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/courses. Please check this website before making any decisions.
We offer a wide selection of high quality postgraduate programmes, 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. PhD students have access to a range of training and development opportunities. In addition, the White Rose Social Sciences Doctoral Training Partnership (WRDTP) combines training expertise from a number of universities to offer new opportunities for skills development and flexibility in postgraduate study.

Professor Alice Deignan
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 300 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.luu.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 dedicated 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

Student view

Leeds has become a second home for me. The academic staff are always ready to offer help and guidance relating to professional development. What I like the most is that they are experienced in the subject matter; something which is evident through their personal contributions to the class.

The School hosts TESOL Forum, a weekly seminar-like session which offers students the chance to meet with colleagues from other MA programmes within the School and share perspectives they might not have come across yet.

ANTRI CONSTANTINOUA
MA TESOL Studies

4th
IN THE UK
Times Higher Education student experience survey 2017.
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 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.

Minerva 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 186 countries. You will also have access to a range of benefits and services.

See: www.alumni.leeds.ac.uk

The Language Zone has free self-access resources for anyone interested in developing language skills.
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: Improving reading comprehension
Dr Paula Clarke and Dr Shirley-Anne Paul have worked on the REAding for CompreHension (REACH) project which aimed to improve the reading skills of year seven and eight pupils following their transition into secondary school.

The project involved 287 pupils (aged 11-13), 27 schools, 42 teaching assistants, and 22 research assistants in the Yorkshire region. In each of the schools, pupils were randomly allocated to either receive reading intervention (targeting word recognition and decoding skills), or reading intervention plus reading comprehension training, or to a waiting control group. The interventions were conducted for a period of 20 weeks during which children would participate in various activities (e.g. phoneme awareness activities and figurative language work).

The project outcomes were measured using standardised measures of reading such as the YARC reading comprehension. The reading intervention plus comprehension intervention produced significant gains in reading comprehension and vocabulary.

Translation and translanguaging
Dr James Simpson and Jessica Bradley are currently collaborating with researchers across the country on the Translation and Translanguaging research project which aims to understand how people communicate multilingually across diverse languages and cultures. The project will look at language practices in public and private settings across Leeds, Birmingham, Cardiff, and London.

Bilingual education for deaf children
Dr Jackie Salter and Professor Ruth Swanwick have reviewed the concepts and approaches in bilingual education for deaf children, particularly from a Northern European perspective. Ruth and Jackie investigated the challenges and opportunities posed by a more plural view of language and deafness in classroom practice in countries such as Norway, Sweden, Denmark and the UK.

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.

ICT-enhanced learning
Dr Maggie McPherson carried out a systematic review at international and national levels of innovative ICT-enhanced learning and teaching. The project provided statistics, analyses and policy recommendation for policy makers across the EU.

What makes inspirational teaching?
A study conducted by Dr Martin Lamb and Dr Martin Wedell has explored what makes English language teaching inspiring. The research looked at the views of learners in state education systems in China and Indonesia.

Access to English
Dr Martin Lamb has explored the equality of access to English for rural populations in developing countries. In particular, Martin focused his research on learners in rural Indonesia, seeking to understand the nature of their agency and the way it is shaped by contextual constraints and affordances.

Technology in the future of higher education
Professor Neil Morris is the joint principal investigator of a transcontinental research project which examines the way technology affects traditional campus-based degrees. The project in collaboration with the University of Cape Town will explore the effect of digital technology on students, staff and employers.

Children’s mobility
Professor Pia Christensen has focused her research on the agency of children and young people in everyday life. Pia has combined ethnography with GPS tracking and mobile technologies to look at the physical activity and mobility of children in four areas of rural and urban Denmark.

Narnian virtues
Professor Mark Pike is currently leading a research project which explores how good character is cultivated by parents, teachers and 11-13 year olds through engagement with C.S Lewis’ Narnia novels. The project works in collaboration with the State University of New York at Cortland, examining how students cultivate six universal virtues (wisdom, love, self-control, integrity, justice and fortitude) and apply those virtues to their own lives.

POSTGRADUATE DEGREES WWW.EDUCATION.LEEDS.AC.UK/POSTGRADUATES
TOP 10
in the UK for research quality and impact. See page 29.
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 Leeds for Life 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.

Progression from undergraduate degree
Professional development

I enjoyed my time at the University of Leeds. I think overall I enjoyed the lectures the most. They were very stimulating and the lecturers have practical experience in their field, not only in the UK but overseas as well.

After graduating from Leeds, I was employed by the British Council as Programme Manager for the English Language department. I believe my time at Leeds has helped me both to secure this job and perform well. I am still using the things that I have learnt in my current role, such as designing English language programmes for teachers.

I am lucky to do something that I really enjoy and my studies in Leeds are still proving useful.

ABAYNEH HAILE
MA TESOL Teacher Education

The course really is amazing; it is so well organised and students are well supported.

Everything I am learning on the course has a direct link to my work and impacts what I do. It gives a balanced view on all aspects of deaf education and develops your confidence to then help parents of deaf children.

I have particularly enjoyed learning about audiology as this was all new to me. Being able to have a practical approach and see things first hand e.g. what the cochlear implant looks like was fascinating.

LEANNE PLEWS
MA Deaf Education

Student view
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 multidisciplinary 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

The course has significantly improved my understanding of the lives of children and young people. The lecturers are experts in the field and they discuss current debates with us throughout the course.

Lecturers have always been enthusiastic and are more than willing to offer guidance on assignments. I have been receiving great support from my dissertation supervisor regarding how I should structure my research topic which has really kept me motivated.

I am also a member of Save the Children society. We do fundraising activities for vulnerable children and this has helped me to gain hands-on experience within children support services and to also improve my communication and organisation skills.

MAGGIE KUCHONDE
MA Childhood Studies
MA Deaf Education (Teacher of the Deaf Qualification) by blended distance learning

PROGRAMME DIRECTOR: Dr Jackie Salter

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.

All students are enrolled on the MA Deaf Education (ToD) programme but they may choose to graduate with a Postgraduate Diploma (PG Dip) Deaf Education (Teacher of the Deaf). It is also possible to complete an MA Deaf Education without the teacher of the deaf qualification.

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 focuses 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: Mr Innocent Tasara

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
The MA Education programme is suitable for both education practitioners and education professionals who want to gain additional knowledge and skills to help improve their practice through a general, rather than specialised, programme of masters level study. The course is appropriate for both UK-based and international education professionals who are keen to develop their analytical and research skills within the context of studying current issues related to education policy and practice. Throughout the course you will develop critical thinking, reflectivity, analytical capacity, and a knowledge of and perspectives on relevant theory.

Compulsory modules
Getting Started: Research Questions and Approaches in Education will introduce you to different models of education research in order to undertake your individual study. It will help you establish the proposal and work plan for your dissertation.

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 four to five modules from a specialist list in the School.

Current options include:
- Children and Young People: Citizenship, Participation and Social Justice
- Critical Perspectives on Leadership Theory and Practice
- Developmental Disorders I: Dyslexia and Developmental Coordination Disorder
- Digital Learning in Practice
- Global Learning in UK Primary Schools
- Grammar, Learning and Teaching
- Philosophical Underpinning of Educational Research
- Special Educational Needs: Inclusive Approaches
- Teacher Education for TESOL
- Theorizing Childhood and Youth.

Modules subject to change.
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 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.
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 DIRECTOR: Dr Paula Clarke

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.
MA Special Educational Needs

PROGRAMME DIRECTOR: Dr Paula Clarke

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

ENTRY REQUIREMENTS: Applicants will normally be expected to have a 2:1 (hons) degree and three years’ of relevant professional 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
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: Mr Graham Chambers

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.

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 newly qualified teacher (NQT) induction and national priorities for teacher development.

This programme is delivered by a mixture of distance learning as well as Saturday and summer schools.

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)

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.

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
• Technology-enhanced Language Learning.

Modules subject to change.
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:** Dr Judith Hanks

**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 with at least 6.0 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 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.

**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.

Modules subject to change.
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 2:1 (hons) degree, plus a professional qualification and two 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 6.0 in all components.

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 Gary Chambers

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 with at least 6.0 in all components.

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.
MA TESOL Studies

PROGRAMME DIRECTOR: Dr Gary Chambers

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. 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 6.0 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. 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 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.

Student view

I feel so lucky to be a member of the School of Education. I enjoy everything here – the high-quality teaching, professional academic staff, the learning resources and facilities and the beautiful campus.

What has impressed me most is that my course has combined theory with practice. For example, in the module Language Teaching Methodology, in addition to introducing teaching practices in the classroom, tutors also incorporate micro-teaching, which provides the opportunity to design and deliver a real course and get feedback from tutors.

XIAOWEN LIU
MA TESOL Studies
MA TESOL Teacher Education

**PROGRAMME DIRECTOR:** Dr Judith Hanks

**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 three years’ teaching (ideally teacher education) experience. If English is not your first language you will also need an English language qualification, for example IELTS 7.0 with at least 6.0 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 dissertation.

**Teacher Education for TESOL** considers the differences and relationships between TESOL teaching and teacher education for TESOL, 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

The University of Leeds works in partnership with Red Kite Teacher Training, a School Centred Initial Teacher Training (SCITT) provider.

Our PGCE SCITT training programme leads to the award of Qualified Teacher Status (QTS), and the Postgraduate Certificate in Education. The programme allows you to gain first-hand teaching experience whilst also benefiting from academic theory and tuition provided by the University of Leeds. Red Kite will be responsible for your experience and support in the classroom as you work towards achieving QTS. For the latest information on our PGCE SCITT programme, visit our website: www.education.leeds.ac.uk/teacher-training

**DURATION:** 12 months full-time

**WHAT TO EXPECT:**
- Teaching experience throughout the programme
- Training provided by practising teachers
- Work towards 60 Masters credits which can be transferred into our professional development Masters courses.

**PROGRAMMES AVAILABLE:**

**PRIMARY**
- 3-7 years
- 7-11 years
- General (5-11 years) with Mathematics.

**SECONDARY**
- 11-16 years with post-16 enhancement

**Subjects:**
- Art and Design
- Biology
- Chemistry
- Computer Science
- Design and Technology
- Drama
- English
- Geography
- History
- Mathematics
- Modern Foreign Languages (French, German, Spanish)
- Music
- Religious Education
- Physical Education
- Physics.
Train to teach with Leeds
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 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:
pgresearch-enquiries@education.leeds.ac.uk

Student view

I came to Leeds in 2013 to study MA TESOL. My experience here has been so good that I chose to do my PhD under the supervision of the same supervisor who supervised my MA dissertation.

The help and guidance provided by the School has been great. Both of my PhD supervisors have been very supportive in guiding me and providing me with the necessary information and valuable feedback. The training provided by the School and the Research Training centres has also contributed immensely to my growth as a researcher.

RUMANA HOSSAIN
PhD
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.

Starting in October 2017, we are part of the White Rose Social Sciences Doctoral Training Partnership (WRDTP), accredited by the Economic and Social Research Council (ESRC) in 2016. The WRDTP is a collaboration across the social sciences at the Universities of Leeds, Sheffield, York, Bradford, Sheffield Hallam, Hull, and Manchester Metropolitan, which provides research training and funding opportunities for research students.

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 2018 entry please visit our website:

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.

ESRC STUDENTSHIPS

ESRC scholarships are yet to be confirmed for 2018. Please check our website for the latest information.

Find out more:

www.education.leeds.ac.uk/postgraduates/taught-postgraduates/fees-and-funding

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

EDUCATION SCHOLARSHIPS

Dean’s International Postgraduate Scholarship
One full-fee scholarship is available to international students. The scholarship is awarded based on the strength of the candidate’s application.

Head of School’s International Postgraduate Scholarship
One scholarship is available to international students to cover 50% of the total fee. The scholarship is awarded based on the strength of the candidate’s application.

Dean’s Postgraduate Scholarship
Two scholarships are available for UK/EU students, amounting to 50% of the total fee. 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 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.

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 2018

The University usually holds a postgraduate open day in February each year.

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. 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