

The PGDip/MA in Deaf Education (QToD) – a fresh look

Dr Jackie Salter and Professor Ruth Swanwick provide an oversight of what is happening at the University of Leeds

The introduction of the updated Mandatory Qualification (MQ) for Teachers of the Deaf (ToDs) has provided us with a fantastic opportunity to refresh our programme. Working in conjunction with our past and current students, and a range of stakeholders including regional tutors and school-based colleagues, we aim to:

- respond to the increasing workplace demands on students
- build a sustainable and active learning community
- ensure assessment
 - is minimised and varied
 - is directly relevant to the role of the ToD (authentic)
 - allows students choice in content and presentation (autonomy).

To achieve this, we will:

- reduce the number of credits for the PGDip (Postgraduate Diploma) (MQ ToD) and MA (Master of Arts) (MQ ToD)
- introduce new assessment types (presentations, workbooks, video analysis, reports)
- embed academic study skill/assessment support throughout the programme
- reorganise the curriculum to include smaller modules
- introduce more recorded lecture material and group activities to complement the face-to-face sessions
- require only one assessed placement for students (depending on experience and meeting the MQ competencies) including a peripatetic option
- support the development of the online community

This will be delivered from September 2023. Please see the [UoL website](#) for further information.

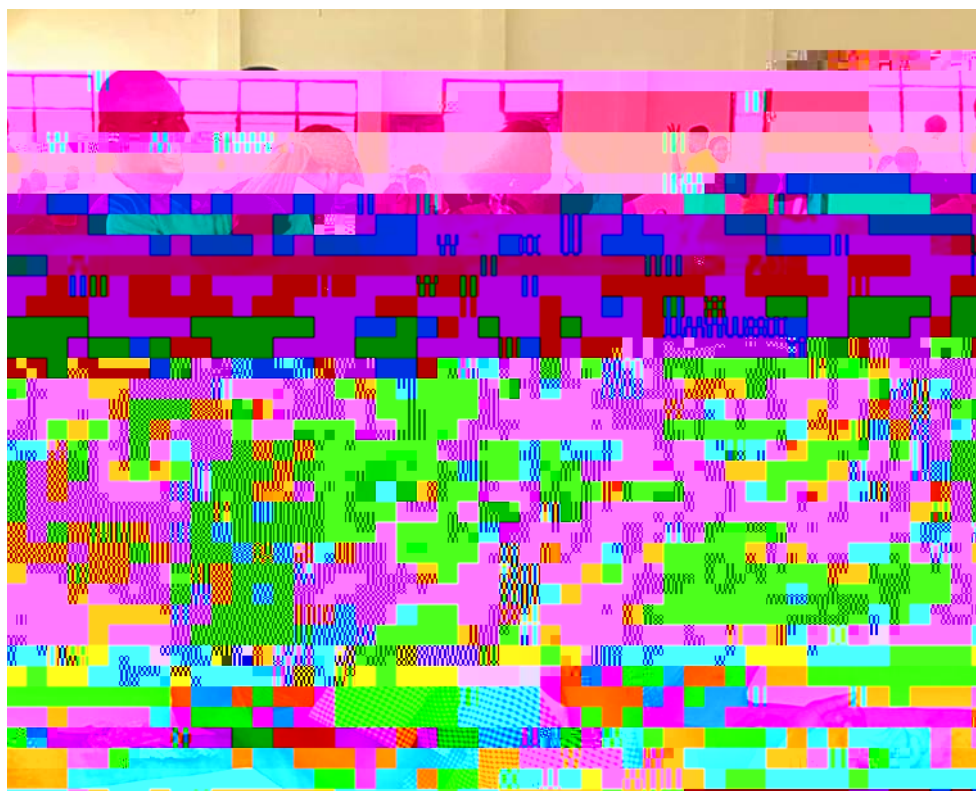
Research at Leeds University
Ghana Early Childhood Education (ECE)

Since 2020, Professor Ruth Swanwick and post-doctoral researcher Dr Daniel Fobi have been working together to develop educational resources

and research capacity in Ghana for deaf children and their caregivers. This two-year project is a collaboration between the UK and Ghana, funded by the British Academy under the Global Challenges Research Fund for Early Childhood Education (BA ECE 190031).

The project aimed to develop an equitable partnership between the University of Leeds and the University of Education in Winneba (UEW) to build strategies and resources to support education and health professionals, and caregivers with the potential to transform the lives of families of deaf children in the region. Through Daniel's professional links the project established connections with the Department of Special Education, UEW, building a team including early career research assistants, deaf leaders, and deaf academics as well as working with the Ghana National Association for the Deaf (GNAD).

One key outcome of this project is a series of short videos in Ghanaian Sign Language (GhSL) captioned in English, with English and Twi voice over, designed for caregivers. These include introductions from deaf people about their lives, education, and employment, as well as short sign language tuition excerpts and examples of interactions between deaf adults and young children. The videos are accompanied by a handbook for teachers and caregivers



Teacher of the deaf interpreting for deaf students in a workshop

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