



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Childhood Studies and Early Years

Course Code: **MACHE**

2020/21

leedsbeckett.ac.uk

MA Childhood Studies and Early Years (MACHE)

Material Information Summary for Postgraduate Applicants

Confirmed at August 2019

General Information

Award	Master of Arts MA Childhood and Early Years
Contained Awards	Post Graduate Certificate Childhood and Early Years Post Graduate Diploma Childhood and Early Years
Awarding Body	Leeds Beckett University
Level of Qualification & 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 & 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:

The format is:

- 1 year (full time, distance learning)
- 2 year (part time, distance learning)
- 3 year (part time, distance learning)

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. Please note that the work placement option is not generally available to PT students.

Location(s) of Delivery 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: www.leedsbeckett.ac.uk/studenthub/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 will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) 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/public-information

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

Key Contacts

Your Course Director	Tom Dobson
Your Academic Advisor	Kate Bancroft
Your Course Administrator	Jane Sadler education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

1. Provide students with a flexible and rigorous multidisciplinary programme of academic study in childhood and early years that utilises the latest research and theoretical advancements in the field
2. Engage students in a sustained and systematic critical analysis of childhood and early years professional practice across different cultural, political and organisational contexts.
3. Provide students with an opportunity to participate in an academic community of practice that fosters collaboration and collegiality
4. Provide students with opportunities to pursue their original independent research in their specialist area of interest using methodologically and ethically appropriate modes of enquiry

Course Learning Outcomes

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

1	Demonstrate sophisticated knowledge and an in depth understanding of theoretical and conceptual frameworks relevant to the study of childhood and early years.
2	Demonstrate an in depth understanding of a range of lived experiences, expectations and co-constructions of early years and childhood in different historical and cross-cultural contexts and with respect to social difference and inequalities related to social class, ethnicity, gender, sexuality and disability.
3	Demonstrate the ability to critically analyse theoretical perspectives and contemporary policy and practice in early years and childhood across a range of settings and global contexts.
4	Critically reflect upon their academic, professional and personal position in relation early years and childhood theory and practice.
5	Demonstrate an understanding of the range of ethical and methodological issues associated with researching with and for children and young people.
6	Demonstrate an ability to select and employ ethically appropriate and methodologically robust research strategies and approaches to investigate a topic relevant to the study of childhood and early years.

Teaching and Learning Activities

Summary

Our learning and teaching approaches are designed to engage, challenge and motivate our students to achieve their potential through a combination of directed and independent study. Using an enabling and collaborative approach we foster collaborative learning to build on students' existing knowledge and skills. Students on this programme will be engaged in either full time or part-time distance learning. Our approach to teaching and learning reflects the challenges faced by this diverse body of students and aims for flexibility and responsiveness to student needs. Our programme considers the load, timing and conduct of assessment and the impact of assessment on students. Both individually and collectively staff involved in teaching and learning on the course help to construct an environment for students that is supportive and engaging via access to online discussion boards and distance learning support.

Our learning outcomes extend student learning throughout the course and our curriculum is designed to enable students to identify clear pathways based on their own interests and career aspirations.

The programme seeks to provide:

- An academic community of practice which nurtures enquiry and critical thinking based on the values of an academic collaborative community;

- An active learning environment, involving academics and professionals from a range of disciplines, academic institutions and professional settings;
- A learning climate that supports and credits different learning styles supporting students who may be entering postgraduate study through non-traditional routes.

The programme approach to learning and teaching is informed by the following:

- A commitment to helping students achieve sophistication by developing their own area of specialism in the study of Childhood or Early Years. This takes place through the twin-pathway approach outlined above as well as through the range of elective modules on offer. These modules will provide students with a firm grounding to develop and explore lines of enquiry in the form of a 60 credit dissertation.
- A commitment to the promotion of personal and professional development within which individual's critical and contextual understanding as well as reflections upon professional skills.
- A commitment to making conscious and explicit the research informed teaching undertaken by all staff contributing to the programme.
- A commitment to employability issues through reinforcing and exploring the links between research and professional practice.
- A commitment to exposing students to up-to-date national and international research and practice in childhood and early years in a range of cultural educational settings.

Learning and Teaching Activities

The programme will develop communities of practice through distance teaching and learning. For distance learners, our work with the Distance Learning Unit (DLU) will ensure that course materials are presented appropriately and that students are actively engaged in online learning through the creation of online communities, which are actively supported by academic staff.

Each student will be allocated a personal tutor who will be able to support them in their academic work throughout the modules through structured and responsive coaching tutorials.

All modules will be delivered and facilitated by research active staff who will be able scaffold links between research and practice and thereby help students to construct their own lines of enquiry and knowledge through the undertaking of a dissertation.

For the dissertation, each student will be allocated an appropriate supervisor who will guide the student in drawing up their research questions and developing and investigating a negotiated line of enquiry in order to become a sophisticated independent researcher. The dissertation will also act as a Learning Pathway for those students interested in doctoral studies.

Graduate Attributes

N/A

Use of the Virtual Learning Environment

For all students, the VLE (MyBeckett) will be used in the following ways:

- As a repository for learning materials and resources;
- As a forum for discussions;
- As a means of feedback and formal assessment;
- As a site of interactive learning;
- As a site of community practice.

Use of Blended Learning

This course is validated for distance learning. Through the involvement of the DLU, we will ensure distance learners have a comparable experience to face-to-face learners through utilising the VLE (MyBeckett) as both a repository for materials and as a site of practice.

Your Modules

This information is correct for students progressing through the programme within standard timescales. 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.

Level 7 Core Modules

Theorising Childhood (20 credits)

Critical Discourses in Childhood and Early Years (20 credits)

Playful Learning & Pedagogies or Diverse Childhoods: Identity and Inequality (20 credits)

Research Methods (20 credits)

Dissertation (60 credits)

The information above relates to the 2020/21 delivery year.

The following option modules are indicative of a typical year. There may be some variance in the availability of option modules.

Level 7 Option Modules

Two electives, which may change depending on viability. Typical electives include:

- Playful Learning and Pedagogies
- Diverse Childhood: Identity and Inequality
- Independent Study
- Children's Cultural Worlds
- Embodied Childhoods
- Developing Early Language and Communication
- Leading Student Resilience
- Evaluating Global Perspectives in Mental Health
- Literacy Difficulties and Dyslexia
- Autism and Learning

The information above relates to the 2020/21 delivery year.

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

On this course students will be assessed predominantly by coursework with some presentations. There is a major independent study module which will require the production of a dissertation of 12-15 thousand words.

Workload

Overall Workload for the Course	
Teaching, Learning and Assessment	150 hours
Independent Study	1650 hours
Placement	0 hours

Learning Support

If you have a question or a problem relating to your course, your 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 Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, 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. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you 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.