



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Education

Course Code: MAEDC

2021/22

leedsbeckett.ac.uk

MA Education (MAEDC)

Material Information Summary for 2021/22 Postgraduate Applicants

Confirmed at March 2021

General Information

Award	Master of Arts Education
Contained Awards	Postgraduate Certificate Education Postgraduate Diploma Education
Awarding Body	Leeds Beckett University
777Level 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	<p>Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance:</p> <ul style="list-style-type: none">• 1 year (full time, campus based)• 2 year (part time, campus based)• 3 year (part time, campus based and distance learning)
Part Time Study	<p>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.</p>
Location(s) of Delivery	Headingley Campus and Distance Learning
Entry Requirements	<p>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.</p>

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/academicregulations)

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

Key Contacts

Your Course Director	Tom Dobson
Your Academic Advisor	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 their 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

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 from visiting speakers. There are also opportunities for students to participate in peer-led discussions and presentations. In addition, the course leader publishes a monthly e-newsletter. 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 and 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 do we work to ensure that all students feel welcoming towards 'others' on the course, by for example, encouraging communication between students

using myBeckett; offering opportunities for students to link with each other to give peer-group learning sets; issuing a monthly newsletter to staff and students involved on the course

We ensure (through such things as the Course and Module handbooks, the monthly newsletter, and through 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 a module/course is delivered by, for example, ensuring that deaf students have a specialist typist; that 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, as opportunities are given for some variation in assessment types, consistent with the demands of students studying such a course.

The scheduling of postgraduate Master's assessment and postgraduate timetabling consider, for example, the needs of part-time students, students with particular caring responsibilities or their religious calendars. For example, teaching sessions are normally held at weekends, and tutorials are often held in twilight sessions, or at particular times of the week to suit the needs of professionals employed full-time or part-time. Care has also been taken to arrange session 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. 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.

Participants following the course will study modules from the list provided, to obtain the required number of credit points. This can include either ONE 40CP Independent Study or a maximum of TWO 20 CP Independent Studies.

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

For the Master's 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.

Full time: Level 7 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Research Methods (20 credit points)	Y	Educational Provision and the Right to Education: Critical perspectives on theory, policy and practice (40 credit points)	Y		
Coaching and Mentoring (20 credit points)	Y				
Dissertation (60 credit points)	Y	Dissertation (60 credit points) <i>*continued from semester 1</i>	Y		

Plus 1 or 2 electives to be chosen from the list below (dependent on the number of credit points of the module):

Full time: Level 7 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Children's Cultural Worlds (20 credits)	N	Autism and Learning (20 credits)	N	Evaluating Global Perspectives on Mental Health in Schools (20 credits)	N
Participation and Learning (20 credits)	N	Critical Ethnic Studies (20 credits)	N		
Literacy difficulties and Dyslexia (20 credits)	N	Developing Early Language & Communication (20 credits)	N		
		Leading Student Resilience Across the School (20 credits)	N		
Leadership and Management (20 credits)	N	Leadership and Management (20 credits) <i>*continued from semester 1</i>	N		
Developing Evidence-informed Coaching & Mentoring Practice for Professional	N	Developing Evidence-informed Coaching & Mentoring Practice for Professional Development (60 credits)	N		

Full time: Level 7 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Development (60 credits)		<i>*continued from semester 1</i>			
Inclusive Pedagogy (40 credits)	N	Inclusive Pedagogy (40 credits) <i>*continued from semester 1</i>	N		

Full time: Level 7	Core(Y/N)
Modules below are studied across Semester 1, Semester 2 and Semester 3	
Independent Study **available in Semester 1,2 or 3 ** (20 credits)	N
Learning from professional development ** available in semester 1 or 2 and as a 40 or 60 credit point module**	N

Part time: Year 1 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Coaching and Mentoring (20 credit points)	Y	Educational Provision and the Right to Education: Critical perspectives on theory, policy and practice (40 credit points)	Y		

Part time: Year 2 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Research Methods (20 credit points)	Y				

Plus 1 or 2 electives to be chosen from the list below (dependent on the number of credit points of the module):

Part time: Year 2 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)	Semester 3	Core (Y/N)
Children's Cultural Worlds (20 credits)	N	Autism and Learning (20 credits)	N		
Participation and Learning (20 credits)	N	Critical Ethnic Studies (20 credits)	N		
Literacy difficulties and Dyslexia (20 credits)	N	Developing Early Language &	N		

		Communication (20 credits)			
		Leading Student Resilience Across the School (20 credits)	N		
Leadership and Management (20 credits)	N	Leadership and Management (20 credits) <i>*continued from semester 1</i>	N		
Developing Evidence-informed Coaching & Mentoring Practice for Professional Development (60 credits)	N	Developing Evidence-informed Coaching & Mentoring Practice for Professional Development (60 credits) <i>*continued from semester 1</i>	N		
Inclusive Pedagogy (40 credits)	N	Inclusive Pedagogy (40 credits) <i>*continued from semester 1</i>	N		

Part time: Year 2	Core(Y/N)
Modules below are studied across Semester 1, Semester 2 and Semester 3	
Independent Study **available in Semester 1,2 or 3 ** (20 credits)	N
Learning from professional development ** available in semester 1 or 2 and as a 40 or 60 credit point module**	N

Part Time 3-year route: Year 3	Core(Y/N)
Module is studied across Semester 1 and Semester 2	
Dissertation (60 credits)	Y

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

Overall Workload for the Course

Teaching, Learning and Assessment	180 hours
Independent Study	1620 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.