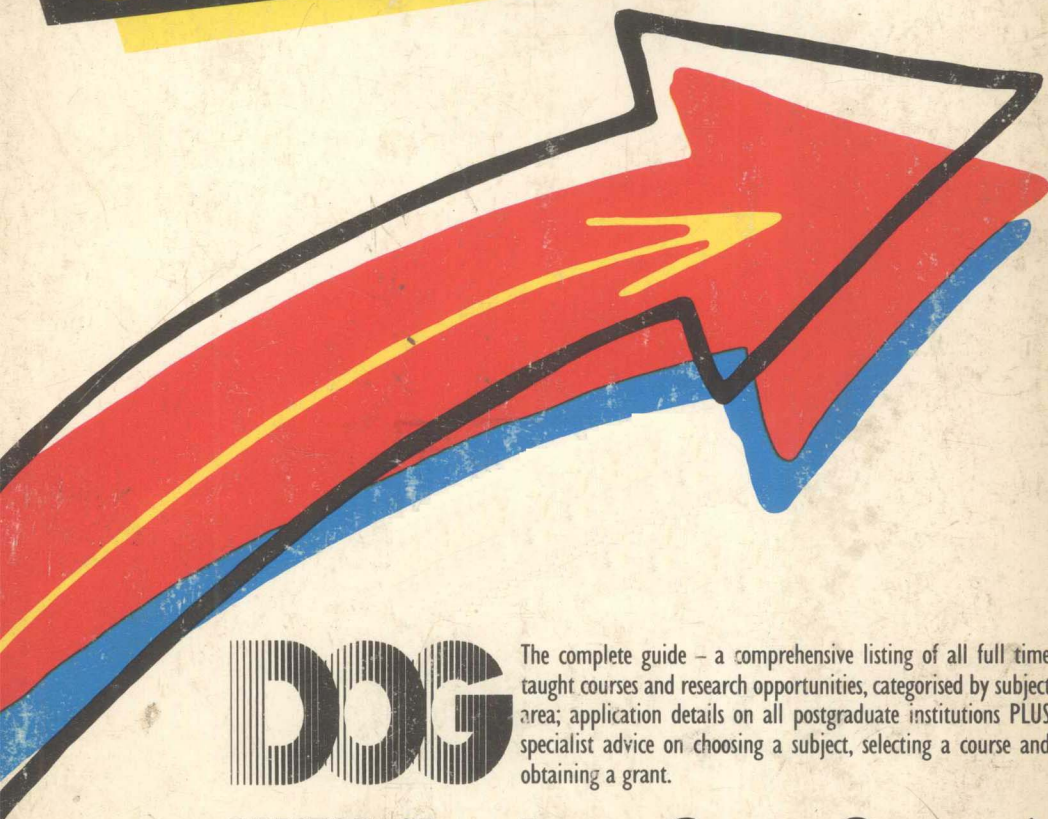


# GUIDE TO POSTGRADUATE STUDY



The complete guide – a comprehensive listing of all full time taught courses and research opportunities, categorised by subject area; application details on all postgraduate institutions PLUS specialist advice on choosing a subject, selecting a course and obtaining a grant.

DIRECTORY OF  
OPPORTUNITIES FOR  
GRADUATES



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1986

DOG

The New Opportunity Press Limited, London

Published by Careers and Personnel  
Publications  
**The New Opportunity Press Ltd**  
Yeoman House, 76 St James's Lane,  
London N10 3RD  
Tel: 01 444 7281  
Telex: 265544 Answerback: Newpnt G  
Telefax: 01 444 5285  
A part of the Newpoint Publishing Group  
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have been used which denote the  
masculine gender only, they shall,  
pursuant and subject to the said Act for  
the purposes of this publication, be  
deemed to include the feminine gender  
and vice versa.

#### **British Library Cataloguing in Publication Data**

DOG Guide to Postgraduate Study—2nd ed  
1. Universities and colleges—Great  
Britain—Graduate work  
I. Nicholson, Alex II. Sich, Andrew.  
378'.1553'0941 LB2371  
ISBN 0-86263-097-5

Typeset by Bookworm Typesetting,  
Manchester  
Printed by WSOY Juva, Finland

**Publisher**  
Roy Begley

**Publishing Director**  
Anthony Felix

**Assistant Publisher**  
Carolyn Addison

**Editor**  
Alex Nicholson

**Compiler/Production Editor**  
Judith Milburn

**Editorial Assistant**  
Sheila van Langenberg

**Production Director**  
Sue Howard

**Production Manager**  
Willow Meijer

**Production**  
Paul Kirkley  
Peter Rockett  
Stephen Benaim

**Publication Manager**  
Joanne Melford

**Executives**  
Lindsey Heron  
Louise Kent

**Directors**  
R H Begley (Chairman)  
A N Felix (Vice Chairman)  
W Mager  
A B Baldry MP  
G Crosby CBE, JP

**Associate Directors**  
S M Howard MBIM  
C M Addison

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Published by Careers and Personnel  
Publications

**The New Opportunity Press Ltd**

Yeoman House, 76 St James's Lane,  
London N10 3RD

Tel: 01 444 7281

Telex: 265544 Answerback: Newpnt G

Telefax: 01 444 5285

A part of the Newpoint Publishing Group

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# The University of Lancaster

**The University offers a wide range of full-time postgraduate courses leading to Masters degrees (12 months) and Diplomas (9 months unless otherwise stated), including the following:**

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\*These courses are also available on a part-time basis.

## **Diploma courses**

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## **Opportunities for research**

Opportunities for research leading to Ph.D and other higher degrees are also available in all departments of the University and in its research institutes.

The University has some 600 full-time postgraduate students and is well provided with residential accommodation. The campus is beautifully situated near to the sea, the Lake District and the Yorkshire Dales. Rail and road communications to London and the major northern conurbations are excellent.

Enquiries are welcome from home and overseas students. Further information from:

**The Graduate Studies Officer,  
University House,  
University of Lancaster,  
Lancaster LA1 4YW.**



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# Foreword

This guide lists all full-time, taught postgraduate courses and fields of research offered in universities, polytechnics and colleges/institutes of higher and further education in the UK. Every effort has been made to make the list as complete as possible.

The three opening articles cover general aspects of postgraduate study, from choosing and applying for a course, and the funding available, to the daily life and long-term prospects of a postgraduate student.

Preceding the course listings in each section is a brief introduction to postgraduate studies in the relevant subject(s), with a discussion of future employment prospects and likely sources of funding.

More information can be found in *GO 86*, the comprehensive guide to graduate opportunities, which is free from your careers service.

Details of both taught and research courses appearing in this directory have been compiled from prospectuses provided by the institutions themselves. It has not, however, been possible to give more than an indication of the general areas in which research is being carried out. Readers interested in postgraduate courses involving research should, therefore, read the prospectuses of particular institutions to ascertain precisely what is available.

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# Contributors

**Tony Ashmore**  
**Val Butcher**

Education Officer, Royal Society of Chemistry  
Director, Careers Service, College of Ripon and  
York St John

**Roy Chapman**

Senior Training Adviser, Engineering Industry  
Training Board

**Russell Clark**

Careers Adviser, Queen Elizabeth College,  
London

**Jack Cross**

Freelance writer

**Margaret Dane**

Careers Adviser, Heriot-Watt University

**Trevor Elkington**

Senior Lecturer, Sheffield University

**Elizabeth Ingleton**

Freelance writer

**Vincent McIntyre**

Careers Adviser, Durham University

**Michael Moore**

Freelance writer

**Joan Llewelyn Owens**

Freelance writer

**William Hallidie-Smith**

Careers Adviser, University of East Anglia

**Peter Turcan**

Editor, *Computer Answers* magazine

# Introduction to postgraduate study

**The range of postgraduate study, both taught and research, makes choosing a course and institution difficult. How do you approach the problem and what are the pitfalls to avoid?**

Higher education need not necessarily end with finals, though the days are long gone when a first degree could be seen as an automatic right of passage into further study. Many students decide to continue their education in the same or different institutions, and are considered eligible to do so. In Britain, one in five, or one in three, depending on whether you take your figures from the government publication, *Graduates and Jobs*, or the relevant Association of Graduate Careers Advisory Services (AGCAS) booklet, go on to do postgraduate work.

This may lead to a higher degree, by thesis and/or instruction, or to one of a whole range of diplomas and certificates.

## Higher degrees by instruction

A Masters degree normally lasts one year and contains course work (lectures, seminars, classes), with an emphasis on training in research methodology. A thesis, or dissertation, is an invariable element; the research project may take up the final term or, in some places, has to be pursued and written up during the long vacation. The study can be an end in itself, enabling graduates to follow up some specialised interest they may have developed while studying for a first degree, or be a way to gain some special

qualification which they consider will be vocationally useful. Linguistics students, for example, may concentrate on particular aspects of the discipline which are relevant to teachers of English as a foreign language.

On the other hand, it may be perceived as a bridge, a period in which to pick up the basic elements of research needed to go on to seek a doctorate. While students are normally expected to have graduated in the same, or a relevant subject, some Masters courses are clearly designed for the purpose of conversion into a new and often complex discipline. One such course is intelligent and knowledge-based systems, in the growth area of artificial intelligence and fifth generation computers, which can be taken by those whose original degrees may have been in mathematics, philosophy, linguistics, computing or psychology.

Returning adults are welcomed (often with minimal academic qualifications) to study something which fits into their working background. Social workers may look into social service planning; telecommunications engineers take MScs in modern technological aspects of their profession; teachers might look for MAs in educational psychology or sociology, or the history of art or literature.

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## LANGUAGES

Diploma in Conference Interpretation Techniques, Technical and Specialised Translation, Arabic – English/English – Arabic Translation Studies, East-West Trade Studies, Linguistics.

## LAW

Diploma in Law for the Academic Stage of Training for the Bar, Bar vocational stage examinations.

## MANAGEMENT STUDIES

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Postgraduate Admissions,  
DOG/85,  
PCL 309 Regent Street, London,  
W1R 8AL

The Polytechnic

**PCL**  
of Central London

## Higher degrees by research

A minority of Masters degrees are awarded simply after a period of research and the submission of a thesis. PhD (or DPhil) courses normally last three years and students are expected not only to carry out some original work which makes a definite contribution to knowledge but also to produce a thesis. The research bodies who provide the funds don't just want creative ideas but evidence of an ability to communicate them.

Nobody would suggest that doctoral research is easy, but it is important. The introduction to an Economic and Social Research Council (ESRC) booklet says, 'The relationship between senior and junior scholars is the central mechanism by which universities live'. It goes on to describe the four phases of preparing a research thesis, each of which has its own problems and difficulties.

- *The matching of student and supervisor* Some supervisors like to let their students have a lot of independence, others provide them with plenty of help and advice. The more eminent the supervisor, the more likely he or she will be to receive invitations to lecture abroad. A putative student should look into the possibility of there being an alternative available if this should happen, especially at the beginning of the project.
- *The preparation of a research outline* This is necessary if there is to be a planned programme of work leading to an effective result. The ESRC booklet says, 'Graduate schools abound with legends of students who became bogged down in libraries, or who spent too long on their fieldwork, or who had no idea of the extent of crucial manuscript holdings until their arrival at an archive, or who didn't realise that there was a dissertation on unrestricted university shelves in a field closely related to their own'.
- *Research and development of the outline* This can involve learning basic

skills like typing and indexing, keeping a 'diary of development', and maintaining an interest in other people's work; obsessive over-concentration makes for a solitary student.

- *Writing the thesis* It is suggested that chapters of the draft should be handed to supervisors as they are produced, so they can see that a sensible balance of content, form and argument is being kept up. Speed is important; few universities allow thesis production to drag on and on. Many academics will echo the proposition stated by Professor Tim Gray, of Essex, that a doctorate shouldn't take more than four years overall, and that of ESRC that, 'It is possible to produce a thesis of excellent quality within three years, excluding the time taken to prepare for and sit a viva'. After all, routine experiments can be boring if over-prolonged and the writer may be facing the demands of a new job at the same time.

## Certificates and diplomas

There is, of course, nothing new in students continuing their studies with the aim of improving their career prospects; these days they usually have a profession or job in mind. For some professions a specific qualification is demanded for entry; the Postgraduate Certificate of Education (PGCE) for intending teachers is a case in point.

The professional entrance requirement for social workers is the Certificate of Qualification in Social Work (CQSW) which follows graduation in a relevant subject and, after September 1985, at least one year's practical experience. There are other occupations in which it is not absolutely necessary to hold certificates or diplomas, but they can be a help. Journalism, personnel work, tourism (where Surrey University seems to have a near monopoly of courses) and business and/or administration are some of them.

The advantage of such courses, which

# THE UNIVERSITY OF HULL

The University offers supervision for research degrees in all Faculties, departments and institutes. Full-time courses are normally two years for a Master's degree and three years for the PhD degree. For students who live within reasonable travelling distance of Hull it may be possible to read for a research degree by part-time study. The following taught courses are available from October 1985.

## **MA (12 months full-time – some courses also available part-time)**

Adult Education, Classics, Educational Studies, French Language and Education, Greek Studies, Historical Computation, Latin Studies, Medieval and Renaissance Florentine Studies, Medieval French Studies, Modern French Literature, Modern Italian Studies, Sixteenth and Seventeenth Century French Studies. Theatre and Media Production, Theology, Russian, General Phonetics, Women and Literature, Social Work Studies, Sociology of Developing Societies, Criminology, South-East Asian Studies, Management Systems, European Integration and Co-operation.

## **MSc (12 months full-time – some courses also available part-time)**

Analytical Science, Health Administration, Industrial Mineralogy, Industrial Psychology, Micropalaeontology, Management Sciences.

## **LLM (12 months full-time – also available part-time)**

International Law

## **MSc (Econ) (12 months full-time)**

Economics, Economics and Econometrics, Labour Economics.

## **MEd (12 months full-time, 24 months part-time)**

A wide range of courses is offered in the Institute of Adult Education and the Department of Educational Studies.



## Teesside Polytechnic

## Postgraduate Courses and Studies

### **RESEARCH DEGREES**

There is a continuing expansion of research by students and staff encouraged by the Polytechnic policy. The research leads to higher degrees and is of industrial application over a wide field. All departments of the Polytechnic have research projects.

Research being carried out in industry can be registered for degrees provided it is of high intellectual level and accepted by the Polytechnic.

Degrees of M.Phil., and PhD., are awarded. Bursaries are available in certain approved cases.

Applicants should have a good honours first degree.

### **M.Sc. Degree Courses**

Full-time: MSc Information Technology, MSc Computer Aided Engineering, Part-time: MSc Mechanical Engineering, Computing Applications, MSc Structural Engineering, MSc Applicable Mathematics, MSc Instrumental Methods in Chemistry, MSc Chemical Engineering, MA Local History, PhD Chemical Engineering (Total Technology), In-Service Teacher Education.

### **POSTGRADUATE DIPLOMAS**

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### **EDUCATION**

In-Service education courses for teachers.

**WRITE FOR A COPY OF "RESEARCH REPORT" OR APPLY TO THE HEAD OF DEPARTMENT CONCERNED, TEESSIDE POLYTECHNIC, BOROUGH ROAD, MIDDLESBROUGH, CLEVELAND.**

provide an academic background as well as practical instruction in a vocational subject, is that their successful conclusion should provide complete or partial exemption from professional examinations. They do not, however, guarantee employment; nor, indeed, do they necessarily give an applicant an advantage over others who went into employment earlier and are seeking further qualifications on a part-time or day-release basis or by distance learning. You need the assiduous reading of careers literature, and discussion, not only with people in higher education but those in the field of intended employment, in order to assess which is the best decision to make.

### Money matters

A second degree is not, by any means, open to any graduate. Entrance requirements are high, and rising. Even someone who has obtained a good degree and the offer of a place may not find it possible to take it up. The problem may be the perennial problem – who pays?

Most postgraduates are supported by grants and bursaries awarded by local authorities, government departments, industry, and research councils. Studentships are more valuable than undergraduate grants and parental income is irrelevant, but awards to those on certificate and diploma courses are made under the same conditions as applied at the first degree stage. It is rare for them to be mandatory; most are subject to stringent quotas, and applicants often have to compete on a national basis for places.

There are always a number of students who, determined to pursue some aspect of a discipline only touched upon in the first degree, find ways in which to fend financially for themselves, or they may be supported by parents, wives or husbands. The Pro Vice-Chancellor of Essex recently looked into the sources of postgraduate funding and found that 'a surprising

number' did not receive any public money. Most were arts students on one-year MA courses. He predicts, though, that there will be fewer of these in the future. After all, many of them are making the financial sacrifice in the expectation of improving their careers prospects in, perhaps, education at the school or further education level. As openings and promotion prospects decline they may well find it less worthwhile.

### Will you find a place?

In general it is the grant-giving bodies, especially research councils, who call the tune in setting up entry criteria, though individual universities and polytechnics may well stiffen these further for particularly popular courses.

The choice of subject is important. The government makes no secret of the fact that it is determined to nudge, prod and bribe the universities into assuming new, essentially vocational, roles. The 1985 Green Paper, 'The Development of Higher Education into the 1990s', made this quite clear. The universities, together with the polytechnics, have a duty to produce qualified manpower, particularly in the fields of the sciences, engineering and technology. The contemporary credo was expressed by Peter Brooke MP, Junior Minister for Education, in a speech made in May: 'The government believes it is vital for higher education to contribute more effectively to the improvement of the country's economic performance; indeed the future well-being of higher education and its funding, whether from public or private sources, are dependent upon its doing so'.

The positive side of this policy has been the decision to set up a £43 million programme to provide, in the long term, about 4000 additional places for engineering and technology students. The first phase created openings for 475 undergraduates and 104 postgraduates, the latter concentrated in Birmingham, Bradford, Essex, Nottingham and Surrey,



with proposals from other institutions to be considered as time goes on. The trouble with crash programmes of this kind is that the only people suitable to take advantage of them must have made the appropriate decisions in schools at the ages of 13 or 14.

There has to be a negative side too; the funds available for higher education are finite, and reducing. The result is to be a cutback in postgraduate research and training in 'pure' science; the (short-term) needs of non-academic employers will be paramount in the foreseeable future.

## A new qualification

Anyone aspiring to reach chartered status in the engineering profession should know about the MEng degree which does not fit into the conventional pattern of undergraduate/postgraduate progression. This is both 'enhanced' – it has built-in engineering applications, may be multi-disciplinary and have business, administrative and financial skills in the curriculum, and always includes a major design project; and 'extended' – it takes four, or, if there is sandwich provision, five years to obtain. Students may be invited to move into such courses after an assessment of their work for two years at first degree level. It is intended that no more than 20 per cent of those in universities and 10 per cent of polytechnic students will be allowed to do so.

## Arts and social sciences

Peter Brooke, in the same speech, made passing reference to the traditional virtues of these disciplines: 'They develop analytical and critical skills and help to transmit and enrich our cultural heritage and sense of civilisation'. Nevertheless, 'Definitions of vocational and technological relevance must not be drawn too tight and many arts and humanities courses are vocationally relevant, and some, like languages and design, can be particularly important to industry'.

Governing bodies of universities, feeling

the pressure of government guidelines and University Grants Committee decisions, are redefining and throwing the question back. Who knows what is 'useful and relevant' anyway?

Employers, judged by their recruiting policies, don't seem entirely sure of the answer. An increasing number (it may be as much as 50 per cent of those taking part in the annual Milk Round) say they are looking for good graduates and are not much concerned about the subject of their degrees. As to postgraduates, it is being said that they are only interested in taking on the best of them.

To get a place, however, arts graduates may have to consider transferring to 'useful' disciplines like accountancy, computing or business studies, for which their first degrees are usually considered acceptable. Many postgraduate language courses feature business applications and people with fine art degrees may find opportunities in departments of industrial and commercial design.

## Continuing in research

It certainly cannot be assumed that anyone with an academic bent, a good degree and evidence of successful postgraduate training, is assured of a career doing research and teaching in an institution of higher education. Such lectureships as are available go only to the highly-qualified few. The booklet *Postgraduate research and training*, published by AGCAS, says, '...for university posts it is usually necessary to have undertaken post-doctoral work, published widely, and become a recognised leader in your field of study'.

## Professional qualifications

There are a lot of places for those hoping to enter the social services. According to 1985 figures, 38 universities and polytechnics offer degrees for research into some of the many aspects of applied social studies and administration; 44 give degrees by instruction, as well as

diplomas, in these fields. Social science students may elect to explore, say, race, ethnic and community relations (Aston and Bradford), or women's studies (Bradford and Kent) or other similar themes.

Intending librarians are well catered for: 16 universities and polytechnics offer higher degrees by research, in subjects ranging from bibliography to information systems management. In addition to this, 30 institutions give degrees by instruction in librarianship and related subjects.

Both kinds of higher degree are available in archive and museum studies. Departments usually specify desirable research areas; Anglo-Saxon, Norse and Celtic at Cambridge, paleography at King's College (London) and Manchester. Masters degrees under this general heading have a variety of titles; cuneiform studies, archive administration, fine arts, and so on; these are available in 10 institutions.

## Reasons for continued study

Even the best qualified graduates should indulge in some sensible introspection before embarking on further study. Motivation matters; it is not enough to drift into the next educational stage because you can't think of anything better to do. The value of 'creative procrastination' can be overstated, especially in these utilitarian times.

Most people have to look for jobs sooner or later, and they may find hard-headed employers rather sceptical about an unexplained postponement of entry into their world. They may suspect (not entirely unfairly) that someone who simply preferred to shelter in the groves of academe as long as possible doesn't possess the kind of qualities they think they are looking for. There will be a distinct advantage if you can explain why you chose to continue your studies, why you chose a particular course, and what you got out of it in terms of knowledge, skills and personal development.

Those whose best option would seem to be a switch in disciplines may have a special problem. It is not always easy to change one's mode of thinking from an 'academic' one to the pursuit of practical, vocational skills. Such jumps require a fair degree of intelligence and intellectual stamina and it is a fact that the highest flyers are not usually the ones required to make them.

Those who have the opportunity to take salaried posts as research assistants while being registered for a higher degree should weigh up the advantages and disadvantages of doing so. On the one hand, they will be better off than they would be on a grant or scholarship, but they will have to work for it and they may find that their research work will have to stick more closely to its pre-stated objectives. In any case, such openings only exist for those engaged in work of a scientific nature.

## What of the future?

The whole of university life has to be affected by the availability of money, which is influenced by the decisions of the University Grants Committee. All the indications are that they will put much more emphasis on research than on teaching. This, plus a steady erosion of the total sums available year on year, will inevitably mean the loss of staff and a reduction in the variety of courses on offer.

This may not affect first degree work so much; departments may drop one or more specialised options without materially devaluing the degree. Where it will matter most is in postgraduate work – the 'filling in the sandwich' – where courses by instruction or research will have to be dropped as teaching expertise is lost. More than one eminent academic holds the view that the number of one-year taught courses (especially to MA) is bound to drop, and many will disappear altogether.

Most of what is written above portrays a postgraduate degree as a kind of platform