



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Education

Course Code: MAEDC

2024/25

leedsbeckett.ac.uk

MA Education (MAEDC)

Applicant Facing Course Specification for 2024/25 Postgraduate Entrants

Confirmed at November 2023

General Information

Award	Master of Arts Education
Contained Awards	Postgraduate Certificate Education Postgraduate Diploma Education
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 1 year (full time, distance learning or campus based)• 2 years (part time, distance learning or campus based)• 3 years (part time, distance learning or campus based)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent.
Location(s) of Delivery	The teaching on your course will take place at Headingley Campus or Distance Learning
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director

Lisa Long

Your Course Leader

Dr Anne Temple Clothier

Your Course Administrator

education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

- Apply theoretical debates to critically evaluate professional practices and vocational contexts.
- Evaluate the importance of relevant theories, theories, paradigms, and concepts.
- Adopt an autonomous approach to your own learning and continuing professional development.
- Communicate effectively using appropriate means.
- Use information and communication technology effectively.
- Exercise initiative and personal responsibility.
- Assess and critically evaluate the literature and other evidence as appropriate, in research and enquiry.

- Challenge theories, paradigms, and concepts and be able to articulate alternative ways of looking at the subject based on recent research or intellectual insights.
- Be able to select and apply appropriate research techniques and methodologies to enable the successful completion of a major piece of independent research.

Course Learning Outcomes

At the end of the course, students will be able to:

1	Explore and critique educational theory, research, policy, and practice.
2	Take a critical and reflective approach to diverse problems and issues in education, including (but not limited to) issues of culture, race, gender, and class.
3	Develop and articulate their own perspectives on education, informed by a critical evaluation of relevant theoretical and practical perspectives.
4	Make sound judgments and competently communicate or present their conclusions.
5	Demonstrate independence and originality in approaching and undertaking a research task in education and produce an extended critical account of such activity.

Teaching and Learning Activities

Summary

The course supports the University position that an inclusive environment is one that is (i) non-discriminatory, appropriate, and transparent to each student we recruit; (ii) respects and values the perspectives and experiences each individual can offer; (iii) promotes values and practices associated with inclusive attitudes and behaviours in others.

The course will normally be normally delivered using small group tutorials, seminars, and lectures, with support from the VLE and visiting speakers. There are also opportunities for students to participate in peer-led discussions and presentations. In these ways, the course develops a *community* in which everybody can choose to be visible, valued and respected for their unique individuality.

It encourages and enables students to be curious about others and engage in respectful discussion, debate, collaborative work, and research with other people to explore their ways of viewing the world.

Course materials and activities represent a range of cultural perspectives and/or practices by, for example, including photographs of a diverse population, and avoiding stereotypical views.

We ensure that all students feel welcomed into the course, and that all students are welcoming towards others, by encouraging communication between students using on-line platforms; offering opportunities for students to link with each other and create peer-group learning sets.

We ensure (through the Course and Module handbooks, and face-to-face contact) that our students know who to ask for specialist help.

We take account of different learning preferences, learning styles, and disabilities when designing the way in which the modules/course is delivered, by ensuring all materials are presented appropriately; that a range of teaching styles are used; that guidance on academic writing and referencing are given; that feedback is supportive.

Our assessments take account of these differences, and we provide variation in assessment types, consistent with the demands of students studying the course.

The scheduling of Masters assessment and postgraduate timetabling consider, the needs of part-time students, students with caring responsibilities, or their religious calendars. For example, teaching sessions are normally held at weekends, and tutorials are often held in twilight sessions, or various times of the week, to suit the needs of professionals employed full-time or part-time. Care has also been taken to arrange sessions so that they do not conflict with other religious occasions. Assessment deadlines are set in consultation with students to ensure that they are sensitive to their employment needs as well as consistent with university requirements.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Available Modules (180 credits in total)

Core Modules:

Coaching and mentoring (20 credit points)

Contemporary Issues in Education (40 credit points)

Research Methods (20 credit points)

Dissertation (60 credit points)

Specialism Routes:

	MA Education – Leadership & Management pathway	MA Education – Inclusive Practice Pathway	MA Education – Independent Study Pathway	MA Education – Race and Decolonial Thought Pathway
PG Cert	Coaching and Mentoring (20 credits) Contemporary Issues in Education (40 credit points)	Coaching and Mentoring (20 credits) Contemporary Issues in Education (40 credit points)	Coaching and Mentoring (20 credits) Contemporary Issues in Education (40 credit points)	Coaching and Mentoring (20 credits) Contemporary Issues in Education (40 credit points)

	MA Education – Leadership & Management pathway	MA Education – Inclusive Practice Pathway	MA Education – Independent Study Pathway	MA Education – Race and Decolonial Thought Pathway
PG Dip	Research Methods (20 credits) Leadership and Management (40 credits)	Research Methods (20 credits) Inclusive Pedagogy (40 credits)	Research Methods (20 credits) Learning from Professional Development (40 credits) OR Independent Study (40 credits)	Research Methods (20 credits) Critical Ethnic Studies (20 credits) Race, Identity and Culture in the Black Atlantic (20 credits)
MA	Dissertation (60 credits)	Dissertation (60 credits)	Dissertation (60 credits)	Dissertation (60 credits)

Elective Modules:

Independent Study (20 credit points)

An elective module from another Masters course (please note that availability of elective modules is subject to change).

Participants following the course will study modules from the list provided, to obtain the required number of credit points. This can include either ONE 20 CP Independent Study, or a maximum of TWO 20 CP Independent Studies.

Credit points earned from other modules in approval may be used where appropriate.

Level 7			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Coaching and Mentoring (20 credits)	Y	Dissertation (60 credits)	Y
		Contemporary Issues in Education (40 credit points)	Y
Specialism Options from: Leadership and Management (40)	N	Specialism (cont.) Leadership and Management (cont.)	N

Level 7			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Inclusive Pedagogy (40)* Learning from Professional Development (40), Or Independent Study (40) Critical Ethnic Studies (20) Literacy Difficulties and Dyslexia (20)* Children’s Cultural Worlds (20)* Ethical Education (20)**	N	Inclusive Pedagogy (cont.)* Learning from Professional Development (cont.) Race, Identity and Culture in Black Atlantic (20) Autism and Learning (20) Drama for Social Change (20)** Leading Student Resilience Across the School (20)*	N
Research Methods (20)	Y	Elective Independent study (20)	N

*These options are only available to students enrolled on the distance learning mode of this programme

**These options are only available to students enrolled on the on-campus mode of this programme

For the Masters degree, the Dissertation module must be taken and passed.

Distinction – the award of a distinction may be made to those students who have demonstrated excellent performance against the attainment of an average of 70% or more in assessments contributing to the final award.

Merit – the attainment of an average of 60% or more in assessments contributing to the final award.

INDICATIVE STRUCTURES

Year 1 (part-time mode)
Semester 1 (Sept/Oct/Nov/Dec/Jan/Feb/Mar)
Coaching and Mentoring (20 credits)
Semester 2 (April/May/June)
Contemporary Issues in Education (40 credit points)
Year 2 (part-time mode)
Semester 1 (Sept/Oct/Nov)
Specialism module(s) - 20 / 40 credit points
Research Methods 20 credits

Semester 1/Semester 2 (Jan/Feb/Mar/ April/May)	
Specialism module(s) continued - 20/ 40 credit points.	
Year 3 (part-time mode)	
Semesters 1 and 2 (September to May)	
Dissertation - 60 credit points	
Full-time mode	
Semester 1 (Sept/Oct/Nov/Dec)	
Coaching and Mentoring (20 credits)	
Research Methods (20 credits)	
Semester 1/Semester 2 (Jan/Feb/Mar/Apr/May)	
Specialism module – 20 / 40 credit points – This will either be 2x20 credit modules across semester 1 and 2 or 1x40 credit module across semester 1 and 2.	
Semester 2 (Feb/Mar/April)	
Contemporary Issues in Education (40 credit points)	
Semesters 2 (Jan – September)	
Dissertation - 60 credit points	

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities, and independent study. Modules may have more than one component of assessment.

Assessment

Students will be assessed through a broadly even mix of coursework and presentations. There is a major independent study module which will require the production of a dissertation of 12 to 15 thousand words.

Workload

Overall Workload	
Teaching, Learning and Assessment	180 hours

Overall Workload	
Independent Study	1620 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, the Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Representative or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at university, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consists of trained officers and advisers who are available to support you throughout your time here. They will make sure you have access to, and are aware of, the support, specialist services, and opportunities our university provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing the online chat link, available on the student homepage.

Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources. The Support tab gives you access to details of services which provide academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.