

Nottingham Trent University Course Specification

Basic Course Information

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| 1. | Awarding Institution: | Nottingham Trent University |
| 2. | School/Campus: | Social Sciences / Clifton |
| 3. | Final Award, Course Title and Modes of Study: | BA (Hons) Education (Special Educational Needs and Inclusion) FT |
| 4. | Normal Duration: | 3 years |
| 5. | UCAS Code: | |

6. Overview and general educational aims of the course

The BA (Hons) Education (Special Educational Needs and Inclusion) degree derives mainly from the disciplinary base of Education Studies but contains a particular emphasis on Special Educational Needs and Inclusion (SENInc henceforth). The Education component of the degree exposes students to the broad theoretical and multidisciplinary study of education. In addition, the SENInc emphasis that is integrated into the modular structure of the degree, allows students to develop insight relevant to issues particularly pertaining to SENInc. The Education (SENInc) degree is concerned with understanding how different people and different groups develop and learn throughout their lives, how learning for all can be developed and sustained within education contexts, the nature of knowledge and the explorations of the ways education contributes to society. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, political, historical, economic contexts.

The BA (Hons) in Education (SENInc) also includes modules that centre upon the study of broader perspectives such as international education, economic relationships, the effects of globalisation and the role of education in human rights and ecological issues. They all include critique of current policies and practice and challenge assumptions.

The main aims of the course are to provide learning opportunities that enable students to:

- Develop an extensive understanding of your profession or discipline through independent and ethical research which leads to critical thinking and intellectual agility
- Develop effective communication and organisation skills both collaborative and individual in nature through a range of modules and assessments
- Become an active and responsible citizen with a global outlook
- Develop a critical insight into Special Educational Needs and Inclusion as a unique discipline of education

The Education (SENInc) degree course provides the cornerstone for undergraduate academic studies in education. The degree therefore prepares students equally well for either initial teacher training courses, further postgraduate learning and/or a range of educational employment opportunities such as an Educational Development Worker, an Educational Resource Manager or Educational Project Officer in museums, galleries and/or charities. The particular emphasis upon SENInc allows students to progress in ways relating to their specific interests in special education and inclusion

with potential employment opportunities in the areas of special education, alternative provision, and therapeutic-led careers.

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

Learning outcomes are progressively met across levels 4 – 6.

- Critically evaluate the impact of cultural, societal, political, historical and economic contexts
- Identify and analyse issues using research and systematic investigation
- Critically analyse theory, policies and practice that influence education
- Identify and critically appraise Special Educational Needs and Inclusion as a unique discipline of education

Skills, qualities and attributes

By the end of the course you should be able to:

- Demonstrate the ability to select, apply and justify research methods and evidence (B)
- Demonstrate an aptitude for independent learning, critical thought and rational inquiry (B)
- Demonstrate the capacity for analysis and problem solving (B)
- Demonstrate transferable skills and well-developed personal competences (B)

Statements that are benchmarked according to the QAA statements for Education Studies are identified with a (B)

8. Teaching and learning methods

The Nottingham Institute of Education is committed to enhancing the quality of the student experience by providing a learning and teaching framework that supports independent and lifelong learners.

The degree course will utilise a wide variety of teaching approaches to promote your learning:

- Lectures (supported by handouts when appropriate);
- Seminars;
- Small group and individual tutorials;
- IT sessions
- Workshops
- Individual and group presentations;
- Individual and group project work;
- Case studies;
- Supervised independent learning (e.g. utilising the virtual learning environment, NOW).

Both subject specific skills and key skills are developed progressively throughout the modules. The Institute's learning strategy is rooted in a concern to encourage students to become autonomous learners as they progress through their course. You are therefore expected to take progressively more responsibility for your own learning through the levels of study and to undertake independent/self-supported study in support of formal taught sessions.

All documentation required to support your learning is made available via the NTU VLE (NOW).

9. Assessment methods

The Nottingham Institute of Education is committed to providing you with a range of assessment methods that support your development as an independent autonomous learner. The assessment of your work will help you to demonstrate that you have achieved the learning outcomes for the course during its three years duration. The assessments will support your endeavour to appreciate and articulate the complexities in education and to find your own voice in relation to the areas covered.

All of your learning will be evidence through coursework activities including:

- Presentations both individual and group;
- Formal assignments/essays;
- Portfolios;
- Poster presentation;
- Specific designs, for example a school and curriculum;
- Reflective audio or written journal;
- Critical review; and
- Case studies.

11. Course structure and curriculum

Throughout the course, students engage with critical issues connected with education and become conversant with a wide range of discourses that frame educational experiences. The Education (SENInc) degree is both multidisciplinary in the way that it draws from the disciplinary bases of Sociology, Psychology, Philosophy and Politics; and interdisciplinary in the way that it includes specialised educational fields of study such as Early Years, Special & Inclusive Education, Social Policy and Teacher Education.

The threads identified above weave through the course at each level of study. Each year provides a key focus that helps students of Education to develop their aptitude for thinking as an educationalist with an additional emphasis upon SENInc. In year one, the degree course provides an introductory grounding for understanding the multi and interdisciplinary nature of education alongside introducing to students to the themes of Special Educational Needs and Inclusion. In year two, the degree course cements theoretical knowledge and opens up possibilities for research as students are able to start to think about how they would contribute to the field of education through the co-ordination and application of their own research. Year two develops the SENInc emphasis through the modules relating to disability issues and inclusive practices. In year three, students are able to bring together what they have learnt through the meta-theme of social justice as applied to both scholarship and research within the field of Education. The SENInc emphasis is placed on the overarching notion of diversity as its final theme is explored and considered in relation to practice. In sum, the themes guiding Levels 4, 5 and 6 can be thought of in the following thematic way:

Year 1: Critical Components of Education and Inclusion

Year 2: Thinking theoretically about Education and the needs of all learners

Year 3: Social Justice in Education and the diverse society

The course will demand a high level of student engagement with critical issues in education. The BA (Hons) Education (SENInc) degree course will therefore fully align with NTU's Strategic Plan, namely:

1. To develop confident and ambitious graduates equipped to shape society
2. To provide education that promotes both intellectual initiative and the highest academic standards to prepare students for life and career
3. To be the university of choice for business, industry and the professions in our areas of expertise
4. To be recognised both nationally and internationally for the effectiveness of our teaching and the relevance of our research
5. To provide a learning and working environment that inspires and promotes a culture of ambition, community and innovation

In Year 1 you will look at the processes and philosophies around learning, and explore questions that unpack our own assumptions such as what is education? What is learning? What does education and learning look like in different contexts

In year 2, students will consider how education can be understood in sociological terms, and the influences of policy changes on education whilst the particular emphasis on SENInc allows students to think more deeply and analytically about the needs of the individual learner

In Year 2 the second term is dedicated for placement. Placements are undertaken in a wide range of educational settings, locally, regionally, nationally or internationally.

Finally, in year 3, students are able to conduct research for a dissertation that will enable them to continue to gain experience and develop a critical portfolio. The dissertation will be complemented by critical probing into contemporary issues facing education and learners.

The course is delivered over three years full time as set out below. The modules with an emphasis on SENInc are emboldened. Each year, students will be able to study two SENInc driven modules. These modules are coined in a way to provide a developing knowledge and understanding of SENInc grounded in the wider disciplinary base of education and education studies.

Year 1

Core: Academic and Reflective Practices (20 CP)

Core: What is Education? (20 CP)

Core: Developing Learning in Education (20 CP)

Core: Including all Learners (20 CP)

Core: Learning in the outdoors (20 CP)

Core: Introduction to SEND (20 CP)

Year 2

Core: Professional Placement (20 CP)

Core: Research methods (20 CP)

Core: Sociology of Education (20 CP)

Core: The Business of Education (20 CP)

Core: Disability and Equality (20 CP)
Core: Inclusive Theories and practices (20 CP)

Year 3

Core: Dissertation (40 CP)

Core: Diversity in Education (20 CP)

Core: Supporting Diverse Learners (20 CP)

Students choose between:

Option: Race, Culture and Education (20 CP)

Option: The Social Context of Post Compulsory Education & Training (20 CP)

Student choose between:

Option: Education in a Globalised World (20 CP)

Option: Social Justice and Morality (20 CP)

11. Admission to the course

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. Support for learning

Induction

On entering your first year of study you are provided with a carefully constructed induction programme, which is designed to help you acclimatise to the transition between, for example, school and university. During the induction process, you will:

- Join your matriculation group;
- Meet with the course team (both academic and support);
- Tour facilities (in the Institute and wider University);
- Be given an introduction to the School's pastoral care system;
- Be given an introduction to the course, including e.g. its structure, teaching and learning strategies, academic guidance and assessment etc.;
- Be given an introduction to the University's support systems;
- Be given an introduction to the LLR/Library, including user-names, passwords etc..

If you are a returning students to years 2 and 3, you will also be involved in course-based registration and induction processes as appropriate.

Course and module handbooks/information which contains clear guidance on all aspects of the preparation of coursework are provided on NOW (NTU's VLE). This information helps you to overcome the gap between e.g. school and university. Amongst the items included are course aims/objectives, guidance on assessment tasks, schemes of work, reading guides and referencing. There is also further online support through the University's Virtual Learning Environment (NOW) through which you can find information about your course but also NTU generally.

During the placement students will be contacted by a named tutor who will provide support via email and telephone to ensure that students are settled into their placement and are up-to-date with the coursework.

13. Graduate destinations/employability

While not a programme of training in itself, our Education degrees provides you with the knowledge, understanding and critical analysis that will help you move into a professional role in education related fields. The course offers you a strong basis for the wide range of employment opportunities now available in educational institutions, as well as in other organisations and economic enterprises engaged in education and training. It is seen as a very useful area of study for students planning careers that involve working with people in a variety of contexts. For some students, employability will relate directly to teaching. As such, this course will qualify you to apply for one of the many teacher-training routes available.

In particular, the Professional Placement module provides you with an immersive placement experience for which you can accrue academic credits. The placement module, as well as providing you with the opportunity to gain valuable and meaningful work experience, also supports you in developing your ability to articulate skills and attributes. The support to help you recognise and relay your employability lies within the synoptic assessment linked to the Professional Placement module. Within the synoptic assessment, you will be invited to think about your endeavours holistically and will be able to draw together your placement experiences with other academic and extra-curricular pursuits. In doing so, you will be able to articulate your professional development and competencies using reflective insights that are anchored in real-life examples. Enveloping your progress synoptically in this way will place you advantageously at the start of your Level 6 studies for any applications you make to teacher training, postgraduate study and graduate employment opportunities. The synoptic assessment will also inform your ongoing discussions with your personal tutor in Level 6, whether you are actively applying for opportunities or you are thinking through the potential career possibilities that lie beyond graduation.

Graduates who have studied education often 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 to you in other public sector organisations, such as local government, the health service and the civil service.

Your Education degree therefore provides a framework for a wide variety of possible careers. You could consider for example, teaching, training, human resource management, project management and many others.

On completion of this course, you will also be able to consider post-graduate courses in a wide range of disciplines.

14. Course standards and quality

1. Quality Management

Quality management operates in several interlocking ways. For example, it is informed by:

- (a) Feedback that you receive on your assignments, and informally through tutorials and discussion;
- (b) Student evaluation/feedback: This is obtained formally via module evaluation questionnaires and from student representatives on the: staff-student liaison committee, course committees and Centre for Academic Development and Quality (ADQ);
- (c) Module reports: These are informed by student evaluations, external examiner reports and staff evaluation of the success of a module.

- (d) Annual Course Report: This will provide the basis for discussion at the annual review meeting, held in the autumn term each year. The ICR [Course Standards and Quality Review] summarises the quality-related course issues, which have arisen over the previous year. They are informed by and reflect upon the previous year's action plan, module evaluations, National Students' Survey which in turn has been informed by external examiners' reports. The process of annual review identifies the following year's action plan priorities;
- (e) External Examiners. These play a key role in the quality management processes, particularly in relation to all forms of assessment and standards. Course committees consider External Examiners' reports during the autumn term and External Examiner comments form part of Course Committee Annual Reports, where specific issues which have been raised are addressed by the course leader and team. External examiners also meet students at the year end to obtain feedback about the course;
- (f) Course learning outcomes have been benchmarked against the QAA Education Studies subject benchmark statements.

2. Course Management and Organisation

The course is managed by the Course Leader who organises a team of module leaders. The Course Committee, comprised of tutors and student representatives, normally meets three times each academic year. Each student year cohort elects student representatives, and they also input into the course decision-making. The course team continue to meet with student representatives both formally and informally.

The system outlined above enables the undergraduate course team to identify where work needs to be undertaken to add value or to further improve its provision – whether, for example, in relation to module or placement review/re-organisation, or updating of curricula, staff development or work with employers/partners.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:

All assessments are conducted through coursework – there are no examinations.

16. Additional Information

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| Collaborative partner(s): | N/a |
| Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements: | Education Studies |
| Course recognised by: | |
| Date this course specification approved: | |

Any additional information:

None.