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Important Information
Information provided by the University, such as in presentations, University brochures and on 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 courses.leeds.ac.uk. Please check this website before making any decisions.
Welcome to the School of Education

Our School is recognised as one of the very best in the UK for research and teaching excellence and we pride ourselves on our close-knit school community.

At the School of Education we offer a rich selection of undergraduate courses, allowing you to reap the benefits of being part of a small community of undergraduate students within the School, whilst also being part of the large University of Leeds cohort. Many of our students say this is incredibly beneficial to their university experience: the school feels like “a family”, yet students still have access to all the benefits of studying at a large institution.

While encouraging you to become a self-motivated learner, our supportive team of staff will guide you through your studies, helping you to develop the skills you need to become an independent critical thinker and part of the University of Leeds learning community.

Our high quality degrees are informed by the cutting-edge research which lecturers pursue alongside teaching; this means that your course will be made up of the latest developments in the field both in the UK and worldwide.

Plus, our multi-disciplinary approach to programme structure allows a high level of choice for you to tailor your degree to your own interests and aspirations.

So, it is no surprise that the future is bright for our graduates since our programmes recognise the growing demand for professionals with a substantive background in education, childhood studies, psychology and the learning and teaching of languages.

Our degrees offer a broad foundation for career opportunities in teaching and education, early years, social care, therapy, the leisure industries, international commerce and industry. Those interested in teaching are also supported in applying for a teacher training programme.
About Leeds

Established in 1904, Leeds is one of the original six ‘redbrick’ universities and part of the prestigious Russell Group comprising the 24 leading research universities in the UK. You will also 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’ and you can even try your hand at Quidditch. Plus, they are based in a fantastic building with shops, bars, restaurants, events and Wi-Fi.

Discover more: www.luu.org.uk

GUARANTEED ACCOMMODATION

If you apply by the deadline, you are guaranteed university accommodation for your first year (international students are guaranteed accommodation for the duration of their studies).

We have an impressive range of accommodation to cater for all budgets and requirements.

For details: www.accommodation.leeds.ac.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

Choosing Leeds means joining a friendly and supportive school community with academics who have carefully designed our programmes and support resources to ensure that you thrive at university.

Resources
The University of Leeds has one of the largest academic libraries in the UK with over 2.8 million books and journals and the new Laidlaw Library provides further access to these extensive resources and study space. Minerva is the University’s online learning environment that brings together a range of learning and teaching tools. Typically you might use it to access electronic copies of lecture hand-outs, follow up on links to additional study resources, or to watch podcasts of lectures.

Teaching methods
Modules are taught using a combination of lectures, seminars and tutorials. All modules have an extensive independent study component and, in addition, some modules encompass group work and online activities which are used to supplement face-to-face teaching.

Research-informed teaching
Our programmes are directly informed by research developments. What this means to you is that your programme will cover the latest thinking and you will be taught by leaders in their field who shape policy and practice. See page 8.

Assessment
We use a range of assessment methods in order to get the best out of you including examinations and essays. You may also be assessed through presentations, research-based activities and an extended piece of research in a chosen area (dissertation).

Programme structure
Each programme consists of a mixture of compulsory modules (which you must take in order to achieve core knowledge of the subject area) and optional modules (which are chosen from a specialist list within the School). Most also include discovery modules.

Discovery modules
There are hundreds of discovery modules on offer (subject to timetabling and eligibility), allowing you to tailor your degree according to your personal interests and aspirations. They are organised into different themes to make your choice easier.

The themes, such as ‘Language and Intercultural Understanding’ and ‘Enterprise and Innovation’, offer you the opportunity to study beyond your core subject, to pursue an existing interest or try something new. Alternatively, you may choose to deepen your knowledge or approach your subject from a different perspective.

Discovery modules will be available to most students, while others will address one or more of the themes from within their core programme.

Find out more: www.leeds.ac.uk/broadening

Peer Assisted Study Sessions (PASS)
PASS gives you the opportunity to call on the experience and knowledge of students in subsequent years. They allow you to engage in open discussion, explore your understanding of module content and benefit from the input of peers in a relaxed and supportive atmosphere.

Personal tutor
You will be allocated a personal tutor who will meet with you on an individual basis several times during the year to provide personalised academic support and guidance.
Enhance your experience

Your time at Leeds will involve much more than your academic studies; we offer a broad range of opportunities that will complement or expand your degree, helping you develop your skills and gain important life experience.

Volunteering
Students into Schools provides a range of opportunities for you to volunteer in educational settings across Leeds and parts of West Yorkshire. Each year an average of 400 volunteers support or run a range of exciting projects to help raise the aspirations and academic achievement of pupils of all ages, while simultaneously developing your own skills and improving your CV. From tutoring and mentoring to working on co-curricular school activities and the looked-after children project, there are many opportunities to get involved in.

In addition to this, RAG is Leeds University Union’s official fundraising body supporting local, national and international causes. Since 2012 Leeds RAG has raised more than £1 million.

Work experience and holiday placements
There are lots of ways to experience the world of work when you choose to study here – from a full work placement year (see page 7) to summer internships and shorter project work that you can do as part of your studies. Whichever you choose, it develops vital skills, builds confidence, and helps your CV to stand out to employers.

The Careers Centre can assist you in finding a placement by helping you to submit competitive applications for the array of opportunities available at companies in the UK and abroad.

See: www.leeds.ac.uk/careerweb/workexperience

Careers Centre
The School of Education has a dedicated Careers Consultant who is the first point of contact when you require careers guidance. The University Careers Centre provides a drop-in service, CV assistance and mock interviews as well as advertising thousands of graduate jobs and placement opportunities.

Recruitment fairs and networking events are hosted throughout the year enabling you to make key career decisions and network with graduate employers.

Skills@Library
Skills@Library provides academic skills, teaching and learning support. Services include workshops, online tutorials and one-to-one support covering areas such as time management, presentation skills, mathematical support and referencing. These sessions are a great way to enhance your experience and maximise your employability.

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 so that you will stand out by your 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.

At the heart of Leeds for Life is personal tutoring. The Leeds model for personal tutoring will give you structured one-to-one meetings with your personal tutor throughout your degree. These meetings will support your professional and academic development, helping you to become a confident, articulate Leeds graduate.

See: www.leedsforlife.leeds.ac.uk

The Language Zone
The Language Zone is a language learning resource centre open to all students and staff of the University. It provides resources for independent language learning for students enrolled on language courses, and those studying on their own.

The Zone has a large study area and an extensive range of learning materials including print materials, films, off-air video recordings and over 50 channels of satellite TV in more than 20 languages.

See: www.leeds.ac.uk/languages

Student view

As I have been studying Japanese as a discovery module, I am looking forward to going to Nagoya University in Japan as part of the Horizon Year Abroad programme. I’m really excited about this as a Horizon Year Abroad is more of a cultural exchange, so whilst most of my lectures will be taught in English, I will also continue to get Japanese language lessons through which I can improve my language skills in a formal setting.

PRATICHYA GURUNG
BA Childhood Studies
Study abroad and work placements

All of our degrees offer you the option of adding an extra year which you spend either studying abroad at one of our partner institutions across the globe or undertaking a work placement (subject to satisfactory progression). These are both fantastic ways of adding experience to your CV and learning more about yourself.

Study abroad

Study abroad gives you the opportunity to expand your educational and personal horizons; it develops transferable skills, such as independence, confidence, cultural sensitivity and problem solving, which are sought after by employers. Plus it is perhaps a once-in-a-lifetime opportunity to live in another country, which many students list as being one of the highlights of their degrees.

We have a range of study abroad opportunities worldwide. You can apply to:
- study with exchange partners in Spain
- study in Asia, Australasia, the Americas or South Africa at one of our international partner universities
- take a short summer school course in another country.

Places on the study abroad programme are competitive and are awarded based on academic performance in year one.

Work placement year

Alternatively, you also have the opportunity to apply for a work placement year as part of your course. This nine-month accredited work placement takes place between years two and three of your degree.

A work placement gives you the skills and practical experience which are highly valued by employers as well as personal development. It is also a great opportunity to test a potential career. You will receive support from a dedicated placement tutor and will be assessed in the form of a placement portfolio and presentation.

Here, at the School of Education, you can:
- participate in the British Council’s Language Assistants or Comenius Assistants programme
- apply to have a European work placement recognised as part of your degree under the Erasmus scheme.

For information on these opportunities visit: www.education.leeds.ac.uk

How much does it cost?

Students pay a substantially reduced fee for the year abroad or work placement year. UK/EU students may be eligible to obtain a student loan for this year, which could help to cover the cost of living.

Find out more

Study abroad year: www.leeds.ac.uk/studyabroad

Work placement year: www.leeds.ac.uk/careerweb/workexperience

I've enjoyed my course a lot. The broad range of topics have given me an opportunity to learn about lots of different areas within education, psychology, sociology and child welfare.

I studied abroad in my third year in Hong Kong. It was the most incredible year of my life. I am so grateful for the opportunity to study abroad – it's something I could only do whilst at University. I met friends for life from all over the world, travelled to many other countries in Asia and was able to immerse myself into a very different culture to the one I was brought up in. The memories will stay with me forever.

Staff are always there when you need them. It is very clear that lecturers have a major passion for their chosen area of study, which is reflected in the standard of teaching.

KELLY FAHERTY
BA Childhood Studies
Insight and impact

We are actively engaged in research at the frontiers of education. This research informs and ignites the teaching and study activities of our degrees. We undertake research in key areas of educational policy and practice, and place particular emphasis on the relevance of our work to education practitioners and policy makers. Here are just a few examples of our international research.

Children and young people

Professor Pia Christensen has completed research which investigates the experiences, issues and needs of children and young people living in four sustainable communities in the UK.

Educational reform and teacher impacts

Professor Jim Ryder recently led a research project investigating science teachers’ experiences of educational reform in Sweden. The project looks at the impacts of the introduction of grading and national tests in science at Y6 on teachers’ working practices, perceptions of what is ‘good’ science teaching and their sense of professionalism.

Language on the move in India

Mobigam is a research project, funded by the British Academy, in which Dr James Simpson and Dr Richard Badger studied the use of mobile technologies for language learning in the state of Gujarat, India.

Learner motivation

Dr Martin Lamb and Dr Gary Chambers’ research has investigated the motivation of Pakistani undergraduate students to learn English. The research focused on capturing motivational factors which were pertinent in this under-researched area.

Lexis, metaphor and pragmatics

Professor Alice Deignan’s primary research interests lie in lexis, metaphor and pragmatics with her work looking into figurative language and applying metaphor in the real world. Alice has experience working in the field of education across South America and Europe.

Learning potential in southern Mali

Dr Yvonne Griffiths’ research has led her to work alongside Save the Children, focusing on how learning potential and early education outcomes in southern Mali have been impacted by a community-based programme targeting pre-school health and nutrition.

Transition in modern languages

Dr Gary Chambers has recently completed a project looking at the transition in modern languages between key stage two and key stage three, specifically focusing on the views from pupils in Saxony-Anhalt in Germany and the UK.

Attention deficit hyperactivity disorder in Saudi Arabia

Dr Mary Chambers, Dr Paula Clarke and Dr Susan Pearson have co-authored a journal publication which investigated the knowledge and beliefs around attention deficit hyperactivity disorder (ADHD) of children who live with the disorder in Saudi Arabia.

English online

Dr Martin Lamb is currently engaged in research with colleagues at the University of Indonesia in Jakarta, investigating how students’ online use of English affects their motivation to learn English in the classroom.

Alternative gaming

Dr Carlo Perrotta has recently been working in partnership with institutions in the Netherlands and Italy to explore alternative ways in which gaming can be used for positive and socially progressive ends.

Learner motivation

Dr Martin Lamb and Dr Gary Chambers’ research has investigated the motivation of Pakistani undergraduate students to learn English. The research focused on capturing motivational factors which were pertinent in this under-researched area.
LINGUISTICS AND CULTURAL TRANFORMATIONS
Professor Mike Baynham and Dr James Simpson are working with three other universities to develop new understandings of multilingual interaction in cities in the UK.

The project is focused on multilingual interactions between people in contexts of business, legal advice, community sport, and libraries and museums.

The research will provide detailed evidence of how people communicate across languages and cultures and communicate these to policy-makers and communities locally, nationally, and internationally.

FAMILY RESOURCES
Dr Gill Main, Associate Professor in Childhood Studies is currently the principal investigator on the research project ‘fair shares and families: children’s perceptions of material resource distributions and decision making within families.’

The project, which is conducted in collaboration with Leeds City Council Children Services and The Children’s Society, is concerned with child poverty in the UK and the links between children’s experiences of poverty and their subjective well-being.

Gill’s research has a particular focus on how resources are shared within families and how different approaches to sharing resources are associated with child poverty and children’s subjective well-being.

SPACE FOR PLAY?
Professor Alan Prout, Professor of Sociology and Childhood Studies has conducted research looking into childhood sickness, family health practices and children’s use of e-toys.

Professor Prout’s research ‘Space for play? Families’ strategies for organising domestic space in homes with young children’ looked into how children, toys and play are accommodated in the home, highlighting the home as an imaginative space and housing as a physical location.

The research explores how families rearrange their homes through the creation of a new kind of internal domestic space – the “toy room”.

INTRODUCTION
This course allows you to explore in depth some of the most challenging and fundamental issues concerning childhood in the 21st century.

It offers rigorous, academic study in the fields of anthropology, childhood, education, sociology, social policy and psychology. The programme is designed to provide you with an in-depth understanding of children's lives in diverse social, cultural and educational contexts. It equips you with a firm theoretical base and the methodological skills to address local and international children's experiences, lives and education within a globalising world.

The course will offer you the opportunity for reflexive personal study and active engagement with others in debate, analysis and critique.

The degree provides a structured learning experience, which is also flexible enough to respond to individual needs and interests.

YEAR 1

Compulsory Modules
- Children, Young People, Families and the State
- Introduction to Study in Education
- Play and Learning
- What is a Child: Child Development and Learning
- What is a Child: The Social Construction of Childhood.

Optional Modules (choose one to two) may include:
- Building a Career from Education Studies
- Children’s Rights and Social Justice
- Diverse Contexts of Learning
- Psychological Approaches to Education.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

YEAR 2

Compulsory Modules
- Approaches to Research: Theory and Practice
- Health, Wellbeing, Childhood and Youth
- International Perspectives of Pedagogy and Practice
- Psychological Approaches to Understanding and Supporting Children’s Learning.

Optional Modules (choose one to two) may include:
- Literacies and Learning
- Students into Education
- Supporting Families: Analysing the Theory and Practice of Family Support
- Violent and Sexually Offending Young People.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

FINAL YEAR

Compulsory Modules
- Children, Families and Cultural Diversity: Philosophical Perspectives
- Critical Debates in Childhood and Youth
- Dissertation.

Optional Modules (choose one to two) may include:
- Child Welfare and Young Children
- Growing up in a Digital Age
- Supporting Children with Additional Needs.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from inside or outside of the School.

Modules subject to change.

Optional STUDY ABROAD or WORK PLACEMENT YEAR. See page 7
ENTRY REQUIREMENTS
ABB at A Level or international equivalent and a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS) or equivalent. If English is not your first language you will also need an English language qualification, for example IELTS a minimum of 6.5 with at least 6.0 in all components. We welcome the Extended Project Qualification (EPQ) alongside A Levels; this would attract an offer of BBB at A Level plus an A in the EPQ. In addition to having a satisfactory DBS check (or equivalent), you must also adhere to the University Disciplinary Regulations throughout your studies.

INTRODUCTION
This dynamic programme will enable you to learn about the various settings, both formal and informal, in which learning takes place and to understand the processes underpinning learning.

Led by education experts, you will explore the ways in which education is conceptualised and delivered in different social, political and economic contexts and examine how government policies impact on classroom practice.

The course will allow you to understand how schools and classrooms work and you will have opportunities to learn about how different core curriculum subjects are learned and taught.

In years two and three you will undertake a placement in a school or other education centre which will enable you to experience first-hand, the relationship between theory and practice and to apply the knowledge attained throughout your studies.

YEAR 1

Compulsory Modules:
- Contemporary Issues and Debates in Education
- Diverse Contexts of Learning
- Introduction to Study in Education
- Learning about Learning: Processes, Complexities and Theoretical Perspectives
- Psychological Approaches to Education.

Optional Modules (choose one or two) may include:
- Building a Career from Education Studies
- Language, Learners and Society
- Play and Learning
- Second Language Acquisition and Learning.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

YEAR 2

Compulsory Modules:
- Approaches to Research: Theory and Practice
- Educational Policy and Politics
- International Perspectives of Pedagogy and Practice
- Students into Education 1.

Optional Modules (choose one to two) may include:
- Inclusive Education
- Language Description for Education
- Literacies and Learning
- Managing Classroom Behaviour
- Practice of English Language Teaching
- School Mathematics
- Science Education: Issues and Challenges.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

FINAL YEAR

Compulsory Modules:
- Final Year Project in Education
- Students into Education 2.

Optional Modules (choose two to three) may include:
- Assessing Children’s Learning
- Globalisation, Identity and English Language Education
- Growing up in the Digital Age
- Language Learning Technology and Materials
- Mathematics Education
- Supporting Learning in Children with Additional Needs
- Understanding and Communicating Science.

Plus: If you choose only two optional modules you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

Optional STUDY ABROAD or WORK PLACEMENT YEAR. See page 7

Modules subject to change.
FIND OUT MORE about becoming a teacher after your degree
www.education.leeds.ac.uk/teacher-training
BSc (Hons) Psychology with Education

ENTRY REQUIREMENTS
AAB at A Level (excluding General Studies) or international equivalent including one or more of: psychology, geography, mathematics, chemistry, biology, physics, geology, economics, statistics, environmental science or computing. Plus a satisfactory Enhanced Disclosure from the Disclosure and Barring Service. If English is not your first language, you will also need an English language qualification, for example IELTS, with a 7.0 overall and no less than 6.5 in all components. In addition to having a satisfactory DBS check (or equivalent), you must also adhere to the University Disciplinary Regulations throughout your studies.

INTRODUCTION
This course offers you the opportunity to discover how approaches to education impact upon learning and development and gives you the knowledge and skills to understand how psychology can inform education which will support you in pursuing a wide range of careers.

You’ll be taught by experts in education and psychology who use their research to inform their teaching. You will explore the relationship between psychology and education and get the opportunity to conduct research yourself.

The course has both theoretical and practical components – you’ll benefit from opportunities to gain practical experience of working in an educational context to apply your theoretical knowledge.

YEAR 1

Compulsory Modules:
- Psychological Approaches to Education
- Research Skills 1
- Research Skills 2
- Social Psychology
- Biological Psychology
- Cognitive Psychology
- Perception
- Introduction to Study in Education.

Optional Modules (choose one):
- Play and Learning
- Learning about Learning: Processes, Complexities and Theoretical Perspectives
- Contemporary Issues and Debates in Education.

YEAR 2

Compulsory Modules:
- Managing Classroom Behaviour
- Inclusive Education
- Advanced Social Psychology
- Advanced Developmental Psychology
- Individual Differences
- Research Skills 3
- Research Skills 4
- Memory and Language.

Optional Modules (choose two):
- Psychological Disorders
- Cognitive Neuroscience
- Behavioural Neuroscience
- Perception, Action and Cognition.

CHOOSE ONE

Compulsory Modules (choose one):
- Psychological Approaches to Education
- Research Skills 1
- Research Skills 2
- Social Psychology
- Biological Psychology
- Cognitive Psychology
- Perception
- Introduction to Study in Education.

Optional Modules
- Play and Learning
- Learning about Learning: Processes, Complexities and Theoretical Perspectives
- Contemporary Issues and Debates in Education.

CHOOSE TWO

Compulsory Modules:
- Managing Classroom Behaviour
- Inclusive Education
- Advanced Social Psychology
- Advanced Developmental Psychology
- Individual Differences
- Research Skills 3
- Research Skills 4
- Memory and Language.

Optional Modules (choose two):
- Psychological Disorders
- Cognitive Neuroscience
- Behavioural Neuroscience
- Perception, Action and Cognition.

CHOOSE 20 CREDITS

- Supporting Learning in Children with Additional Needs
- Growing up in the Digital Age
- Mathematics Education
- Understanding and Communicating Science
- Assessing Children's Learning.

Modules subject to change.
BA (Hons) Teaching English to Speakers of Other Languages (TESOL)

ENTRY REQUIREMENTS

ABB at A Level or international equivalent, for example 34 points in the International Baccalaureate (IB). Plus a satisfactory Enhanced Disclosure from the Disclosure and Barring Service. If English is not your first language you will also need an English language qualification, for example IELTS a minimum of 6.5 with at least 6.0 in all components. We welcome the Extended Project Qualification (EPQ) alongside A Levels; this would attract an offer of BBB at A Level plus an A in the EPQ. In addition to having a satisfactory DBS check (or equivalent), you must also adhere to the University Disciplinary Regulations throughout your studies.

INTRODUCTION

This course will equip you with the knowledge and skills needed to explain and describe language, language learning and teaching whilst also giving you the opportunity to gain first-hand experience in a variety of educational settings.

During your first year you will study a broad range of modules which will allow you to consider the practicalities of teaching, the diversity of language learning environments and bilingualism and multilingualism.

In year two you will then have the opportunity to gain practical experience in an educational setting where you will be able to apply the skills and knowledge gained from year one. Alongside your practical placement, you will also be developing the skills needed to undertake a small-scale research project in TESOL which you will carry out in your final year.

The course provides you with a strong foundation to pursue a career in English language teaching, primary teaching or within education more generally.

YEAR 1

Compulsory Modules:
• English Language Description for TESOL
• Language, Learners and Society
• Second Language Acquisition and Learning
• Supporting English Language Teaching and Learning
• Introduction to Study in Education.

Optional Modules (choose 20 credits):
Choose from an extensive list of modules including English for Communication and a wide selection of language modules suitable for all levels, including Beginners Japanese and Advanced German.

Plus: In addition to 20 credits of optional modules, you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

YEAR 2

Compulsory Modules:
• Education, Multilingualism and Social Justice
• Research Methods for TESOL
• Students into Education 1
• The Practice of English Language Teaching.

Optional Modules (choose 20-40 credits):
• English for Academic Study
• Inclusive Education
• International Perspectives of Pedagogy and Practice
• Literacies and Learning
• Research Placement.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

FINAL YEAR

Compulsory Modules:
• Final Year Project
• Students into Education 2.

Optional Modules (choose up to 40 credits):
• Children, Families and Cultural Diversity: Philosophical Perspectives
• Globalisation, Identity and English Language Education
• Language Learning Technology and Materials
• Supporting Learning in Children with Additional Needs.

Plus: If you choose only one optional module you will be required to study 20 credits of Discovery Modules from within or outside of the School of Education.

Optional STUDY ABROAD or WORK PLACEMENT YEAR.
See page 7

Modules subject to change.
Academic view

The BA TESOL is a new and innovative programme which offers students both breadth and depth of learning experience. As well as learning about the theory and practice of language education, students will be part of the Centre for Language Education Research and have opportunities to engage with our cutting-edge research into language education and intercultural communication.

DR LOU HARVEY
Programme Leader BA TESOL

Student view

I have been well-supported by the staff at the School of Education. The School’s Career Consultant has been very helpful in supporting me with applications, whether for teaching abroad in the summer or applying for graduate schemes.

In my second year, I was lucky enough to get on to the Level 1 British Sign Language course with the Sign Language Society which has opened-up communication with a new group of people.

LEAH POWELL
BA Childhood Studies
Careers

Our degrees are an excellent platform for entry into a wide range of careers as they encourage and facilitate the development of many key skills including communication, creativity, critical thinking and teamwork, which are sought after by graduate employers.

Where will your degree take you?

Childhood Studies
The BA (Hons) Childhood Studies course offers an effective foundation for careers relating to children and young people. Successful graduates have gone on to work in teaching and education, early years, social care, nursing, speech therapy, special needs, social work and child welfare, play therapy, leisure industries, charities and family law.

Psychology with Education
The BSc (Hons) in Psychology with Education degree offers the knowledge and skillset to support you in pursuing a wide range of future careers related to teaching, youth work, educational or clinical psychology, counselling and social work. Having successfully completed the placement module you will have gained practical experience of working within an educational context, and have reflected upon how psychology can be applied to education.

Education
The BA (Hons) Education course provides an in-depth understanding of how schools and classrooms function, with compulsory work placements offering invaluable experience within the professional field of education. Hence the programme provides an excellent platform for those wishing to pursue a career in primary teaching. Successful graduates may also progress into fields such as educational psychology, publishing, child welfare or school administration.

Teaching English to Speakers of Other Languages (TESOL)
The BA Teaching English to Speakers of Other Languages (TESOL) provides a strong foundation for a career in English language teaching, primary teaching or in education more generally. The course not only equips you with the knowledge and skills to explain and describe language, but also allows you to put these into practice through your placement in year two.

Thinking of becoming a teacher?
All of our degrees are excellent preparation for a career in primary teaching as they give a broad-ranging knowledge on many areas which affect education, they are also a good way of keeping your options open should you change your mind part way through the degree. When you have graduated, you can apply for a teacher training course to achieve Qualified Teacher Status.

Find out more: www.education.leeds.ac.uk/teacher-training

I really enjoyed the journey of the course through the three years of study. I also appreciated that the course offered such a broad spectrum of topics.

Studying at Leeds has allowed me to think differently about making choices in my career path. As a result I have landed a job I never dreamt of doing; I now work in Uganda for a charity called Soft Power Education and I absolutely love every minute of it.

HANNAH HOWMAN
Assistant Project Manager
BA Childhood Studies

The Careers Centre provides specialist guidance and support
Admissions information

BA Social Science

(Foundation course for UK students) UCAS code: L301

If you are aged 21 years or over and feel you missed out on education the first time around; or you are aged 18-21 and feel that circumstances beyond your control have adversely affected your educational achievement, then this foundation course will give you the opportunity to realise your potential.

Successful completion of the first year of this programme will provide you with both the academic and practical skills required for successful undergraduate study. It also provides access onto the first year of a range of degree programmes within the Faculty of Education, Social Sciences and Law. Help and guidance on financing your studies is available.

Entry requirements
We usually look for evidence of prior study at GCSE level to include maths and English at grade C/4 or equivalent, however this is flexible. We particularly encourage applications from mature students who may not meet the standard requirements. Applicants will be given the chance to demonstrate their abilities at interview.

For more information on the BA Social Science see: www.sociology.leeds.ac.uk/undergraduates/ba-social-science

Access to Leeds
Access to Leeds is an admissions scheme designed to help pupils whose personal circumstances may have affected their ability to succeed at the levels that would normally be expected by admissions tutors. More details, including eligibility criteria: www.leeds.ac.uk/A2L

International Foundation Year
The University’s International Foundation Year (IFY) is intended for academically able international students who wish to study at a British university but do not yet have the qualifications they need to start an undergraduate degree programme. The IFY allows you to study the relevant subjects required for your intended undergraduate programme and helps you to develop the skills needed as an undergraduate student. If you complete the IFY successfully you will be eligible to join a wide range of undergraduate degree programmes offered at the University.

To find out more visit: internationalfoundationyear.leeds.ac.uk

For more information visit: www.leeds.ac.uk/internationalstudents

“ The foundation year in social science was the perfect course for me. It is made for people like me who have the potential to study at university but may not necessarily have the formal qualifications to do so.

I have found the course really interesting and engaging, learning about things such as class stratification and welfare legislation – things that have always directly affected my life without me even realising. It has been a real eye opener.

Coming to university is the best thing I have ever done. It has allowed me to achieve things that I never thought possible and this has really helped to rebuild my lost confidence.”

LIAM KNIGHTS
BA Social Science
Fees and funding

Choosing the right university is an important decision and an investment in your future. Here are details of the funding packages available.

**UK/EU TUITION FEES**

At the time of printing, full details of fees for 2019 have not yet been finalised but we expect arrangements to be similar to 2018.

Keep checking our website for updates on fees and details of the financial support that may be available to you at: courses.leeds.ac.uk

**GOVERNMENT SUPPORT**

The government offers financial support in the form of loans, which must be paid back once you are earning over a particular threshold.

For further information and to find out if you’re eligible visit: www.gov.uk/student-finance

**LEEDS FINANCIAL SUPPORT**

Many undergraduates have benefitted from our non-repayable financial support programme which is linked to annual household income. At the time of printing our funding arrangements for 2019 had not been finalised so keep checking the website for the latest updates: www.leeds.ac.uk/leedsfinancialsupport

**INTERNATIONAL STUDENTS**

Fees for 2019 entry are currently being finalised so please check the website below for the latest information. You may be eligible for a University academic scholarship.

Find out more: www.leeds.ac.uk/internationalfees

You should also research possible funding available in your home country.

**SCHOLARSHIPS**

On top of the Leeds Financial Support there are scholarships for which you may be eligible to apply. Some of our scholarships target UK/EU students based on household income, others are dependent solely on your academic achievement and some are specifically for international students.

For more information on our scholarships see: www.leeds.ac.uk/scholarships

The School of Education offers the Leeds International Foundation Year Scholarship, open to international students who successfully complete the Leeds International Foundation Year.

For more information, including eligibility, visit: www.education.leeds.ac.uk/undergraduates/want-to-apply
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**

- Friday 15 June
- Saturday 16 June
- Saturday 8 September
- Saturday 6 October

www.leeds.ac.uk/opendays

**OFFER HOLDER VISITS**

If we make you an offer we will invite you to a specific School of Education offer holder day.

This is an opportunity to meet staff and get a more in-depth look at what it will really be like studying with us. During your visit, current students can provide campus tours and will also be available to informally answer questions.

**ACCOMMODATION VIEWING DAY**

We also have a University accommodation viewing day on **Saturday 23 March 2019**.

This is intended for offer holders to see all of the possible options in one day.

You can also take a look at all of the options at: www.accommodation.leeds.ac.uk

**CAMPUS TOURS**

Ideal for if you cannot make the scheduled open days, the University organises a number of campus tours throughout the academic year.

You will be guided around the campus by one of our ambassadors and have the opportunity to ask questions about the University.

Find out more at: www.leeds.ac.uk/visitus

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How to apply

All students need to apply through UCAS. You can apply online at www.ucas.com/apply

If you have any queries about applying please contact ugeducation@leeds.ac.uk