schools and communities
- Values education
- Subject teaching
- Teaching and learning
- ELT/TEFL/TESOL

### Research in Mathematics Education

- Teaching and learning mathematics
- Advanced mathematical thinking
- Applied mathematical understanding

### Research in Higher Education and Society

- The academic profession
- The transformative impact of technology
- Globalisation and internationalisation of higher education
- Higher education in society: discourses and practice of community engagement
- Student identities and learning cultures

### Physical Education and Sport Pedagogy

- Participation and Engagement in Physical Education
- Education, Sport and Society

The School also supports two further specialist research areas through:

- the **Centre for Counselling Studies**, a leading centre for research and teaching in the person-centred approach to counselling, working in collaboration with the University Counselling Service
- the **Centre for Spirituality and Religion in Education**, active in the fields of training for teachers, and in continuing education for other groups and individuals interested in religion, spirituality, education and society.

The School is one of the leading UK centres for research in the field of professional education, with an international reputation for applied research and evaluation:  
[www.uea.ac.uk/edu/research](http://www.uea.ac.uk/edu/research).

### Contact us

**Tel** +44 (0) 1603 593252  
**Email** [pgedu.admiss@uea.ac.uk](mailto:pgedu.admiss@uea.ac.uk)  
**[www.uea.ac.uk/edu](http://www.uea.ac.uk/edu)**



Academic members are highly successful, active researchers and the School has achieved an international reputation for its research.

## Faculty Members

**David Aldous** is a Lecturer in Physical Education and Sport with research interests in methodological research development focusing on the introduction and use of new technologies, and exploring the voice of the individual.

**Lee Beaumont** is a Lecturer in Physical Education. His research interests rest in physical education pedagogy, with emphasis on health-related policy and practice.

**Dr Nalini Boodhoo** is Head of School, Lecturer in Education (Modern Foreign Languages) for Secondary PGCE and the Academic Coordinator for PGCE Primary Languages. Her research interests include language teaching methodology, education in developing countries and cross-cultural perspectives on enhancing the learning and teaching of international research students.

**Dr Rock Braithwaite** is a Lecturer in Physical Education and Sport. His research analyses the influence of teacher and student behaviours on affective, cognitive, and physical activity outcomes within a physical education context.

**Maureen Brookson** is a Lecturer for Early Years Professional Status with research interests in music in early childhood.

**Professor Victoria Carrington** is Chair of Research with interests in literacy and new technologies which focus specifically on young people, digital technologies, and the impact of new digital media on literacy practices.

**Professor Anne Cockburn** is a Reader. Her research focuses on mathematics for primary education teacher recruitment and retention.

**Eleanor Cockerton** is a Foundation and Key Stage 1 Lecturer (Mathematics and History) for Primary PGCE. Research interests are in early mathematical thinking and keeping learning alive for boys.

**Sue Cox** is a Senior Lecturer and Course Director for the MA (Advanced Educational Practice), with research interests on Primary Curriculum and Pedagogy in particular in art education and children's participation.

**Dr Jill Cowie** is a Senior Lecturer in Education (Chemistry) for Secondary PGCE Science. In conjunction with the University of Warwick, Institute of Education, she developed one of the first UK-style secondary teacher training programmes for Chinese nationals.

**Nick Gee** is a Lecturer in Education and Tutor (Geography) for Secondary PGCE. His research interests lie in taught course evaluation and in the application of ethnography to assess the value and importance of Geography fieldwork.

**Helena Gillespie** is a Lecturer (Science and History) for Primary PGCE. She has specialisation in working with children with special needs. Her research is in the field of learning and virtual learning environments.

**Dr John Gordon** is a Lecturer in Education and Tutor (English) for Secondary PGCE. His research specialism is teaching and learning with poetry in schools.

**Professor Terry Haydn** is a Reader in Education and Tutor (History) for Secondary PGCE. His research interests are in the use of information technology in the classroom, the place and function of History in the school curriculum and the working atmosphere in the classroom.

**Dr Paola Iannone** is a Lecturer in Educational Studies. Her area of research is the psychology of mathematics teaching and learning at university level, in the primary classroom and at post-compulsory school level.

**Gareth Joel** is a Lecturer in Education and Tutor (Mathematics) for Secondary PGCE. His research focuses in the field of retention and professional development for Mathematics teachers in the early years of their career.

**Dr Penny Lamb** is a Lecturer in Education, Academic Director for Undergraduate and Postgraduate (Physical Education) programmes and Curriculum Tutor for Secondary PGCE. Her research interests lie in the area of physical education pedagogy, with particular emphasis on inclusive policy and practice.

**Debbie Lampert** is a Lecturer for Early Years Professional Status. Her research interests are in Mathematics and ICT in the Early Years Foundation Stage.

**Dr Sandra Leaton Gray** is a Lecturer in Education and Course Director for Educational Studies. She is interested in educational sociology, social theory and social policy.

**Dr Yann Lebeau** is a Lecturer in Educational Research with research interests in the sociology of higher education communities and where higher education and social change intersect.

**Dr Adam Longcroft** is Academic Director for Archaeology, History, Art History and Landscape Studies. His research interests include landscape history, vernacular architecture and the teaching of archaeology in higher education.

**Ralph Manning** is a Tutor (Mathematics and PE) for Primary PGCE. His research interests are in developing children's thinking skills, assessment and planning, and using ICT effectively.

**Deirdre Medler** is a Lecturer in Primary Education (Geography and Professional Development) for Primary PGCE. Her research interests include cross-curricular learning, the global dimension and child-led learning, particularly in the context of Forest Schools.

**Dr Judy Moore** is Director of the Centre for Counselling Studies. She has published widely on the theory and practice of the person-centred approach and her research is in the intersection between the person-centred approach and Zen meditation.

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**Dr Elena Nardi** is a Reader and Coordinator of the Research in Mathematics Education Group. Her research has particular emphasis on the psychology of mathematical learning and the teaching and learning of mathematics at undergraduate level.

**Professor Nigel Norris's** research interests are focused on the history, theory and practice of evaluation, professional education and training and higher education.

**Ann Oliver** is a Lecturer with responsibility for the Primary PGCE Science curriculum. Her research includes peer support in the classroom and the role of 'parent helpers' on educational visits.

**Dr Michele Otway** is a Lecturer in Primary Education (English) and contributes to components of the PGCE Early Years Curriculum. Her particular interest is in children's talk and its role in learning, as well as the nature of how teachers develop and change their classroom practice.

**Dr Paul Parslow-Williams** is a Lecturer in Primary PGCE (Science, ICT and Primary Language). His interests are in enquiry-based learning techniques. He has recently worked on the investigation and promotion of creative approaches to learning and teaching in Science.

**Gillian Preece** is Director of the East of England Early Years Unit with responsibility for the Early Years Professional Status Programme. She also contributes to Primary PGCE with responsibility for Upper and Lower Primary Music and contributes to the overall course for students studying the Foundation Stage.

**Dr Esther Priyadharshini** is a Lecturer for the Centre for Applied Research in Education and teaches on the EdD, other doctoral and master research courses. Her interests are inspired by developments in feminist, post-structural and post-colonial theories in the learning of identities in everyday settings and methodological issues.

**Dr Barbara Ridley** is Director of UEA's Hong Kong PhD Programme and the EdD Programme, predominantly supervising international doctoral students. Her research has included educational provision for children who have been excluded from school or refuse to attend and, a particular interest in teacher education in Ethiopia.

**Professor Anna Robinson-Pant** is a Senior Lecturer at the Centre for Applied Research in Education. She has a wide experience of educational research, planning and training in South Asia. She has directed action research projects with children and teachers in Norfolk primary schools on participation and voice as well as with international research students on their academic experiences.

**Linda Rudge** is Director of the Centre for Spirituality and Religious Education and a Lecturer (RE) for the PGCE and Masters programmes. Her research interests focus on education policy and the implementation of educational change related to RE.

**Jenifer Smith** is a Tutor in Education responsible for the teaching of English and drama for Primary PGCE. Her research interests are in children's writing, teachers as writers and the development of drama and storytelling in primary schools.

**Caroline Still** is a Lecturer in Education (Science) for Secondary PGCE. Her research interests are centred on Biological Education and she is involved in an environmental project with Norfolk schools and businesses.

**Laura Tallant** is a Tutor for Early Years Professional Status and teaches on the MA Early Childhood Studies. Research interests include children's humour, particularly the relationship between humour and the development of intrapersonal awareness in young children.

**Erica Towner** is Director of Continuing Education and a Senior Lecturer with responsibility for teaching developments and the continuing education programme. Her research interests include widening participation to higher education, adult community education and environmental education.

**Dr Victoria Warburton** is a Lecturer (Physical Education and Sport). Her research focuses on the developmental aspects of young people's motivation, with a particular interest on the physical education context, achievement goals, self-theories of ability, development of the self-concept, competence perceptions and the motivational climate.

**Dr Jacqueline Watson** is a Lecturer in the Centre for Applied Research in Education, with research interests in arts education, spiritual and religious education, citizenship education, and issues around children and young people's participation and voice.

**Dr Jan Watson** is a Lecturer in Education and Professional Development for Secondary PGCE. Her research interests are in Gifted and Talented Education; the development of creative thinking skills through visual art; working in informal learning environments and the transitional learning experiences of undergraduate students; and global citizenship education.

**Barbara Zamorski** is a Lecturer in Education. Her research has centered on changes in curriculum, teaching and learning with special interest in work-based learning, inter-professional development, curriculum design, the role of ICT in changing pedagogy, citizenship curricula, inclusion policies and practices and racism.

The understanding and insight gained through high quality and consistent research promotes an essential contribution to the innovative development and delivery of the higher education programmes provided.

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## Entry Requirements and How to Apply

### Application Deadline

There is no formal closing date for the receipt of applications, however applicants seeking financial support, either from external sources or from the University, are advised to submit their application by 1 March or as early as possible in the year of entry.

### Entry Qualifications

Applicants should normally have a good first degree from a recognised higher education institution. For Masters programmes, a teaching qualification is desirable. The University will take into account the educational experience of applicants.

In some circumstances prior learning can be accredited for applicants to taught Masters degrees but prospective students must be able to provide evidence if they seek to claim such credit. Applicants should contact the Admissions Administrator for further information, email: [pgedu.admiss@uea.ac.uk](mailto:pgedu.admiss@uea.ac.uk)

### English Language Requirements

We welcome applications from those whose first language is not English or those whose degree was not taught in English. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English.

#### IELTS (or an equivalent qualification)

<b>Taught Masters</b>	<b>6.5</b> (minimum 6.0 in all components)
<b>Research Degrees and MA/PG Diploma in Counselling</b>	<b>7.0</b> (minimum 6.5 in all components)

In certain circumstances we may require the applicant to complete a Pre-Sessional English for Academic Purposes course prior to beginning their programme. This course may be taken at the University's INTO Language Learning Centre, see page 21 or [www.into.uk.com/uea](http://www.into.uk.com/uea) for further details.

### How to Apply

**ALL applications** need to be accompanied by certified transcripts and the final graduation certificate (if available) from the candidate's earlier university setting out examination results to date and the official results of IELTS (or equivalent) English tests where applicable. Applications should also include two formal academic references.

Applications can be completed online. Application and Reference forms may also be downloaded from the individual course pages of the School of Education and Lifelong Learning website.

**Research Degree applicants** should also include their full curriculum vitae and a comprehensive statement of their proposed area of research.

### Research Proposals

Research candidates are required to submit an outline research proposal of 2,000 words with their application. The proposal is not expected to be a finished document, and students may wish to refine or change their research focus in negotiation with their supervisor at a later date. The main aim of the proposal is to provide the School with an idea of the research interests and intent. The proposal should usually cover the following points:

- the proposed topic
- why this is an important or significant area of study
- previous relevant research or literature, if such work is known (however it is not necessary to quote other work in detail)
- two or three major research questions that will guide the study
- a preliminary idea of the approach and methods that might be adopted to answer the research questions (eg a case study involving X schools/a classroom-based observational study/a policy study/an evaluation study, etc).

Please contact the Director of Research, Dr Elena Nardi, to discuss any aspect of the research topic prior to submitting your application, email: [e.nardi@uea.ac.uk](mailto:e.nardi@uea.ac.uk)

Our postgraduate community forms one of the central strengths of the University. Since our foundation we have established a reputation as an internationally-recognised centre for research and teaching.

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## Fees, Scholarships and Funding

### Fees

Full details of the fees for the School of Education and Lifelong Learning are available from [www.uea.ac.uk/edu](http://www.uea.ac.uk/edu). Fees include tuition costs, supervision of the dissertation or thesis, and access to the library and computing facilities.

In addition to tuition fees there will be the costs of, for example, accommodation, food, medical insurance, general living costs, return air travel to the UK, and, if applicable, pre-sessional courses.

### Funding

Funding for postgraduate study is available both from the University and from a number of external schemes. Applicants should note that many award schemes have early closing dates and may require the acceptance of the offer of a place as a condition of eligibility. If you wish to apply for funding **you are therefore strongly advised to apply to the School as early as possible in the year of entry**. Please indicate in your application that you wish to be considered for an award.

Brief descriptions of some of the major sources of funding are described in this prospectus. For further details please contact the School. International applicants may also wish to contact the International Office, see [www.uea.ac.uk/international](http://www.uea.ac.uk/international).

### External Scholarship Schemes

**British Council Scholarships:** A number of Education students receive funding from the British Council. International students should contact their local British Council office for more information, see [www.britishcouncil.org](http://www.britishcouncil.org).

**The Economics and Social Research Council (ESRC):** The ESRC offers a variety of one year and three year awards to UK students which typically provide for tuition fees and for a maintenance award, see [www.esrc.ac.uk](http://www.esrc.ac.uk).

**The Leverhulme Trust:** Students may apply to the Leverhulme Trust for a number of grants and awards which vary in size, purpose and application procedure. For more information, see [www.leverhulme.ac.uk](http://www.leverhulme.ac.uk).

**Training and Development Agency for Schools Teacher Training Bursary:** Available for UK/EU PGCE students. Bursary amount dependent on key stage and/or subject to be taught, see [www.tda.gov.uk](http://www.tda.gov.uk).

### University Scholarship Schemes

**Social Sciences Faculty Research Studentships:** Studentships may be available to applicants who, in their research proposal, can clearly demonstrate academic excellence in areas relevant to the strategic research interests of the School of Education and Lifelong Learning.

**Research and Teaching Studentships:** Fully funded (3-year) PhD studentships, including an average 6 hours teaching obligation per week during semester periods.



For further details about all Scholarship and Funding opportunities, please see [www.uea.ac.uk/edu](http://www.uea.ac.uk/edu)

**Please note:** The funding opportunities listed here refer to the standard 1 year, full-time **Masters Level Programmes** and **Research Degrees**.

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## The University of East Anglia

The University of East Anglia has been voted top English university overall and the best in the UK for its accommodation and student union in the 2009 “What Uni” Student Choice Awards.

Our postgraduate community forms one of the central strengths of the University of East Anglia. Since our foundation we have established a reputation as an internationally-recognised centre for research and teaching.

The University maintains this reputation by selecting the most able and dedicated staff and students from around the world, and challenging them to reach their full potential. Our large, cosmopolitan postgraduate community (nearly a fifth of our 14,000 students) ensure that graduate study and activities are well supported throughout the University.

We are internationally renowned for top quality research and teaching in a wide range of subject areas. The majority of our departments which have undergone external teaching quality assessments have achieved ‘Excellent’ ratings, and the last research assessment exercise placed us among the top research universities in the UK. The University currently has externally-funded research projects worth approximately £100 million.

The University is made up of four Faculties spanning the Arts and Humanities, Health, Science and Social Sciences. Within these Faculties are a number of Schools of Study. Most Schools are interdisciplinary, so, for example, in the School of Education and Lifelong Learning, educationalists, professionals in business, lawyers, sociologists, political scientists, psychologists, environmentalists, natural scientists and the health sector often work together on research projects. All our Schools of Study carry out research, and many host distinguished experts, research groups and centres of excellence which are recognised on the world stage. The research and graduate studies activities of the University are complemented by a group of internationally-renowned research institutes adjacent to the campus, including the John Innes Centre, the Sainsbury Laboratory and the Institute of Food Research.

### A Safe and Friendly Campus

Built on 320 acres of beautiful parkland on the outskirts of the medieval city of Norwich, the campus is one of the most innovative in the country, combining natural beauty with architectural flair. The campus has won more than 20 architectural awards and ongoing multi-million pound investment continues to improve teaching and research facilities.

Virtually no part of our campus is more than a few minutes’ walk from anywhere else, and almost every student need is catered for on site. On campus there is a health centre, dentist, pharmacy, a travel agent, a large food shop, newsagent, post office, two banks, two launderettes and a bookshop which is kept well-stocked with core texts. There are plenty of places to eat and drink, including three bars.

Our £30 million Sportspark provides one of the finest sports complexes in Britain, boasting facilities unrivalled at any other British university. Students can also visit our stunning art museum, the Sainsbury Centre for Visual Arts, which houses the Robert and Lisa Sainsbury Collection – one of the greatest art collections of the twentieth century.

### Accommodation for Postgraduate Students

The University offers some of the best student accommodation in the country. There are around 3,500 student rooms available, including a small number of two bedroom units for students with families. All study rooms are connected to the University’s computer network for free and fast access to the internet.

The Students’ Union also provides help and advice for students looking for private accommodation through their ‘Homefront’ housing bureau.

Sportspark:  
[www.sportspark.co.uk](http://www.sportspark.co.uk)

Sainsbury Centre for Visual Arts:  
[www.scva.org.uk](http://www.scva.org.uk)

Accommodation:  
[www.uea.ac.uk/accommodation](http://www.uea.ac.uk/accommodation)

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## International Students: A Dynamic Community

The University's relaxed, compact campus is home to more than 2,500 international students from more than 100 countries worldwide. We offer a high quality British educational experience and welcome the cultural diversity our international students bring to the University.

Our aim is to ensure that this is, above all, a rewarding experience for you, intellectually, academically, socially and culturally. Once you accept your place as a postgraduate student, we will send you a copy of the International Students' Handbook containing information on preparing to travel, health advice and immigration regulations.

### Welcome to the UK

Staff and current students will be on hand to greet as many students as possible at the Heathrow and Norwich airport, train or bus station and will do all they can to help you to settle in.

There is also a special orientation programme for new international students, which provides an excellent opportunity to meet with other students and to find out more about living and studying in Britain. It covers social and cultural issues and includes social events and tours of the campus and the city of Norwich.

### Taking Care of You

The International Student Advisory Team within the Dean of Students' office will be a key point of contact for you during your studies. The team are available to offer advice and practical support in areas such as immigration, employment regulations, academic learning skills, childcare provision and any personal matters. In addition, the team organises a year-round social programme for international students and their families.

### Guaranteed Accommodation

Single international postgraduate students are guaranteed accommodation in their first year, provided they have been offered, and accepted, a place at the University by the published deadline.

### Improving Your English

To be able to study at university level you will need to have a good command of English for writing, speaking, listening and reading. If you do not meet the University's direct entry requirements, our INTO Language Learning Centre offers a range of courses to help you develop the high level of academic and English skills necessary for successful postgraduate study.

Our new state-of-the-art Centre provides a world-class student experience, where you will live and study in the same building on the University campus. The purpose-built Centre incorporates first class learning facilities including tutorial and teaching classrooms, a multi-purpose lecture theatre, language laboratories, and a dedicated learning resources centre.



International Office:  
[www.uea.ac.uk/international](http://www.uea.ac.uk/international)

Dean of Students' Office:  
[www.uea.ac.uk/dos\\_international](http://www.uea.ac.uk/dos_international)

Accommodation:  
[www.uea.ac.uk/accommodation](http://www.uea.ac.uk/accommodation)

Improving Your English:  
[www.into.uk.com/uea](http://www.into.uk.com/uea)

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[www.uea.ac.uk/edu](http://www.uea.ac.uk/edu)



## Student Services

### Student Parents

The University has an excellent Nursery for children from six weeks old to school age. Parents wishing to apply for places should contact the Nursery as soon as possible. Student parents seeking advice about meeting the cost of fees should contact the Dean of Students' Office, which administers a discretionary Nursery Hardship Fund.

### Religious Activity

Our multifaith Chaplaincy provides a centre for quiet reflection, worship and conversation between students and staff of all faiths or none. The Chaplains maintain a safe and respectful environment in which all at the University are welcome. There is also an Islamic Prayer Centre on campus.

Dean of Students' Office:  
[www.uea.ac.uk/dos](http://www.uea.ac.uk/dos)

Disability Team:  
[www.uea.ac.uk/services/students/disability](http://www.uea.ac.uk/services/students/disability)

Chaplaincy:  
[www.uea.ac.uk/chap](http://www.uea.ac.uk/chap)

University Medical Services:  
[www.umsuea.co.uk](http://www.umsuea.co.uk)

Nursery:  
[www.ueanursery.co.uk](http://www.ueanursery.co.uk)

Union Advice Centre:  
[www.ueastudent.com/advice](http://www.ueastudent.com/advice)

Careers Centre:  
[www.uea.ac.uk/careers](http://www.uea.ac.uk/careers)

### Money Matters

The Financial Advisers in the Dean of Students' Office can help you formulate strategies to manage your finances effectively and avoid financial difficulty. You will need to make adequate provision for your fees and maintenance, but a range of hardship funds can help towards essential living costs if your circumstances change unexpectedly after arrival.

### Effective Learning

The Learning Enhancement Tutors provide a range of resources for students who wish to develop their academic researching and writing skills and achieve their full potential at postgraduate level. Tutors can offer guidance with the core skills of postgraduate research, across all subjects. Specialists also offer advice to students who wish to develop their mathematical skills and to international students who are studying in the UK for the first time or have English as a second language. The Learning Enhancement resources may be particularly helpful if you have had a break from study since your first degree.

### Students with Disabilities

The University welcomes disabled students, including those with mental health difficulties. We encourage you to tell us about your disability to ensure you receive the information you need. This will also help us to make any necessary adjustments before the start of your course.

### Counselling

You will have access to a confidential, professional counselling service, which offers help with a wide range of concerns. Individual counselling is provided by both male and female counsellors, who are advised by a consultant psychiatrist. An educational counsellor is available if you have academic concerns and group sessions on topics including stress management are also offered.

### Medical and Dental Services

A purpose-built Medical Centre on campus provides a full range of medical services for students who register as patients. The Medical Centre also houses a pharmacy and a dental practice offering NHS treatment to students and their families.

### Career Planning

The Careers Centre provides impartial information, advice and guidance to first help students understand themselves and the employment market and then plan and prepare for their future by developing suitable career-related skills and knowledge. As well as an up-to-date library, we keep comprehensive electronic resources with information on occupations, employers and further study opportunities. We arrange presentations by employers and many other events, fairs and workshops throughout the year.

### Student Union

The trained Advice Workers in the Union's Advice Centre offer confidential student-focused advice in a range of areas including academic appeals and complaints, legal matters, and employment and housing rights.

### Contact us

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## Learning Resources

### The Library

The Library is an essential resource for anyone embarking on postgraduate study. Open seven days a week, and open until midnight on six nights a week during semesters, it provides:

- More than 800,000 volumes of books and journals
- A range of electronic resources including major bibliographic and citation databases, full-text archives of journals and newspapers and a range of e-books
- An extensive audio visual collection, including microform material, sound recordings and DVDs
- A designated postgraduate reading room
- A range of other facilities to suit both individual and group working including bookable technology-rich group study pods and individual study carrels
- An interlending and document supply service providing access to materials from other library collections not held on campus
- Regular training sessions to help you make the most of the facilities
- Library and IT helpdesks
- Faculty librarians available for in-depth enquiries and advice
- Over 260 networked PCs (providing word-processing, email, internet and other applications), and print facilities available 24 hours a day
- A range of assistive technology including two specially equipped workstations designed to meet the needs of students with visual impairment or mobility difficulties
- A wireless network available throughout the building for laptop users
- Specialist equipment and software including scanners, colour printing and mass storage devices.

### Information Technology and Computing

Centrally located on campus, the Information Technology and Computing Service provides a wide range of services including:

- IT areas across campus equipped with networked PCs offering standard office software and printing facilities
- Wireless network for laptop and mobile access
- IT-equipped teaching areas with specialist software and audio visual projection facilities
- A high speed data network connecting the whole University, with facilities for students to connect their own computer to the network from University residences or from external locations
- A Unix and High Performance Computing Service
- IT helpdesks available until 6.30pm every day during semesters and six days a week during vacations.

### Audio Visual Services

The Audio Visual Services provide lecture room support for teaching and research as well as other activities on campus including conferences, public events, presentations, training programmes and film shows. There are TV studio, video production, video conferencing and access grid facilities on campus. There is also a wide range of current audio visual equipment to support the display and playback of data, video and audio. Video editing facilities are available on broadcast standard, non linear digital systems.

### Language Learning for All

All students have the opportunity to improve or learn a foreign language. We currently offer classes in Arabic, British Sign Language, Mandarin Chinese, French, German, Greek (Modern), Italian, Japanese, Russian and Spanish all at beginners' level and some at advanced level. Our Language Learning Centre is also equipped with a good selection of self-study materials in several of the main languages.



The Information Services Directorate is responsible for the provision of the Library and IT services at the University and plays an important part in supporting your academic studies.

Full details about the University's Information Services can be found at: [www.uea.ac.uk/is](http://www.uea.ac.uk/is)

Language Learning: [www.uea.ac.uk/lcs](http://www.uea.ac.uk/lcs)

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## Norwich – The Perfect Location

Norwich is consistently voted one of Britain's top cities for quality of life and prosperity.

A friendly, easy-going, and safe place to live, the bustling centre of Norwich is just a few minutes by bus from the University. This historic city is one of the top ten shopping venues in the UK and its cinemas, theatres, pubs and clubs offer a lively social life.

Norwich has all the characteristics of a 'university city'. A major commercial and thriving cultural centre, it is steeped in history and retains its distinctive character. The city boasts a vibrant blend of independent stores, small specialist shops, major high street chains and the country's largest six-day open-air market, set amidst a maze of pretty medieval cobble-stoned lanes and alleys.

Recent developments include the £275 million Chapelfield Shopping Centre, and investment in the Riverside area that has created a leisure quarter which attracts thousands of people to its nightclubs, restaurants and cinemas each weekend.

The city has many historic buildings including two cathedrals, a Norman Castle and well-preserved city walls. Alongside this is the city's newest centrepiece, the Forum, which houses the finest regional public library in the country and hosts regular concerts, jazz brunches and comedy nights.

Norwich also has good bus and rail connections to the rest of the UK and having its own airport ensures easy access to the Continent with connections to 200 cities worldwide.

Useful websites for Norwich and the region:

[www.visitnorwich.co.uk](http://www.visitnorwich.co.uk)  
[www.visitnorfolk.co.uk](http://www.visitnorfolk.co.uk)  
[www.visiteastofengland.com](http://www.visiteastofengland.com)  
[www.norwichairport.co.uk](http://www.norwichairport.co.uk)



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Faculty of Social Sciences

School of Economics | School of Education and Lifelong Learning | School of International Development  
Norwich Business School | Law School | School of Social Work and Psychology |

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The University operates an Admissions Complaints Procedure. If you feel that you have a well founded complaint regarding your application, please contact your Faculty Admissions Office in the first instance.

**Equal Opportunities** The University of East Anglia operates an equal opportunities admissions policy. It aims to ensure that no applicant will receive less favourable treatment on the grounds of sex, age, marital status, race, colour, nationality, ethnic origin, sexual orientation, or political or religious belief. The University welcomes applications from candidates with disabilities.

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