Welcome to the School of Education at the University of Lincoln where both our research and teaching are based on the belief that educational practice and theory are inextricably linked.

The School of Education is a vibrant and intellectually stimulating environment in which staff have developed national and international reputations in their areas of expertise, and are committed to the advancement of knowledge and its application in all fields of education. Our staff and students can work together to explore, adopt and promote cutting-edge perspectives to educational technology, teacher training, pedagogy, curricula, science education, educational policy, educational organisations and the politics of education.

Our students can follow a variety of routes into education from our undergraduate degrees to professional and postgraduate courses. At Lincoln, we are fully committed to developing outstanding teachers who, as soon as they enter the classroom, make a positive impact on pupils’ learning and attainment. To achieve this we offer, in conjunction with the Lincolnshire Teaching School Alliance and the St George’s Academy Partnership, PGCE School Centred Initial Teacher Training (SCITT) programmes (Primary and Secondary) across a wide range of subjects that combine professional practice with educational research.

The School has introduced two undergraduate courses, the BA (Hons) Education and BSc (Hons) Education and Psychology*, which offer students an opportunity to gain a fundamental understanding of education. Furthermore, we have also developed our postgraduate offering to include an MA Education and PhD (Professional) Education. Education professionals can also take advantage of our professional development programmes.

If you would like to know more about the School of Education, please contact us using the details at the back of this brochure or visit us at an Open Day to experience our School and campus for yourself.

Professor Ian Abrahams
Head of School

*Subject to validation.
Undergraduate Study

BA (Hons) Education
The BA (Hons) Education aims to provide students with a clear pathway into a range of careers in education.

The programme has been developed to deliver a broad introduction into education and fundamental underpinning ideas. Students can explore the essential background to key concepts in education and develop an understanding of how the foundations of education influence practice and sometimes policies.

The course aims to also address important and contemporary policies related to a range of aspects of education, including curriculum and special educational needs and disability.

Core modules aim to develop research skills, helping students to develop research careers and progress to further postgraduate study once they graduate. Core modules may also include a focus on areas such as teaching and learning, diversity, inclusion and alternative education. Optional modules may include Science, Technology, Engineering and Mathematics (STEM), Special Educational Needs and Disability (SEND) as well as Advanced Psychology of Education.

The programme can support students who wish to progress into careers related to teaching in mainstream schools as well as in alternative educational environments, such as in museum education.

Assessments on the course are diverse and designed to enable students to advance their transferable skills in preparation for employment or further study.

Students who wish to pursue a career in psychology may be able to apply for a postgraduate conversion course* at the University of Lincoln after successfully completing their BSc: A postgraduate conversion course, as accredited by the British Psychological Society, confers eligibility for the Graduate Basis for Chartered Membership (GBC), the first step towards becoming a chartered psychologist. A postgraduate conversion course** is currently being developed by the School of Psychology, for the most up-to-date information please visit www.lincoln.ac.uk/home/psychology

*BSc (Hons) Education and Psychology is subject to validation and is expected to be offered as an undergraduate programme from September 2018. Please refer to our website to check for entry requirements and the latest information about the course before making your application.

**Subject to validation.

For more detail and the most up-to-date information: www.lincoln.ac.uk/education

BSc (Hons) Education and Psychology*
At Lincoln, our Education and Psychology degree aims to facilitate students to develop a greater understanding about how psychological processes underpin the learning experience. The course combines elements of the BA (Hons) Education programme together with key modules from BSc (Hons) Psychology and aims to prepare students for a range of careers in education, psychology or research.

Students have the opportunity to develop in-depth understanding in education, psychology or research. We also refer to current policies and how these changes that services and provision are experiencing. My research, experience as a qualified teacher, and collaborations with a variety of school settings, helps me to deliver current and relevant topics that prepare students for working with learners in a range of backgrounds and this helps me to deliver current and relevant topics that prepare students for working with learners in a range of environments."

Dr Rachael Sharpe, Senior Lecturer and Programme Leader BSc (Hons) Education and Psychology*

A Career in Teaching
Students who wish to pursue a teaching career will be encouraged to undertake voluntary work experience in order to support their application for teacher training. Students are responsible for their Disclosure and Barring Service (DBS) check, travel, accommodation and general living costs while on work experience.

"Education is a major part of our society and leads to many rewarding professions. Our BA (Hons) Education degree reflects these opportunities and thus has been carefully developed to enable students to pursue their passion for education, whilst widening opportunities for employability. My research, experience as a qualified teacher, and collaborations with a variety of school settings, helps my teaching to deliver a programme that aims to engage, enthuse and inspire students."

Dr Carol Callinan, Senior Lecturer and Programme Leader PGCE (Secondary)

Further Study Opportunities
Students can progress to a PGCE or Master’s course with further opportunities to continue within academia at PhD level. Those studying BSc (Hons) Education and Psychology* may wish to progress to postgraduate study and undertake a postgraduate conversion course**.

"I am Programme Leader on the Education and Psychology programme and teach on the BA (Hons) Education, focusing on Special Educational Needs and Disability (SEND) and Inclusion. Our SEND modules aim to enable students to understand how children with additional needs can be supported. We also refer to current policies and how these reflect attitudes towards children with disabilities and the changes that services and provision are experiencing. My research combines learning theories with approaches to supporting the diverse learning needs of children from a range of backgrounds and this helps me to deliver current and relevant topics that prepare students for working with learners in a range of environments."

Dr Carol Callinan, Senior Lecturer and Programme Leader BSc (Hons) Education and Psychology*
PGCE Postgraduate Certificate in Education Primary and Secondary Programmes

The University of Lincoln’s PGCE programmes aim to provide trainee teachers with the knowledge and research skills necessary to become critical and innovative practitioners who strive to improve students’ learning. The two programmes have been designed and developed in collaboration with our partner School Centred Initial Teacher Training (SCITT) providers, St George’s Academy Partnership and Lincolnshire Teaching School Alliance (LTSA).

The Primary and Secondary PGCE programmes aim to provide an intellectual, theoretical, empirical and conceptual grounding in primary and secondary education and educational research. The one-year programmes are studied on a part-time basis. They are designed to help trainee teachers become critical educators who are able to research their own practice and context, produce new knowledge based on this research, and adjust and influence their own practice. Example modules for study include two Master’s level modules in Education; Foundations of Education; and Researching Education.

The aim of these courses is for trainee teachers to emerge with an understanding of how academic knowledge and research can be integral to their careers and to the development of education. On successful completion graduates are awarded either the PGCE Primary or PGCE Secondary from the University of Lincoln and Qualified Teacher Status (QTS) from our partner SCITT providers.

Students are taught by academics who are engaged in educational research. Academics work together with the SCITT partners who support students’ training in schools with the aim of helping trainees to get the most from the programme.

Course Content

Foundations of Education (Primary)/(Secondary)
This module is designed to develop knowledge and understanding in education to support trainee teachers to become reflective practitioners and effective teachers who can contribute to the wider educational context in which they work.

The module aims to include an insight into the changes in education from past to present whilst looking to future change. Topics may include: the role of primary schools; the role of secondary schools; teachers and teaching; school ecology; pedagogy; curricula; student-teacher relationships; digital literacy; quality processes and standards; school cultures; inclusive educational policy and practice; special educational needs and disability; and the role of teaching assistants.

Researching Education (Primary)/(Secondary)
This module is designed to develop an understanding of educational research. It aims to support the development of research and analytical skills that are useful in identifying and investigating issues that could be encountered in teaching.

The curriculum for this course has been designed to be integrated with QTS training through our partner primary and secondary schools. Therefore, the theory and research components of the module have been devised to be driven by the elements of practice that are significant to trainee teachers during the different phases of the year.

The module may include current research approaches in education as well as reflecting on educational research. Topics may include: analysing secondary data, research ethics, research design, qualitative interviewing, survey methods, case studies, observational methods, experimental methods, documentary analysis, ethnography, action research and qualitative and quantitative data analysis.

How to Apply

To gain entry to the PGCE, you will need to have a 2:2 honours degree or equivalent in a subject relevant to the one you wish to teach. We can advise on the content of the course, however, admission to the course is through either St George’s Academy Partnership: www.teacher-training.org or the Lincolnshire Teaching School Alliance www.lincolnshiretsa.co.uk, which incorporate a wide range of schools across Lincolnshire and provide teaching places for a variety of subject areas.

Further Study Opportunities

On successful completion of the PGCE, students may wish to undertake further study by progressing to a continued professional development course or Master’s degree and PhD.

*Trainee teachers are provided with relevant theoretical perspectives and opportunities to question practice, to develop their own personal theories and critically reflect, contributing to the development of outstanding teachers – the most powerful predictor of student achievement.*

Dr Jennifer Johnston, Schools Director of Teaching and Learning

*Trainee teachers can learn about established theories and philosophies of education. Through research on their own developing practice, trainees are encouraged to become reflective practitioners, to cultivate their own personal philosophy of education and to build their identity as a teacher.*

Anita Backhouse, Senior Lecturer, PGCE (Primary)

For more detail and the most up-to-date information:

www.lincoln.ac.uk/education
Leanne Sinclair
Postgraduate Certificate in Education (Secondary) student, Lincolnshire Teaching School Alliance.

"I initially completed a BSc (Hons) Biochemistry at the University of Lincoln and I am currently studying a Postgraduate Certificate in Education (Secondary).

"At the school I am training in, I fulfill the role of a science teacher. I plan and teach my own lessons, and I am responsible for these classes.

"On both of my school placements I have been treated as a peer by fellow teachers. I already feel confident and able in the classroom, which means the students view me as a teacher, too.

"Teaching is hard work but I love being in the classroom, and learning to balance both the teaching and postgraduate workload has prepared me for the demanding schedule of a full-time newly qualified teacher.

"I enjoy taking part in school life, such as attending school performances and building working relationships with staff within the school.

"This was definitely the right path into teaching for me. I always knew I would rather be working in a school and learning on my feet and I have already secured a job as a science teacher."

Emma McKenna
Postgraduate Certificate in Education (Secondary) student, St George’s Academy Partnership

"I chose the University of Lincoln because it offered the opportunity to study for a PGCE in a university setting, get classroom experience from the start of the year, and gain points towards a Master’s qualification.

"One of the most enjoyable elements of the course was meeting with other trainee teachers every Monday to share our experiences.

"I currently teach Humanities at The King’s School, Grantham. Since graduating, I have gained in-depth knowledge of a teaching timetable, learned the names of the students that I teach (over 300) and an understanding of school policies. The support from my family has helped me overcome these challenges.

"The PGCE has given me a good understanding of the theory behind the different teaching practices I use now, the importance of continued research in teaching and confidence in my own ability.

"My lasting memory of the University is the help and support I received from all of the team on my PGCE course, particularly Dr Rachael Sharpe and Dr Jennifer Johnston. They have not only been involved in the process of helping us become effective teachers, but have taught us the value of educational research."
MA Education

The MA Education offers practising and aspiring educators opportunities to learn, apply and produce critical knowledge in the interdisciplinary field of education, and to use this to inform and transform future educational practice, theory, policy and institutions.

This is a Master’s programme of advanced study for anyone who wishes to deepen their knowledge of education in general, and for those who wish to make connections between educational practice, theory and research.

Course Content

The programme is designed around three core modules and two optional modules. The core modules aim to support students to identify their specific research questions through a critical review of the literature; develop the requisite knowledge, understanding and practical skills in appropriate research methods; and produce a compelling piece of advanced research. Optional modules can allow students to deepen existing subject knowledge and broaden their appreciation of the study of education.

The MA Education is a flexible postgraduate degree programme that aims to further existing educators’ critical understanding of their practice and allow aspiring educators to deepen their knowledge of education in preparation for a career in education or further doctoral research.

Flexible Study

Students on the course can undertake fortnightly seminars for those who wish to make connections between educational practice, theory and research.

Study Schools

Study schools are attended by all postgraduate and research students in the School of Education and aim to offer an interactive, friendly and energising experience.

All students are expected to attend scheduled teaching on the programme – this currently takes place at two weekend study schools (Friday-Sunday in October and February) and one week-long study school (Monday-Friday in July).

Study schools can include lectures, student presentations, seminars, visiting speakers and workshops. An emphasis is placed on encouraging students to share and discuss their own work, and to provide structured activities that build on students’ research interests, and those of academic staff. Students are responsible for their travel, accommodation and living costs during the study school.

Postgraduate Loans

You can apply for a loan of up to £10,280 as a contribution towards your course and living costs. This will be paid into your bank account in three instalments during the academic year, if you are studying on a one-year full-time course. For more information about Postgraduate Loans and how to apply, visit www.gov.uk/postgraduate-loan

Further Study Opportunities

Teachers may be able to transfer some of the credit gained on their PGCE towards the MA or PhD (Professional) Education programmes.

For more detail and the most up-to-date information: www.lincoln.ac.uk/education

Continued Professional Development

The School of Education offers current teachers and educational professionals the opportunity to further their subject knowledge, improve practice and skills by undertaking a continued professional development course.

Flexible Study

The course is organised around a structured set of suggested reading aimed at guiding independent study, bi-weekly seminars and an intensive weekend study school. Fortnightly seminars will be run in-person and use webinar technology to enable off-campus students to participate.

Study School

As part of the course, students attend one intensive three-day (Friday-Sunday) study school. Study schools are at the core of the teaching experience and provide the context within which strand-based research communities can form. Students are responsible for any travel, accommodation and general living costs associated with the study school.

Study Schools can include lectures, student presentations, seminars, visiting speakers and workshops. An emphasis is placed on encouraging students to share and discuss their own work, and to provide structured activities that build on students’ research interests, and those of academic staff. Students are responsible for their travel, accommodation and living costs during the study school.

Further Study Opportunities

Credit from these courses can contribute towards a Postgraduate Certificate in Education (PG Cert), Diploma (PG Dip) or MA Education.

For more detail and the most up-to-date information: Mentoring and Coaching for Educational Professionals: www.lincoln.ac.uk/mentoring Special Educational Needs and Disability: www.lincoln.ac.uk/edsend

Further Study Opportunities

Teachers may be able to transfer some of the credit gained on their PGCE towards the MA or PhD (Professional) Education programmes.

For more detail and the most up-to-date information: www.lincoln.ac.uk/education

Special Educational Needs and Disability

Special Educational Needs and Disability is specifically designed to support the needs of students interested in careers in education, including practising teachers, special educational needs coordinators, and educational researchers. This module encourages students to critically explore issues related to policy and practice for children with additional needs.
The University offers research programmes for students who want to combine their professional practice with intellectual inquiry or undertake rigorous research into a focused area of education. Students can join a diverse, supportive and intellectually-challenging research environment in the School of Education.

**Research Programmes**

The University offers research programmes for students who wish to conduct original research relating to their professional context or area of educational practice. Unlike a traditional PhD, the PhD (Professional) Education replaces the longstanding EdD, aimed at experienced educators who are eager to undertake advanced research related to their professional practice. Students that have undertaken an MPhil or PhD may progress to become academic or administrative leaders in primary, secondary or tertiary educational institutions, or university lecturers or researchers. Research students can decide on the focus of their thesis and can benefit from regular meetings with their supervisor. Students are expected to produce a thesis of 60,000 words, while MPhil students produce a thesis of 40,000 words, supported by an oral defence. The programme is designed to enable students to develop the critical thinking and research skills required for study at postgraduate level. In addition, students have the opportunity to attend training sessions to develop their research methods and transferable skills. Research areas include science education, professional learning and professional development, education policy, and special educational needs and disabilities.

**PhD (Professional) Education**

This doctoral research programme focuses on research and professional practice and aims to aid the dissemination, development and management of a range of professional practice and policy development. It aims to provide an integrated and structured programme of study for current and future educators who wish to conduct original research relating to their professional context or area of educational practice.

**MPhil/PhD Educational Research and Development**

Investigating the way we conceive of, and execute, education may have the potential to influence a whole generation of pupils. Research students have the opportunity to work alongside academics undertaking studies into how education provision can be improved. This qualification is aimed at those who are, or aspire to be, senior academic or administrative leaders of primary, secondary or tertiary educational institutions, or university lecturers or researchers. Research students can decide on the focus of their thesis and can benefit from regular meetings with their supervisor. Students are expected to produce a thesis of 60,000 words, while MPhil students produce a thesis of 40,000 words, supported by an oral defence. The programme is designed to enable students to develop the critical thinking and research skills required for study at postgraduate level. In addition, students have the opportunity to attend training sessions to develop their research methods and transferable skills. Research areas include science education, professional learning and professional development, education policy, and special educational needs and disabilities.

**Study Schools**

Study schools are at the core of the teaching experience and provide the context within which strand-based research communities can form. Study schools currently take place in Lincoln over two weekends (Friday-Sunday) in October and February, and over one week in July (Monday-Friday). Students are encouraged to engage in broader postgraduate training opportunities, present their work to academic audiences and communicate the significance of their research to colleagues and peers.

**Postgraduate Loans**

The UK Government are due to introduce new doctoral loans of up to £25,000 for PhDs and equivalent postgraduate research programmes from 2018. For more information about postgraduate loans and how to apply visit [www.gov.uk/postgraduate-loan](http://www.gov.uk/postgraduate-loan).

"Studying a doctoral programme has enabled me to examine education more fully from political, philosophical and cultural perspectives. I have been extremely well supported by tutors, their advice and guidance has enabled me to set and achieve goals. Tutor-led Skype forums, regular individual tutorials and written feedback, highly enjoyable and stimulating study schools, student participatory sessions for sharing research, and an emphasis by tutors on listening and responding to students’ needs are just some of the ways I have been supported."

Kathleen Taylor, Doctoral student

**For more detail and the most up-to-date information:**

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

**Further Study Opportunities**

Students that have undertaken an MPhil or PhD may progress to become academic or administrative leaders in primary, secondary or tertiary education. Alternatively, they may pursue a career in academia or research.
The School of Education is an active community of academic, student and practitioner researchers who are committed to educational studies that make a difference.

Our interdisciplinary and collaborative work aims to inform the improvement of thinking, practice and policy across many educational contexts, from schools and universities to informal learning spaces and theoretical debates. Our researchers employ both qualitative and quantitative methods and a range of disciplinary perspectives to explore pressing questions about knowledge and learning, inclusion and inequality, organisational cultures and institutions, educational futures and the impact of educational research itself. Two of our main research themes, science and technology education and critical education studies, are supported by specialised research groups.

Science and Technology Education Group (STEG)
Science and technology have a significant impact on contemporary societies, and teaching and learning about them effectively has the potential to improve both individual and social life. Members of STEG pursue research that makes a positive and measurable difference in teaching and learning. Our work is driven by an ethos that decision-making in these areas should be informed by research-based evidence, which can objectively inform practice and policy.

Research in Critical Education Studies (RiCES)
Education is a key site of cultural, economic and political power, with the capacity to both reinforce and challenge social inequality and injustice. Our researchers use a variety of critical theories and methodologies to explore the politics of education in global society and everyday life and to inform educational thinking and practice in the interests of just social futures. We have a special interest in designing co-operative, practice-oriented inquiries with activists and practitioners.

“Studying in the School of Education offers many opportunities to learn from experienced researchers and be part of exciting new research projects in the field. Many of our studies, which have been funded by organisations such as the European Union, Independent Social Research Foundation, Leadership Foundation and Wellcome Trust, have direct impacts on challenging and improving current educational thinking and practice. From projects on multimodal, practical and performative learning among children to studies on safeguarding academic freedom in European and African universities; from research into the development of co-operative educational leadership to inquiries into teachers’ agency and professional identities; from evaluations of pedagogy to critical theories of educational marketisation, our research engages some of the most pressing debates in the field today.”

Dr Sarah Amsler

For more detail and the most up-to-date information:

www.lincoln.ac.uk/education/research

Professor Terence Karran, Director of Research

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Investigating Different Approaches to Higher Education

Co-operative values and principles for higher education have been the focus of recent research undertaken by Dr Joss Winn from the School of Education and Professor Mike Neary from the School of Social and Political Sciences.

‘Beyond Private and Public – a framework for co-operative higher learning’ (Neary and Winn, 2016) was funded by the Independent Social Research Foundation. In addition, their ongoing research on ‘Co-operative Leadership for Higher Education’ is funded by the Leadership Foundation for Higher Education.

Working with academics, students and members of co-operatives, Dr Winn and Professor Neary have developed a framework for a radically different approach to Higher Education – co-operative universities.

They argue that the new UK Higher Education and Research Act 2017 marks a paradigm shift in Higher Education in England. A shift away from public higher education to a more competitive, consumer-led model.

Dr Winn and Professor Neary suggest the co-operative model as a real alternative that is based on a different legal, governance and management structure, challenging the corporate business model with a framework organised around member-ownership and democracy.

They argue that there is a similarity between the values of the co-operative movement and academic values such as sharing, collaboration, autonomy and independence, concern for community and the power and importance of education.

Dr Winn said, “Our research focuses on co-operative education, workplace democracy and alternative forms of higher education. There is a growing interest among some academics and students for an alternative form of higher education based on the values and principles of the international co-operative movement; universities that are constitutionally democratic and member-owned.”

Students Given Opportunity to Publish Work

A new journal which provides students with the opportunity to publish their work has been launched by the School of Education.

The University of Lincoln Educational Research Network journal provides a forum for the publication of educational research that is taking place within the School of Education. The journal aims to encourage, celebrate and disseminate research, scholarly activity, and pedagogical practice that is in keeping with and aligns with the School’s and College of Social Science’s commitment to excellence in education and student experience.

Students on the PGCE (Primary) and (Secondary) programmes who received a distinction were invited to publish the action research project that they completed as part of their course.

The publication aims to offer current and prospective PGCE students a useful resource of action research articles, it can support students when deciding on the focus of their own research and guide students toward producing an outstanding piece of work.

The Editor, Dr Jennifer Johnston, said: “The first edition of ULERN included articles that originated as action research projects undertaken by recently graduated PGCE (Secondary) trainee teachers. The action research articles report on issues relating to secondary teaching and the development of pedagogical and reflective practices.”

Protecting Academic Freedom

Research on academic freedom by a leading academic within the School of Education has influenced legislation on the topic and resulted in successful bids for EU funding to continue research in this area.

Terence Karran is a Professor in Higher Education within the School. His research into academic freedom concentrated on attempting to measure the levels of legal (de jure) and normative (de facto) protection for academic freedom in the EU states. Although most academics believe that academic freedom is important to them, no attempt had previously been made to assess the strength of legal protection, offered by different nations’ statutes and constitutions.

Using UNESCO’s 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel, as a bench mark, Professor Karran showed that compliance with the different elements of the recommendation varied considerably between EU nations, and academic freedom was very poorly protected in Denmark and the UK.

This research prompted the Danish University Lecturers Association to make an appeal to UNESCO. As a result of this appeal, the Danish Parliament set up an international evaluation team to assess the protection for academic freedom in Denmark. The evaluation team’s report led to the law on academic freedom being amended and the level of protection strengthened.

The research resulted in two successful bids for EU funding for an International Marie Curie Fellow (Dr Kwadwo Appiagyei-Atua from the University of Ghana) and an Intra-European Marie Curie Fellow (Dr Klaus Beiter from the Max Planck Institute in Munich).

Dr Appiagyei-Atua and Dr Beiter undertook research into academic freedom in Africa and Europe by developing online surveys to gather data on academic freedom. Using the EU survey, the research team led by Dr Appiagyei-Atua and Dr Beiter undertook research into academic freedom in Africa and Europe by developing online surveys to gather data on academic freedom. Using the EU survey, the research team led by Dr Appiagyei-Atua and Dr Beiter undertook research into academic freedom in Africa and Europe by developing online surveys to gather data on academic freedom.

Professor Karran said: “The online EU survey already has over 6,500 respondents and has started to yield some interesting results. Future work will involve comparing the differing perceptions of academic freedom held by academic staff in the different countries of the EU and Africa.”
Lincoln Alumna Delivers $2.8 Billion Investment on Behalf of the Bill and Melinda Gates Foundation

Vicki Phillips, an alumna of the University of Lincoln served as the Director of Education for the Bill and Melinda Gates Foundation where she developed and executed the largest philanthropic investment in US education, worth over $2.8 billion.

Vicki, who has helped to improve the lives of countless children across the USA, has also been named as a winner in the British Council Alumni Awards 2017.

The prestigious awards, now in their third year, celebrate the outstanding achievements of international graduates of British universities and showcase the impact and value of UK higher education around the world.

Vicki won the award in the Social Impact category for her exceptional contribution to creating positive social change and improving the lives of others.

Having completed an EdD Educational Leadership programme at the University of Lincoln in 2002, she returned to the institution in 2010 when she was awarded an Honorary Doctorate.

Prior to working for the Bill and Melinda Gates Foundation, Vicki served as a District Superintendent of Schools and State Minister of Education in the state of Pennsylvania, USA, where she led educational reform to benefit all children and raise achievement levels.

Vicki said: “The combination of rigorous coursework, practical application and an international perspective drew me to the University of Lincoln initially, but it was the innovative approach to leadership challenges, the encouragement of risk-taking and the knowledge of the world that made it different to other University experiences.”

Does Paired Mentoring Work? Undergraduate Students Support Pupils in School Science

Professor Ian Abrahams and Dr Rachael Sharpe from the School of Education led a project designed to support Year 11 pupils by pairing them with undergraduate students studying science-related degrees at the University of Lincoln. The aim of the project was to improve Year 11 pupils’ attainment and attitudes to science during their General Certificate of Secondary Education (GCSE) study. The project secured £50,000 in funding from the Research Infrastructure Fund (RIF).

The undergraduate students mentored Year 11 (aged 15-16) pupils throughout the final year of their compulsory science education, at the end of which pupils took their GCSE examinations.

Undergraduate mentors undertook DBS checks and safeguarding training, as well as support for planning the mentoring sessions. They actively engaged in designing, planning and preparing the mentoring sessions both in collaboration with school staff and the Year 11 pupils. Undergraduates also planned and delivered a revision day that was held at the University for Year 11 pupils to attend. This experience offered the opportunity to spend quality time on GCSE revision through the mentoring sessions but also the chance to investigate and explore university life.

Data was collected from the Year 11 pupils’ mock and actual GCSE examination results as well as questionnaires, focus groups and field notes from Year 11 and undergraduate mentors.

The study found that mentored pupils did statistically better in terms of attainment in both mock and actual GCSEs examinations and also showed a statistically significantly greater improvement in their attitudes to science than pupils who were not involved in the mentoring project. The findings indicate the value of academically-asymmetrical paired mentoring for Year 11 pupils within science.

Dr Sharpe said: “This paired mentoring project has demonstrated the positive and exciting impact it can have on Year 11 pupils in developing their academic performance and attitude to science. For undergraduates, this experience of teaching and the opportunity of taking them beyond their studies produced an interesting finding. Indeed, nearly half of the undergraduate mentors involved have now considered, or have completed, training to become secondary science teachers. This research on the impact of mentoring in schools demonstrates the exciting benefit and opportunities that collaborations between the University and schools can have. We hope to do similar work in the future to continue this inspiring and innovative research.”

Facilities

The University of Lincoln’s city centre campus provides a modern student-centred community. Based on the picturesque Brayford Pool marina, everything students need is either on campus or a short walk away.

The University has spent £200 million on its campus, with a further expenditure of £130 million planned over the next 10 years as major investment in our buildings and facilities continues.

Great Central Warehouse Library

The Great Central Warehouse Library is open 24-7 for the majority of the academic year. The library offers access to books, ebooks, electronic journals, databases, an online catalogue, specialist collections and audio and visual archives. Students can access the latest equipment and learning spaces to complete group work. A dedicated subject librarian is on hand to help students navigate and locate materials for their studies. Subject librarians work closely with academic departments to maintain and develop the resources needed for courses and to provide assistance to students.

Social Scene

At the University of Lincoln, we aim to provide our students with every opportunity to enjoy University life. There is a range of venues and social spaces, with a variety of places to eat and drink.

At the heart of social life on campus is Lincoln’s biggest late-night venue, the Engine Shed, which has hosted acts such as The Kaiser Chiefs, Example, Kings of Leon, Kasabian and Rudimental, as well as comedians Sarah Millican, Russell Howard and Jimmy Carr. The Platform, Tower Bar and The Swan comprise the rest of the Students’ Union-run venues, which have been named as some of the safest student union venues in the country in the Best Bar None awards. You can also see a huge range of shows at our innovative performance venue, the Lincoln Performing Arts Centre.

Sport

The Sports Centre at the University has a range of facilities including fitness suite, sports hall, football pitches, dance studio, saunas, as well as courts for badminton, tennis, basketball, volleyball and netball.

Students can participate in a range of sport at the University. Lincoln Students’ Union currently has 150 sports and societies including netball, American football, lacrosse and rowing. Students can also compete in inter-university British Universities and Colleges Sport (BUCS) tournaments.
Life After Lincoln

Careers
Many University of Lincoln graduates go on to successful careers around the world. Ninety five per cent of our most recent graduates were in work or further study six months after finishing their course, with almost three-quarters in graduate-level roles, according to the latest Destinations of Leavers from Higher Education Survey.

Educational Professionals
Those who choose to follow an educational pathway can progress to a variety of roles including trainers, teachers, assessors, tutors, support staff, mentors, coaches and managers. Opportunities for employment may be available within universities, colleges, independent training providers, adult and community learning, the voluntary sector, justice sector and the armed services.

Teaching
Many teaching positions are in state schools but graduates may also have the opportunity to work in independent schools, pupil referral units and military hospitals. There may be opportunities for a career offering private tuition, pastoral care, teaching pupils with special educational needs or, with further training, supporting other teachers to improve their practice. Teachers can progress to roles such as curriculum leader, deputy head teacher and head teacher. There may also be opportunities to work for an exam board, local education authority, careers service or in a gallery or museum as an education officer.

Further Study
A range of opportunities are available to continue your studies. If you have successfully completed an undergraduate degree students can progress to a Master’s or PGCE. For those who have qualified as teachers there is the option of undertaking a continued professional development course or Master’s. Further study at PhD level is available for those who have completed a Master’s.

Careers and Employability Guidance
The School of Education has a dedicated Careers & Employability Adviser who runs a drop-in clinic, providing personal guidance appointments, including advice and support on developing your CV, applying for jobs and obtaining paid and voluntary work experience while you study. Additionally, students have the opportunity to complete the Lincoln Award, which enables you to develop transferable skills in addition to those learnt on the course, and to showcase your achievements to prospective employers.

Support from the University does not end when you finish your studies. As a graduate of the University of Lincoln, you can continue to access careers support and other tailored services for graduates for up to three years.

For more information on the range of services available through the Careers & Employability team:

www.uolcareers.co.uk

Future Opportunities
Students studying an Education programme can progress to a variety of routes upon successful completion of their course.

*Subject to validation.
Find Out More

There are many ways for you to engage with the University of Lincoln and the School of Education. Whether you want to visit us and take a look around, find out more online or join our social media community, we are here to help.

Call us on +44 (0)1522 886644, email enquiries@lincoln.ac.uk or read on to find out ways to get in touch.

Open Days
The University holds Open Days throughout the year, which offer a great opportunity for you and your family to explore the campus, speak to lecturers and find out more about student life at Lincoln. To find out more and to book your place, please visit www.lincoln.ac.uk/opendays

Postgraduate Visits and Masterclasses
At a postgraduate masterclass, there are opportunities to take part in a lecture or workshop, as well as to meet our academics and other prospective students.

Social Media
To keep up-to-date with the latest news and information from the University, join our online communities. See opposite for our handles, names and addresses.

International Students
The University of Lincoln aims to provide a vibrant and dynamic atmosphere for international students who are looking to study in the UK. Please visit www.lincoln.ac.uk/international for more information.

We want you to have all the information you need to make an informed decision when you are considering which courses and Higher Education providers to apply to. We encourage you to visit our website for the most comprehensive information, as well as looking at our prospectus and course brochures, and visiting us at an Open Day.

The course listings on our website provide detailed information including a full list of core and optional modules, details on fees, and information on any additional costs that you might incur on a particular degree, as well as accommodation costs. Information about the way you will be assessed on your course, where you will study, the staff involved in your teaching, entry requirements and application details can also be found on our website.

For full admissions terms and conditions, please visit: www.lincoln.ac.uk/terms
Open Days

Please visit our website to book your place at one of our Open Days.

www.lincoln.ac.uk/opendays