



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Inclusive Practice in Education

Course Code: MIPED

2026/27

leedsbeckett.ac.uk

MA in Inclusive Practice in Education (MIPED)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at October 2025

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	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 1 year (full time, distance learning)• 2 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 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	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 Meri Nasilyan-Lowe

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.

Full Time - Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Inclusive Pedagogy	40	1-2
Participation and Learning	20	1
Literacy difficulties and Dyslexia	20	1
Autism and Learning	20	2
Research Methodologies for Education	20	1-2
Dissertation	60	1-2
Number of credits of compulsory modules	180	

Part Time - Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Inclusive Pedagogy (Year 1)	40	1-2
Participation and Learning (Year 1)	20	1
Literacy difficulties and Dyslexia (Year 2)	20	1
Autism and Learning (Year 1)	20	2
Research Methodologies for Education (Year 2)	20	1-2
Dissertation (Year 2)	60	1-2
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 with an oral assessment. At the end of the course, students will complete a dissertation.

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	154 hours
Independent study	1646 hours
Placement	0 hours

