



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Inclusive Practice in Education

Course Code: MIPED

2024/25

leedsbeckett.ac.uk

MA in Inclusive Practice in Education (MIPED)

Applicant Facing Course Specification for 2024/25 Postgraduate Entrants

Confirmed at November 2023

General Information

Award	Master of Arts Inclusive Practice in Education
Contained Awards	Postgraduate Diploma Inclusive Practice in Education Postgraduate Certificate Inclusive Practice in 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	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:</p> <ul style="list-style-type: none">• 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	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here:</p> <p>https://www.leedsbeckett.ac.uk/student-information/course-information/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 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	Meri Nasilyan-Lowe (M.Nasilyan@leedsbeckett.ac.uk)
Your Academic Advisor	To be confirmed upon your commencement of the course
Your Course Administrator	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 inclusion and inclusive practice that utilises the latest research and theoretical advancements in the field.
2. Engage students in a sustained and systematic critical analysis of professional inclusive practice across and within different educational 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 a 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 inclusion and inclusive practice.
- 2 Demonstrate the ability to critically analyse theoretical perspectives and inclusion policy and inclusive practice within a range of settings.
- 3 Critically reflect upon their academic, professional and personal position in relation to inclusion and inclusive practice including wider social and ethical issues.
- 4 Demonstrate the capacity to apply advanced knowledge and critical understanding of the theoretical and conceptual frameworks related to inclusion and inclusive practice to analyse, evaluate and improve professional 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 inclusion and inclusive practice.

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, opportunities will be provided to foster collaborative learning building on students' existing professional knowledge and skills. Students on this programme will be engaged in 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 virtual learning classrooms, 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 areas of specialist interest based on their own passions and career aspirations.

The programme seeks to provide:

- An academic community of practice, online, which nurtures enquiry and critical thinking based on

the values of an academic collaborative community;

- An academic community of practice, which allows for flexibility and recognises the significant work demands placed upon students on this course. This will allow for campus based and distance students to take a negotiated blended approach to the learning as appropriate;
- 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 related modules;
- A commitment to the promotion of personal and professional development within which individual's critical and contextual understanding is developed in addition to the opportunity to reflect upon professional skills;
- A commitment to making conscious and explicit the research informed teaching leading to sophistication which is undertaken by all staff contributing to the programme;
- A commitment to exposing students to up-to-date national and international research and practice in inclusion and inclusive practice in a range of educational settings;
- A commitment to working with students as co-researchers in the publication and dissemination of works which will be of interest to their professional networks.
- 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 and use of virtual online classrooms.
- 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 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.

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.

Level 7			
Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Inclusive Pedagogy (40)			Y
Participation and Learning (20)	Y	Autism and Learning (20)	Y
Literacy difficulties and Dyslexia (20)	Y		
Research Methodologies for Education (20)			Y
Dissertation (60)			Y

<u>Part time 2-year route: Year 1</u>	Core (Y/N)	Semester 2	Core (Y/N)
Semester 1			
Inclusive Pedagogy (40 credits)			Y
Participation and Learning (20 credits)	Y	Autism and Learning (20 credits)	Y

<u>Part time 2-year route: Year 2</u>	Core (Y/N)	Semester 2	Core (Y/N)
Semester 1			
Research Methodologies for Education (20 credits)	Y		
Literacy difficulties and Dyslexia (20 credits)	Y		
Dissertation (60 credits)	Y	Dissertation (60 credits) <i>*Continued from Semester 1</i>	Y

<u>Part time 3-year route: Year 1</u>	Core (Y/N)	Semester 2	Core (Y/N)
Semester 1			
Inclusive Pedagogy (40 credits)			Y
		Autism and Learning (20 credits)	Y

<u>Part time 3-year route: Year 2</u>	Core (Y/N)	Semester 2	Core (Y/N)
Semester 1			
Participation and Learning (20 credits)	Y	Literacy difficulties and Dyslexia (20 credits)	Y

Part time 3-year route: Year 2	Core (Y/N)	Semester 2	Core (Y/N)
Semester 1			
Research Methodologies for Education (20 credits)	Y		

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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 predominantly by coursework with an oral assessment. At the end of the course, students will complete a dissertation.

Workload

Overall Workload	
Teaching, Learning and Assessment	154 hours
Independent Study	1646 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.

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.