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Course Specification

MA Education

**MA Education with Early
Years pathway**

Course Code: MAEDC

2026/27

leedsbeckett.ac.uk

MA Education and MA Education with Early Years Pathway (MAEDC)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

General Information

Award	MA Education MA Education with Early Years
Contained awards	Postgraduate Certificate MA Education Postgraduate Diploma MA Education Postgraduate Certificate MA Education with Early Years Postgraduate Diploma MA Education with Early Years
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	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">• 1 year (full time, distance learning or campus based)• 2 year (part time, distance learning or 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	Leeds Beckett Headingley Campus or 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: <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.

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

Victoria Worthington

Your course administrator

education@leedsbeckett.ac.uk

Course Overview

Aims

MA Education:

The aims of the programme are to:

- Develop changemakers for social justice in education.
- Develop sociologically underpinned understanding of global inequalities in education and the impact on life chances
- Critically evaluate key concepts and debates in the field and apply to challenges in education-debate, policy or practice.
- Develop a researcherly disposition, where the value of research, its application to educational concerns, and their own participation in knowledge production for transformative change is acknowledged.
- Develop specialism in Education through study of elected taught modules and an independent research inquiry which seeks to develop knowledge in the field and/or impact practice.

MA Education with Early Years:

The aims of the programme are to:

- Develop changemakers for social justice in education.
- Develop sociologically underpinned understanding of global inequalities in education and the impact on life chances
- Critically evaluate key concepts and debates in the field and apply to challenges in education and/or early years-debate, policy or practice.
- Develop a researcherly disposition, where the value of research, its application to educational concerns, and their own participation in knowledge production for transformative change is acknowledged.
- Develop specialism in Early Years education through study of taught pathway modules and an independent research inquiry which seeks to develop knowledge in the field and/or impact practice.

Course learning outcomes

MA Education:

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

1	<ul style="list-style-type: none">• Develop critical understanding of contemporary debates and challenges within global education contexts
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2	<ul style="list-style-type: none"> Evaluate and critically apply key theoretical concepts to understanding challenges with education and/or Childhood and Early Years
3	<ul style="list-style-type: none"> Critically analyse key inequalities within education-including but not limited to global inequalities, race, gender and sexuality, disability and social class.
4	<ul style="list-style-type: none"> Develop a researcherly perspective on education and allied disciplines/professions towards knowledge development and/or critical reflexive practice
5	<ul style="list-style-type: none"> Plan and conduct independent research demonstrating sound methodological choices, critical analysis and application of key concepts to a problem or area of practice.

MA Education with Early Years:

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

1	<ul style="list-style-type: none"> Develop critical understanding of contemporary debates and challenges within global education contexts
2	<ul style="list-style-type: none"> Evaluate and critically apply key theoretical concepts to understanding challenges with education and/or Childhood and Early Years
3	<ul style="list-style-type: none"> Critically analyse key inequalities within education-including but not limited to global inequalities, race, gender and sexuality, disability and social class.
4	<ul style="list-style-type: none"> Critically reflect upon academic, professional and personal position in relation to Early Years theory and practice.
5.	<ul style="list-style-type: none"> Develop a researcherly perspective on education and early years and allied disciplines/professions towards knowledge development and/or critical reflexive practice
6	<ul style="list-style-type: none"> Plan and conduct independent research demonstrating sound methodological choices, critical analysis and application of key concepts to a problem or area of early years practice.

Teaching and Learning Activities

Summary

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 everyone can offer; (iii) promotes values and practices associated with inclusive attitudes and behaviours in others.

For on campus students, the course will normally be delivered at our Headingley Campus using Lectures, seminars and tutorials, supported by resources available within the VLE.

For distance learners, the course will be delivered online using recorded lectures and materials, asynchronous tasks and discussion forums and online tutorials.

There are also opportunities for students to participate in peer-led discussions and presentations. 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.

We ensure that all students feel welcomed into the course, and we work to ensure that all students feel welcoming towards 'others' on the course, by for example, encouraging communication between students using on-line platforms.

We ensure (through such things as the Course and Module handbooks, the weekly drop-in sessions, and through face-to-face contact) that our students know who to ask for specialist help.

We take account of different learning preferences and learning styles when designing the way a module/course is delivered by, for example, ensuring that materials are presented appropriately and in a timely manner; 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.

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

Compulsory modules

MA Education (Full Time)

Module title	Credits	Semester/ teaching period
Global Debates in Education	30	1
Research Methods	20	1
Dissertation	60	1-2

Theorising Education	30	2
Number of credits of compulsory modules	140	

Option modules

Module title	Credits	Semester/ teaching period
Diverse Childhoods	20	1
Neurodiversity Affirming Practice in Education	20	1
Critical Ethnic Studies	20	2
Co-production, Voice and Social Justice	20	2
Number of credits of option modules a student should choose	40	

MA Education with Early Years (Full Time)

Module title	Credits	Semester/ teaching period
Global Debates in Education	30	1
Playful Connections	20	1
Research Methods	20	1
Dissertation	60	1-2
Theorising Education	30	2
Building Voices: Developing Early Language and Communication	20	2
Number of credits of compulsory modules	180	

Level 7

Compulsory modules

MA Education (Part Time)

Module title	Credits	Semester/ teaching period
Global Debates in Education (Year 1)	30	1
Research Methods (Year 2)	20	1
Dissertation (Year 2)	60	1-2
Theorising Education (Year 1)	30	2
Number of credits of compulsory modules	140	

Option modules

Module title	Credits	Semester/ teaching period
Diverse Childhoods (Year 1)	20	1
Neurodiversity Affirming Practice in Education (Year 1)	20	1
Critical Ethnic Studies (Year 1)	20	2
Co-production, Voice and Social Justice (Year 1)	20	2
Number of credits of option modules a student should choose	40	

MA Education with Early Years (Part Time)

Module title	Credits	Semester/ teaching period
Global Debates in Education (Year 1)	30	1
Playful Connections (Year 1)	20	1
Research Methods (Year 2)	20	1
Dissertation (Year 2)	60	1-2
Theorising Education (Year 1)	30	2
Building Voices: Developing Early Language and Communication (Year 1)	20	2
Number of credits of compulsory modules	180	

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 7

On this course students will be assessed predominantly by coursework, which may include oral presentation. There is a major independent study/dissertation module which will require the production of a dissertation of 12-15 thousand words.

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 7
Teaching, learning and assessment	180 hours
Independent study	1620 hours
Placement	0 hours

