School of Social Sciences

Undergraduate Courses

Entry 2017
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A very warm welcome

This brochure will give you key information and answer your questions about studying at the Nottingham Institute of Education. It outlines what and how we teach, what you should expect to learn in each year of your course and the kind of careers previous graduates have succeeded in. If you have any further queries, please contact us using the details highlighted on the course pages.

A bright future
We are building on our long and distinguished history in teacher education with the new Nottingham Institute of Education. Based on our regenerated Clifton campus, the Institute brings together our teacher training and education-related teams into a centre for excellence, innovation and knowledge enhancement.

Innovative courses
Our courses help you to change lives every day of your career. Learn from tutors with years of industry experience, who bring their research and real-world knowledge into the lecture theatre to keep you at the forefront of current educational thinking.

Every student will have a placement as part of their course. Whether it is spending a few weeks with a literacy project in Thailand, or a year-long experience with a UK company, placements help you understand your subject and its applications in the workplace. They enhance your cultural awareness of childhood, learning and development and give you the chance to put theories into practice. From teaching to refugee support, our students make a difference in the world before they have even graduated.

Expert staff
The Institute is home to an enthusiastic, expert group of academic staff who are leading researchers and practitioners in the field of education. They contribute to an inclusive, encouraging and supportive environment in which to study, that is sensitive and responsive to the needs of student. This means that not only is your course informed by the latest thinking but also that you will learn from people with a real passion for their subject.

Positive connections and inspiring placements
A great strength of our courses is the extensive partnership links that we have with over 600 schools and education settings across the East Midlands and beyond. These relationships enable you to gain a wide experience through your placements in many different educational environments. Experiences vary from city centre to suburban and semi-rural settings, laying a sound foundation for future professional development.

You will receive lots of support based around your placements, with planning sessions, mentors and pastoral support from your tutors and colleagues.

School of Social Sciences
The Nottingham Institute of Education is based within the School of Social Sciences, a nationally and internationally recognised centre for the study of engaged social science. Academic expertise, world-leading research and the insight of practising professionals underpin all of courses which address the key social issues of today and explore some of the most challenging questions facing modern society.

With courses on both our City site and Clifton campus, the School has expertise in a range of subject areas including psychology, sociology, youth, politics, international relations, social work and health. It is also home to the Nottingham Centre for Children, Young people and Families – a multidisciplinary centre which aims to undertake life changing research, influence policy developments and make a real difference to the lives of children, young people and families.

The close alignment of the social sciences and education courses and expertise will provide you with an opportunity to study in a vibrant and diverse academic community in which to excel.
Clean, affordable, safe accommodation

We have two fantastic halls of residence right on campus, just seconds from the Students’ Union, sports centre, library and lecture theatres.

The benefits of living on-campus include:

- all rooms have en suite facilities;
- free Wi-Fi Internet;
- the cost of utility bills and insurance is included;
- 24 hour security; and
- access to support.

Mature students, those with families, or those who require more flexible contracts may prefer to live in private sector housing. We work closely with landlords to ensure our recommended houses offer a safe and secure alternative to halls.

Visit [www.ntu.ac.uk/accommodation](http://www.ntu.ac.uk/accommodation) to find out more about our wide range of accommodation choices.

Supporting you

Whether you are leaving home for the first time, or returning to education as a mature student, starting university can bring some major changes to your life. Don’t worry, you will find lots of professional support here.

You can tap into a range of services at any time including:

- Health Centres;
- Financial Support Services;
- Counselling;
- Disability Support;
- Dyslexia Support;
- Faith and spirituality;
- International Student Support;
- Mature Student Support; and
- Mental Health Services.
Why Nottingham is a great place...

We’re proud of our legendary city and its reputation for being warm and friendly. As one of the most popular student cities in the UK, over 60,000 students choose to make Nottingham their home. Ranked as the third most cost effective university city in the UK (NatWest Student Living Index 2015), it’s not hard to see why.

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As a student...

Our city bustles with people like you – we’re home to two major universities attracting over 60,000 students to the city. In fact, our city has one of the youngest populations in the UK.

Sophisticated but fun

We’ve been awarded a Purple Flag Award for the sixth year in a row, recognising Nottingham as one of the best nights out in the UK! Students have also voted us in the top 15 universities for diverse nightlife, meaning there’s something for everyone, whatever your taste.

A mix of cultured and modern

Take a trip down memory lane in Hockley, just a couple of minutes’ walk from Market Square. The cobbled streets are home to vintage treasure troves such as Cow, Wild Clothing and White Rose. Or why not get lost in Hopkinsons, a warehouse labyrinth crammed with antique homewares, clothes and trinkets.

Your sporting capital

Nottingham has been named England’s ‘Official Home of Sport’ in a poll conducted by the tourist organisation Visit England. Our city’s home to two football clubs, the world-famous test match cricket ground, Trent Bridge, the National Ice Stadium and The National Water Sports Centre.

Laughter is the best medicine

Nottingham is home to three great comedy clubs – The Glee Club, Jongleurs and Just the Tonic – attracting big-name comics. Our own Students’ Union also hosts comedy nights at student-friendly prices. Talking of medicine, modern healthcare owes a lot to Nottinghamshire-born Jesse Boot. Inspired to bring affordable healthcare to the masses after the death of his father, Boot transformed his family’s business into the high-street pharmacy Boots, known all around the world today.

Planning to unwind after a day of lectures? Nottingham is home to five cinemas, showing everything from the biggest blockbusters in our enormous Cineworld complex (complete with IMAX 3D), to The Broadway – one of the world’s best independent cinemas.

Whether you’re into classical or rock, music is our passion

If you like a bit of live music, you’ll find Nottingham bursting with eclectic music venues, from the huge Motorpoint Arena to the rock and indie haven, Rock City.
...to study Education

We’ve established why Nottingham’s a great student city. But your main motivation for coming here is to study, so here are just a few reasons why NTU could be the right choice for you.

- Nottingham has been named top of the class, with the highest number of “outstanding” schools of any city in the East Midlands.

- Our primary education trainees are well-prepared to take advantage of the region’s teacher shortage. It’s no surprise that the course has a 100% employability rate!

- With a range of cultural organisations and large businesses making Nottingham their home, there are wealth of interesting placements and careers on offer. Our students have enjoyed work experience or rewarding careers with Experian, Nottinghamshire County Cricket Club, The Prince’s Trust, Boots and the Nottingham Contemporary art gallery.

- We are recognised by the National College for Teaching and Leadership as a provider of initial teacher training courses.

- Our Students in Classrooms scheme has provided thousands of students with the opportunity to develop their skills and CV, provide support in local schools and community projects, and earn money to help support their studies.

- Our reputation is long-established and we’ve been training teachers and educational professionals for well over 50 years.

Come and visit us at an open day
Discover live at NTU for yourself at one of our open days. You’ll be able to take a guided tour of the campus, visit accommodation, speak to staff and current students, and find out more about Student Support Services.
Visit www.ntu.ac.uk/opendays to book your place.

Open days on demand
If you can’t make it in person, why not visit our Virtual Open Day? Here you can find out what life as an NTU student is like, with videos, 360° tours and photo galleries.
Visit www.ntu.ac.uk/virtualtour to find out more.
Your world of opportunity

Our flexible curriculum has been designed to create some amazing opportunities for you, shape you as a person and make your CV stand out to employers.

International volunteering and placement opportunities

As an integral part of our courses, placements offer a fantastic way to learn and enhance your employability – there’s even an opportunity to take part in an international one if you wish.

On our Primary Education course, you could choose to take your two-week, Special Programme placement overseas in your third year. While our Childhood Studies, Education Studies and Joint Honours courses actively encourage you to think internationally for your placement in Year Two.

International placements can cover a huge variety of projects. You may find yourself building a school, taking an art class, typing up tests and records, or playing with children in an orphanage – possibly even in the same placement.

You will be supported at every stage of your journey. Our online wiki has over 190 different placements and is full of useful advice and tips from previous placement students. They let you know everything from where you’ll live and what you’ll be expected to do, to where to buy food and whether to take your hairdryer!

Recent placements on the wiki include a primary school in Dubai, a project for street children in Tanzania, an orphanage in the Philippines, and a special educational needs project in Australia.

QTS – Qualified Teacher Status

Qualified Teacher Status (QTS) is the accreditation which enables you to teach in state maintained and special schools in England and Wales. Our BA (Hons) Primary Education course is an accredited initial teacher training course, meaning that its successful completion leads to QTS. You then need to complete a three-term induction as a newly qualified teacher – NQT, before you become a fully-fledged teacher.

More than a degree

Don’t just graduate with a degree – our courses provide additional accreditations, such as qualifications in Forest Schools, Makaton and counselling.

Become an Early Years teacher

If your Joint Honours course includes Early Years, you now have the chance to study Early Years Initial Teacher Training alongside your degree. See the course page for details.

Learn a new language

Alongside your study, you also have the opportunity to learn a new language. The University Language Programme (ULP) is available to all students and gives you the option of learning a totally new language or improving the skills you already have.

Learning a new language could:

- enhance your communication skills;
- enrich your experience when travelling abroad; and
- boost your career prospects.

“This week was one of the best weeks of my life. Any new ideas for teaching were welcomed with helpful attitudes.”

Ajni Hariya, 2015
International Volunteers Project, Bali
Fantastic facilities

As one of the largest and most popular universities in the UK, we provide you with first-class learning and teaching facilities. We’ve recently invested £421m in estates and equipment since 2004, providing a modern learning environment for our students.

The classroom experience
Our dedicated Ada Byron King building houses specially designed teaching rooms, copying the style of classrooms you will find in schools across the country. These specialist, well-equipped rooms, allow our teacher trainees to model effective primary lessons for art and design, science, design and technology, and mathematics.

IT resources when you need them
We know how important it is for you to have the right technology to enable you to excel in your studies. With dedicated IT areas in our Education buildings, as well as across the campus, you’re never far from the resources you need.
Why we chose Nottingham Institute of Education

Polly Riley
BA (Hons) Childhood Studies

“NTU is amazing. It’s great for the course. It’s great for student life. It thinks about you as an individual and what you’re learning for the future.”

Aamir Khalique
BA (Hons) Primary Education

“It is encouraging to know that 100% of students from my course are appointed teaching jobs after graduating.”
Perfect partnerships
Our strong working relationships and connections within the public, private and third sectors mean that you learn directly from professionals who are experts in their field. Schools and colleges, public sector authorities, charities and private companies are all involved with the design and delivery of our courses ensuring a learning experience that is relevant to your future career.

A helping hand
We provide extensive services and facilities for every student. We’re here to give you the specialist guidance and practical help needed to make a real difference to your prospects once you do graduate.

Dedicated employability support
We want you to graduate with the skills, knowledge and confidence to enable you to achieve your career goals – that’s why we provide the support and advice to help you to do just that.

Our career events
All current students are invited to a series of workshops and events. These are designed to help you realise the huge range of employment opportunities an education related degree can bring. Our workshops provide guidance on making career plans, the current job market, finding job vacancies, putting together CVs and applications, and developing those all-important interview skills.

Specialist careers advice
We have a dedicated careers consultant who will support you throughout your time at NTU. We ensure that you receive specialist guidance relevant to you and your course. Our tailored advice can help you plan the steps you need to take to maximise your potential and reach your career goals.

Developing your employability skills
All of our courses provide you with important transferable skills that are applicable in a range of roles and in a variety of workplace settings. As well as developing an in-depth knowledge of your subject, you’ll also gain important team working, time management, communication and problem-solving skills that are highly sought-after by employers.

Our undergraduate degrees also provide a fantastic foundation from which to progress on to further study. You might want to consider getting into teaching with a PGCE, developing your leadership skills with a postgraduate degree (and perhaps even pursue an academic career path) or gain a professional qualification.
Where can a career in Education take you?

Education is not just about teaching and schools. Our courses enable you to pursue a diverse range of career paths.

Studying Education provides the opportunity to develop a broad range of transferable skills which enhance your employability. These include various kinds of verbal and non-verbal communication abilities, ICT, numeracy, social skills, organisational and management skills, and critical thinking skills.

Education graduates generally enter jobs working directly with children or young people, in a support capacity. Other roles in an educational setting, but with less direct contact with children or young people, include administration roles in education. There are posts available in other public sector organisations, such as local government, the health service and the Civil Service.

An Education degree will provide a framework for a wide variety of possible careers. As well as roles based in schools and colleges, you may also consider sectors such as social work, refugee support, training, human resource management and many others.

Recent graduates have followed a variety of career paths including roles as:
- special needs teacher;
- play worker;
- business development executive;
- events manager;
- children’s centre manager; and
- school senior administrator.

Guaranteed interview scheme: teacher training

One of the benefits of studying on our Childhood Studies, Education Studies and Joint Honours courses is the broad knowledge and experience you will gain. This experience may lead you to consider teaching, even if you have not considered this as a career before.

If you complete your degree, you are guaranteed an interview for a PGCE Primary teacher training course at NTU during your final undergraduate year (subject to places being available).

Terms and conditions apply. Find out more online.

Where can teaching take you?

The majority of students studying our initial teacher training courses go into a teaching role after they graduate. With a teacher shortage and an average starting salary of £22,240, it is no wonder that we have a 100% employability rate for our Primary Education degree.

Our teaching courses develop many useful skills such as planning, organisation, presentation skills, confidence, and the ability to handle difficult situations and people. Along with modules in leadership and management, you are well set up to progress into specialist or school leadership roles. An experienced teacher can earn up to £65,000, with Head Teachers reaching salaries over £100,000.

But if you decide not to progress into teaching, those skills can take you into many different industries. Charities, youth services, local education authorities, colleges and universities and a whole range of cultural attractions and museums value the skills you gain as a teacher.

Is teaching for me?

You may think that after years of being a pupil, you know exactly what being in a school is like. But being in front of the class can be very different from being in the class.

That’s why we expect every applicant for teaching courses to take some time to experience life behind the staffroom door. Shadowing experienced teachers, observing lessons, attending meetings and talking to current practitioners are all useful in deciding if teaching is right for you. This also gives you lots of material to talk about in your interview!
BA (Hons)
Primary Education

This four-year course attracts a wide range of students wishing to take up a career working with children aged 3 –11. It is a very popular and well-regarded course and has an excellent reputation both in local schools and nationally.

About this course
In Year One and Two you will focus on your professional development and learn more about how children learn in educational contexts. The broad base of these two years allows you to learn to teach all areas of the curriculum and to work in schools with children across the 3-11 age range.

In Year Three and your final year you opt to focus on teaching either the 3-7 age range or the 5-11 age range, although the award of Qualified Teacher Status (QTS) qualifies you to teach across the whole 3-11 age range.

If you opt for the 3-7 strand, you will continue to study English, Mathematics and Science tailored to the specific needs of this age phase. Your studies will concentrate on the breadth and interrelated nature of the curriculum and will support you in teaching in Early Years settings or Key Stage 1 classrooms.

If you opt for the 5-11 strand you will continue to study the core subjects of English, Mathematics and Science. You will also opt to develop strengths in linked foundation areas. Currently these are art, design and technology, the humanities or PE and music.

We believe you should have the skills to enable all children to learn effectively. So there is a theme of inclusion throughout the course, covering aspects such as behaviour, gender issues, special educational needs and English as an additional language.

Throughout the course your studies will focus on teaching and learning in Early Reading and Early Maths. You will also learn more about the wider aspects of education through themes such as sustainability, innovative practices in education and professionalism. Skills to support your employability are embedded throughout the course.

In your final year we emphasise leadership skills through a module which can be studied at Masters level.

Successful completion of this course will lead to Qualified Teacher Status (QTS). You will need to complete an induction period as a newly qualified teacher (NQT). This is a three-term period of assessment, usually completed in a single school year, which helps ensure that your teaching career is built on a firm foundation.

How you’ll study
You will experience both university-based training and Primary professional practice. Although these two contexts are physically different, the learning and teaching strategies overlap and allow for an integration of theory and practice. Over the four years we expect you to move towards more independent learning, to set your own development targets and draw on others’ expertise to support you in meeting these targets.

Fieldwork forms an important and challenging aspect of the course. In a residential setting, first year students work closely with tutors to investigate contexts and opportunities for learning in the outdoors. As a result of this experience students begin to develop relevant subject knowledge for teaching. Students find fieldwork a rewarding and enjoyable opportunity to develop their own learning, both personally and professionally.

UCAS code
X101 full-time

Course length
Four years, full-time

Entry requirements
All applicants are required to have a Primary National Curriculum subject or one related for child development from:

• A-level – BBB; or
• BTEC Extended Diploma – DMM; or
• 120 UCAS Tariff points from three A-levels or equivalent qualifications; and
• GCSEs – five at grade C, including English, Maths and Science.

Applicants without A-levels will have their qualifications assessed for subject compatibility.

Other requirements:
• an interview and English test;
• ten days’ UK school experience (paid or voluntary) in a state primary or early years setting, completed within the previous two years, or planned prior to application;
• a Disclosure and Barring Service check;
• a Prohibition Order check;
• a satisfactory health declaration; and
• professional skills tests in literacy and numeracy (pass).

See more online.
Year One

Professional and Educational Development 1
You will be introduced to the processes and barriers to learning, the statutory and non-statutory curricula, and the frameworks and policies which teachers work within.

Placement One: part of this module is based in school on professional practice. You will be supported before, during and after the placement in learning to plan and assess children’s learning.

Curriculum and Pedagogical Studies 1
An introduction to the statutory and non-statutory frameworks in the context of primary curriculum subjects. You will examine the practices and associated pedagogies specific to each subject and the relevance of ICT.

Field Week
This is an extra experience for all first year students, where you learn to apply your growing subject knowledge for teaching to the context of outdoor learning.

Year Two

Professional and Educational Development 2
This module considers some of the barriers to learning and develops your awareness of a range of issues related to SEND and inclusive education.

Placement Two: You will expand on what you learned in this module and your first placement to recognise the need to personalise learning and understand the requirements of different learners.

Curriculum and Pedagogical Studies 2
You will focus on appropriate learning and formative assessment practices for individual curriculum areas. This enables you to plan and teach creatively safe in the knowledge that you understand the needs of your learners.

Theme Week
This additional week-long placement allows your group to develop a thematic approach to planning, teaching and learning within a school.

Year Three

Professional and Educational Development 3
Learn how to take a creative and inclusive approach to planning and teaching. Explore research methods and how the teacher as a ‘researcher’ fosters professional autonomy, knowledge and skills.

Placement Three: You will be supported in developing effective and inclusive classroom management skills.

Curriculum and Pedagogical Studies 3
Opt to focus on teaching either the 3-7 age range or the 5-11 age range, although the award of QTS qualifies you to teach across both age ranges.

3-7 Years Strand: extend your core subject knowledge and understand the holistic and interconnectedness of learning.

5-11 Years Strand: extend your core subject knowledge and your chosen area of foundation subject strength.

Special Programme
With guidance, you will organise your own two week placement experience in an educational setting outside formal schooling. Many students choose to spend this placement in another country.

Final Year

Professional and Educational Development 4
Within this module you will develop your critical awareness of best practice both generally and within special and inclusive education. You will also undertake an independent study with tutor support.

Placement Four: Building on your previous placements and expanding skills, you will demonstrate that you can be an outstanding and creatively innovative teacher able to empower others and lead change within your educational context.

Leading Early Years Practice (3-7 Years Strand); or

Leading Primary Practice (5-11 Years Strand)
Apply your emerging leadership and management skills through collaborative group work, gaining confidence in leading change and understanding your own strengths.

Gain additional specialist qualifications such as Makaton, or Forest Schools.

For full details of course delivery and assessment, employability, future careers, fees and funding, and how to apply, visit: www.ntu.ac.uk/primaryeducation to find out more.
This course is ideally suited to students who have a strong interest in supporting and working alongside children and their families. You’ll learn about children and childhood in both interdisciplinary and international contexts.

About this course
Students will engage with a broad knowledge base concerned with child development and children in society that will enable further specialisation in education, social services, health services, community work or multidisciplinary support work. The course will also appeal to those who already have experience of working with children and families and wish to secure further qualifications to enhance their future career prospects and / or to pursue alternative employment opportunities.

With the high standard of teaching and learning on offer here, you’ll learn from lecturers who continue to work with organisations to shape the future of education across the country. Respected and influential within their fields of expertise, they’ve published books and delivered papers nationally and internationally.

You study the holistic development, education and experiences of children and young adults from 0-12 years, from birth to early adolescence, and undertake two work-based learning experiences.

In Year One the focus is on the child and its development through examination of their earliest learning experiences in an early years setting. In Year Two the focus is on developing a broad and reflective perspective on childhood. You organise your own placement experience with other communities, either overseas or in the UK. In Year Three, these experiences are further extended through the taught modules and by undertaking a research dissertation focusing on children in a chosen setting.

How you’ll study
There are no formal exams during this course. We’ve introduced flexible and innovative ways of learning and teaching to develop your study skills and understanding of the integration of theory and practice.

Year One
Communicating with Children and Families
This module will explore effective methods to communicate with children and families, through a range of perspectives, good practice and discussions relating to barriers and challenges to communication.

Early Learning in Context (includes placement)
This module explores the ways which young children learn in a variety of contexts, it will support the development of skills of an Early Years Practitioner.

The placement includes visit days and block weeks extending over several months, and takes place in an early years setting. You will have the opportunity to observe and work with practitioners.

Diversity and Inclusion
This module will examine strategies to recognise and meet the diverse needs of children through promoting inclusion in a range of settings.

The Child, Policy and Professional Practice
This module explores the ways in which children and childhood are affected by the wider contextual influences of society including culture, place, time and policy.
Year Two

Becoming a Researcher
This module will provide you with the opportunity to work with a professional researcher on a real piece of research.

Childhood as a Social Construct
This module will explore how the concept of childhood is socially constructed by the times and places in which children live and with the individuals involved in shaping their experience. You will be able to examine some key themes, in the socio-cultural context of children’s lives, in relation to historical, legal and social perspectives using different types of evidence and materials.

International and Community Perspectives (includes placement)
You will learn about children, families’ and communities’ experiences in the UK and a comparative country through critical comparative analysis on key issues such as educational policies, society’s perspectives on children and childhood, child care provision, health provisions culture, history and politics.

In this module you have a three week overseas placement in one of our partner organisations, or may choose your own independent placement. Many students go to voluntary projects where they have opportunities to work with a range of children of different ages. This may include educational, welfare or health projects as far afield as Australia, South America or Europe.

Optional modules (choose one)

Developing Creative Skills
This optional module will examine the value of using a variety of modes of creative expression for working with children. It will enable you to strengthen your skills to aid the development of creative thinking through working individually to explore ways to motivate and encourage through creative arts activities.

Introduction to Counselling
You will learn about children, families’ and communities’ experiences in the UK and a comparative country through critical comparative analysis on key issues such as educational policies, society’s perspectives on children and childhood, child care provision, health provisions culture, history and politics.

Learning in Nature
This optional module will support your readiness, willingness and ability to use, plan for and engage in outdoor activities with young children.

Makaton
This optional module aims to provide you with opportunities to examine a variety of communication skills and aids required when interacting with people who may experience physical, sensory and learning impairments and for whom these impairments may make communication difficult for them.

Year Three

This is a placement year for students on the four-year course.

Final year

Health and Well-being
You will learn about the holistic development of children through the lens of health determinants and measures of well-being. You will explore the impact of external influences such as mass media, child public health, poverty, nutrition, diet, mental health issues and how they contribute to the development of children. You will learn how to plan health promotional activities to promote healthy lifestyles and well-being for children and families.

Leadership and Management
This module considers a range of theoretical models in leadership and management, past, present and emerging; their currency with regards to children’s services and provision and the range of tools used to measure the effectiveness of an organisation. You will investigate an organisation’s structure and ways of working using the literature to analyse the primary data collected.

Research Dissertation
This module will use your experience of the course so far to professionally take ownership of the process of constructing a dissertation that enables you to acquire and link theory and practice that supports your development as an informed educational researcher and reflective practitioner.

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online:

www.ntu.ac.uk/childhoodstudies
Idea if you have an interest in education and learning, but want to keep your career options open, this course explores a wide range of issues and the ways in which education policy effects practice.

**UCAS code**
X300 full-time
X301 placement

**Course length**
Three years full-time or four years with a year-long placement

**Entry requirements**
- A-level – BCC; or
- BTEC Extended Diploma – DMM; or
- 104 UCAS Tariff points from three A-levels or equivalent qualifications; and
- GCSEs – English and Maths at grade C

**Other requirements:**
- a Disclosure and Barring Service check;
- a Prohibition Order check; and
- a satisfactory health declaration.

See more online.

**About this course**
This innovative course focuses on a key theme each year to understand the ways in which sociology, psychology, and social policy interact.

In Year One, the theme is ‘exploring education’ where you will look at educational issues and the language used within an interdisciplinary approach to education studies.

Year Two poses the question ‘can education be socially just?’ Building on Year One, you will explore ideas around education as a means to emancipation.

Year Three focuses on the constraints and possibilities within education. You will also have the opportunity to pursue an area of interest through a research project, or a further placement.

You will look at the processes and philosophies around learning, how education is constructed and impacts social justice and inequalities, and the influences of policy changes on education and the curriculum.

With opportunities for international and UK-based placements, you will be able to examine the links between theory and practice and understand education practice in real-world settings. This framework provides an ideal foundation for employment or further study.

**Year One**

**Sociological Explorations in Education**
This module explores the central issue of social justice in education.

**Developing Professionalism**
Develop your academic skills to enable you to create your own ‘toolbox’ for efficient and effective study.

**Learning in Contexts 1**
Foster your personal and professional skills during your engagement with a career-related specialism.

**Designing Spaces for Learning**
Critically examine schools and the ways in which they are constructed for learning.

**Comparative Education**
Engage with debates around differing educational philosophies and structures both nationally and internationally.

‘It’s All Inside Your Head’ – Understanding How Learning Happens
Explore the contribution psychology has made to the education sector.

**How you’ll study**
There are no formal exams during this course. We’ve introduced flexible and innovative ways of learning and teaching to develop your study skills and understanding of the integration of theory and practice.
Year Two

**Class Practices in Education**
Investigate the way in which education serves to reproduce wider social inequalities, with a particular examination of social class.

**Alternative and Community Education (includes placement)**
Explore alternative forms of education and gain work experience in an educational context of your choice. There is a minimum placement of 30 days in a chosen educational setting. Options include, community education centres in sports venues, National Trust, theatres, or schools. Or you could take your placement overseas. Our students have recently enjoyed working in countries as far afield as Zimbabwe, Spain and Thailand.

**Learning and Individual**
Explore the complex process of learning.

**Research Education**
Understand the research process in education and cultivate the necessary skills to successfully explore a range of research methods.

Optional modules (choose two)

**Education: Aspiration and Identity**
Explore the concept of identity as a fluid, multi-faceted, transformative process which is both assigned and socially negotiated.

**Exploring Early Childhood**
You are encouraged to think about early childhood and the ways in which childhood is understood.

**Special Educational Needs and Disability**
Explore a wide range of perspectives on Special Educational Needs (SEN) and Disability.

**Emotional Well-Being and Happiness Through Education: Panacea or Possibility**
Examine the complex area of emotional wellbeing and consider how this impacts on learners in education.

**Curriculum Matters**
An introduction to the concept of a curriculum using changes in the English National Curriculum since the ERA in 1988 to illustrate the social and political influences in curriculum design.

Year Three

**This is a placement year for students on the four-year course.**

Why not take up an international exchange with one of our partners, Helsinki Metropolita University Finland, or Via University College in Denmark? Our dedicated Employability Team will support you to find the right placement.

**Final year**

**The Educational Strait-Jacket**
Develop your understanding of the reproduction of inequality and the ways in which education contributes to patterns of disadvantage.

**Learning in Contexts 3: Capstone project: Dissertation or Placement**
This capstone core module spans two terms and invites you to pursue an area of academic interest, which can be ‘on location’, within a professional context during your final year.

**Educating the People**
Apply theoretical constructs to understanding specific disadvantaged groups.

Optional modules (choose one)

**Educational Inclusion**
Explore a wide range of perspectives on inclusion in an educational context.

**Learning Through Play**
Consider play as a social and cultural construct and understand that children learn through play.

**Deconstructing the Curriculum**
This module builds on information covered in years one and two around curriculum development.

**Global Education**
Examine how technological, political and economic processes influence education policy in the global South.

**Working at the Chalk Face, Coping with Stress and Poor Mental Health in Education**
Explore issues around stress and poor mental health in education.

Optional modules (choose two)

**Educational Inclusion**
Explore a wide range of perspectives on inclusion in an educational context.

**Deconstructing the Curriculum**
This module builds on information covered in years one and two around curriculum development.

**Global Education**
Examine how technological, political and economic processes influence education policy in the global South.

**Working at the Chalk Face, Coping with Stress and Poor Mental Health in Education**
Explore issues around stress and poor mental health in education.

**Take an additional accreditation**
You will have the opportunity to gain externally accredited qualifications in addition to your degree, giving you a head-start in your career.

Choose from:

- Makaton (accredited by The Makaton Charity);
- Counselling and Mentoring (accredited by ABC Awards);
- Forest Schools Training (accredited by AIM Awards);
- Award in Education and Training (accredited by ABC Awards).

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online:

[www.ntu.ac.uk/educationstudies](http://www.ntu.ac.uk/educationstudies)
Our Joint Honours courses allow you to study two subjects to degree level, and ultimately widen your employment options. These courses offer you the flexibility to study subjects with an education base and gain valuable transferable skills which meet the demands of graduate employers.

Why choose to take a Joint Honours degree?
- Study a wide subject area allowing for a range of career options.
- Gain transferable skills with specialist modules.
- Guaranteed interview scheme for teacher training in your final year (see page 11).
- Choose an international placement from a huge variety of projects.

Specialisms include:
- Makaton (accredited by the Makaton Charity);
- Introduction to Counselling (accredited by ABC Awards);
- Education and Training (accredited by NTU);
- Forest Schools Training / Learning in Nature (accredited by AIM Awards);
- Community Volunteering Certificate (accredited by NTU); and
- Visions of Adolescence.

What subjects can I combine?
There are four subject strands which can be combined into five named degrees.
The combinations have a proven history in preparing you for a wide range of careers and industries.

Take additional accreditations
Choose two subject specialisms to gain additional accreditation, while increasing your employability skills.

What you'll study
Choose from four vocationally-focused subjects alongside core modules which develop your employability skills.
Each year you will study elements of both of your chosen subject specialisms alongside core modules, including one designed to support your effective transition into University learning.
There are no formal exams during this course. We’ve introduced flexible and innovative ways of learning and teaching to develop your study skills and understanding of the integration of theory and practice.

Joint Honours UCAS code matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>Full-time UCAS code</th>
<th>Placement UCAS code</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Early Years and Psychology</td>
<td>8C7X</td>
<td>X37X</td>
</tr>
<tr>
<td>BA (Hons) Early Years and Special and Inclusive Education</td>
<td>XX21</td>
<td>XX22</td>
</tr>
<tr>
<td>BA (Hons) Education Studies and Early Years</td>
<td>7X18</td>
<td>X302</td>
</tr>
<tr>
<td>BA (Hons) Education Studies and Psychology</td>
<td>8X46</td>
<td>X346</td>
</tr>
<tr>
<td>BA (Hons) Education Studies and Special and Inclusive Education</td>
<td>1X69</td>
<td>X304</td>
</tr>
</tbody>
</table>
Early Years
part of a Joint Honours degree

Relevant to students looking to work alongside young children and their families, and is an ideal foundation for further postgraduate study.

Students develop an understanding of the social construct of childhood and the key importance of the holistic nature of the development of children from birth to age five.

Year One
Developing Professionalism
This module will introduce you to many different aspects of Higher Education study. It will outline key services that are available and can help support your learning journey, as well as explore the nature of studying at University itself. In essence, the module will be used to develop you holistically as a professional, and as such the content will be centred around the creation and review of individual personal development plans.

Learning in Contexts One
This module has employability at its heart. It allows you to develop your personal and professional skills by putting the theory into practice through two subject specialisms.

People, Places and Things: Looking at Early Child Development
Examine how children form relationships and learn through play.

Year Two
Learning in Contexts Two (includes placement)
The course team will help you prepare for placement with support on finding a suitable opportunity and understanding the skills you’ll need to succeed in the workplace. The placement is for a minimum of 30 days during term two, giving you the chance to translate the theories you have been learning into practice. The placement can be in the UK or international.

Values and Principles of Best Practice in the Early Years
Understand the areas of learning and development for the Early Years Foundation Stage.

Working with Parents and Carers
Explore the importance of working with parents and carers and evaluate the strategies available to aid such partnerships.

Optional modules
Research Methods in Early Years
Understand the research process and learn the skills necessary to undertake your own research project.

Year Three
Placement year for students on four-year course.

Final year
Capstone Project and Dissertation
This final year project focuses on your own research for your dissertation, supported by a range of teaching and learning methods aimed at demonstrating your knowledge and ability to work independently.

Capstone Placement
Instead of a dissertation, pursue your final year research project within a part-time placement, supported by University sessions and supervision.

Leadership and Management in Early Years Care and Education
Develop the skills required to manage a team of practitioners each with their own diverse training backgrounds and experience.

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online:
www.ntu.ac.uk/educationjoinhonours

Become an Early Years Teacher
Study the Early Years strand and you now have the opportunity to study Early Years Initial Teacher Training alongside your course. This is currently the only recognised teaching qualification for children aged 0 – 5 years.

How you apply
You will be notified of the opportunity to study for the Early Years Teacher Status qualification and how to apply during the first year of your Joint Honours course but will require GCSE English, Mathematics and Science at grade C, and Professional Skills Tests in numeracy and literacy before being accepted.
Education Studies
part of a Joint Honours degree

Education Studies equips you to understand the complexities within education. In particular you will learn about education structures, policy development, and issues of class, race and gender.

**Year One**

**Developing Professionalism**
This module will introduce you to many different aspects of Higher Education study. It will outline key services that are available and can help support your learning journey, as well as explore the nature of studying at University itself. In essence, the module will be used to develop you holistically as a professional, and as such the content will be centred around the creation and review of individual personal development plans.

**Learning in Contexts One**
This module has employability at its heart. It allows you to develop your personal and professional skills by putting the theory into practice through two subject specialisms.

**Education and Social Policy**
Explore the changes in the objectives and purpose of education as more of the population become educated and highly qualified.

**Sociological Explorations in Education**
Understand the critical issue of social justice, and how education can be a point of tension for particular groups in society.

**Year Two**

**Learning in Contexts Two (includes placement)**
The course team will help you prepare for placement with support on finding suitable opportunities and understanding the skills you’ll need to succeed. The placement is a minimum of 30 days during term two, giving you the chance to translate the theories you have been learning into practice. The placement can be in the UK or international.

**Class Practices in Education**
Investigate how education can mirror wider social inequalities by placing certain social classes at an advantage.

**Optional modules**

**Aspiration and Identity**
Explore the concept of identity as a social construct, and how this can influence educational attainment and aspirations.

**Learning and the Individual**
Consider the complex process of learning, and how theories of learning can be applied in education.

**Research Methods in Education**
Understand the research process and learn the skills necessary to undertake your own research project.

**Year Three**

This is a placement year for students on the four-year course.

**Final year**

**Capstone Project and Dissertation**
This final year project focuses on your own research for your dissertation, supported by a range of teaching and learning methods aimed at demonstrating your knowledge and ability to work independently.

**Capstone Placement**
Instead of a dissertation, pursue your final year research project within a part-time placement, supported by University sessions and supervision.

**The Educational Straitjacket**
Consider the constraints within education which reduce opportunities for particular social groups and how this ‘straitjacket’ can be removed.

**Optional modules**

**Educating the People**
Build on your explorations of educational inequality by understanding specific disadvantaged groups.

**Learning and Motivation**
Explore personal factors and influences on motivation, and how these might be used to encourage and support learners’ motivation.

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online:

www.ntu.ac.uk/
educationjointhonours
Psychology
part of a Joint Honours degree

Students study all aspects of human behaviour and interaction and understand why and how we behave as we do. It is ideal for those with an interest in, and passion for, psychological explanations and social patterns, and who want to pursue further study or a career path in this specialist field.

Year One
Developing Professionalism
This module will introduce you to many different aspects of Higher Education study. It will outline key services that are available and can help support your learning journey, as well as explore the nature of studying at University itself. In essence, the module will be used to develop you holistically as a professional, and as such the content will be centred around the creation and review of individual personal development plans.

Learning in Contexts One
This module has employability at its heart. It allows you to develop your personal and professional skills by putting the theory into practice through two subject specialisms.

Introduction to Psychology and Statistics
This introduction to the fascinating science of psychology outlines the necessary skills, theories and practices you require to study the subject.

Year Two
Learning in Contexts Two (includes placement)
The course team will help you prepare for placement with support on finding a suitable opportunity and understanding the skills you’ll need to succeed in the workplace. The placement is for a minimum of 30 days during term two, giving you the chance to translate the theories you have been learning into practice. The placement can be in the UK or international.

Social Psychology
Understand behaviour in everyday situations by studying social interaction, social processes and the interplay between people and society in attitudes, beliefs and socialisation.

Lifespan and Developmental Psychology
Examine the psychological development of individuals and groups across age, time, culture and place.

Optional modules
Research Methods in Psychology (Option)
This practical module introduces you to the practice of conducting and analysing research.

Year Three
This is a placement year for students on the four-year course.

Final year
Capstone Project and Dissertation
This final year project focuses on your own research for your dissertation, supported by a range of teaching and learning methods aimed at demonstrating your knowledge and ability to work independently.

Capstone Placement
Instead of a dissertation, pursue your final year research project within a part-time placement, supported by University sessions and supervision.

Cognitive Psychology
This module examines how humans perceive, process and use information. It introduces the spectacular ability of the human brain to recognise patterns, store memories and solve problems.

Optional modules
Psychology, Education Needs and Inclusion
Examine the implications and applications of psychological theory in the education of children with particular needs.

Social Development in Children and Adolescents
Understand the development of children and adolescents in the social world by examining the role of peers, the family, and of outside influences.

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online: www.ntu.ac.uk/educationjointhhonours
Special and Inclusive Education
part of a Joint Honours degree

Explore the origins and development of the issue and consider access strategies and solutions used in special and inclusive education, as well as the diversity of such provision. It’s an ideal platform for those looking to specialise in this field through work or further study.

Year One
Developing Professionalism
This module will introduce you to many different aspects of Higher Education study. It will outline key services that are available and can help support your learning journey, as well as explore the nature of studying at University itself. In essence, the module will be used to develop you holistically as a professional, and as such the content will be centred around the creation and review of individual personal development plans.

Learning in Contexts One
This module has employability at its heart. It allows you to develop your personal and professional skills by putting the theory into practice through two subject specialisms.

Introduction to Special Educational Needs and Inclusion
Understand the issues surrounding special education needs and inclusion, and how these influence practice and provision for learners with a wide range of diverse needs.

Year Two
Learning in Contexts Two (includes placement)
The course team will help you prepare for placement with support on finding a suitable opportunity and understanding the skills you’ll need to succeed in the workplace. The placement is for a minimum of 30 days during term two, giving you the chance to translate the theories you have been learning into practice. The placement can be in the UK or international.

Disability Issues
An introduction to the issues relevant to disabled people in society, through understanding the impact of disability on lives and opportunities.

Inclusive Strategies
Explore the strategies and solutions used to enable the social and educational inclusion of all learners.

Optional modules
Research Methods in Special and Inclusive Education
Understand the research process and learn the skills necessary to undertake your own research project.

Year Three
This is a placement year for students on the four-year course.

For full details of course delivery and assessment, future career and employability, fees and funding, and how to apply, go online: www.ntu.ac.uk/educationjointhonours
Important notes

Module information
We regularly review and update our course content based on student and employer feedback, ensuring that all of our courses remain current and relevant. This may result in changes to module content or module availability in future years.

The number of places available on some optional modules may be limited. These will be offered on a first come first served basis. Students who are unable to select their first choice module will be offered an alternative from the remaining optional modules.

Key information

This School course brochure is correct at the time of going to print. However, given the passage of time between its publication and the academic year to which it relates, some of the information may change. It is very important therefore that you check the University’s website www.ntu.ac.uk before making an application to the University, as some details relating to the course and the status of any validation process, the fees and other costs, as well as related services, may have been updated.

The University will do all that it reasonably can to provide educational services as described in the School course brochure, on the website, or in other documents issued by it, to appropriately enrolled students. Sometimes circumstances beyond the control of the University mean that it cannot provide the educational services described. Examples of such circumstances include:

(a) industrial action by University staff or third parties;
(b) the unanticipated departure of key members of University staff;
(c) power failure;
(d) acts of terrorism;
(e) damage to buildings or equipment;
(f) the acts of any governmental or local authority;
(g) the demands of the timetable and the availability of academic staff in respect of possible optional subjects;
(h) where the numbers recruited to a course are so low that it is not possible to deliver an appropriate quality of education for students enrolled on it.

In such circumstances, the University will take all reasonable steps to minimise the resultant disruption to those services and to those students who are affected by, for example, offering those students the opportunity where reasonably possible to move to another course, another institution or by delivering a modified version of the same course, but the University excludes liability, to the full extent that is possible under the general law, for any loss and/or damage suffered by any applicant or student as a result of such circumstances.

The University will use all reasonable endeavours to deliver the course in accordance with the description applied to it in the University’s School course brochure (as up-dated from time to time on the website or elsewhere) for the academic year in which you begin the course. However, the University will be entitled to make reasonable changes to the course (including to the content and syllabus of the course where developments in the subject area and/or accrediting bodies make that necessary, or to the location of the course or the method of delivery or assessment of the course) where that will enable the University to deliver a better quality of educational experience to students enrolled on the course. In making any such changes, the University will aim to keep them to the minimum necessary to achieve the required quality of experience and will notify and consult with affected students in advance about any changes that are required. Any changes to its courses are considered through the University’s quality assurance process; this process engages students through appropriate University committees. If the University changes your course and you are not satisfied with the changes, you will be offered the opportunity to withdraw from the course and, if required, reasonable support to transfer to another provider.

Any offer of a place at the University shall be subject to the University’s Terms and Conditions and the University’s rules and regulations (as amended from time to time). A copy of the University’s Terms and Conditions can be found at www.ntu.ac.uk/admissions/policies/offer-terms