Faculty of Social Sciences
School of Education and Lifelong Learning
Postgraduate Courses
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Welcome to the School of Education and Lifelong Learning

We have a long standing tradition of educational research in the UK and internationally, and we are one of the UK’s premier centres for initial teacher education. We offer outstanding experiences through our research programmes and professional courses.

Thank you for your interest in the postgraduate programmes in 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 look forward to welcoming you as a student in the coming academic year.

Dr Nalini Boodhoo,
Senior Lecturer and Head of School

“My attainment of the Master’s degree has greatly boosted my morale and built my confidence to face challenges and perform assignments effectively. The course indeed built my capacity in asking questions, in critically analysing statements based on evidence/facts and in making concrete judgments.”

Saffiatou Savage-Sidibeh, MA Adult Literacy and Lifelong Learning and Development Graduate
We offer a diverse range of postgraduate study opportunities at Certificate, Diploma and Master’s degree level. All of our Master’s degrees provide a sufficient grounding in research methods to enable students to pursue individual research work on specialist topics.

Programme Structure

Our MA programmes consist of a number of taught modules, taken in either the autumn or spring semester, and a research-based dissertation completed over the summer period. Each MA programme has core compulsory modules, with the option to take a module from a related field.

The structure of the counselling courses vary but are also delivered through taught sessions and our PGCE programmes combine school-based experience with taught sessions at UEA.

Our degrees have been designed to meet the needs of individuals working in an educational setting – to aid progression in the local, national, and international educational environment whilst drawing on the expertise within the School’s Research Groups and Centre for Applied Research in Education (CARE).

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.

Research degrees involve a programme of independent research under the supervision of academic staff, resulting in a thesis and viva voce examination.

“Coming to the University of East Anglia to study for an MA was one of the best decisions I’ve made – it opened up a whole new world to me and changed my previous thinking about adult literacy.”

Eleni Konidari, MA Adult Literacy, Lifelong Learning and Development Graduate
James Arthur
Secondary Teacher
Hobart High School
Loddon, Norfolk

After working in civil engineering for six years, James decided he wanted to become a teacher. On completing his PGCE in 2012 at UEA, he gained a position at Hobart High School teaching mathematics.

Why did you decide to become a teacher?
Teaching has always been something that appealed to me, but it was only after spending a few years working in an office environment that I finally plucked up enough courage and decided to do it. Prior to applying to the PGCE course I went into a number of schools to observe lessons and speak to teachers to try and gain an insight into the day-to-day life of a teacher. It was this initial experience that finally convinced me that this could not only be a job I could be good at, but more importantly that I would enjoy, and I was right. Life as a teacher is extremely hard work, but it is also tremendously rewarding; it is certainly never boring and each day will present a different challenge. In addition to this you are making a difference to so many lives and when you experience that first ‘light bulb’ moment in the classroom when a child ‘gets it’ is one of the best feelings as a teacher.

Why did you decide to study at UEA?
UEA was perfect for me as I live just outside Norwich and have a young family and so did not want to spend hours travelling. Speaking to teachers who had previously completed the UEA PGCE course also helped to convince me that this was the ideal institution.

What did you enjoy about your studies?
The whole course, albeit very demanding, was an incredible and enjoyable experience. The course programme is aimed at not only getting you prepared for your first teaching post but also encouraging you to explore and challenge the theory behind teaching and learning.
The great thing about the course is that you’re never alone and if I ever had any questions, in addition to the tutors and lecturers, I had 25 fellow students going through exactly the same thing I was so there was always someone to talk to. Our tutor, Gareth Joel, was also a complete legend and was really approachable, knowledgeable and supportive.
But, for me, the overall highlight of the course was the time I spent in the classroom. This time allowed me the opportunity to put what I was learning into practice and with each lesson I became more confident and sure that this career change was the right decision.

Tell us about how the course met your expectations
The programme more than met my expectations. It challenged me in so many ways, but also provided the resources to help me meet these challenges. One thing I found really beneficial was talking with highly experienced teachers and taking on board their advice and sharing their knowledge.

How useful were the facilities at UEA?
The facilities at UEA provided everything I required, from the library and computer rooms to the lecture theatres and classrooms. All were of a high standard and were extremely useful throughout the course.

What advice would you give to new students?
Not that I want to add to the immense amount of advice any new students will undoubtedly receive, but I found that treating the course like a nine-to-five job really worked for me. It meant that I packed as much as I could into my day, but still had some time and energy left for myself and my family in the evening. I would also recommend gathering as many resources as you can from as many people as you can, and have the confidence to try new things.

Tell us how the University supported you in finding your first teaching position
The University sent regular emails informing us of teaching vacancies as soon as they became available. In addition to this the course tutor was always there to offer advice and support regarding applications or interview techniques. Since September 2013 I have been teaching maths at Hobart High School in Loddon, Norfolk.
MA Adult Literacy, Lifelong Learning and Development: International Perspectives

For further information  T +44 01603 591515  
E admissions@uea.ac.uk  
www.uea.ac.uk/edu

Length of Course: 1 year full-time
Registration: September
Application Deadline: See page 22

Entry Qualifications
Applicants should normally have a good first degree (2:1 or above or the international equivalent) from a recognised higher education institution. The University will take into account the educational experience of applicants. In some circumstances prior learning can be accredited for applicants to taught Master’s degrees but prospective students must be able to provide evidence if they seek to claim such credit. Applicants should contact the Admissions Office for further information at admissions@uea.ac.uk.

English Language Requirements
We welcome applications from those whose first language is not English. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English. IELTS (or an equivalent qualification) 6.5 (minimum 6.0 in all components) Other tests such as PTE and the Cambridge Certificate of Advanced English are also accepted by the University. Please check with the Admissions Office for further details including the scores or grades required.

Tuition Fees, Scholarships and Funding Opportunities
Please see page 24 or visit our website:  
www.uea.ac.uk/edu

This Master’s degree has been designed for those working in adult education and basic literacy, particularly in international and community development programmes and draws on expertise within the School of Education and Lifelong Learning and the School of International Development.

Applications are welcomed from those working in policy, planning, and evaluation roles, as well as teachers, Non Governmental Organisations (NGO) activists and literacy facilitators. Whilst this course is not a teacher training course, it will provide you with critical insights and research skills for taking forward and developing innovative adult literacy and lifelong learning programmes, or for conducting doctoral level research in this area.

Whilst many of our students will be working in developing countries, the programme is also appropriate for those working in the field of adult education and lifelong learning in the UK, US, Canada or Europe who are interested in developing a new perspective on their work.

Programme Structure
The course consists of six taught modules and a dissertation. The taught modules run in the autumn and spring semester, with the dissertation being undertaken in the second semester and are to be submitted by the end of August.

You will take three compulsory specialist modules focusing on the topic of adult literacy, lifelong learning and international development. These will introduce the changing theoretical concepts and policy approaches within the fields of adult literacy and lifelong learning, provide an understanding of how adult education policy and programmes relate to international development policy objectives and explore the relationship between adult literacy/ numeracy, lifelong learning and social change (including gender relations). These modules will be assessed by a variety of methods including written assignments and an oral presentation.

You will also take two compulsory modules that cover educational research methods and critical reading. It is conceived to provide students with sufficient grounding in the methodology of educational inquiry to be able to begin to design and conduct research in their own specialist areas of educational experience and interest.

The module Education Research Methods concentrates on an introduction to research methodologies in education and is assessed through the production of a research proposal.

The module Critical Reading concentrates on the development of this skill, particularly focusing on educational policies. This module is assessed through a critical policy review.

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

You will also be able to select an optional module including: Introduction to Quantitative Research Methods, another M level module from a selection offered in the School or a module from a pre-approved list offered by the School of International Development or Language and Communication Studies.

Applications should be made directly to the University, please refer to page 22 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.

www.uea.ac.uk/ssf/literacy
The MA Education: Learning, Pedagogy and Assessment is a one year full-time Master’s degree for those with a broad professional interest in all sectors of education.

This course will help you to achieve a practical understanding of current issues and debates about teaching and learning, key educational trends and policies in the UK and internationally, and educational research. Distinctive features of the course are its international dimension – in terms of perspectives offered and student recruitment – and a strong focus on the latest thinking and research in education.

The course is designed to:
- Develop knowledge and understanding of international literature and the research base relevant to: teacher development, teacher education, curriculum development, educational reform, issues of educational policy and implementation
- Offer students access to a range of alternative methods, ideas and experiences in various aspects of teacher training and educational systems
- Develop subject knowledge on teaching, learning and pedagogical practices
- Enable professionals to extract examples of best practice which they will be able to use to inform the development of local needs within their own particular contexts
- Develop understanding and experience of a range of research methodologies, techniques and instruments, so that research processes and products are seen as integral to notions of professional development
- Develop further the participants’ analytical and critical skills and reflective ability.

You will take three compulsory specialist modules around learning, pedagogy and assessment. These are:
- An Introduction to Key Concepts and Ideas in Educational Practices
- Pedagogies in Educational Contexts: Perspectives and Practices

You will also take two more compulsory modules that cover educational research methods and critical reading. These are designed to provide students with sufficient grounding in the methodology of educational inquiry to be able to begin to design and conduct research in their own specialist areas of educational experience and interest. The module Educational Research Methods provides an introduction to research methodologies in education and is assessed through the production of a research proposal. The module Critical Reading concentrates on the development of critical skills, particularly through focusing on educational policies. This module is assessed through a critical policy review.

The fifth module is the dissertation, which is research-based, and is due by the end of the programme. Working with an individual supervisor, you will be required to design, research and write up an inquiry-based project. With guidance from the course team, you will choose a dissertation topic according to your own individual interests and/or professional background.

You will need to select an optional module. This could be the module Introduction to Quantitative Research Methods, another Master’s level module from a selection offered in the School of Education and Lifelong Learning or a module from a pre-approved list offered by either the School of International Development or the School of Language and Communication Studies.

Applications should be made directly to the University. Please refer to page 22 for details about how to submit your application.

“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 Graduate
This Master’s 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.

The MA Mathematics Education degree is a one year full-time degree intended for mathematics graduates with an interest in education, practising mathematics teachers, mathematics teacher educators and other educational professionals. Teaching experience is welcome but so are applications from those just beginning or considering a career in mathematics education. The course is designed to allow a useful interchange of ideas between those with a strong background in mathematics and those with significant teaching experience.

The course introduces the study of mathematics education as an academic discipline and will acquaint you with elements from psychology, sociology, anthropology, philosophy and history of mathematics that influence mathematics education research. Training will be provided in the methodology of educational research and you will have the opportunity to pursue an individual specialist topic within mathematics education under the supervision of a member of the Research in Mathematics Education Group, based at UEA. See the website for more information: www.uea.ac.uk/edu/research/rme

Programme Structure

The programme consists of a number of taught modules and a dissertation. The taught modules run in parallel over semester one and two. The dissertation is undertaken in the second semester and is to be submitted by the end of August.

You will take three compulsory specialist modules focusing on the topic of mathematics education as an academic discipline. You will be invited to read about and discuss theories of mathematical learning, curriculum and pedagogy across the educational levels as well as acquaint yourself with elements from philosophy, history/epistemology, psychology and sociology that influence mathematics education research. The three modules offered are:

- Key Theories in Research into the Teaching and Learning of Mathematics
- Key Studies into the Teaching and Learning of Mathematics across Educational Levels
- The use of Technology in the Teaching and Learning of Mathematics

These modules will be assessed by written assignments.

You will also take two compulsory modules that cover educational research methods and critical reading. It is conceived to provide students with sufficient grounding in the methodology of educational inquiry to be able to begin to design and conduct research in their own specialist areas of educational experience and interest. The module Education Research Methods concentrates on an introduction to research methodologies in education and is assessed through the production of a research proposal. The module Critical Reading concentrates on the development of this skill, particularly focusing on educational policies. This module is assessed through a critical policy review.

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

You will also be able to select an optional module including: Introduction to Quantitative Research Methods, another M level module from a selection offered in the School or a module from a pre-approved list offered by the School of International Development, School of Mathematics or Language and Communication Studies.

Applications should be made directly to the University, please refer to page 22 for details about how to submit your application.

Entry Qualifications

Applicants should normally have a good first degree (2:1 or above or the international equivalent in Mathematics or a Social Science) from a recognised higher education institution. The University will take into account the educational experience of applicants. In some circumstances prior learning can be accredited for applicants to taught Master’s degrees but prospective students must be able to provide evidence if they seek to claim such credit. Applicants should contact the Admissions Office for further information at admissions@uea.ac.uk

English Language Requirements

We welcome applications from those whose first language is not English. To ensure such students benefit fully from postgraduate study, we require evidence of proficiency in English. IELTS (or an equivalent qualification) 6.5 (minimum 6.0 in all components) Other tests such as PTE and the Cambridge Certificate of Advanced English are also accepted by the University. Please check with the Admissions Office for further details including the scores or grades required.

Tuition Fees, Scholarships and Funding Opportunities

Please see page 24 or visit our website: www.uea.ac.uk/edu
This Master’s programme is suitable for school teachers, Further Education lecturers and other educational practitioners, working in the UK, who wish to extend their Continuing Professional Development activities through working towards a Master’s level degree.

The programme aims to build on your existing interests and expertise and to meet your professional development needs as well as the development needs of your workplace. We create a stimulating and challenging environment in which to critically discuss and analyse practice and encourage innovation. You are supported in carrying out research to achieve greater understanding and to develop practice.

The programme aims to be flexible to meet your needs and the time you have available. We offer a range of elective modules so that you may make a selection according to your interests. The dissertation is research-based and topics are self-selected. There are three and four year versions of the course, with the four year route offering the most flexibility. You may exit the course with 60 credits to receive a Postgraduate Certificate. If you gain 120 credits you can exit with a Postgraduate Diploma. Most participants complete the course to exit with the full Master’s degree with 180 credits.

It is possible for you to elect to study just a single 20 credit module from the programme.

Programme Structure
The course consists of a number of taught modules, delivered in twilight sessions or on Saturdays, some across the whole academic year and others in either the autumn or spring/summer semesters. If you have a PGCE with Master’s level credits you may be exempt from up to a maximum of 90 credits. Note that School Based Enquiry (Research Methods in Education) module and the Dissertation module are compulsory.

The dissertation (60 credits), which is research-based, is a compulsory module to be completed during the final year of study. Students will receive individual tutorial support from their supervisor.
The MA/Postgraduate Diploma in Counselling 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 programme is made up of two modules. Module 1, of 120 M level credits, is Person-Centred Counselling and study for this module is one year full-time. Upon successful completion of Module 1 students have two choices. They can take the award of Postgraduate Diploma in Counselling, and leave the programme or they can proceed to a second year and take Module 2, the Dissertation, of 60 M level credits. Successful completion of Module 2 will lead to the award of Master of Arts in Counselling. Module 2 can be taken full-time over seven months or part-time over one year.

Module 1 – Person-Centred Counselling
The first and last weeks of this part of the module are spent in intensive full-time training over five-day periods. The pattern for the remaining 30 weeks of the course will be the equivalent of three days a week in full-time training with two days devoted to counselling placement, individual supervision and personal study.

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 theory workshops and exploring aspects of personal and professional development. The four core elements of theory, skills, personal development and supervision are fully integrated throughout.

The core theoretical content of Person-Centred Approach Theory, Therapeutic Conditions, Therapeutic Process, Key Concepts from Other Approaches and Professional Issues in Counselling, are presented through formal theory workshops and seminars, and developed in skills practice groups and supervision groups. Community Meetings (the large course group) and smaller Personal Development Groups provide further opportunities for personal and professional development and for personal integration of the core person-centred philosophy.

Students will be expected to gain 100 hours of counselling placement experience (as required for BACP course accreditation) via supervised counselling placements. Supervision costs for the year are covered by fees. Whilst we have good relationships with the University Counselling Service and a range of other agencies in the Norwich areas, offering valuable experience with a wide range of clients, you may be expected to locate your own placements.

Applications should be made directly to the University, please refer to page 22 for details about how to submit your application.

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
This programme (60 credits at Master’s Level) provides experiential training and a grounding in the theory of focusing-oriented therapy, which derives from the work of Eugene Gendlin. It is a form of therapy which belongs in the humanistic tradition, and more specifically within the tradition of client-centred and experiential psychotherapy. It has deep roots in both client-centred therapy and in phenomenology. The central emphasis is on the experiencing process of the client and on ways in which the therapist can help the client to relate to their experiencing of their situation.

Programme Aims
The postgraduate certificate is intended to:
- Familiarise students with the distinctive thinking and procedures of focusing-oriented psychotherapy
- Enable students to incorporate these procedures into their own therapy practice
- Provide an historical understanding of the development of the focusing-oriented approach in relation to the development of other schools of therapy
- Enable students to relate the experiential approach to the different ‘schools’ of psychotherapy as traditionally conceived
- Enable students to make use of focusing in their own personal and professional development.

Programme Content
The course will include the following topics that cover both theoretical input and experiential learning:
- General focusing theory
- Theoretical aspects of personality change and specific experiential processes
- The central experiential processes of focusing
- Experiential working with specific processes.

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 May.

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

Teaching is conducted via lecture and seminars, group discussions, role-plays, focusing partnerships, audio and video demonstrations and recording of practice sessions.

The Postgraduate Diploma in Focusing-Oriented Psychotherapy is accredited by the Focusing Institute in New York.

www.focusing.org

Applications should be made directly to the University, please refer to page 22 for details about how to submit your application.
The Certificate in Person-Centred Counselling Skills is designed to familiarise students with the person-centred approach to listening and relating within a helping relationship.

It explores the philosophical and theoretical underpinning of the approach and aims to help students to develop the person-centred attitudes, qualities and skills which can facilitate growth and change in helping relationships of many kinds; these can be integrated into current roles in settings such as education, health, social care, probation and allied health professions.

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.

The course also provides a useful foundation for anyone wanting to go on to train as a person-centred therapist through diploma level professional counsellor training.

**Entry Qualifications**

Applicants will need to demonstrate evidence of previous study of counselling skills, evidence of a good understanding of the theory of person-centred counselling, experience of a role in which counselling skills are used and access to opportunities to use your developing skills. This will ordinarily be demonstrated by satisfactorily completing an Introduction to Counselling Skills course. Alternative qualifications may also be considered, in these cases documentary evidence of courses completed may be required.

Applicants should contact the Admissions Office for further information at admissions@uea.ac.uk

Applications should be made directly to the University, please refer to page 22 for details about how to submit your application.

**Programme Structure**

This is a single module course (60 credits). Course members meet weekly; there are also a number of full-day weekend workshops and a residential weekend. Sessions will include structured and unstructured group work; skills practice; the use of audio recording with peer group and tutor feedback; role play; written analysis and reflection.

Through the experience of working within a facilitated group and by keeping a reflective learning journal, we can create a safe environment making possible self disclosure, constructive feedback and a high level of interpersonal and intrapersonal learning.

There is no formal placement experience required but students are encouraged to develop opportunities for application in practice in paid or voluntary work. The practical nature of this certificate should be emphasised; it aims to develop attitudes, self-awareness and skills built on a sound theoretical knowledge base.
The aim is to offer an in-depth understanding and comprehensive knowledge of the use of the cognitive behavioural approach in a variety of settings. The course also provides a useful foundation for anyone wanting to go on to train as a CBT therapist through diploma level practitioner training.

Programme Structure
The Certificate takes the form of a single 60 credit module. Taken as a whole, it seeks to deliver a coherent body of knowledge, skills and understanding. The course aims to provide a comprehensive understanding of the theoretical foundations of the cognitive behavioural approach, familiarity with the procedures used in a range of cognitive techniques and an understanding of the conditions necessary for a supportive and collaborative helping relationship. Sessions include opportunities to practise and develop the use of CBT skills and techniques.

The course also includes 20 hour blocks on Mindfulness-Based Cognitive Therapy (MBCT) and Mindfulness-Based Stress Reduction (MBSR), and on Motivational Interviewing.

The practical nature of this certificate should be emphasised; it aims to develop attitudes, self-awareness and skills built on a sound theoretical knowledge base.

Entry Qualifications
Applicants will need to demonstrate evidence of previous study of Counselling Skills, a good understanding of the theory of CBT, experience of a role in which counselling skills are used and access to opportunities to use your developing skills. This will ordinarily be demonstrated by satisfactorily completing an Introduction to Counselling Skills course and an Introduction to CBT course. Alternative qualifications/courses may also be considered; in these cases documentary evidence of courses completed may be required.

Applicants should contact the Admissions Office for further information at admissions@uea.ac.uk

Applications should be made directly to the University, please refer to page 22 for details about how to submit your application.

The Certificate in Cognitive Behavioural Therapy Skills (CBT) is designed to familiarise students with the theoretical model used in CBT and to help them develop CBT based skills and techniques which can be integrated into their current role in education, health, social care, probation and allied health professions.
Postgraduate Certificate in Education

For further information  T +44 01603 592855
E edu.pgce.admiss@uea.ac.uk
www.uea.ac.uk/edu/pgce

Length of Course: 1 year full-time
Registration: September

Entry Qualifications
Applicants are required to have achieved a good honours degree or equivalent by the beginning of the programme in September. Applicants must have already achieved a GCSE pass at grade C or equivalent in English language and Mathematics prior to submitting their application. In addition, all applicants applying to Primary and Secondary Physical Education must have already achieved a GCSE pass at grade C or equivalent in a natural science subject (ie biology, chemistry, physics or a combination of these) prior to submitting their application.

All candidates starting their PGCE in 2014 are required to pass the professional skills tests before starting the course. More information can be found at www.education.gov.uk/get-into-teaching

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

IELTS (or an equivalent qualification)
6.5 (minimum 6.0 in all components)

Other tests such as PTE and the Cambridge Certificate of Advanced English are also accepted by the University. Please check with the Admissions Office for further details including the scores or grades required.

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 90 credits at Master’s 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.

The PGCE is based on a strong and active partnership with regional schools, a number of whom we are working with to deliver the PGCE courses through the School Direct route.

Programme Structure
The PGCE programmes run for 38 full weeks. Both routes are very practical with 24 weeks 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 8 for further details).

Applications should be made via UCAS Teacher Training (UTT):
www.gttr.ac.uk
www.uea.ac.uk/edu/pgce
www.ofsted.gov.uk
www.education.gov.uk

Tuition Fees and Funding Opportunities
Full details of the fees for the PGCE (M) programme are available from:
www.uea.ac.uk/edu/pgce/pgceprimary
www.uea.ac.uk/edu/pgce/pgcesecondary

NB: Fees are subject to annual review and are likely to increase each year. Fees may be paid whilst you study, or you may opt to apply for a Student Loan.

Maintenance Grants (UK Students Only)
Students who are normally resident in England or Wales may be entitled to receive a maintenance grant to help support them whilst they study.

Training Bursaries (UK/EU Students Only)
UK/EU PGCE students may be eligible for a DfE training bursary. See the website for details:
www.education.gov.uk

Information about how to apply for a Student Loan, Maintenance Grants, and the Training Bursary will be sent to applicants by the University once they have been offered a place on the course.

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.
The MRes Social Science Research Methods degree offers a solid foundation of methodological, philosophical and theoretical knowledge and is ideal preparation for graduates considering a career in research or intending to undertake a PhD.

This programme is aimed at high calibre social science graduates who are seeking to develop skills in research methodology, either as a precursor to doctoral research or to enhance their career development in research, policy, management or practice. Students are supported to:

- Acquire skills in the use of a range of quantitative and qualitative research methods
- Develop the ability to prepare a proposal, and undertake original research, analysis and synthesis in a chosen topic in the field of education
- Develop transferable skills in oral and written communication and research project management
- Gain a sound basis for further postgraduate study at MPhil/PhD level where appropriate.

You will study core Faculty modules that include generic social science research skills, broad-based training in social science research methods, and advanced training in qualitative and quantitative methods. You will also receive School-based research skills and subject-based training from which you will acquire specialist knowledge that will allow you to apply the basic principles of social science research and design to your own research project. The general aims of the research project are to enhance your intellectual development by the completion of an extended piece of work that tests and refines your skills in research, analysis and academic writing. The project also allows you to apply the methodological skills you have learned and developed in the taught modules. All of this provides fundamental preparation for further postgraduate work. The degree may be studied over one year full time, or two years part time and the registration date is during September.

Content

In order to complete this programme you are required to take a total of 180 credits, 140 are compulsory and the remaining 40 credits are optional.

Compulsory Modules
- Introduction to Social Science Research Methods (40 credits)
- Further Quantitative Research Methods and Statistics (20 credits) or Further Qualitative Research Methods (20 credits)
- Independent Research Project (80 credits).

Optional Modules
You will be able to choose from a range of Education Level M modules (40 credits).

Teaching and Assessment

We use a wide range of teaching methods and modes of assessment. Teaching methods may include lectures, seminars, group discussions, tutorials and workshops, as well as videoed role-play. Modules are primarily assessed by coursework. Coursework assessment methods include a literature review, research proposals, oral presentations, essays, class tests and a research project.

Professional, Employability and Practical Skills

A range of optional seminars and workshops are offered during your Master’s programme for the teaching and strengthening of student skills. Sessions to support learning – in particular essay and dissertation writing – occur throughout the year.

Making an Application

For details on how to apply please see page 22. In addition to completing our postgraduate application form, we require you to submit a supporting statement of approximately 500 words describing your proposed research topic. This statement should include why you think your topic is important to investigate, a possible methodological approach and a suggested supervisor at the University.
Fully funded studentships in the social sciences are available for applicants on the PhD and MRes programmes. Further details can be found at: www.uea.ac.uk/education/research-degrees

**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 (MA by Research)**
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 Postgraduate Research Admissions, Professor Anna Robinson-Pant, email: a.robinson-pant@uea.ac.uk

**Registration**

**PhD/MPhil/MA by Research:**
October, January, April, July

**EdD:**
October (biennial)

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.

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

Research in Mathematics Education
- The Teaching and Learning of Mathematics at the Post-Compulsory Level and its Assessment
- Social, Emotional and Cognitive Aspects of Students’ Engagement in the Secondary Mathematics Classroom
- Mathematics Teachers’ Pedagogical and Epistemological Beliefs
- Mathematics in the Primary Years
- The Use of Technology in the Teaching and Learning of Mathematics.

Cultural Studies in Education
- Popular Culture, Media and Public Pedagogy
- Food and Youth/Childhood
- Gender and Physical Cultures.

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 Pedagogy
- Physical Education and Health Pedagogies
- Enhancement of Initial Teacher Education
- Inclusive Strategies for Effective Teaching and Learning
- Motivation Towards Participation and Engagement in Physical Education
- Policy, Practice and Curriculum Development
- Exploring the Construction and Communication of Pupil Voice
- The Social Construction of Gender.

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
Academic Staff Profiles

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

DR 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.

DR CRAIG AVIESON is a Lecturer in Physical Education. His research interests lie in physical education pedagogy, children’s rights, pupil voice and provision for children with English as an additional language.

DR 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 IRENE BIZA is Director of the EdD. Her research is in mathematics education with a focus on learning and teaching at the University and upper secondary level and the pedagogical use of information technology.

DR NALINI BOODHOO is Head of School and Senior Lecturer in Education (Modern Foreign Languages) for Secondary PGCE. 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.

PROFESSOR VICTORIA CARRINGTON has research interests in literacy and new technologies which focus specifically on young people, digital technologies, and the impact of new digital media on literacy practices.

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.

NATALIE EAST is a Lecturer in Physical Education. Her research interests lie in physical education pedagogy, curriculum structure and girl’s engagement and participation in physical education.

KEVIN FINCH is Lecturer in Education, contributing to the Primary PGCE programme.

DR NICK GEE is a Senior Lecturer in Education and Tutor (Geography) for Secondary PGCE. His research interests include ethnography, notions of community and outdoor education.

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

DR AMY GODOY-PRESSLAND is a Lecturer in Education. Her research interests include the sociology of gender and sport and how they intersect wider issues of learning through the media.

DR JOHN GORDON is a Senior Lecturer in Education and Tutor (English) for Secondary PGCE. His research specialism is teaching and learning with poetry in schools.

HELEN GOURLAY is a Lecturer in Secondary Education (Science), contributing to the secondary PGCE programme. She is a physics specialist tutor. Her research interests are in science education.

PROFESSOR TERRY HAYDN is Course 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 Senior Lecturer in Educational Research and Course Director for 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.
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.

GARETH JOEL is a Lecturer in Education (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.

LYNNE KAYE is a Lecturer in Education (Modern Foreign Languages) on the Secondary PGCE programme.

DR PENNY LAMB is a Senior Lecturer in Education (Physical Education) on the Secondary PGCE. Her research interests lie in the area of physical education pedagogy, with particular emphasis on inclusive policy and practice and pupil voice.

MARTIN LANGSDON is a Lecturer in Counselling and leads on focusing-oriented psychotherapy, cognitive behavioural therapy skills and the postgraduate programme ‘Creative Thinking for Research: Thinking at the Edge’.

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’s research interests include landscape history, vernacular architecture and the teaching of archaeology in higher education.

LUCY MACHIN is a Lecturer in Counselling and teaches on the full-time Postgraduate Diploma in Counselling. Lucy is a BACP accredited counsellor.

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.

ELEANOR MILLIGAN is Lecturer in Education, contributing to the Primary PGCE programme.

PROFESSOR ELENA NARDI is 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.

JANE NICHOLS is a Lecturer in Counselling and Programme Director for the Counselling courses. Jane is a BACP accredited counsellor.

PROFESSOR NIGEL NORRIS’s research interests are focused on the history, theory and practice of evaluation, professional education and training and higher education.

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.

GILLIAN PREECE is a Senior Lecturer in Education, contributing to the Primary PGCE and Masters’ level courses.

DR ESTHER PRIYADHARSHINI has research interests in critical and cultural studies in education (gender, public pedagogy, postcolonial and feminist approaches) and qualitative methodologies (ethnography, discourse analysis and narrative approaches).

PROFESSOR ANNA ROBINSON-PANT is Director of 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.

MAXINE RUSHTON is a Lecturer in Primary Education (Science).

DR JENIFER SMITH is Senior Lecturer in Primary Education (English and Drama) and Course Director for the Primary PGCE. Her research interests are in children’s writing, teachers as writers and the development of drama and storytelling in primary schools.

MARTIN SMITH is a Lecturer in Primary Education (Mathematics). His interests are in developing mathematical learning through stories, and supporting male teachers in primary education.

TERESA SMITH is a Lecturer in Primary Education.

CAROLINE STILL is a Lecturer in Education (Science) for Secondary PGCE. Her main research interests are centred around science education.

DR SPYROS THEMELIS is a Senior Lecturer in the Sociology of Education. He is interested in education and social justice within the political economy of advanced and late-industrialised capitalist societies.

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 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.

DR REBECCA WESTRUP is a Lecturer in Education. Her research focuses on the construction of learner identities within a range of formal and informal settings.
Life at UEA

The University of East Anglia is an internationally renowned university based on a spacious campus that provides top quality academic, social and cultural facilities to more than 15,000 students. The latest National Student Survey showed once again that our students are among the most satisfied in the country. The University has been in the top 10 English mainstream universities for student satisfaction ever since the survey began and we came first in the Times Higher Education Student Experience Survey 2013.

Accommodation
We have some of the best student accommodation in the country having twice been ranked first in the UK by the What Uni Student Choice Awards and achieving one of the top scores in the most recent Times Higher Education Student Experience Survey. Single international postgraduate students are normally guaranteed accommodation in their first year, provided that they have been offered and accepted a place at the University by the published deadline.

Learning Resources
Our library is an impressive 24 hour-a-day, seven days a week facility housing more than 800,000 books and journals, as well as extensive collections of specialist materials. We provide a wide range of IT services including campus internet access via a wireless network and in student residences. Specialist equipment such as scanners, colour printers and work stations especially equipped to meet the needs of users with mobility problems or visual impairment are also offered.

Language Learning for All
Whichever programme you choose, you also have the opportunity to improve or learn another language, although there may be an additional charge for this. We currently offer classes in Arabic, British Sign Language, Higher Advanced English, Mandarin Chinese, French, German, Greek (Modern), Italian, Japanese, Korean, Russian and Spanish.

An Ideal Location
Built on 200 hectares of beautiful parkland on the outskirts of the historic city of Norwich, our campus is one of the most distinctive in the country, combining natural beauty with architectural flair. The campus has won more than 20 architectural awards and on-going multi-million pound investment continues to enhance 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 – there’s a large food shop, incorporating a newsagent, post office and bakery, a bank, two launderettes, restaurants, bars and even a Waterstones bookshop. There are good public transport links into the city, which has a mainline railway station with regular services to London and other parts of the country. Norwich also has an international airport.

“UEA has been one of the big winners in the National Student Survey.”
The Times Good University Guide 2014
Careers Service
CareerCentral works in partnership with academic Schools to plan and deliver a comprehensive programme covering career management, employer and industry focused events and one-to-one guidance. Building links with employers, industry and start-up enterprises is central to our work, enabling us to provide students with a wealth of vacancy, internship, voluntary, mentoring and graduate opportunities. We encourage enterprise, innovation and aspiration throughout your time at UEA.

We recognise the importance of graduate employment and actively strive to equip our postgraduate students with the attributes necessary to succeed in whichever field they enter. There are careers advisers affiliated with each School supporting Master’s level postgraduates and three advisors specifically for research postgraduates across all Schools, who provide impartial information, advice and guidance, helping students develop suitable career-related skills and knowledge. Additional careers support for PhD students is provided through the Faculty Personal and Professional Development programmes.

Students can access comprehensive resources with information on occupations, employers and further study opportunities and there are numerous occasions throughout the academic year to meet employers at presentations and many other events, fairs and workshops. These include a range of networking opportunities with experienced professionals, many of whom are themselves University of East Anglia alumni. We maintain a targeted database of quality graduate vacancies and run a vacancy service for those seeking part-time or casual work locally or on campus during their study. Our nationally award-winning volunteering service offers opportunities for those looking to enhance their student experience as well as their CV. Even after graduation, we continue to offer professional careers support for up to three years including an internship programme which helps recent graduates increase their employability through undertaking a strategic level project.

www.uea.ac.uk/careers
www.uea.ac.uk/internships

Student Support
We offer a wide range of advice and guidance to any student who wishes to make the most of the opportunities available to them whilst at UEA or who is experiencing difficulties. From counselling to childcare, money matters to our multifaith centre, it’s good to know there’s help available whenever you might need it. We have financial advisers, an international student advisory team, learning enhancement tutors, an excellent nursery and a disability team. We also have a purpose built campus medical centre, a Boots pharmacy and a dental service offering NHS treatment to students and their families.

www.uea.ac.uk/iservices/students

Sporting Facilities
The University’s £30 million Sportspark is one of the finest sports complexes in Britain, boasting a state of the art Olympic-sized swimming pool, athletics track, climbing wall, superbly equipped gym, two indoor arenas and all weather pitches hosting an extensive range of sports and leisure activities, from gymnastics and trampolining to aerobics and dance. Our sports facilities were ranked joint second in the Times Higher Education Student Experience Survey 2013.

www.sportspark.co.uk

Arts and Culture
We are home to the Sainsbury Centre for Visual Arts which provides access to permanent exhibitions of world art and a diverse range of touring exhibitions unrivalled by other universities. UEA also hosts an International Literary Festival which has included famous names such as Ian McEwan and Kazuo Ishiguro – both alumni of UEA’s Creative Writing course. Norwich is England’s first UNESCO City of Literature.

www.scva.ac.uk
www.uea.ac.uk/lifefest

Gigs and Events
The Independent says our Student Union gig roster is “like pop music’s roll of honour, with the biggest names performing each year and other students’ unions wondering how on earth we manage it”. The LCR plays host to a wide range of popular bands, with around 60 gigs on campus each year. Regular club nights cover a wide spectrum of tastes and ensure there is something for every music fan. Recent high profile performers include Tom Odell, Bastille, Sub Focus, Haim, Ed Sheeran, Professor Green and Coldplay.

www.ueastudent.com

Financing Your Studies
We are committed to ensuring that tuition fees do not act as a barrier to those aspiring to come to a world leading university and have developed a funding package to reward those with excellent qualifications and assist those from lower income backgrounds. For up-to-date information on financial matters including our tuition fees, maintenance grants, student loans, scholarships and bursaries please see our website.

www.uea.ac.uk/finance
Norwich and the Region

There is a lot going on in Norwich. A busy city with a real character all of its own, Norwich is friendly and lively. Just by walking around the centre you can see the historic reminders of its past, the two cathedrals, Norman castle and city walls, as well as its present with the stunning Forum library overlooking busy cobbled shopping streets and bustling cafes and restaurants. In short, Norwich is a charming mix of the historical and the new. There are plenty of opportunities to catch live music or theatre and the city is teeming with modern and traditional pubs. The local football team Norwich City, are a top-flight club and suitably befitting such a wonderful city and county, which was recently ranked as the safest place to live in the UK. Our students love Norwich so much many stay long after their studies. Welcome to Norwich: A Fine City.

“Norwich is a fine city. None finer. If there is another city in the United Kingdom with a matchless modern art gallery, a university with a reputation for literary excellence which can boast Booker Prize-winning alumni, and an extraordinary new state-of-the-art public library then I have yet to hear of it.”

Stephen Fry, actor, writer and UEA Honorary Graduate

Shopping
Norwich was voted one of the top 10 shopping destinations in the UK and it’s no wonder. With modern shopping malls, chain stores and half-timbered independent outlets sitting alongside stunning arcades and the UK’s largest open-air market, Norwich is a joy to walk around. As well as the big names – Norwich has four department stores, plus plenty of small, local outlets, vintage second-hand shops and exciting new ‘pop-ups’.

Art and Culture
Norwich was nominated as the UK’s City of Culture 2013, and it’s easy to see why. The city has six theatres with the Theatre Royal regularly staging West End productions, four cinemas, including the art house Cinema City, a number of established museums and a host of art galleries, from the renowned Norwich Gallery to artist-led galleries Outpost and Stew.

The Norfolk and Norwich Festival, held each May, is internationally acclaimed, attracting performers and visitors of all ages; its programme covering everything from classical ensembles to French-Canadian acrobats and the Open Studios scheme. The Festival also sees local artists opening up their studios for an exclusive peek inside.

The carnival and firework display for the Lord Mayor’s celebration every July is not to be missed while the Royal Norfolk Show, at the end of June every year, is the country’s largest two-day county show which celebrates all that is great about this diverse county from its agricultural heritage to its gourmet food producers.

“The cathedral, castle and Elm Hill are the old and beautiful places to visit, where there are lovely cafes and incredible architecture, whilst you can go to Chapelfield, Gentleman’s Walk and the market for a massive selection of shops, restaurants and cafe chains. The variety in Norwich is amazing.” Naomi Newell, BSc Law Graduate (pictured left).

The magnificent Norwich Castle dominates the city’s skyline.
Food and Drink
Norwich has plenty of choice when it comes to eating out. Japanese, Thai, Italian all sit alongside traditional English restaurants and pub grub. Celebrity chefs Delia Smith, Jamie Oliver and Antonio Carluccio all have restaurants in the city. Delia’s is an established restaurant situated alongside Norwich City’s football ground, whilst Jamie’s Italian has recently opened for business in the stunning Royal Arcade. You’ll be pleased to know that many Norwich eateries also offer student discounts.
Look out for all the great delis and farm shops for fresh, seasonal produce (Norfolk produces everything from juicy mussels to organic chocolate). The local microbreweries are worth a visit too, with some gorgeous local beers and real-ales.

Nightlife
Norwich has a thriving club and bar scene with new establishments opening all the time. There are also a number of live music venues such as the Norwich Arts Centre and UEA’s very own LCR and the Waterfront.
There are hundreds of pubs dotted around Norwich, which at one time was said to have had a tavern for every day of the year. Many pubs host comedy and quiz nights whilst real-ale fans will not want to miss October’s famous Norwich Beer Festival.

Perfect Location
The University of East Anglia has a unique location. Situated on the edge of both the city and countryside, you are perfectly placed to explore both. The Norfolk coastline is home to world famous bird reserves and beautiful beaches, as well as ever-changing countryside interlaced with sleepy medieval villages, bustling market towns and stately homes. One of England’s most beautiful national parks, The Broads, is also right on our doorstep for sailing, walking and cycling while paintballing, amusement parks, a trip to the zoo or a day at the races are all within easy striking distance of the University.

Travel
Norwich has excellent public transport with trains every 30 minutes to London. Norwich International Airport is only 15 minutes from the city centre and has links worldwide via four daily flights to Amsterdam. National Express and Megabus also operate services directly from the University.
Applying to UEA

Entry Qualifications
All applicants should normally have a good first degree from a recognised higher education institution and a good Master’s degree in a relevant discipline for Research degrees. For Master’s 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 Master’s degrees but prospective students must be able to provide evidence if they seek to claim such credit. Applicants should contact the Admissions Office for further information, email: admissions@uea.ac.uk.

Research Proposals
Research candidates are required to upload 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 schools/classroom-based observational study/policy study/evaluation study, etc).

Please contact the Director of Research Admissions, Professor Anna Robinson-Pant, to discuss any aspect of the research topic prior to submitting your application, email: a.robinson-pant@uea.ac.uk

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 February or as early as possible in the year of entry. In order to secure a place on your chosen programme of study (subject to meeting the terms of any offer made), we require that all Overseas Postgraduate Taught Master’s and Postgraduate Research applicants pay a minimum deposit. Further details of the deposit amount and payment deadline can be found on our website.
www.uea.ac.uk/international/deposit

International Applicants
We welcome applications from students outside the UK. UEA offers a high quality educational experience for international postgraduates, visiting students, exchange students and undergraduates. There are over 2,500 non-UK students studying at the University of East Anglia from more than 100 countries, including Australia, China, Cyprus, France, Gambia, Mexico, India, Kenya, Spain, USA and Vietnam. For further information about all aspects of life as an international student at UEA including English language requirements and help improving your English, please see:
www.uea.ac.uk/international
www.intohigher.com/uea

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

IELTS (or an equivalent qualification):
- Taught Masters: 6.5 (minimum 6.0 in all components)
- Research Degrees and MA/PG Diploma in Counselling: 7.0 (minimum 6.5 in speaking and listening)

Other tests such as PTE and the Cambridge Certificate of Advanced English are also accepted by the University. Please check with the Admissions Office for further details including the scores or grades required.

How to Apply
Applications should be submitted online via our website.
www.uea.ac.uk/study/postgraduate/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. These can be uploaded with your online application. Applications should also include the details of one formal academic reference.

Research Degree Applicants should also upload their full curriculum vitae and a comprehensive statement of their proposed area of research.

www.uea.ac.uk/international/deposit
Visiting Us

Students with Disabilities
We welcome applications from students with disabilities. The Disability Team aims to offer information, advice and the co-ordination of support required by students both before and during their studies. The more information we have in advance of your arrival, the easier it is for us to make any necessary preparations. This can include any reasonable adjustments which are required for your studies or accommodation. We would be happy to arrange an informal visit to the University for you. For more information see: www.uea.ac.uk/services/students/disability

Open Days
Our Open Days give you the chance to find out about student life, financing your degree and the courses we offer. You will be able to talk to lecturers and current postgraduate students as well as taking a tour around campus. For more information and upcoming dates see: www.uea.ac.uk/opendayinfo

Individual Visits
You are of course very welcome to visit the School at other times – just call us to make arrangements.

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.
Fees
Full details of the fees for the School of Education and Lifelong Learning are available from our website.
www.uea.ac.uk/edu

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

Fees include tuition costs, supervision of the dissertation or thesis, and access to the library and computing facilities.

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.

Details of the deadline for applications for Research Degree studentships are available from our website.

www.uea.ac.uk/edu

www.uea.ac.uk/study/postgraduate/finance

www.uea.ac.uk/study/postgraduate/finance/masters-scholarships

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 brochure. For further details please contact the School. International applicants may also wish to contact the International Office.

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.

www.britishcouncil.org

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.

www.leverhulme.ac.uk

Teaching Agency Bursary: Available for UK/EU PGCE students. Bursary amount dependent on key stage and/or subject to be taught.

www.education.gov.uk/get-into-teaching

University Scholarship Schemes
Social Sciences Faculty and School 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.

Please note: The funding opportunities listed here refer to the standard one year, full-time Master’s Level Programmes and Research Degrees.

For further details about all Scholarship and Funding opportunities, please see our website.

www.uea.ac.uk/edu

Disclaimer
We have taken great care in compiling the information contained in this brochure, which we believe to be accurate at the time of going to press. However, the provision of courses, facilities and other arrangements described in the brochure are regularly reviewed and may, with good reason, be subject to change without notice. Applicants for postgraduate programmes will be notified immediately of any material changes likely to have a bearing on their application, such as cancellation of, or major modification to, degree programmes or modules offered, changes to the delivery or location of courses, changes to accommodation provision, changes to entry requirements; or changes to fees and charges to be levied by the University.

Should industrial action or other circumstances beyond the control of the University occur, and this interferes with the University’s ability to deliver programmes or other services in accordance with the descriptions provided, the University will use all reasonable endeavours to minimise disruption as far as it is practicable to do so. Provided the University complies with its obligations set out above, it shall not be liable to students or applicants, for any loss, costs, charges or expenses arising out of the information set out in this brochure, changes to that information or any disruption or interference of the type described above.

The University operates an Admissions Complaints Procedure. If you feel that you have a well-founded complaint regarding your application, please contact your 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. Information contained in this brochure may also be made available in other formats, to ensure access for everyone. Please call (+44) (0)1603 593753 to discuss.

Ethical Investment Policy
The University of East Anglia operates an Ethical Investment Policy.

The University of East Anglia is a Fair Trade university.

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When you have finished with this brochure please recycle it.
UEA Achievements

“UEA consistently ranks among the best universities in the country for student satisfaction. Its well taught degree courses and excellent facilities combined with a great social life and a nice place to live all on one stunning campus gives students the best of all worlds.”
The Sunday Times University Guide 2013

“The University of East Anglia is an increasingly popular campus-based university, just a couple of miles from the centre of Norwich. The university consistently makes the top 10 in the National Student Satisfaction Survey and was voted top English university in the latest What Uni Student Choice Awards.”
The Guardian Good University Guide 2014

“A top 15 university.”
The Guardian University Guide 2015
The Complete University Guide 2015
Further Information
Postgraduate Admissions
School of Education and Lifelong Learning
Faculty of Social Sciences
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ

T  +44 (0) 1603 591515
F  +44 (0) 1603 591523
E  admissions@uea.ac.uk
W  www.uea.ac.uk/edu