



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA(Hons) Education Studies

Course Code: BEDST

2024/25

leedsbeckett.ac.uk

BA(Hons) Education Studies (BEDST)

Applicant Facing Course Specification for 2024/25 Undergraduate Entrants

Confirmed at November 2023

General Information

Award	Bachelor of Arts (with Honours) Education Studies
Contained Awards	Bachelor of Arts Education Studies Diploma of Higher Education Studies Certificate of Higher Education Education Studies
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
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: <i>The format is:</i> <ul style="list-style-type: none">• 3 years (<i>full time, campus based</i>)• 6 years (<i>part time, campus based</i>)
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	The teaching on your course will take place at Headingley campus, Leeds (plus location of work placement, if applicable)
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 (<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>)

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

Key Contacts

Your Course Director	Doug Martin
Your Academic Advisor	TBC during induction
Your Course Administrator	education@leedsbeckett.ac.uk

Sandwich or Other 'In Year' Work Placement Information

Leeds Beckett is dedicated to improving the employability of our students and one of the ways in which we do this is to support our students to gain valuable work experience through work-based placements. Our placement teams have developed strong links with organisations in the public, private and third sectors, many of whom repeatedly recruit our students into excellent placement roles and the teams are dedicated to supporting students through every stage of the placement process. More information about the many benefits of undertaking a work placement, along with details about how to contact our placement teams may be found [here](#).

Length

60 hours at level 4, 90 hours as level 5 and 120 hours at level 6.

Location

In partnership with the course team and our placement office, students arrange in a placement in each year that fulfils the requirement of the course and the assessments associated with it but also supports the student with their personal and professional development.

Professional Accreditation or Recognition Associated with the Course

There are no professional, statutory or regulatory bodies associated with this course.

Course Overview

Aims

The course aims to enable students to achieve 'employability' within the education field including the wider children, young people and family workforce by being conversant with the latest issues and policy developments that impact on education and facilitating the connection of theory to practice through directed experiential learning. As a result, the destination of students is wide, some going forward to postgraduate study at Masters level, including professional courses such as PGCE, youth work and social work.

Connectivity is developed through:

- Enabling students to draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of education and the contexts in which it takes place;
- Encouraging the interrogation of educational processes in a wide variety of contexts and developing a disposition of inquiry;
- Enabling students to develop an ethical, reflective stance towards education and their own learning and broader development;
- Promote understanding of diversity and inclusion through the delivery of modules, developing the notion of 'the course team' from induction and throughout the course supported by an effective programme of support through a structured personal tutor programme;
- Encouraging students to engage with fundamental questions concerning the aims and values of education in its broader sense and the relation to society;
- Providing opportunities for students to appreciate the problematic nature of educational theory, policy and practice, particularly through directed experiential learning;
- Providing students with a broad and balanced knowledge and understanding of the principle features of education in a wide range of local, national and international contexts;

- Developing in students the ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner and promote a range of qualities in students including intellectual independence and critical engagement with evidence;

The curriculum seeks to provide students with the opportunity to develop critical awareness of education by developing progression through and across levels. The Introduction to Education Policy module, for example, develops links that are pursued in The Evolution of the Education System and Applying Education Research as well as forming the basis of the research focus on placement experience. The modules also informs study at level 5 in Inequality, Schooling and Social Justice and Valuing Diversity, and Comparative Studies in Global Education with these strands more intensely developed at level 6 through student choice. The close interlinking of theory as fundamental to practice through directed experiential learning at all levels develops students as educational thinkers which considerably strengthens their potential employability.

Course Learning Outcomes

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

1	Deploy accurately established techniques of critical analysis, evaluation and synthesis within the study of education and to generate and critically analyse novel ideas in education, develop and effectively articulate the proposition;
2	Demonstrate conceptual understanding that enables the student: (i) to devise and sustain arguments, to solve problems, using ideas and techniques, which are at the forefront of education, educational research and professional knowledge; and to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in professional education;
3	Showcase a systematic understanding of key aspects of education, including acquisition of coherent and detailed knowledge which is informed by current policy and practice in education and viewed through the lens of placement experience;
4	Have an appreciation of the uncertainty, ambiguity and limits of knowledge including the ability to synthesise a range of international data sources as the basis for an analysis of potential problems and benefits associated with education;
5	Demonstrate the ability to manage their own learning and use appropriate e-tools to locate, access, evaluate, utilise and cite diverse information sources that facilitate learning and critical inquiry of education and adhere to the standards of academic honesty in their use of that information.
6	Exercise the qualities and transferable skills necessary for continuing professional development requiring: (i) the exercise of initiative and personal responsibility; (ii) decision-making in complex and unpredictable contexts;

	(iii) reflective skills and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
--	---

Teaching and Learning Activities

Summary

Teaching and learning is designed to challenge students to develop a range of approaches which enable them to make connections between the learning that takes place within formal study and the range of contexts in which the learning must be applied in educational settings.

This award offers a variety of learning methods. This award is taught through dialogue and discussion, exposition and critical teaching, assigned readings, assignments, demonstrations and presentations, portfolio preparation, which can take place in lectures, seminars, academic tutorials and through an e-portfolio, Action Learning Groups, individual tutorials, role play, projects and practical work.

Teaching and Learning approaches are based on the following principles:

- that teaching must be interpreted as the management and promotion of learning using a variety of methods and making a wide range of resources available to the participant;
- that teaching and learning must be responsive to student needs and professional circumstances and contexts;
- that students develop independence in learning and information literacy; and
- that the conditions necessary for effective teaching and learning are fulfilled.

An appropriate range of teaching and learning methods will be employed which collectively enable participants to:

- contribute to their own professional development as reflective, ethical educators;
- recognise that the underlying process of learning is to be considered as carefully as the outcome;
- seek to learn with and from their peers and colleagues and to foster a spirit of co-operative learning as well as learning independently; and
- experience learning as an open exchange between students, tutors and professional educators.

Placement experience is seen as integral to theoretical learning, students are expected to organise their own placements relevant to their personal career direction. For overseas students and students who find this a challenge a range of possible placements is available from the placement team in addition to personal contacts.

It is essential that the placement experience is seen as extending learning and understanding of key issues in education. Students must establish a focus link to theory (at each level), identify how this will be researched and identify relevant literature; on completion critically reflect on the observed experience.

Disposition of Inquiry is a key strand to the course which is developed through each level of the course, developing an understanding of research processes and practice throughout the course, culminating in the final dissertation project at level 6. Students are required to consider situations and issues relevant to theory, consider problems and challenges that may arise and, through personal and group research using digital sources and literature, present solutions which demonstrate secure understanding of the arguments involved.

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.

Full-Time

Level 4			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to Policy Studies (20 credits)	Y	Whose Curriculum? Whose Knowledge? (20 credits)	Y
Evolution of the Education System (20 credits)	Y	Applying Educational Research (20 credits)	Y
Academic Self (20 credits)	Y		
Professional development 1 (20 credits)			Y

Level 5			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Inequality of Schooling and Social Justice (20 credits)	Y	Research Methods and Ethics (20 credits)	Y
Introduction to Educational Philosophy (20 credits)	Y	Comparative Studies in Global Education (20 credits)	Y
One from the following options: <ul style="list-style-type: none"> • Play as an approach to learning • Critical Neurodiversity • Education elsewhere • Cinematic Childhood (All 20 credits)	N		

Level 5	
Professional development 2 (20 credits)	Y

Level 6			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Multi-disciplinary Working: from Teaching to Social Work (20 credits)	Y		
Professional Development 3 (20 credits)			Y
Dissertation (40 credits)			Y
One from the following options: <ul style="list-style-type: none"> • Transitions in the Early Years • Working with Vulnerable Families • Children, Crime and Social Justice • Creative Practice in Inclusive Education (all 20 credits)	N	One from the following options: <ul style="list-style-type: none"> • Forest School and the Early Years • Race, Education and Life Chances • Health Promotion for Children and Families • Inclusive Education: Communication and Language (all 20 credits)	N

Part-Time

Year 1 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Evolution of the Education System (20 credits)	Y	Whose Curriculum? Whose Knowledge? (20 credits)	Y
Academic Self (20 credits)	Y		

Year 2 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Introduction to Policy Studies (20 credits)	Y	Applying Educational Research (20 credits)	Y
Professional Development 1 (20 credits)			Y

Year 3 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
-------------------	------------	------------	------------

Introduction to Educational Philosophy (20 credits)	Y	Comparative Studies in Global Education (20 credits)	Y
Inequality of Schooling and Social Justice (20 credits)	Y		

Year 4 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
One from the following options: <ul style="list-style-type: none"> • Play as an approach to learning • Critical neurodiversity • Education elsewhere • Cinematic Childhood (all 20 credits)	Y	Research Methods and Ethics (20 credits)	
Professional Development 2 (20 credits)			Y

Year 5 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
One from the following options: <ul style="list-style-type: none"> • Transitions in the Early Years • Working with Vulnerable Families • Children, Crime and Social Justice • Creative Practice in Inclusive Education (all 20 credits)	N	One from the following options: <ul style="list-style-type: none"> • Forest School and the Early Years • Race, Education and Life Chances • Health Promotion for Children and Families • Inclusive Education: Communication and Language (all 20 credits)	N
Multi-disciplinary Working: from Teaching to Social Work (20 credits)	Y		

Year 6 Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
-------------------	------------	------------	------------

Professional Development 3 (20 credits)	Y
Dissertation (40 credits)	Y

Assessment Balance and Scheduled Learning and Teaching Activities by Level

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

Assessment Balance	Level 4	Level 5	Level 6
Examination	0%	0%	0%
Coursework	100%	100%	100%
Practical	0%	0%	0%

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	216 hours	216 hours	162 hours
Independent Study	924 hours	894 hours	918 hours
Placement	60 hours	90 hours	120 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.

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, consisting of trained officers and advisers 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 located 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 our 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 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.