



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA(Hons) Education Studies

Course Code: BEDST

2026/27

leedsbeckett.ac.uk

BA(Hons) Education Studies (BEDST)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

This is the date the information has been confirmed as correct by the Course Director

General Information

Award	Bachelor of Arts (with Honours) Education Studies
Contained awards	Bachelor of Arts Education Studies Diploma of Higher Education Studies
Awarding body	Certificate of Higher Education Studies 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: <ul style="list-style-type: none">• 3 years (full time, campus based)• 6 years (part time, 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 from that defined within this information set but the modules offered within each level are consistent. Please note that a 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 are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

'In Year' Work Placement Information**Summary**

The course contains a modular placement.

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.

Approval

Whilst students source their own placements, they will need to meet requirements which will be outlined before module enrolment.

Timetable

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.

Key Contacts

Your course director

Dr Doug Martin

Your course administrator

education@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to:

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	<p>Demonstrate conceptual understanding that enables the student:</p> <p>(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</p> <p>to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in professional education;</p>
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	<p>Exercise the qualities and transferable skills necessary for continuing professional development requiring:</p> <p>(i) the exercise of initiative and personal responsibility;</p> <p>(ii) decision-making in complex and unpredictable contexts;</p> <p>(iii) reflective skills and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p>

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

Compulsory modules

Module title	Credits	Semester/ teaching period
Introduction to Policy Studies	20	1
Evolution of the Education System	20	1
Academic Self	20	1
Professional Development 1	20	1-2
Whose Curriculum? Whose Knowledge?	20	2
Applying Educational Research	20	2
Number of credits of compulsory modules	120	

Full Time - Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Inequality of Schooling and Social Justice	20	1
Introduction to Educational Philosophy	20	1
Research Methods and Ethics	20	2
Comparative Studies in Global Education	20	2
Professional Development 2	20	1-2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Play as an approach to Learning	20	1
Critical Neurodiversity	20	1
Education Elsewhere	20	1
Cinematic Childhood	20	1
Number of credits of option modules a student should choose	20	

Full Time - Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Multi-Disciplinary Working: From Teaching to Social Work	20	1
Professional Development 3	20	1-2
Dissertation	40	1-2
Number of credits of compulsory modules	80	

Option modules

Module title	Credits	Semester/ teaching period
Transitions in the Early Years	20	1
Working with Vulnerable Families	20	1
Children, Crime and Social Justice	20	1
Creative Practice in Inclusive Education	20	1
Forest School and the Early Years	20	2
Race, Education and Life Chances	20	2
Health Promotion for Children and Families	20	2
Inclusive Education: Communication and Language	20	2
Number of credits of option modules a student should choose	40	

Part Time - Level 4

Compulsory modules

Module title	Credits	Semester/ teaching period
Introduction to Policy Studies (Year 2)	20	1
Evolution of the Education System (Year 1)	20	1
Academic Self (Year 1)	20	1
Professional Development 1 (Year 2)	20	1-2
Whose Curriculum? Whose Knowledge? (Year 1)	20	2
Applying Educational Research (Year 2)	20	2
Number of credits of compulsory modules	120	

Part Time - Level 5

Compulsory modules

Module title	Credits	Semester/ teaching period
Inequality of Schooling and Social Justice (Year 3)	20	1
Introduction to Educational Philosophy (Year 3)	20	1

Research Methods and Ethics (Year 4)	20	2
Comparative Studies in Global Education (Year 3)	20	2
Professional Development 2 (Year 4)	20	1-2
Number of credits of compulsory modules	100	

Option modules

Module title	Credits	Semester/ teaching period
Play as an approach to Learning (Year 4)	20	1
Critical Neurodiversity (Year 4)	20	1
Education Elsewhere (Year 4)	20	1
Cinematic Childhood (Year 4)	20	1
Number of credits of option modules a student should choose	20	

Part Time - Level 6

Compulsory modules

Module title	Credits	Semester/ teaching period
Multi-Disciplinary Working: From Teaching to Social Work (Year 5)	20	1
Professional Development 3 (Year 6)	20	1-2
Dissertation (Year 6)	40	1-2
Number of credits of compulsory modules	80	

Option modules

Module title	Credits	Semester/ teaching period
Transitions in the Early Years (Year 5)	20	1
Working with Vulnerable Families (Year 5)	20	1
Children, Crime and Social Justice (Year 5)	20	1
Creative Practice in Inclusive Education Year 5)	20	1
Forest School and the Early Years (Year 5)	20	2
Race, Education and Life Chances (Year 5)	20	2
Health Promotion for Children and Families (Year 5)	20	2
Inclusive Education: Communication and Language (Year 5)	20	2
Number of credits of option modules a student should choose	40	

Assessment 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

Level 4

Level 4 is assessed by coursework predominately and practical assessments.

Level 5

Level 5 is assessed by coursework predominately and practical assessments.

Level 6

Level 6 is assessed by coursework predominately and practical assessments.

Workload

The number of hours of workload generally equates to 1200 per level for an honours degree or 1800 for a Masters programme, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

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