Important Information

Information provided by the University such as in presentations, University brochures and the University website, is accurate at the time of first disclosure. However, courses, University services and content of publications 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, entry requirements and fees can be found at www.leeds.ac.uk/coursefinder. Please check this website before making any decisions.
The School of Education is a vibrant and innovative school where academic research ignites our postgraduate teaching.

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 across the globe. Our priority is to stay up-to-date with current understandings of education. We are in constant contact with classrooms 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.

Professor Mark Pike
Head of School
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. You will benefit from being on a single campus which is only a 10 minute walk from the city centre.

LEEDS UNIVERSITY UNION

Our Students’ Union is the first in the country to 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 three to four years full-time and five to seven years part-time.

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 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

6th
IN THE UK
Times Higher Education student experience survey 2016.

Student view

The learning facilities at the University of Leeds are probably its most important asset. There is state-of-the-art equipment and software available to students. Recent developments include a new library and the restoration of the old ones, which all provide access to innumerate books, journals and other resources. Most importantly though, there are services like the Skills@library which guide students in developing their academic skills and making the most of the resources.

Leeds is a great city to study at. Having a massive student population from all over the world, Leeds could be characterised as a vibrant city which has opportunities for all tastes.

MARIA RAPTI
PhD student
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 workspaces 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: www.graduate.essl.leeds.ac.uk

Student Education Service
The Student Education Service 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: www.students.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: www.leedsforlife.leeds.ac.uk

After graduation
When you graduate you will automatically be part of the Leeds Network community of 240,000 alumni in 188 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.
Learner motivation
Dr Martin Lamb is a Senior Lecturer within the School, focusing his research on learner motivation and how this relates to identity, social relations and autonomous learning behaviour. Martin’s recent project has involved identifying and researching inspiring English teachers in state schools across both China and Indonesia.

Listening skills
Dr Richard Badger, Senior Lecturer in Education, has carried out research into the differences between how native speakers of English and native speakers of Chinese deal with the listening paper in IELTS. He is currently investigating the impact of student motivation and teaching methodology in IELTS courses in the UK and India. Richard has taught in Malaysia, Nigeria and Algeria.

Insight and impact
We are actively engaged in research at the frontiers of education. This research informs and ignites the teaching and studying activities of all of our postgraduate courses. Here are just a few examples of the global impact of our research. For more information visit: www.education.leeds.ac.uk/research

Case study: Exploring digital learning
Dr Carlo Perrotta is a University Academic Fellow in digital learning. Carlo’s previous academic and professional experience has driven him to explore the potential of digital technology in formal education, and the extent to which cultural factors shape innovation in formal education.

Carlo’s research, which has been funded or sponsored by the likes of the EU commission and Microsoft Partners in Learning, has led him to write a number of articles and reports as well as present at international conferences on a range of topics, including the educational benefits of ICT, creativity, digital identities and e-assessment.

He is currently working to develop research and scholarship in the Centre for Digital Learning, a research centre based in the School of Education. Carlo teaches on the MA Technology, Education and Learning programme.

Bilingual language experience of the deaf
Dr Ruth Swanwick, Associate Professor in Deaf Education holds primary research interests in deaf children’s bimodal and bilingual language experience as well as the role of sign language in their lives.

Consequently, Ruth has been involved in various research projects focusing on these topics within the UK and northern Europe.

Developmental disorders in children
Dr Mary Chambers is currently the Director of Student Education and an Associate Professor in Special Educational Needs. She is a qualified teacher and has taught in both special and mainstream schools. Her current research investigates the assessment, nature and intervention strategies for children with developmental disorders.

Curriculum policy and the nature of science
Professor Jim Ryder is Director of the Centre for Studies in Science and Mathematics Education. Jim’s research examines the ways in which schools, teachers and students respond to systemic curriculum reform. He is currently working with colleagues in Sweden on a study of teachers’ experiences of curriculum and assessment reform.

Bilingual language experience of the deaf
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Lexis, metaphor and pragmatics
Professor Alice Deignan, Professor of Applied Linguistics has previously taught English across South America and in Hong Kong. Alice’s research concentrates on lexis, metaphor and pragmatics, using large-scale corpora to explore issues within these fields.

Children’s agency in everyday life
Professor Pia Christensen is a Professor of Anthropology and Childhood Studies, which has led her research to explore both children’s and young people’s agency in everyday life from an ethnographic perspective. Within her research Pia has investigated the experiences of children and young people across Denmark and the UK.

Educational leadership
Dr Michael Wilson is Programme Leader for MA International Education Leadership and Policy. His research focuses on international aspects of educational leadership and policy, both in schools and the higher education sector, including educational research cultures, leadership ethics, social justice, and the impact of national reform on Chinese schools. He has presented papers at international conferences in China, Nepal and the UK.

Academic literacy
Dr Simon Green, Lecturer in TESOL is primarily interested in academic literacy and disciplinary discourses in his research. Simon’s current teaching is around Second Language Acquisition, having spent time in Africa, the Middle East and China working as a teacher.

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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.

Our degrees
We offer a broad range of degrees to suit your academic and professional needs. Whether you are looking to embark on your postgraduate studies in order to develop professionally, or you are joining us straight after your undergraduate degree, we have a programme for you. To help you distinguish which programme is relevant to you, you will find one of the symbols below in the top right-hand corner of each page.

Graduate view

“Studying in the UK has helped me become more independent and more understanding of other cultures. Professionally, it has given me motivation and drive to become a better teacher. Besides giving me the opportunity to travel, my degree from Leeds and all my experience there has prepared me to deal with students in different contexts in Europe, Asia and around the world.

I am currently teaching English at the Foundation Programme at Sultan Qaboos University in Muscat, Oman.”

TIHOMIR DAVCHEV
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: Applicants will normally be expected to have a 2:1 (hons) 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 brings 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 young people.
• 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
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.

Theorising 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.

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 one to two modules from the list below:
• Child Poverty and Wellbeing
• Children and Young People: Citizenship, Participation and Social Justice
• Children’s Family and Personal Relationships.

If you select only 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.

EXCLUSIVE internship opportunities with Leeds Children’s Services and Tutti Frutti children’s theatre company
MA Deaf Education (Teacher of the Deaf Qualification) by blended distance learning

PROGRAMME DIRECTOR: Dr Ruth Swanwick

DURATION: 24 months part-time

ENTRY REQUIREMENTS:
Applicants will normally be expected to have:
• a 2:1 (hons) degree or equivalent qualification
• teaching qualification
• British Sign Language skills equivalent to Level 1
• relevant and current experience of working with deaf pupils (normally two years’ experience)
• access to school/service audiological resources and support
• access to internet facilities for e-learning
• access to local sign language tuition.

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 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 workshop 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.

Dissertation (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 focusses on the identification of a research problem and methodological approaches through which to address it. Dissertations 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 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 Teaching Placement.

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 2:1 (hons) degree in a relevant discipline and two years’ experience as an education practitioner. 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 suitable for education practitioners in the compulsory or pre- or post-compulsory sectors. The course is appropriate for UK-based and international students who are keen to develop their analytical and research skills within the context of studying current issues related to education policy and practice. As a Master’s-level course, it is focused on developing students’ critical thinking, reflectivity, analytical capacity, and knowledge of and perspectives on relevant theory. A key element of the course is the dissertation, and at the application stage we require you to indicate the topic and focus of the dissertation that you propose to carry out. This allows us to ensure that a suitable supervisor is available.

Compulsory modules
Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of education, provided that we are able to offer supervision of your preferred topic.

Optional modules
You will then choose four to five modules from a specialist list in the School.

Modules subject to change.
MA Education and Professional Enquiry

PROGRAMME DIRECTOR: Dr Indira Banner

DURATION: 36 months part-time

ENTRY REQUIREMENTS: This programme is open to graduates with Qualified Teacher Status who are employed as teachers when they apply. Applicants will normally be expected to hold a bachelor (hons) degree. 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 are taught on Saturdays.

Please note 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) allows 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

Dissertation allows you to design and undertake a small-scale research project related to your own educational interests.

Modules subject to change.
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 (hons) degree plus 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

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. 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 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.
Overview

This distance learning programme is designed to meet the needs of English Language professionals who wish to develop their disciplinary expertise in language education and technology enhanced learning with the aim of increasing your options for future professional development.

Throughout the course you will develop your understanding of how languages are learned and taught and your ability to analyse and describe the features of language that you are teaching. You will discover how technology has enhanced the language learning experience and explore the practical application of digital tools to your own learners and professional context.

The delivery of the course will be through distance learning, meaning you will attend online seminars from home, with a choice of times to accommodate different time zones and work patterns.

Compulsory modules

Analysing Language for Language Education gives you the knowledge and skills you need to describe language in terms of sounds, words, grammar and discourse for your teaching.

Analysing Language Learning for Second Language Education introduces you to key concepts and theories related to second language development. The primary focus is on factors and processes contributing to the learning of languages. You will explore what it means to become proficient in a language; consider key differences and similarities between first and second language acquisition; explore the roles of the first language, input, output, interaction and processing in second language development. You will learn how to analyse samples of your own learners’ language.

Learning and Teaching a Second Language looks at some of the ways in which teachers of foreign languages or other languages, including teachers of English to speakers of other languages, teach the skills of reading, writing, listening and speaking.

Technology Enhanced Language Learning allows you to learn about the theories underpinning technology enhanced language learning and connect these to practice with opportunities to experience a variety of digital tools for language learning and teaching. The practical aspects of the module include making and using audio materials; video for language learning; digital games; blogs and digital communication.

Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of English Language Teaching and Digital Technologies.

Optional modules

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

Current options include:

- Design and Evaluation of Digital Learning Environments
- Digital Learning in Practice.

Modules subject to change.
**MA International Education Leadership and Policy**

**PROGRAMME DIRECTOR:** Dr Michael Wilson

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

**ENTRY REQUIREMENTS:** Applicants will normally be expected to have a relevant 2:1 degree or equivalent, with two years’ experience in the field of education. Leadership and/or management experience will be a distinct advantage. Other 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

This programme is designed to equip you with strong leadership and management skills to facilitate career progression, critical reflection and preparation for research at doctoral level.

The course is led by education experts who will inspire you to explore contemporary global educational challenges and the leadership skills required to meet such challenges.

### Compulsory modules

**Contemporary Global Challenges for Research-informed Education Policy and Leadership Practice** provides a foundation for the MA in International Education Leadership and Policy by focusing on the social and political contexts in which educational leaders operate.

**Critical Perspectives on Leadership Theory and Practice** addresses the ‘how’ questions – the leadership skills required to bring about effective/positive institutional change and improvement within the wider policy context. It will adopt a critical perspective, challenging the traditional individualistic notion of leadership as unitary command, exploring new post-heroic conceptions of leadership from distributed, democratic and socially co-constructed perspectives as crucial adaptations to meeting the educational challenges of the 21st century.

**Dissertation** allows you to design and undertake a small-scale research project related to your own interests in the field of International Education Leadership and Policy.

### Optional modules

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

**Current options include:**

- Development Management Strategies
- Digital Learning in Practice
- Education in Development
- Gender, Globalisation and Development
- Getting Started: Research Questions and Approaches in Education
- Global Inequalities and Development
- Global Justice
- Introduction to Quantitative Data Analysis
- Philosophical Underpinning of Educational Research
- Qualitative Data: Processes of Collection, Interpretation and Analysis
- Special Educational Needs: Inclusive Approaches
- Technology, Education and Society.

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 a 2:1 (hons) degree and at least three years’ relevant 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 know 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
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.

Special Educational Needs: Inclusive Curriculum explores the principles, research, policies and practices involved in curriculum design. You will consider both how the curriculum is designed and taught and explore the challenges and opportunities of various curriculum areas.

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

Optional modules
Current options include:
- Developmental Disorders I: Dyslexia and Developmental Coordination Disorder
- Developmental Disorders II: Attention Deficit Disorder and Autistic Spectrum Disorder
- Directed Study in Education.

Modules subject to change.
MA Teaching

PROGRAMME DIRECTOR: To be announced. Please see our website for the latest information.

DURATION: 36 months part-time

ENTRY REQUIREMENTS: Successful completion of either a Primary or Secondary PGCE. You should also have 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.

Year 1
Noticing and Observing for Professional Practice and Learning
explores the influences on children’s learning (gender, ethnicity, special educational needs, behaviour, socio-economic, emotional intelligence); classroom observation techniques. For assessment you will complete a research project.

Year 2
Promoting and Assessing Learning in the Classroom
focuses on the principles of teaching and learning and assessment; formative assessment and learning; promoting learning. For assessment you will complete a research project.

Year 3
Dissertation
allows you to design and undertake a 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 Technology, Education and Learning (full-time or distance learning)

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 digital learning, enabling you to relate the design and evaluation of materials to a range of learning approaches and practices.

If you choose to study by distance learning, this programme will be taught online, allowing you to 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 situated learning 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.

Dissertation allows you to design and undertake a small-scale research project related to your own interests in the field of technology, education and learning.

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.

PROGRAMME DIRECTOR: Dr Aisha Walker

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

ENTRY REQUIREMENTS: Applicants will normally be expected to have:
- a 2:1 (hons) degree
- two years’ relevant postgraduate professional experience
- at least basic technology skills
- independent facility for 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.
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 2:1 (hons) 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.

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 for MEd students, the dissertation 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 dissertation.

Dissertation allows MA TESOL students to design and undertake a small-scale research project related to your own interests in the field of education. If you choose to study MEd TESOL, your dissertation will be practically focused and respond to a real-life professional issue in TESOL education.

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

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

If you select only two of the above modules you will choose your remaining modules from a wider list in the School.

Modules subject to change.
MA TESOL (China)

PROGRAMME DIRECTOR: To be announced. Please see our website for the latest information.

DURATION: 12 months full-time

ENTRY REQUIREMENTS: Applicants will normally be expected to have a 2:1 (hons) degree 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 or a pass in the Guangdong Foreign Studies University postgraduate English entrance exam.

Please note, applications for this programme are made directly to the 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 dissertation.

Modules subject to change.

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.

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.

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.

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 modules from a specialist list in the School.

Current options include:
- 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 2:1 (hons) degree plus two years’ relevant experience. If English is not your first language you will also need an English language qualification, for example IELTS 7.0.

Overview
This 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
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 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.

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.
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. You will observe actual classroom teaching as well as video recordings.

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 produce 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.
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 dissertation.

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.

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.
# Teacher training

## Postgraduate Certificate in Education (PGCE)

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 is the accreditation that enables you to teach in state-maintained and special schools in England and Wales. For your training, you will choose to specialise in either an age range at Primary level, or a particular curriculum subject at Secondary level.

The University-led and School Direct PGCEs consist of a mix of academic tuition and practical teaching experience. The main difference between the two is whether you wish to train with a specific Partner School Alliance through School Direct, or have the freedom to train in two varying local schools, arranged by the University.

The SCITT course differs in the fact that the School Provider is completely responsible for your experience and support in the classroom toward achieving QTS. The University of Leeds accredits a SCITT PGCE separately which consists of academic theory and tuition towards 60 Masters credits. All PGCE courses are one year full-time.

### UNIVERSITY-LED PGCE

**Our University-led PGCE includes:**
- academic tuition through lectures, seminars and tutorials
- teaching experience through two placements in local schools.

**University-led PGCE programmes available:**
- Primary PGCE with two pupil age-range pathways:
  - 3-7 years
  - 7-11 years.
- Secondary PGCE available in the following subject areas:
  - Biology
  - Chemistry
  - English
  - Mathematics
  - Modern Foreign Languages - Spanish, French and German
  - Physics.

### SCHOOL DIRECT PGCE

**School Direct allows schools to recruit and train their own staff.**

**Our School Direct PGCE includes:**
- academic tuition through lectures, seminars and tutorials
- teaching experience through two placements within the School Direct Alliance.

**School Direct programmes available:**
- Primary PGCE age ranges:
  - 3-7 years
  - 7-11 years.
- Secondary PGCE subject areas:
  - Biology
  - Chemistry
  - English
  - Geography
  - History
  - Mathematics
  - Modern Foreign Languages - Spanish, French and German
  - Physics.

### SCITT PGCE

**SCITT PGCE includes:**
- teaching experience throughout the programme
- training provided by practising teachers.

**SCITT PGCE programmes available:**
- Primary PGCE age ranges:
  - 3-7 years
  - 7-11 years.
- Secondary teaching
  - The SCITT route offers the same subjects as University-led and School Direct routes plus several other subjects, including:
    - Computer Science
    - Design and Technology
    - Drama
    - Physical Education
    - Religious Education.

For more information about our PGCE programmes, visit www.education.leeds.ac.uk/teacher-training
Students pictured in our PhD workspace
Postgraduate research degrees

Research opportunities within the School of Education are hosted within three research centres (see page 29), each of which has a successful and thriving research community. We currently have over 100 registered postgraduate research students and an excellent record of completed research degrees.

Degree schemes

- **Doctor of Philosophy (PhD)** - three to four years full-time or five to seven 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 to three years full-time or four to six years part-time (UK/EU applicants only part-time)
- **Doctor of Education (EdD)** - three to four years full-time or five to seven years part-time (UK/EU applicants only part-time).

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

Entry requirements

The entry requirements for these schemes are that you 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 your area of research. You will benefit from formal training in research methods and be encouraged to take an active part in your research 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 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 information below to understand more about these leading research groups.

Since 2011, we have been part of the ESRC (Economics and Social Research Council) White Rose Doctoral Training Centre which provides research training and funding opportunities for our research students. We anticipate that we will be part of a larger ESRC-accredited partnership from 2017.

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:
- **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.
- **Co-production of knowledge**: The development of methodologies which engage parents, children, practitioners (e.g. teachers, teaching assistants and speech and language therapists) in the development of research questions and strategies.
- **Development of evidence base for practice**: Research which establishes an evidence base and evaluation processes for classroom working, intervention and training.
- **Diversity and Language**: Research which focuses on individuals and groups with different learning and development profiles, resources and support needs.
- **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.

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
- English as an additional language
- language in primary education
- language learning and ICT
- language teacher research
- teaching English to young learners.

Teaching and Learning

The Teaching and Learning team conduct research across four inter-related 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.
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 2017 entry please visit our website:

https://courses.leeds.ac.uk

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:

www.scholarships.leeds.ac.uk

ESRC STUDENTSHPHS

ESRC studentships are yet to be confirmed for 2017. Please check our website for the latest information.

Find out more:
www.education.leeds.ac.uk/postgraduates/taught-postgraduates/fees-and-funding

EDUCATION SCHOLARSHIPS

MA Childhood Studies Scholarship
One scholarship worth 50% of the full-time international tuition fee (circa £7,500) for one student commencing the full-time MA Childhood Studies programme. The scholarship is awarded on the strength of the candidate’s application.

Dean’s Postgraduate Scholarship
Two scholarships are available - one for international students (circa £15,000), and one for UK/EU students (circa £6,000). The scholarship is available across all MA programmes within the School and is awarded on the strength of the candidates’ application.

MA Deaf Education Scholarship
A number of scholarships are available to UK/EU schools/services funding students on the MA Deaf Education programme. For schools/services funding up to two students, a 5% scholarship will be applied.

For schools/services funding more than two students, a 10% scholarship will be applied.

For further information about the School’s scholarships visit:
www.education.leeds.ac.uk/postgraduates/taught-postgraduates/fees-and-funding
Coming to Leeds

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

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

UNIVERSITY OPEN DAYS 2017

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.

For information on our extensive international visits, see the University’s website:
www.leeds.ac.uk/visitstoyourcountry

UNIVERSITY FAIRS

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

ACCOMMODATION

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