

# Education and teaching

## Essentials

### Taught programmes

#### MA degrees

Education Studies  
International Education and Development

#### MSc degree

Social Research Methods (for details, refer to page 14)

#### Postgraduate diploma

Education Studies

#### Postgraduate certificates

Education Studies  
Postgraduate Certificate in Education (PGCE)

### Research programmes

PhD Education  
Doctor of Education (EdD)  
International Doctor of Education (EdD)

### Related programmes

MA and Postgraduate Diploma in English  
Language Teaching (ELT) (p96)

### Admissions requirements

For information on overseas qualifications that meet the admissions requirements, refer to pages 156-157

#### MA, postgraduate diploma and postgraduate certificate

A first- or second-class undergraduate honours degree or equivalent qualification and normally at least three years' experience of work in education or a related area. Refer to Applicant profiles under specific programme entries for further admissions information

#### MSc

A first- or upper second-class undergraduate honours degree in education or a related subject, but applicants from other backgrounds may also be considered. You are also welcome to apply if you hold a Masters qualification that did not include research training. Applicants should submit an outline (two to three pages) of their research interests and state how studying for the MSc will help develop those interests, possibly for further research

#### PGCE

In order to qualify for admission to the PGCE programme, you must be a graduate of an approved institution of Higher Education or validating body from a programme that is recognised as being equivalent to an undergraduate honours degree. You must also have passed the equivalent of GCSE English and Mathematics (Grade C). If you are applying for the 7-14 course, you must also have achieved a Grade C GCSE or equivalent in a science subject. Evidence of having gained these qualifications must be provided at interview

### PhD and EdD

You should hold at least a second-class undergraduate honours degree or equivalent qualification and normally a Masters degree, and have had at least three years' experience of work in education or a related area. In exceptional circumstances, we consider applications from non-graduates who can demonstrate that they are sufficiently prepared for, and able to benefit from, the programme. This usually means extensive relevant professional experience

### English language requirements

IELTS 7.0, with not less than 6.5 in each section. Internet TOEFL with 100 overall, with at least 21 in Listening, 22 in Reading and 27 in both Speaking and Writing. For more information and alternative English language requirements, refer to page 156

### Fees

Refer to pages 158-159 for information on fees

### Admissions procedure

#### For all programmes except the Postgraduate Certificate in Education (PGCE)

We consider applications from September in the year before the one in which the programme begins, and try to offer places as early as possible. Please apply early, even though places on part-time programmes may be available until the summer preceding the programme. Applications for these programmes are made via the University's postgraduate application system (refer to pages 154-155)

#### For the Postgraduate Certificate in Education (PGCE)

Admissions:  
Graduate Teacher Training Registry,  
Rosehill, New Barn Lane, Cheltenham,  
Gloucestershire GL52 3LZ, UK  
T +44 (0)8714 680469

[www.gttr.ac.uk](http://www.gttr.ac.uk)

For further PGCE subject information or details of employment-based routes into teaching, contact:

T +44 (0) 1273 873238

F +44 (0) 1273 678411

E [iteadmissions@sussex.ac.uk](mailto:iteadmissions@sussex.ac.uk)

[www.sussex.ac.uk/education](http://www.sussex.ac.uk/education)

### Further information

#### For taught programmes

School of Education and Social Work,  
University of Sussex, Falmer,  
Brighton BN1 9QQ, UK

T +44 (0)1273 678447

F +44 (0)1273 678411

E [eswenquiries@sussex.ac.uk](mailto:eswenquiries@sussex.ac.uk)

#### For research programmes

(Address, email and fax number above)

T +44 (0)1273 678464

[www.sussex.ac.uk/education](http://www.sussex.ac.uk/education)

- Education at Sussex is ranked 7th in the UK in *The Times Good University Guide 2012* and 11th in the UK in the 2008 Research Assessment Exercise (RAE). 85 per cent of research was rated as internationally recognised or higher. Education was awarded a very high grade in the latest QAA Review of Education.
- Education hosts three international research centres (for details, refer to pages 82-83):
  - the Centre for Higher Education and Equity Research (CHEER)
  - the Centre for Innovation and Research in Cognition, Learning and Teaching (CIRCLETS)
  - the Centre for International Education (CIE).
- Experienced social science researchers are involved in teaching core programmes.
- We offer innovative interdisciplinary teaching and research with social work. Education faculty research interests also intersect with anthropology, development studies, gender studies, international relations and sociology.
- There are exciting teaching and research opportunities for mid-career and senior professionals.

### Teacher training

We provide high-quality teacher training via our PGCE and Graduate Teacher Programmes and are ranked 3rd in the UK for getting secondary trainees employment in schools (*Good Teacher Training Guide 2010*). We have always prided ourselves on our partnerships with schools, with local education authorities and with other universities. We strengthen the practice of school-based teacher training, which has existed in Sussex for over 40 years, through a consortium of partnership schools and the University of Sussex.

## Taught programmes

Masters-level programmes in education and teaching are designed to meet the needs of professionals in teaching, management, and education and development. We aim to provide programmes that are grounded in research; recognise and build upon your prior knowledge and experience; develop professionally relevant knowledge, skills and understanding; and enable the acquisition of further qualifications that enhance your career prospects.

Some programmes are offered on a part-time basis, combining attendance in the evenings with occasional day schools.

Assessment is through coursework assignments to help you acquire greater confidence, enhanced capabilities and different ways of thinking.

### Applicant profiles

We consider applications from non-graduates who can demonstrate that they are sufficiently prepared for, and able to benefit from, the programmes.

## MA in Education Studies

### 1-3 years full time/2-5 years part time

This is an innovative, highly flexible, research-based MA, designed to run alongside – and complement – your professional role, enabling you to work and study at the same time. This MA is distinctive because:

- you can choose your area of study within the broad discipline of education, constructing your own coherent pathway
- teaching focuses on one-to-one supervision with a tutor who has expertise in your area of interest
- there is also a range of optional evening or Saturday seminars on research methods, where you can meet other students
- you can choose to conduct library-based work and research in your own, or another, educational context.

Subjects and research groups on this MA are diverse. You work on a range of topics but there are also designated routes in:

- English
- Mathematics
- Science
- Person-Centred Education (with the Guerrand-Hermès Foundation).

#### Applicant profiles

We also offer an entry route via Accreditation of Prior Learning. Applicants submit a portfolio of continuing-professional-development activities conducted at work, which contributes to their first, 30-credit course. This entry route is particularly useful for teachers who have recently completed an NQT, threshold or other professional-development portfolio. The credits may be used towards an MA, PGDip or PGCert in Education Studies.

#### Career opportunities

You can use this MA to progress to a wide range of careers in education and related fields such as teaching, student support and leadership in primary and secondary schools, tertiary colleges and universities. It is also useful for those in education-related fields such as local education authorities and advisory services, therapeutic occupations, the creative arts, social services and training providers in the commercial sector.

#### Assessment

We award an MA in Education Studies for gaining 180 credits. This is through successful completion of four 30-credit courses and one 60-credit final dissertation.

### Postgraduate Diploma/Postgraduate Certificate in Education Studies

#### Postgraduate Diploma, 4 terms minimum part time

#### Postgraduate Certificate, 2 terms minimum part time

These programmes are research-based, offer a flexible approach to Masters-level work, and allow for professional responsibilities and staff development activities to be used as a basis for accreditation in the same way as for the Masters programme.

#### Assessment

We award a Postgraduate Diploma in Education Studies for 120 credits, gained through successful completion of four 30-credit courses.

We award a Postgraduate Certificate in Education Studies for 60 credits, gained through successful completion of two 30-credit courses.



## MA in International Education and Development

### 1 year full time/2 years part time

This MA has established its reputation over the last 27 years and is well regarded internationally. This innovative programme links theory with research, policy and practice, and critically engages with the educational challenges of low- and middle-income countries. It adopts a multidisciplinary approach to analyse the complex educational issues of resource-constrained and/or rapidly expanding educational systems. You have the opportunity to develop research skills and to specialise in one of five areas:

- Educational Planning and Governance for Development
- Gender, Inclusion and Educational Development
- Global Governance of Education and Conflict
- Learning, Pedagogies and Assessment for Development
- Teacher Education for Development.

#### Applicant profiles

The programme is aimed at students with professional experience in education and development and at those with a strong academic background in a relevant discipline.

#### Career opportunities

Our graduates develop their expertise for work in government departments, development agencies, non-governmental organisations or independent education consultancy. Employers of our graduates include the UK Department for International Development, the Japan International Cooperation Agency (JICA), USAID, UNESCO, UNICEF, and the World Bank. Some go on to study at doctoral level.

#### Programme structure

Autumn term: Debates in International Education and Development • Policy and Practice in International Education and Development.

Spring term: you choose two of the following five options: Educational Planning and Governance for Development • Gender, Inclusion and Educational Development • Global Governance of Education and Conflict • Quality Education: Learning, Pedagogies and Assessment for Development • Teacher Education for Development.

Alternatively, with approval, you may take one option from within the programme and another from selected development studies courses across the University.

Summer term: Research Methods in International Education and Development.

Academic Skills for International Education and Development is a course that runs throughout each of the three terms to provide specific forms of support to students on the programme.

#### Assessment

You write an assignment on a chosen subject related to each of the courses taken in the first two terms (30 credits each), a short research proposal (15 credits), and a final dissertation on a topic of your choice during the summer term and vacation (45 credits).

### MSc in Social Research Methods

#### 1 year full-time/2 years part-time

Refer to Routes to postgraduate study at Sussex on page 14 for more information about this programme, including structure and assessment.

### The Postgraduate Certificate in Education (PGCE) programme

#### (11-18)

#### 1 year full-time (English, Geography, History, Mathematics, Modern Foreign Languages, Music, Science)

#### (7-14)

#### 1 year full time (Mathematics, Modern Foreign Languages, Science)

You are normally based in schools in East and West Sussex and Brighton & Hove. School-based training by mentors and professional tutors is supported by University-based work. There are three elements of the PGCE programme:

#### Professional Knowledge for Schools

The focus of this course is to encourage the development of key professional attributes. This course develops your understanding of:

- broad educational issues
- national priorities
- whole-school policies, and
- teachers' duties, legal liabilities and responsibilities.

Part of the course is taught in schools, through meetings with your professional tutor (the senior teacher responsible for all trainees in a school); the rest is covered at the University.

Topics include personalised learning, special educational needs, interprofessional work with social work, safeguarding, teaching and learning styles, equal opportunities issues, assessment for learning and behaviour management.

#### Curriculum Studies

The central focus of this course is subject-specific professional knowledge and understanding.

University tutors and school mentors teach this course, extending your knowledge and understanding both of your subject and of how pupils learn, enabling you to explore a variety of teaching and learning strategies.

You learn about national curriculum requirements and about ways of covering these in imaginative lessons, aimed at a wide range of abilities.

Through school-based research we encourage you to develop your own understanding of your subject's specific pedagogy.

#### School Experience

On this course the focus is on the practical application of professional skills. Experience of placements in two schools gives you the opportunity to develop your teaching skills with the close supervision of a subject mentor. This includes:

- developing your knowledge of the school curriculum in your subject
- planning lessons and schemes of work, with clear learning objectives
- managing the classroom, ICT and other resources
- organising a range of well-paced activities to suit different learning styles
- presenting topics and using effective questioning strategies, and
- monitoring and assessing pupils' work.

#### Assessment

You are assessed to ensure you meet national standards.

Evidence of your professional skills comes from:

- classroom observations, usually performed by your school mentor and professional tutor in addition to your University tutors
- a record of evidence of achievement, which charts your development during the year
- a portfolio of professional development, which you collate, based on your school placements, presentations and written assignments, and
- written assignments for your specialist subject (and core subjects for the 7-14 route).

#### Timetable

The programme runs on a full-time basis from September until late June. Winter and spring vacations are fixed by the term dates of the schools in which you undertake teaching practice.

#### PGCE award levels

Students register on the Postgraduate Certificate in Education and are assessed at Masters level. Successful students will obtain a Postgraduate Certificate in Education, while students who do not obtain enough M-level credits are able to exit with a Professional Graduate Certificate in Education.

Further details are provided in the Initial Teacher Education (ITE) prospectus (visit [www.sussex.ac.uk/education](http://www.sussex.ac.uk/education)).

#### Qualified Teacher Status (QTS)

Teachers in state-maintained schools must have QTS, and qualified teachers in England are currently registered with the General Teaching Council for England (GTCE). For the purpose of registration with the GTCE, all successful students from the 11-18 or 11-16 programmes are registered on an 11-16 track.

QTS is awarded to teachers who meet nationally agreed standards. The standards are specified to ensure that all teachers have the appropriate professional knowledge and skills. This includes reaching a high standard of literacy and numeracy, and use of information and communications technology. Our programmes have been designed to meet the QTS standards.

Details are available from the Government, and include online help and self-study materials.

Details of the Standards, Requirements and Regulations can be seen on the website of the Training and Development Agency for Schools at [www.tda.gov.uk](http://www.tda.gov.uk) or the website of the Government's Department for Education at [www.education.gov.uk](http://www.education.gov.uk)

#### PGCE fees and support

Funding and associated arrangements for TDA-funded Initial Teacher Training (ITT) programmes leading to qualified teacher status starting in 2012 are still under review by the Government. Consequently, at the time of going to print (July 2011), we are unable to provide tuition fees and funding information for PGCE programmes at Sussex, in common with other institutions. We will publish detailed information on our 2012 PGCE tuition fees, and on bursaries and scholarships, online as soon as this information becomes available. For the latest information, visit [www.sussex.ac.uk/study](http://www.sussex.ac.uk/study)

#### How to apply for the PGCE

You should apply through the Graduate Teacher Training Registry (refer to contact details in Essentials). Please do not apply directly to Sussex.

You must provide an appropriate written reference on your application form, which should be an academic reference if you are at university or college. If you finished your studies in the last five years, your principal referee should be a tutor or lecturer who can comment on your academic achievements and your personal qualities. If you finished your studies more than five years ago, your principal referee should be a responsible person who knows you well enough to write with authority about you, such as an employer, a training officer or a careers officer.

No candidate will be offered a place without being interviewed. Interviews serve not only as a selection device, but also as an opportunity for further explanation and questions. Unfortunately, we are unable to reimburse travel and other expenses incurred in attending for an interview.

#### Trainees with disabilities

We welcome applications from students with disabilities, although the availability of suitable school placements may be limited. Contact ITE Admissions at the School of Education and Social Work (refer to details in Essentials) for further information.

#### Working with children

The Criminal Records Bureau (CRB) provides, through a disclosure service, access to records held nationwide by the police and the Department for Education. As initial teacher education courses involve working with children, all prospective trainees must be checked by the CRB before starting an initial teacher training programme. The current fee for a CRB Enhanced Disclosure is £44.

#### Mental and physical fitness to teach

All trainees must be screened for mental and physical fitness to teach by the University's Occupational Health Department. A charge is made for the service.

#### Employment-based routes

- Graduate Teacher Programme
- Overseas Trained Teachers

For further information, contact us at the address given in Essentials.

#### Withdrawal of offer

The University will make all reasonable efforts to provide the programme as set out in this prospectus. However, it may be obliged to withdraw an offer of a place if it cannot obtain sufficient placements for the school experience component of the programme, where trainees are placed in a school within a 50-mile radius of the University or of the student's home.

Refer to Terms and conditions on page 161-162 for more information. This information may be revised as a result of changes to Government regulations and recommendations. For the most up-to-date information, visit [www.sussex.ac.uk/study/pg](http://www.sussex.ac.uk/study/pg)

#### Career opportunities

Most of our graduates go on to work as qualified teachers in either primary or secondary schools, or sixth-form colleges.

### Research programmes

#### Research centres

In addition to interdisciplinary research with the Department of Social Work and Social Care, we host three research centres that provide the intellectual bases for our research, consultancy and teaching activity:

- The Centre for Higher Education and Equity Research (CHEER) provides a platform for the growing field of research into Higher Education with a particular focus on the themes of identity, transition and assessment. Recent research has addressed race and equality issues in UK Higher Education, widening participation in Higher Education in low-income countries, gender and Higher Education, disability and Higher Education, doctoral pedagogy, transitions from vocational and further education, and postdoctoral transitions.

- The Centre for Innovation and Research in Cognition, Learning and Teaching (CIRCLETS) examines the nature of learning and teaching. Current research includes teacher education, mathematics and science education, formative assessment, teachers' professional learning, raising aspirations of disadvantaged students, children's rights and student voice.
- The Centre for International Education (CIE) has an international reputation for its work on educational development, mainly in Africa, Asia and Latin America. Current research includes teacher education in sub-Saharan Africa, access to education in low-income countries, gender and development, education and conflict, sustainable financing of secondary education, aid and education development.

#### Routes into doctoral study

There are two routes into doctoral study in the Department of Education. These are:

- the PhD (+3 and 1+3), which benefits from research training within the MSc in Social Research Methods (refer to Routes to postgraduate study at Sussex on page 14). Both +3 and 1+3 are available full time, part time or via independent distance learning.
- the home EdD is offered in part-time mode and shares provision with the Doctor of Social Work (DSW) in the Department of Social Work and Social Care. The international EdD is offered in distance-learning mode. Both the international and home EdDs lead to the degree of Doctor of Education.

Doctoral research at Sussex has ESRC recognition.

#### Funding

For details of ESRC studentships within the School of Education and Social Work, refer to [www.sussex.ac.uk/education/studentships](http://www.sussex.ac.uk/education/studentships)

#### Career opportunities

Our graduates work across public, private and non-profit-making sectors as researchers, consultants, advisors, educational practitioners and directors. This includes working in Higher Education institutions in the UK and internationally as lecturers, senior lecturers, programme leaders or researchers.

Others are practitioners in schools, and in further and adult education. Some have policy roles within education ministries, while a few work in large multilateral organisations such as the World Bank or UNESCO.

#### PhD in Education, minimum registration: 2-4 years full time/3-6 years part time

This PhD programme provides you with the support and resources necessary to complete an original and substantial piece of research, usually with a significant empirical component.

You will normally be required to take courses offered within the MSc in Social Research Methods (+3 PhD), or to complete the MSc as the first year of the 1+3 PhD (refer to Routes to postgraduate study at Sussex on page 14 for more information). The MSc courses are supplemented by education-specific inputs, including individual tutorial support, research-student seminars to discuss work in progress, open research seminars, and student self-support groups.

#### Applicant profiles

Our research students come from a wide variety of countries, educational settings and backgrounds. International students from a wide range of countries form the largest group of full-time participants.

Further- and Higher-Education lecturers, classroom teachers, teacher educators, middle and senior managers and administrators, and those in related professional fields such as health and social care, independent training, research and consultancy work are represented.

In exceptional cases, we consider applications from non-graduates who can demonstrate that they are sufficiently prepared for, and able to benefit from, the programme. This usually means extensive relevant professional experience.

#### Coursework

Depending on previous experience and qualifications, you may be required to undertake coursework in addition to attendance at research methods seminars.

#### Assessment and progression

For those following the 1+3 PhD, an overall pass in the MSc in Social Research Methods with a grade of B+ or higher in the dissertation is normally required for progression to the PhD.

Those following +3 PhD may be required to undertake coursework, depending on previous experience and qualifications.

The research proposal developed in the first year of the PhD is reviewed by academic faculty before permission to undertake fieldwork is granted. Annual reviews of your progress and training needs are conducted. The research is written up as an 80,000-word thesis and judged by an internal and an external examiner. The examination includes an oral defence.

#### Recent thesis titles

*All manner of becoming: identity, power and the spaces of knowledge production in A level student research*

*Helping struggling adolescent readers using a buddy reading and mentoring programme*

*Learning Palestine: the construction of Palestinian identities in South Lebanon*

*Lost in transition: the barriers to educational access for school-age Zimbabwe migrant children in South Africa and the influences of institutional and social networks in overcoming them*

*Multi-stakeholder partnerships under the Rajasthan Education Initiative: if not for profit, for what?*

*Participation of doctoral graduates in industry learning systems in Chile*

*Teacher learning in the adoption of non-traditional mathematics pedagogies*

*Teaching and learning social studies among hearing impaired learners in Kenya*

*The contribution of Bolsa Familia Programme to educational achievement of economically disadvantaged children in Brazil*

*The dropout experience of basic school children in rural Ghana: implications for universal basic education policy*

#### Doctor of Education (EdD) normally 5 years part time

The EdD is a part-time degree designed to complement your professional activities, enabling you to work and study at the same time. The EdD offers structured study at doctoral level.

You will reflect on problems that are of direct relevance to professional interests and institutional concerns, develop your research and inquiry skills and a deep understanding of the nature and conduct of research and evaluation in professional settings.

#### Programme structure

##### Phase 1

Research and the professional:  
8,000-word essay plus 10,000-word report

##### Phase 2

Developing critical perspectives:  
18,000-word review

Completing phases 1 and 2 normally takes two years.

##### Phase 3

Research component:  
35,000-45,000-word thesis

Phase 3 normally takes three years.

In the first two phases, individual preparation and study is extended through collaborative and participatory work in interdisciplinary groups. Currently participants meet at twice-termly weekend workshops in Phases 1 and 2 (ie six weekends per year). In Phase 3, skills and knowledge developed earlier in the programme are deployed in working with a supervisor towards a doctoral thesis. Termly day workshops help to conserve the momentum of co-operative, interprofessional learning.

Communication between workshops is sustained through a virtual learning environment.

#### Assessment and progression

The EdD is at a level equivalent to the traditional PhD, with structured progression through the programme, including a formal taught component for the first two years.

You will need to pass each assignment in order to progress to the next element of work. Award of the Doctor of Education (EdD) at the end of the programme is dependent on your satisfying examiners that your thesis and coursework are of doctoral standard.

*The information for this programme is under review and details may change. For the most up-to-date information, visit*

[www.sussex.ac.uk/study/pg](http://www.sussex.ac.uk/study/pg)

**Recent thesis titles**

*An investigation of the contribution school information-management systems make to teaching and learning*

*A theoretical framework to understand the role of aid in achieving the education millennium development goals in fragile states*

*Developing exploratory talk and thinking in secondary English lessons: theoretical and pedagogical implications*

*Managing the transition to a new life: a longitudinal study of learning processes and identity (re)formation among refugees in the UK*

*Policing the boundaries: the writing, representation and regulation of criminology*

*Teaching history in postmodern times: history teachers' thinking about the nature and purposes of their subject*

*The use of levelled assessment tasks and their impact on teaching and learning in science education*

*Where do history teachers come from? Professional knowing among early-career history teachers*

*Young people constructing identities in the transition to Higher Education*

**International Doctor of Education (EdD) full time, distance, 3-4 years**

This programme is designed to run alongside – and complement – your professional role, enabling you to work and study at the same time. The programme offers structured study at doctoral level through intensive three- to four-week annual Summer Schools on the University of Sussex campus.

You will study issues and problems that are of direct relevance to your own professional interests and institutional concerns via collaborative, professional learning in which participants pool, share and benefit from each others' professional experience.

**Programme structure****Year 1**

Research and the professional:  
8,000-word essay plus 10,000-word report

**Year 2**

Developing critical perspectives:  
18,000-word review

**Year 3**

Research component:  
35-45,000-word thesis

Summer School includes lectures and seminars from top-level academics, and features collaborative learning seminars, individual research and presentations. You will also have access to a personal tutor.

It is expected that your thesis will take one to two years to prepare, depending on how intensively you are able to work on it alongside your professional commitments. During this period, you will need to prioritise your workload carefully and commit to making appropriate progress within the timeframe.

For the duration of your study you will be registered as an independent distant student of the University. As such, you will have remote access to the programme's interactive website, and electronic journals and databases (you should ensure that you have reliable email and internet access). You will also have the benefit of full library support and access to the University's computer and technical teams.

**Assessment and progression**

You will need to pass each assignment in order to progress to the next element of work. Award of the Professional Doctorate in Education (EdD) at the end of the programme is dependent on you satisfying examiners that your thesis and coursework are of doctoral standard.

The thesis is judged by external and internal examiners who will also conduct an oral examination, which you will be required to attend in the UK in accordance with the regulations for the professional doctorate.

*The information for this programme is under review and details may change. For the most up-to-date information, visit [www.sussex.ac.uk/study/pg](http://www.sussex.ac.uk/study/pg)*

**Recent thesis titles**

*A pilot project to design a culturally relevant curriculum for moving indigenous students in the Bolivian Amazon*

*Constructing Higher Education experiences through narratives: selected cases of mature undergraduate women students in Ghana*

*Formative assessment and all that jazz: a collaborative action research in a US High School*

*Gender and leadership in HE institutions, exploring perceptions and practices in the University of Cape Coast*

*Relations: a case study of Mfantseman Municipality, Ghana*

*Teachers in Peruvian Public Primary Schools: views on teaching as a profession in a challenging context*

*The development and performance of professional identity within a resistance culture: Kosovo-Albanian teachers' stories from the conflict years*

*What goes on under the learning radar? Investigating learning in the Belgian Development Agency*

**Specialist facilities**

You will have access to extensive library support through the main University Library and, with prior permission, certain specialist research libraries on the campus.

For full-time research students we provide access to computing facilities (including PCs), which supplement those available through University IT Services. There are also research student workrooms, equipped with some PCs.

**Academic activities**

We encourage and, if possible, financially support research students in attending conferences, especially where they are presenting material based on their research. Students are encouraged to publish material from their higher degree work.

**Faculty research interests**

The research interests and areas of supervisory expertise of our faculty are listed below and on the right. For more information about the research conducted in Education, including information about CHEER, CIRCLETS and CIE, visit [www.sussex.ac.uk/education](http://www.sussex.ac.uk/education)

**Professor Peter Aggleton** Gender, sexuality and education; sexual and reproductive health; studies of youth and youth subcultures.

**Kwame Akyeampong** Teacher education in low-income countries; assessment, mathematics and science education.

**Sarah Aynsley** 14-19 education and training; transition from further to Higher Education; qualitative approaches and practitioner research.

**Andrew Chandler-Grevatt** Science education: teaching and learning; progression of key concepts in science.

**Alison Croft** Culture and pedagogy, inclusive education for disabled children and teacher education particularly in low-income countries.

**Barbara Crossouard** Doctoral education, Higher Education; assessment, formative assessment; educational ethnography; gender, identity.

**Pat Drake** Mathematics and teacher education; adults learning mathematics; practitioner and insider research; action learning.

**Mairead Dunne** Sociological education studies of quality; equity and identity in UK and low-income countries; curriculum practices.

**Louise Gazeley** Social and educational (dis)advantage; education policy; exclusion from school; teacher education.

**Professor Valerie Hey** Feminist theory; postmodern methodologies; ethnography; identity; affects; social difference; gender.

**Angela Jacklin** Special educational needs; equity in widening participation; teacher education.

**Professor Keith Lewin** Economics of education: access to education in low-income countries; educational planning and finance.

**Professor Louise Morley** Sociology of Higher Education; national and international Higher Education policy; widening participation; identity.

**Linda Morrice** Lifelong learning; adult learning.

**Mario Novelli** Education and conflict; global governance of education; education and globalisation; foreign aid and education.

**John Parry** Education for sustainable development; role of ICT within citizenship; experiential learning; special educational needs.

**John Pryor** Educational ethnography; international and intercultural education; identity and equity; pedagogy and formative assessment.

**Ricardo Sabates** Education and social outcomes; links between education and health; education and crime; adult education.

**Yusuf Sayed** Education assessment and rights; quality; education governance and leadership; education financing; international aid.

**Professor Judy Sebba** Assessment for learning; pupil grouping; student voice; youth innovation; continuing professional development.

**Julia Sutherland** The use of collaborative talk to develop secondary pupils' higher cognitive thinking.

**Simon Thompson** Teachers' professional knowledge; Initial Teacher Education in the UK; history of education.

**Jo Westbrook** Learning to read; comprehension; wider reading; teacher education in the UK and development countries; action research.