SCHOOL OF EDUCATION

POSTGRADUATE DEGREES

2016
SCHOOL OF EDUCATION  UNIVERSITY OF LEEDS

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THE UNIVERSITY, THE STUDENTS’ UNION, THE CITY – YOU’LL SOON FEEL AT HOME IN LEEDS.

AN OUTSTANDING EXPERIENCE

We offer one of the broadest ranges of activities you will find at any university, helping you to add additional skills and experience to your degree.

FEES & FUNDING

A postgraduate degree is a major investment in your future, find out more about funding you may be eligible for.

COMING TO LEEDS

If you would like to find out more about Leeds take a look at these maps and come to visit us.

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The information contained in this brochure is accurate at the date of publication. However, courses, University services and the content of this brochure remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the University, leading to required changes. Such circumstances include, industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person’s expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the University, the University will look to give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so. Offers of a place to study at the University will provide up to date information on courses. The latest key information on courses can be found at www.leeds.ac.uk/coursefinder. Please check this website before making any decisions. The University’s contract with its students (following an acceptance by a student of any offer of a place) does not confer third-party benefits for the purposes of the Contract (Rights of Third Parties) Act 1999.
We offer a wide selection of high quality postgraduate programmes which are informed by cutting-edge research which is relevant to professional contexts in the UK and beyond.

Research is central to our mission and we believe that every student benefits from being part of a research-led culture, taught or supervised by experts. We undertake research in key areas of educational policy and practice, and place particular emphasis on the relevance of our work to educational practitioners and policy makers. All our programmes are developed to enhance the employability of our students.

We host a large international group of students every year, and collaborate with research and teaching partners all over the world, with strong teaching and research links on every continent.

The University has outstanding facilities available to support study at all levels. Postgraduate students will benefit from the additional support offered by the Faculty Graduate School. Our dedicated training hub provides access to training and development opportunities for Arts, Humanities and Social Science PhD students. The ESRC White Rose Doctoral Training Centre combines training expertise from three universities to offer new opportunities for skills development and flexibility in postgraduate study.

The School of Education is a vibrant and innovative school where academic research underlies and ignites our postgraduate teaching.
About Leeds

Established in 1904, Leeds is one of the original six ‘redbrick’ universities and part of the prestigious Russell Group which comprises the leading research universities in the UK. Our students benefit from being on one of the largest single campus universities in the UK (98 acres) and yet only a 10 minute walk from the city centre.

LEEDS UNIVERSITY UNION

Our Students’ Union is the only one to ever win the Students’ Union Evaluation Initiative (SUEI) gold award twice. The Union boasts over 250 clubs and societies – get involved in anything from football to chess; wine tasting to skydiving; dance to ‘a cappella’. The Postgraduate Society is one of the most popular and active; it is a great way of making friends and creating your own support network. Plus, they are based in a fantastic building with shops, bars, restaurants, events and Wi-Fi. Discover more www.leedsuniversityunion.org.uk

ACCOMMODATION

We guarantee university accommodation to all international students embarking on a postgraduate degree. UK/EU students are also welcome to apply although we cannot guarantee a place. We have a range of residences available.

See: www.accommodation.leeds.ac.uk

Many students also choose to live in private accommodation. Unipol is an organisation which can assist you in finding a suitable home for your time in Leeds.

See: www.unipol.org.uk

THE CITY

At the heart of Yorkshire, Leeds is one of the largest business, legal and finance sectors in the UK. Due to our central location, we enjoy excellent transport links which can take you all over the UK. London and Edinburgh are just two and a half hours by rail, and Leeds Bradford airport provides regular flights to major destinations.

The city hosts an eclectic and multicultural mix of entertainment, with music, food and nightlife to suit all tastes. Filled with culture, Leeds is home to theatres, museums and art galleries but it is also one of the UK’s top shopping destinations with over two miles of traffic-free shopping. Plus, it is one of the greenest cities in Britain, close to the Yorkshire Dales, and has a significant sporting provision including the international Test Match cricket ground Headingley.

Find out more: www.visitleeds.co.uk
Studying with us

The School of Education is located in Hillary Place with a newly refurbished postgraduate centre. Our friendly staff are based in the same building which helps to create a close and supportive academic community.

An international experience

Joining Leeds means being part of a dynamic, international community. These global perspectives enhance learning and also develop valuable cross-cultural understanding and communication skills.

International students can find out more about visas and support at www.leeds.ac.uk/internationalstudents

Flexible approaches to study

Our programmes have various study options reflecting the diverse circumstances of our students, for example full-time Masters courses last for 12 months but we also have many part-time options which usually run for 24 or 36 months (look at the degree listings for more information). The PhD/EdD is 3 years full-time and 5 years part-time. All part-time study is subject to residential status.

Individual support

You will either be assigned a personal tutor or two research supervisors, depending on the type of programme you are undertaking. These individuals are your first-stop for all of your academic needs and are there to help you achieve your potential.

Teaching and assessment methods

Masters students will combine traditional seminar and tutorial work with independent project-based investigation. Assessment is through essays and projects. Those undertaking a PhD/EdD or MPhil will receive specialist training in research skills and training as well as regular meetings with research supervisors; assessment culminates in a thesis and viva-voce.

The Language Centre

Whether you are looking to develop your English and academic skills or further your interest in languages, our specialist Language Centre based on campus can help you. It offers a well-resourced Language Zone for free independent study of foreign languages which is open to all University of Leeds students as well as language support for international students through pre-sessional and in-sessional English language programmes.

Find out more www.leeds.ac.uk/languages

Our passion for research ignites our teaching

1st out of 16 participating Russell Group universities for ‘overall international student satisfaction’. International Student Barometer.

Student view

“With all the learning facilities available, you have no other choice but to learn and succeed. The key facilities I made good use of included: the huge libraries, online support via the VLE, computer clusters, the TESOL resource room, the Skills@library, the language centre, the TESOL Forum, and the academic skills sessions I had at the beginning of the course. I have enjoyed every part of my course.

Leeds is a significantly international city. You can find a huge diversity of people from all over the world living and working in harmony. I am sure you will feel at home in Leeds, because I did.”

FADHEL ADULLAH (YEMEN)
MA TESOL Teacher Education
An outstanding experience

We have a range of resources and support available to ensure you achieve your potential and have an excellent postgraduate experience.

First-class learning environment
The School of Education is based in Hillary Place, which has recently undergone extensive refurbishment to enhance the facilities available to students. This work included an extension to high-quality teaching space – known as the Coach House – which also incorporates kitchen facilities. The number of work spaces available to PhD students has also increased ensuring each student has their own dedicated study space. The building accommodates our growing community of staff and students, providing us with the modern environment we need to achieve our future plans.

Learning resources
Leeds has one of the largest academic libraries in the UK with over 2.8 million items available to you.

The VLE is the University’s online learning environment that brings together a range of learning and teaching resources. Typically you might use it to access our extensive electronic journal and database collections or join online discussions.

The Graduate School
The Graduate School is here to help you navigate your way onto the right postgraduate path, and provide the support and facilities you need while you study.

People come to Leeds from all over the world to achieve their postgraduate goals. Together, we make a vibrant community of researchers, academics and students.

See http://graduate.essl.leeds.ac.uk

Help@Leeds
Help@Leeds is a one-stop website, which brings together information on a range of services including: accommodation; careers; the chaplaincy; counselling; finance; and advice for our international community.

See http://help.leeds.ac.uk/

Leeds for Life
Leeds for Life prepares you for your future. It enables you to recognise the value of everything you have done throughout your time at Leeds and to articulate this clearly and confidently. This will make you stand out as you will develop the ability to talk confidently about your attributes and skills and the way in which these have been shaped by your academic experience and co-curricular activities at Leeds.

See https://leedsforlife.leeds.ac.uk

After graduation
When you graduate you will automatically be part of the Leeds Network community of 220,000 alumni in over 180 countries. You will also have access to a range of benefits and services.

See www.alumni.leeds.ac.uk

As a postgraduate student you will have access to all of the University facilities including the Language Zone which has free self-access resources for anyone interested in developing language skills.
One of the largest academic libraries at your fingertips – with over 2.8 million items.
Postgraduate taught degrees

Postgraduate degrees allow you to deepen your knowledge of a subject, enhance your career opportunities or take a new direction. They can also provide a great basis for a research degree should you wish to explore your subject further (see page 28).

Career development

The School of Education, in conjunction with the University’s award-winning Careers Service, provides students with ongoing career and personal development support, through a combination of workshops, seminars and one-to-one sessions. In addition, this assistance is complemented by the LeedsforLife personal development system, which our students use to get the most out of their academic and co-curricular experiences at Leeds and help prepare them for life after university (see page 6).

We are confident that the support our students receive ensures they get the most out of their degree and provides them with the tools they need to take up challenging roles in the UK and across the globe. Our graduates can be found in some of the world’s leading organisations, including the British Council, the teaching profession (both in the UK and abroad) and in many areas of government, including ministries of Education.

Broaden your horizons

Most of our postgraduate taught programmes allow you to select optional modules from a specialist list within the subject area. This enables you to tailor your degree to your own interests or career aspirations.

Please note that modules are subject to change.

How to apply

All taught programmes begin in September and it is advisable to apply before the end of July. If you intend to apply for funding, you should submit an application for a place at least one month before any specific scholarship deadline.

Further information on how to apply can be found at www.education.leeds.ac.uk/postgraduates or you can email courses@education.leeds.ac.uk

Graduate view

“My experience at the University of Leeds was marvellous, and I have to say choosing to study in Leeds is the best choice I have ever made. The course allowed me to choose modules according to my academic interests and future development. I am now working as an ESL teacher which provides me with the opportunity to directly practice the skills and knowledge I acquired through my degree programme.”

TIANYI HU
MA TESOL

TOP 10
in the UK for research quality and impact.
See page 29.
MA Childhood Studies

PROGRAMME DIRECTOR: Professor Pia Christensen

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Normally a 2:1 honours degree or equivalent. Other qualifications will be considered on an individual basis. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
This programme will bring together multi-disciplinary perspectives including: psychology, sociology, anthropology, media studies, inclusive education and the study of childhood and youth. The programme will focus on four main domains:
- The theoretical and conceptual frameworks that different disciplines bring to studying children and young people.
- The methodological and ethical issues that arise when conducting research with children and youth.
- Areas of professional practice related to education and other services for children and young people locally and internationally.
- Key topics of contemporary interest in relation to childhood and youth internationally.

Compulsory modules

Theorizing Childhood and Youth
introduces you to the study of children and young people through a focus on key developments in academic thinking, policy and practice. You will draw on psychological, social, biological and cultural perspectives of childhood.

Research with Children and Young People
provides you with the research skills and understanding needed to undertake research and consultations with children and young people in a range of settings.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of childhood studies.

Optional modules

You will choose two modules from the list below:
- Children and Young People, Citizenship, Participation and Social Justice
- Developmental Disorders II
- On Screen, Off Screen: Children’s Creativity and Cultures

If you only select one of the above optional modules you will choose your remaining module from a wide ranging list which covers the Schools of Education, Sociology and Social Policy and others.

Modules subject to change.
MA Deaf Education by Distance Learning  
(Teacher of the Deaf Education)

Overview
This programme provides flexible opportunities for professional development in deaf education, leading to the mandatory Teacher of the Deaf Qualification. The programme addresses the fundamental issues of language development, communication, achievement and good practice and provides teachers with the specialist knowledge and skills they need to work across a range of settings in deaf education.

The programme is delivered through a combination of online materials, face-to-face day schools and short residential and regional tutorials.

Compulsory modules

Learning and Teaching in Deaf Education concentrates on the nature of learning for deaf pupils and the implications for teaching, monitoring and assessment. Particular consideration is given to the impact of different language competencies and modes of communication for the development of language, literacy and numeracy skills and their importance for all aspects of the National Curriculum.

Deafness and Development focuses on the impact of deafness on language and learning, and explores the implications for cognitive, social and emotional development. It draws on theoretical perspectives along with personal and professional experience.

Educational Audiology brings together understanding of current audiological technology with the importance of language and speech based assessments to support and monitor a child's listening skills and language development. The module includes the nature, implications and aetiology of hearing loss; knowledge of current technology both personal and assistive; the role of the Teacher of the Deaf (TOD) in the audiological management process; experience of the practical skills required and guidance for remaining up to date with current advances.

This module includes a three-day residential course and an extended regional tutorial network to provide practical experience and support.

The Context of Deaf Education provides an overview of current and changing legislation and policy, and explores the implications for Teachers of the Deaf working in peripatetic, resource base or special school settings. Philosophical and policy issues are explored with particular consideration of implications for practice.

Critical Study (Deaf Education) provides an opportunity for an in-depth study into an area of particular interest. This is supported by an online research methods module which focuses on the identification of a research problem and methodological approaches through which to address it. Critical studies are supported by two day schools; regional tutorials and individual supervision.

Professional Skills Portfolio (Teacher of the Deaf Award) is completed throughout the programme and provides the framework in which to develop a range of practical and practice based skills that you will require as a Teacher of the Deaf. There are four strands to be completed: Audiology, Communication, Professional Competencies and a Placement.

Programme Director: Dr Ruth Swanwick

Duration: 24 months part-time

Entry Requirements:
Applicants will normally be expected to have:
- first degree or equivalent qualification
- teaching qualification and two years’ teaching experience
- British Sign Language skills equivalent to Level 1
- relevant and current experience of working with deaf pupils in the UK
- access to school/service audiological resources and support
- access to internet facilities for e-learning
- access to local sign language tuition
- enhanced DBS clearance or current employment as a serving teacher.

If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Modules subject to change.
MA Education

PROGRAMME DIRECTOR: Professor Linda Evans

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a first degree and at least two years’ experience in the field of education. Other applicants with appropriate experience will be considered on an individual basis. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview

MA Education is a flexible programme for primary or secondary school teachers that wish to develop the educational understanding, analytical skills and leadership qualities necessary to improve pupil development and achievement in schools. The programme is also appropriate for international students who would like to broaden their knowledge and understanding of different aspects of educational theory and practice. We created this programme to aid the professional development of experienced teachers within the context and atmosphere of the latest research in education. The course is designed to develop the necessary educational understanding, analytical skills and leadership qualities for success in education, through the raising of pupils’ achievement and school improvement.

The programme explores the methodological and theoretical issues in educational and social science research. It will provide you with the knowledge, understanding, skills and confidence to design, conduct, analyse and interpret research in education. It aims to aid the professional development of experienced teachers within the context and atmosphere of the latest research in education. You will benefit from the wide range of modules and will have the opportunity to tailor the programme towards your specific needs.

Compulsory modules

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Optional modules

You will also study four to five other modules from our specialist subject areas. Modules subject to change.
MA Education and Professional Enquiry

PROGRAMME DIRECTOR: Brendan Higgins

DURATION: 36 months part-time

ENTRY REQUIREMENTS: This programme is open to graduates who have successfully completed an Initial Teacher Training programme and have been awarded Qualified Teacher Status. At the time of application, candidates must be employed as teachers. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
The MA in Education and Professional Enquiry is an innovative programme of professional development and study specifically designed for teachers. The programme aims to develop:
- an in-depth knowledge and understanding of teaching and learning
- advanced professional enquiry skills
- the ability to communicate educational issues to fellow professionals across a range of primary and secondary schools in different contexts.

A major feature of this programme is the emphasis on practitioner skills and school-based activities. These are incorporated into the assignments enabling academic and theoretical aspects to be linked to professional day-to-day work in teaching and learning with opportunities to reflect and develop teacher’s practice benefitting students and the school.

Modules in years one and two will be taught on Saturdays.

There are no optional modules on this programme.

Year 1
Developing Teaching and Learning Through Evidence-based Practice will improve your professional practice; allow you to develop a critical understanding of theoretical and practical perspectives of teaching and learning in relation to the importance of language, learning theory, barriers to learning and motivation; develop practitioner enquiry skills; use current research findings to support professional practice and develop skills for collaborative working and dissemination.

Alternatively, in negotiation with the School, you may be able to choose a module from our Special Education programme.

Year 2
Leading Teaching and Learning Through Evidence-based Practice (recommended) aims to improve your professional practice, allowing you to develop advanced professional skills; develop a critical understanding of theoretical and practical perspectives of teaching and learning in relation to: teacher collaboration and school culture, effective leadership in schools, curriculum developments, innovation in teaching and assessing children’s learning; develop practitioner enquiry skills; use current research findings to support professional practice and develop advanced skills for collaborative working and dissemination.

Alternatively, in negotiation with the School, you may be able to choose a module from our Special Education programme.

Year 3
Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own educational interests.
MSc Educational Research Methods

PROGRAMME DIRECTOR: Dr Matt Homer

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a 2:1 honours degree in the social sciences. A degree in other disciplines may also be considered if accompanied by professional qualifications or experience in an education related field. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
MSc Educational Research Methods is for education professionals who wish to develop a critical understanding of the issues, principles and methods of research in education. The programme explores the methodological and theoretical issues in educational and social science research. It will provide you with the knowledge, understanding, skills and confidence to design, conduct, analyse and interpret research in education. By the end of the programme, you will have developed a critical understanding of the methodological and theoretical issues in educational and social science research, along with the knowledge, understanding, skills and confidence to design, conduct, analyse and interpret research in education.

Compulsory modules
- Getting Started: Research Questions and Approaches in Education supports your development of research questions for individual research projects, and helps you to consider the type of data needed to answer such questions.
- Introduction to Quantitative Data Analysis provides an introduction to quantitative data analysis through the application to real datasets of appropriate software tools.
- Philosophical Underpinning of Educational Research introduces you to the philosophical dimensions of educational research. It will take you from your initial research questions and early thoughts on data through to developing a rigorously grounded conceptual and methodological framework for your research project.
- Statistical Modelling in Educational Research introduces you to advanced statistical modelling approaches through the application to real educational datasets of appropriate software tools. You will learn how to choose the appropriate statistical model based on the nature of the data you have available and the research questions you are interested in.
- Educational Research Methods Dissertation Study will consist of an empirical piece of work related to your own interests and will be designed to allow you to navigate the research process as a whole.

Optional modules
You will then choose one to two optional modules from a specialist list in the School.

Current options include:
- Assessing Language Learning
- Design and Evaluation of Digital Learning Environments
- Developmental Disorders in the Early Years
- Trends in Research in Mathematics Education
- The TESOL curriculum and TESOL change.

Modules subject to change.
MA International Educational Management

PROGRAMME DIRECTOR: Dr Michael Wilson

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have an appropriate first degree and two years’ experience in the field of education. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
MA International Educational Management addresses issues central to the management and leadership of both schools and higher education institutions. This specialist programme is suitable for: experienced teachers, governors, ministry officials, students of development, or officials from international contexts with current or prospective, management responsibilities in schools, who wish to deepen their understanding of education management and leadership.

Compulsory modules
Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of educational leadership, management or policy.

You are also required to study three or four modules from the list below:
• International educational management: developing leadership
• International educational management: developing people for institutional improvement
• International educational management: effective development of policies and plans for change
• International educational management: developing material and financial resources.

Optional modules
Students who do not take four modules from the previous list will select one optional module from a specialist list in the School.

Current options include:
• Assessing Language Learning
• Design and Evaluation of Digital Learning Environments
• Developmental Disorders in the Early Years
• Philosophical Underpinning of Educational Research
• The TESOL curriculum and TESOL change.

Modules subject to change.
PG Cert Provision for Children with Developmental Disorders

PROGRAMME DIRECTORS: Dr Paula Clarke and Dr Mary Chambers

DURATION: 12 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have graduate status or relevant health professional qualification plus appropriate experience. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
This is an evening programme for professionals from education, health, psychology and social services who work with children with developmental disorders. This programme examines four major developmental disorders in children: Dyslexia, Developmental Coordination Disorder (often known as Dyspraxia), Attention Deficit Hyperactivity Disorder and Autistic Spectrum Disorder. You will examine the evidence for the nature, diagnosis, assessment and intervention of the disorders, and consider how to provide the best possible support for children with these disorders. The certificate is informed by expertise and research work in the School of Education, funded by agencies such as the ESRC, Action Research and private and charitable organisations in the UK who work with children showing such disorders. It gives professionals, parents, and others with the appropriate qualifications, the opportunity to examine the most appropriate evidence for the nature, diagnosis, assessment, and intervention of the disorders.

Compulsory modules
Developmental Disorders I: Dyslexia and Developmental Coordination Disorder (DCD) introduces the concept, nature and characteristics of these two developmental disorders, and critically evaluates approaches to assessment, identification and management of Dyslexia and DCD (often known as Dyspraxia).

Developmental Disorders II: Attention Deficit Disorder and Autistic Spectrum Disorder introduces the concept, nature and characteristics of these two developmental disorders, and critically evaluates approaches to assessment, identification and management of Attention Deficit Hyperactivity Disorder and Autistic Spectrum Disorder.

Please note there are no optional modules on this programme.

Modules subject to change.
Overview
MA Special Educational Needs considers the principles, policies and practices in the inclusive education of learners with special educational needs (SEN), and draws upon current legislation, governmental and inspection reports, and both national and international research evidence. The programme addresses special educational needs for a wide range of age groups, and covers issues such as policy, legislation, assessment and intervention, inter-agency working, partnerships with parents, and pupil participation. The programme is suitable for both UK-based and international students, and considers both UK and international policy contexts.

Compulsory modules
Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Special Educational Needs: Inclusive Approaches allows you to learn about policies, research and practice in relation to inclusive provision from both a historical and international perspective.

Optional modules
You will also choose three modules from the list below:
- Directed Study in Education I
- Developmental Disorders I: Dyslexia and Developmental Coordination Disorder
- Developmental Disorders II: Attention Deficit Disorder and Autistic Spectrum Disorder

Modules subject to change.
MA Teaching

PROGRAMME DIRECTOR: Dr Emma Rempe-Gillien

DURATION: 36 months part-time

ENTRY REQUIREMENTS: Successful completion of either a Primary or Secondary PGCE. Secured employment as a teacher at point of registration, an honours degree and successful record of achievement on a PGCE in relation to written assignments and practical teaching. If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
MA Teaching is an innovative programme of professional development for newly qualified primary and secondary teachers that want to broaden their career opportunities and enhance their prospects of early promotion. It is constructed around key themes and ideas in education, with a particular focus on teaching, learning and assessment, and makes direct links to current classroom practice. MA Teaching also provides a pathway to higher-level research degrees. The programme introduces you to a range of classroom research tools and includes structured, school-based learning that allows you to draw from your experiences as a new teacher and to relate these insights to your analysis of current theories and research. The course is designed with the demands on beginner teachers firmly in mind and makes direct links to NQT induction and national priorities for teacher development.

Year 1
Noticing and Observing for Professional Practice and Learning
Influences on children’s learning (gender, ethnicity, SEN, behaviour, socio-economic, emotional intelligence); classroom observation techniques; research project.

Year 2
Promoting and Assessing Learning in the Classroom
Principles of teaching and learning and assessment; formative assessment and learning; promoting learning; research project.

Year 3
Critical Study/Dissertation
An in-depth small-scale research project related to your own interests in the field of education.

Please note there are no optional modules.

Modules subject to change.
MA Teaching English for Academic Purposes

PROGRAMME DIRECTOR: Dr Simon Green

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a relevant first degree and two years’ teaching experience. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

Overview
This specialist programme aims to contribute to the professional development of students who want to acquire an understanding of the teaching and learning of English in specific academic contexts. It is for experienced language professionals such as teachers, teacher trainers, language school directors, curriculum developers, inspectors, lecturers, and materials writers, wishing to develop an understanding of the theories and practices of English for academic purposes in its various contexts. MA Teaching English for Academic Purposes will give you a deeper understanding of the background, theories, practices and research in academic English. You will be ready to apply this knowledge to specific academic situations, whether they are in the classroom, in course design, in evaluation, or in other academic situations.

Compulsory modules

Corpus Linguistics in the Classroom explores the use of corpora in the teaching of English for Academic Purposes. It will show you what kinds of corpora are available and how to use them to identify what language specific groups of learners need to learn.

Investigating Language for TESOL provides you with the skills to describe language in terms of words, grammar and discourse, and considers how you can analyse learners’ language to understand their language development.

Learning and Teaching in TESOL examines the approaches and principles that TESOL teachers can use to teach the skills of reading, writing, listening and speaking.

Teaching Academic English will help you understand what distinguishes academic discourse from other kinds and so understand the kinds of ‘literacies’ - skills, knowledge and technical abilities - that tertiary level students need to have, and understand how English for Academic Purposes teaching can help learners acquire those skills.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Optional modules
You will then choose one to two modules from a specialist list in the School.

Current options include:
- Directed Study in Education
- Grammar, Learning and Teaching
- Learning and Teaching Vocabulary
- Materials Development for TESOL
- Teacher Education for TESOL
- The Practice of Supporting Language Teacher Learning.

Modules subject to change.
MA Technology, Education and Learning
(full-time or distance learning)

PROGRAMME DIRECTOR: Dr Aisha Walker

DURATION: 12 months full-time or 24 months part-time by distance learning

ENTRY REQUIREMENTS: Applicants will be normally be expected to have:
• an appropriate first degree
• a minimum of two years’ relevant postgraduate professional experience
• basic technology skills and the ability to use computers routinely in their academic work (distance learning option only)
• independent facility in the use of digital technologies with appropriate technical support (distance learning option only).

If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with at least 6.0 in all components.

Overview
MA Technology, Education and Learning analyses the relationship between digital technologies and education, and looks at how effective learning can be supported by digital tools. It forms a basis for critical evaluation of research and development in the field and provides opportunities to analyse the practical applications of digital tools in a range of educational settings. The programme analyses the theoretical, professional and practical applications of digital technologies, and critically evaluates research and development in technology enhanced learning, enabling you to relate the design and evaluation of materials to a range of learning approaches and practices. As this programme is taught online, you will gain practical experience of e-learning while you study. While many of our students study by distance, all students work together in a virtual learning environment (VLE), so you will meet people who are working in all parts of the world, even if you are based in Leeds.

Compulsory modules
Learning with Digital Technologies examines the relationships between learning theories and digital technologies, and explores subjects such as microworlds and constructivism, collaborative learning, tutoring systems, modelling and roleplay through the use of appropriate software applications.

Technology, Education and Society explores key issues and debates in the areas of digital learning and regarding use of digital technologies in formal and informal education and in society more widely.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Modules subject to change.

Optional modules
You will then take one to two modules from a specialist list in the School.

Current options include:
• Design and Evaluation of Web-based Learning Environments
• Digital Learning in Practice
• On-screen, Off-screen: Children’s Creativity and Cultures
• Technology-enhanced Language Learning
MA or MEd TESOL

PROGRAMME DIRECTOR: Dr Martin Lamb

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a relevant first degree and two years’ teaching experience. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

Overview
The MA and MEd programmes provide you with a rewarding experience in a lively intellectual and social community, deepening your understanding of current practices and research in TESOL and helping you develop as a professional. You will also extend your professional opportunities and gain the competence and confidence to contribute to the development of English language teaching in your local and wider context.

MEd TESOL students have the same choice of modules as those on the MA TESOL; the only difference is that students’ critical study must have a practical orientation and be focused on an issue of professional concern, such as classroom discourse, course design or materials writing.

Both variants will help you make informed and appropriate decisions within your current or future TESOL context and will help you develop as a professional working in the TESOL field.

Compulsory modules

Investigating Language for TESOL provides you with the skills to describe language in terms of words, grammar and discourse, and considers how you can analyse learners’ language to understand their language development.

Learning and Teaching in TESOL examines the approaches and principles that TESOL teachers can use to teach the skills of reading, writing, listening and speaking.

Research Methods for TESOL is a non-assessed module which introduces you to key concepts and processes involved in the systematic investigation of language education topics, and helps prepare you for your critical study work.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Optional modules

You will then choose two to four modules from a specialist list or a wider selection in the School.

Current options are:
- Assessing Language Learning
- Corpus Linguistics in the Classroom
- Directed Study in Education
- Grammar Learning and Teaching
- Learning and Teaching Vocabulary
- Materials Development for TESOL
- Teaching Academic English
- Teacher Education for TESOL
- Teaching Languages to Young Learners
- Technology-Enhanced Language Learning
- The Practice of Supporting Language Teacher Learning
- The TESOL Curriculum and TESOL Change.

Modules subject to change.
MA TESOL (China)

PROGRAMME DIRECTOR: Dr Martin Wedell

DURATION: 12 months full-time

ENTRY REQUIREMENTS: First degree or equivalent plus at least two years’ relevant experience. Some management experience is also desirable. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components or a pass in the Guangdong Foreign Studies University postgraduate English entrance exam.

Please note, applications for this programme are made directly to Faculty of English Language and Culture at Guangdong Foreign Studies University (GDUFS) and not the University of Leeds.

Overview
MA TESOL (China) is a programme for experienced Chinese TESOL professionals. It explores current insights, issues and problems within TESOL, and investigates theoretical frameworks for the language learning, teaching and testing processes. You will have the opportunity to appraise the procedures and outcomes of different approaches to pedagogy and evaluation in TESOL, and the chance to explore how such issues and frameworks relate to your own professional environment.

Students can take this programme from anywhere in China although you will be required to spend most of your time at GDUFS in Guangzhou, China, where the teaching is held. The programme is designed for experienced professionals such as teachers, teacher trainers, language school directors, curriculum developers, researchers, lecturers and materials writers. This programme is taught by experienced language education professionals from both China and the UK. Staff from the School of Education at the University of Leeds, and the Faculty of English Language and Culture at GDUFS, teach two modules each, and share the teaching of research methods and supervision of the final critical study.

Compulsory modules

Approaches and Contexts in TESOL will help you identify issues needing consideration when deciding on the TESOL approaches and methodologies that are most likely to be appropriate for your teaching and learning context, be that a classroom or a broader sphere of education.

Introduction to Second Language Acquisition looks at current evidence-based research into the mental processes involved in learning a second or foreign language, and the conditions that may support or hinder the second language learning process.

Language Testing examines the issues to consider when developing or selecting a language test, and explains the fundamental issues, approaches and methods used in measurement and evaluation.

Teaching Oral and Written Skills for TESOL considers theories of oral and written language processing, evaluates task design and language learning activities, examines assumptions about teaching oral and written second language skills, and investigates the implications of these aspects for second language learning and teaching.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of TESOL education.

Please note there are no optional modules.
Overview
This specialist programme aims to contribute to the professional development of all those who are using or intend to use Information and Communications Technology (ICT) to facilitate Teaching English to Speakers of Other Languages (TESOL). MA TESOL and ICT will give you practical experience of using digital tools to develop TESOL materials or deliver teaching. You will also gain practical experience of e-learning and the facilitation of online discussion, enabling you to extend your professional opportunities to develop the use of technology in English language teaching. MA TESOL and ICT also reflects on the relationship between professional work and the issues and concepts the programme covers, and encourages you to base your learning on your professional practice and experience.

Programme Directors:
Dr Aisha Walker and Dr Richard Badger

Duration:
12 months full-time or 24 months part-time

Entry Requirements:
Applicants will normally be expected to have a first degree, a professional qualification, basic ICT skills and at least three years’ relevant experience. Other educational and professional backgrounds may be considered in exceptional circumstances. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Investigating Language for TESOL provides you with the skills to describe language in terms of words, grammar and discourse, and considers how you can analyse learners’ language to understand their language development.

Learning and Teaching in TESOL examines the approaches and principles that TESOL teachers can use to teach the skills of reading, writing, listening and speaking.

You then study two of the following modules:
- Design and Evaluation of Web-based Learning Environments
- Digital Learning in Practice

Modules subject to change.
MA TESOL for Young learners

PROGRAMME DIRECTOR: Dr Martin Lamb

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a relevant first degree, a professional qualification and two years’ experience. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

Overview
This well-established programme provides teachers with the opportunity to further develop their knowledge of TESOL and to specialise in the Teaching of English to Young Learners (TEYL). The programme will give you a more in-depth understanding of how children learn languages, and the most appropriate approaches and methods for teaching children English.

It will provide you with the knowledge and skills needed to develop improved practice, by reviewing current approaches and theoretical concepts and applying these to the development and evaluation of classroom activities, teaching materials and curricula used for TEYL.

Compulsory modules

Learning and Teaching in TESOL examines the approaches and principles that TESOL teachers can use to teach the skills of reading, writing, listening and speaking.

Investigating Language for TESOL provides you with the skills to describe language in terms of words, grammar and discourse, and considers how you can analyse learners’ language to understand their language development.

Research Methods in TESOL is a non-assessed module which introduces fundamental concepts in the conduct of TESOL research and will take you through the process of conceptualising and designing a sound research proposal in the field of TESOL.

Teaching Languages to Young Learners examines how children develop oral and literacy skills in a foreign language, and analyses activities and materials to discover underlying theories of learning and their contribution to the development of discourse skills, vocabulary and grammar.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Optional modules

You will then choose one module from a specialist list in the School.

Modules subject to change.
MA TESOL Studies

**PROGRAMME DIRECTOR:** Dr Simon Green

**DURATION:** 12 months full-time or 24 months part-time

**ENTRY REQUIREMENTS:** Applicants will normally be expected to have a relevant first degree. Previous experience of teaching is not a requirement, although some is desirable. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

**Overview**

MA TESOL Studies is a programme for people who wish to follow an MA programme in the field of TESOL, but have less than two years’ experience of teaching. This programme is particularly suitable for recent graduates with a BA degree in English language, linguistics or education, or people with some informal, or part-time, teaching experience as a teacher of English to speakers of other languages.

The programme begins with the exploration of two essential elements in language teaching – the study of language itself, and the processes of learning and teaching language. Students observe actual classroom teaching as well as video recordings. These studies provide the foundation for core and optional modular studies in methodology in the second semester.

**Compulsory modules**

**Analysing Language** provides you with the skills to describe language in terms of words, grammar and discourse.

**Analysing Language Learning** helps you understand the fundamental socio-cognitive processes involved in learning a second language focusing both on commonalities and differences between learners according to age, motivation and learning style.

**Analysing Language Teaching** helps you understand how learning takes place in classrooms and how learners and teachers co-construct learning experiences. This module, along with Analysing Language Learning serves as a foundation for detailed methodological studies in Semester 2.

**Language Teaching Methodology** focuses on the practicalities of classroom language teaching considering the teaching of new language, and the development of communicative skills. The module is complemented by sessions in which you plan and teach recorded micro-teaching sessions.

**Dissertation/Portfolio** guides you through the process of constructing a personal learning portfolio and commentary upon literature relating to professionalism in TESOL.

**Optional modules**

You will then choose one to two modules from a specialist list in the School.

Modules subject to change.
MA TESOL Teacher Education

PROGRAMME DIRECTOR: Dr Martin Wedell

DURATION: 12 months full-time or 24 months part-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a relevant first degree; a professional qualification; some experience in teaching TESOL teachers, as well as a minimum of three years’ of TESOL teaching with five years being desirable. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.5 in all components.

Overview
This programme is designed for professionals involved in TESOL teacher education including teachers, teacher-trainers, mentors, and supervisors. It aims to provide you with access to an appropriate knowledge-base for this role, taking reference from growing literature on teacher knowledge and learning, and the pedagogies which support this.

Compulsory modules

Investigating Language for TESOL provides you with the skills to describe language in terms of words, grammar and discourse, and considers how you can analyse learners’ language to understand their language development.

Learning and Teaching in TESOL examines the approaches and principles that TESOL teachers can use to teach the skills of reading, writing, listening and speaking.

The Practice of Supporting Language Teacher Learning focuses specifically on teacher education strategies that can support teachers’ learning, and analyses the ways of designing and implementing sessions, courses or programmes for teachers.

Research Methods for TESOL is a non-assessed module which introduces you to key concepts and processes involved in the systematic investigation of language education topics, and helps prepare you for your critical study work.

Teacher Education for TESOL considers the differences and relationships between ESOL teaching and teacher education for ESOL, and examines the processes and goals of teacher education.

Critical Study/Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education.

Optional modules

You will then choose one module from a specialist list in the School.

Modules subject to change.
A Postgraduate Certificate in Education (PGCE) is a one-year course for graduates that wish to undergo initial teacher training (ITT) to achieve the professional standards required for the award of Qualified Teacher Status (QTS). Qualified Teacher Status (QTS) is the accreditation that enables you to teach in state-maintained and special schools in England and Wales.

We have two PGCE routes available, both of which focus on the development of the necessary skills, knowledge and understanding that relate to learning and teaching in schools. Each PGCE consists of a mix of academic tuition and practical teaching experience, the main difference is whether you wish to exclusively teaching with one certain partner school or with two different local ones.

CORE PGCE – UNIVERSITY BASED

The University-based PGCE includes:

- academic tuition through lectures, seminars and tutorials
- teaching experience through two placements in local schools.

PGCE variants available:
Primary PGCE with two pupil age-range pathways:
- 5-9
- 7-11

Secondary PGCE available in the following subject areas:
- Mathematics
- Biology
- Chemistry
- Physics
- Modern Foreign Languages

SCHOOL DIRECT PGCE – SCHOOL BASED

School Direct allows schools to grow their own new teachers by giving them the opportunity to recruit and train their own staff. They can then employ them as a qualified teacher either in their school or a school they have links to.

The School Direct PGCE includes:

- academic tuition through lectures, seminars and tutorials
- teaching experience through one local partner school.

Our School Direct Programmes:
Primary PGCE age ranges:
- 3-7
- 5-9
- 7-11

Secondary PGCE subject areas:
- Biology
- Chemistry
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages
- Physics

For more information about our PGCE programmes, visit www.education.leeds.ac.uk/pgce
Postgraduate research degrees

Research opportunities within the School of Education are hosted within four research centres (see page 29), each of which has a successful and thriving research community. The School of Education currently has 80 registered postgraduate research students and an excellent record of completed research degrees.

Degree schemes
• Doctor of Philosophy (PhD) – three years full-time or five years part-time
• Doctor of Philosophy (PhD) split site – five to seven years part-time, international applicants only
• Master of Philosophy in Education (MPhil) – two years full-time or four years part-time, UK/EU applicants only
• Doctor of Education (EdD) – three years full-time or five years part-time, UK/EU applicants only.

The main distinction between these research degrees lies in the length of time devoted to earning the degrees, the ambition and the scope of the work undertaken and the extent of the research training that candidates benefit from.

Entry requirements

The entry requirements for these schemes are that applicants must normally possess an upper second class honours degree or non-UK equivalent. Applicants with professional qualifications or substantial professional experience are also encouraged to apply. In addition, PhD applicants are also usually required to hold a masters level qualification, with a merit grade. A minimum of three years’ experience is usually required for the EdD.

If English is not your first language you will also need an English language qualification, for example IELTS 6.5 with no grade below a 6.

Research community and environment

By studying for a research degree within the School of Education, you will become a key member of this academic research community, experiencing a supportive, stimulating and challenging research environment which will enable you to pursue your interests and achieve your potential.

• Leeds Social Sciences Institute (LSSI)
The LSSI is a large, vibrant research institute that works to support and enhance the Social Sciences at Leeds. It fosters interdisciplinary and international research collaborations, promotes relations with external partners in the public, private and third sectors and builds capacity through the provision of training and skills development for the next generation of research leaders. See www.lssi.leeds.ac.uk

• Research training and development
You will be provided high-quality supervision by two academics who are trained and experienced supervisors as well as experts in the field of research. You will benefit from formal training in research methods and be encouraged to take an active part in your centre’s activities including attending seminars and conferences, as well as undergraduate teaching. The University also runs an extensive programme of optional workshops which you can access as required. Find out more www.leeds.ac.uk/rtd

How to apply

The majority of research students begin in October however we accept applications to start on the first day of any month. It is best to apply before mid-July should you wish to begin in October and to allow at least three months between application and start date at other months during the year. Our decision is based on your research proposal, the potential fit between your topic and our expertise, supervisor’s interest, referee’s reports, degree results, School resources and if required, an interview.

Further information on how to apply can be found at www.education.leeds.ac.uk/postgraduates or you can email courses@education.leeds.ac.uk
Our research

The research conducted within our School is largely organised into three centres, take a look at the following page to understand more about these leading research groups.

Childhood and Youth

The core activities of this team are associated with multidisciplinary approaches with group members having established, internationally recognised research profiles in fields such as psychology, anthropology, sociology and education. The team’s research links policy and practice with a strong emphasis on stakeholder involvement. The research, which is undertaken within the UK and beyond, enjoys an international reputation.

Key research strengths include:

- Diversity and Language: Research which focuses on individuals and groups with different learning and development profiles, resources and support needs.
- Development of evidence base for practice: Research which establishes an evidence base and evaluation processes for classroom working, intervention and training.
- Co-production of knowledge: The development of methodologies which engage parents, children, practitioners (e.g. teachers, TAs and SALTs) in the development of research questions and strategies.
- Education: The participation of children with developmental disorders in out of school activities, school transition and the experiences of children with developmental disorders and character education.
- Children’s lives and futures: Everyday life, vitality and young people’s futures; children’s mobility and urban planning; post-14 education and training policy, in particular curriculum innovation and change and school-based vocational curricula.

FIND OUT MORE
www.education.leeds.ac.uk/research/childhood-and-youth

Language Education

The Language Education team are involved in a range of research, knowledge transfer, and consultancy work in the UK and internationally covering the following areas in relation to TESOL, EAL, EFL, ESOL and Modern Foreign Languages. We offer a regular programme of academic seminars throughout the year in which members of the team, and invited speakers, talk about their research. Members of the team are also regularly invited to speak at national and international language education conferences.

Key research strengths include:

- academic literacies
- classroom-based language learning and discourse
- language in primary education
- teaching English to young learners
- English as an additional language
- language learning and ICT
- language teacher research.

FIND OUT MORE
www.education.leeds.ac.uk/research/language-education

Teaching and Learning

The Teaching and Learning team conduct research across four interrelated themes: student learning; teacher education; educational change and digital learning. Our research uses a wide range of qualitative and quantitative research methods. All our research is supported by the Centre for Studies in Science and Mathematics Education - a leading centre for the promotion of research, teaching, and scholarship in science and mathematics - as well as The Centre for Policy Studies in Education (CPSE), which is dedicated to the study of education policy and practice.

FIND OUT MORE
www.education.leeds.ac.uk/research/teaching-and-learning
Fees and Funding

Postgraduate study is a major investment in your future. Some funding is available each year, an indication of which is below but please check the websites for the latest and most complete information.

TUITION FEES AT LEEDS

Postgraduate tuition fees vary by programme. For full information on UK/EU and international tuition fees for 2016 entry please visit our website:

www.education.leeds.ac.uk/postgraduates

ALUMNI BURSARY

The Alumni Postgraduate Bursary is available to former University of Leeds students.

Those who qualify are eligible for a 10 percent tuition fee bursary. The alumni bursary can be awarded in conjunction with other University of Leeds scholarships and awards as the 10 percent bursary is calculated based on the net fee remaining.

UNIVERSITY OF LEEDS SCHOLARSHIPS

The University also has a number of scholarships and is able to provide full and partial awards to UK/EU and international students. Application forms and further details can be found at:

http://scholarships.leeds.ac.uk/

ESRC STUDENTSHIPS

Open to UK/EU students commencing a 1+3 (Masters + PhD) or +3 (PhD) ESRC quota research route.

Find out more:

www.education.leeds.ac.uk/postgraduates/research-postgraduates/scholarships-and-bursaries

SCHOOL SCHOLARSHIPS

MA Childhood Studies Scholarship

One study scholarship worth 50% of the full-time international tuition fee (circa £7000), for one student commending the full-time MA Childhood Studies programme. The scholarship is awarded on academic merit and the strength of the candidates’ application.

MA Deaf Education (Teacher of the Deaf Qualification) Scholarship

Bursaries are available to UK schools/services funding more than one student per school/service in a single year to the part-time MA Deaf Education (TOD) programme. For schools/services funding 2 students a 5% bursary towards the part-time Deaf Education programme tuition fee per student per year will be applied.

For schools/services sending more than 2 students a 10% bursary towards the part-time Deaf Education programme tuition fee per student per year will be applied.

School of Education Study Scholarship

Two full fee study scholarships available to Masters and research students to the value of the annual tuition fee. One award is for an UK/EU student and one for an international student. The scholarship is awarded on the strength of the candidates’ application.

Find out more about the School’s scholarship opportunities:

www.education.leeds.ac.uk/postgraduates/taught-postgraduates/scholarships-bursaries
Coming to Leeds

Leeds Bradford International Airport provides international access. It is approximately 7 miles away from the city centre.

FROM WITHIN THE UK
Leeds is well served by the major UK motorways. Frequent trains link Leeds with the UK's major cities; London is just two and a half hours away.

UNIVERSITY OPEN DAYS 2016
The university usually holds a postgraduate open day in February each year. There is then normally a faculty open day around May.

Find out when the next event is www.leeds.ac.uk/pgopendays

UNIVERSITY FAIRS
If you cannot come to the campus there are also various opportunities to meet with university representatives in the UK and across the globe.

This includes the Russell Group Roadshow which is held at various universities throughout the UK, normally in November. Or, for information on our extensive international visits, see the university’s website:
www.leeds.ac.uk/visitstoyourcountry

ACCOMMODATION
We guarantee university accommodation to all international students embarking on a postgraduate degree. UK/EU students are also welcome to apply although we cannot guarantee a place.

We have a range of residences available, including St Marks and Grayson Heights which are for postgraduate students only. Further information is available on the website:
www.accommodation.leeds.ac.uk

Some students also choose to apply for private sector accommodation. Independent help and advice is available on all aspects of this from Unipol, an organisation which can help you find a suitable home for your time in Leeds.

More information: www.unipol.org.uk

FROM OUTSIDE THE UK
Leeds is well served by the major UK motorways. Frequent trains link Leeds with the UK’s major cities; London is just two and a half hours away.

FROM WITHIN THE UK
Leeds is well served by the major UK motorways. Frequent trains link Leeds with the UK’s major cities; London is just two and a half hours away.