

Nottingham Trent University Course Specification

Basic Course Information

1. Awarding Institution: Nottingham Trent University
2. School/Campus: Social Science, Clifton
3. Final Award, Course Title and Modes of Study: BA (Hons) Education: Policy and Practice
Part-time
4. Normal Duration: 1 year
5. UCAS Code: N/A

6. Overview and general educational aims of the course

This Course provides people with 240 HE credit points already achieved from previous studies to gain a full Honours Degree in Education. The Course is offered on a part time basis, and you will achieve 120 credit points (cp) in one academic year. The course is aimed at all educational professionals for example: trainers, teaching assistants, learning support assistants, non-graduate teachers and others working in education.

The 120 credits are achieved through successful completion of 3 modules. A 20 credit point module: Education Research requires you to undertake a small scale systematic enquiry into a key aspect of education practice related to your workplace. This is then followed by a 40 credit point module which will explore education policy and its role in providing equal opportunities and social justice through education. You will be able to undertake a detailed enquiry into an aspect of education policy and practice in which you are interested. You will then achieve the further 60cp by completion of the Dissertation module. This module will require you to acquire coherent and detailed knowledge of the topic researched and make suitable recommendations, which may lead to improvements in the practice of your setting.

On successful completion of this course, you will have developed a deep understanding education by examining polices, literature and theories from reliable and academic sources. This will include an exploration of current issues in which you will challenge arguments and assumptions of others. You will, by thorough planning of your dissertation, demonstrate the ability to problem solve and plan your own research. By undertaking a systematic enquiry through primary research in modules one and three you will develop skills in applying research methodologies and techniques. Through the exploration of your findings, you will develop analytical skills to evaluate your own evidence in order to make judgements to improve practice. You will communicate your plans, ideas and findings effectively to both your tutors and your peers.

The aims of the course are to:

- enable educational practitioners to acquire coherent and detailed knowledge of their discipline
- critically analyse your practice and make suitable recommendations for improvement.

This will be achieved with reference to aspects of current research in education, using these to devise and sustain arguments, to solve problems, or make reasoned judgements that affect education practices.

7. **Learning Outcomes**

Knowledge and understanding

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

1. Plan and undertake educational research, appropriately and ethically
2. Demonstrate proficiency in finding, evaluating, analyzing and applying data for educational issues and explore how these impact on educational practice;
3. Provide analytical and constructive feedback to others, communicating this effectively;
4. Critically evaluate education policy and practice, and using this knowledge, sustain a critical argument;
5. Critically engage with policies and practice that influence the education sector
6. Propose evidenced judgments to improve practice;
7. Critically appraise your skills and knowledge and how they contribute to your current or future work practice.

Skills, qualities and attributes

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

1. Develop an aptitude for independent, critical thought and rational inquiry and the capacity for analysis and problem-solving;
2. Communicate your information, ideas, arguments, ideas, problems and solutions to both specialist and non-specialist audiences through spoken, written and visual media;
3. Demonstrate the capacity to appropriately judge self-efficacy and to give and receive feedback effectively;
4. Demonstrate the use of initiative and personal responsibility when undertaking research;

5. Work independently, making use of suitable literature and primary sources to develop your knowledge.

8. Learning and teaching methods

Throughout the course, the focus on teaching and learning is on your interactions with peers, this is particularly important for part time students who attend in the evenings so that you can engage and actively contribute to your own and others' learning. We facilitate this through class discussions, practical activities, group tasks, group presentations and individual research tasks. Tutors utilise recommended texts within the taught sessions so that you are able to engage with the texts and use them to support your own theoretical knowledge. Tutors and peers' experiences as well as your own are drawn on during the sessions to ensure that the teaching is relevant and relatable.

A one-day Conference is arranged as part of the input you will receive on the course, this falls during the second module. A range of speakers contribute to this event, enabling you to broaden your knowledge and understanding of the education sector. Tutorials will be provided both for groups and individuals to support course learning and assignment preparation.

The course draws on the wider support of the library, learner support co-ordinators and the virtual learning environment to enhance your learning.

Targeted feedback will be provided to help you develop your academic skills throughout the course, and in preparation for progression to the next level of study.

9. Assessment methods

The course has a variety of assessment methods available, ensuring that there is an inclusive approach to the course. Methods include written assignments, oral or visual presentations and critical self-reflection. You will have some element of choice in the formats that you use in the second module and the third module (during the Dissertation plan).

You will be required to provide and use peer feedback as this promotes good team working and collaborative skills and will also enhance your capacity to give and receive feedback effectively. This is a crucial attribute when working in Education.

You will receive both regular formative and summative feedback whilst studying on the course from both tutors and your peers and you will be encouraged to use this feedback to improve your skills through the use of action planning.

10. **Course structure and curriculum**

The course is structured to include both taught sessions and independent study with tutor support in the form of individual and group tutorials.

Module 1: Education Research: 20 credit points

In this module you will investigate the role of education research as a tool to improve practice. You will critically analyse current research, exploring and analysing the use of research instruments. You will then plan and undertake a small-scale research project of your own and evaluate your skills in this process. This will prepare you for the Dissertation module later in the course.

Module 2: Education For All 40 credit points

In this module you will critically analyse the impact of education policy on your practice through the lens of equal opportunities and social justice. You will develop a detailed knowledge of an aspect of education that is pertinent to your workplace and undertake a critical review of this, making recommendations for improvement.

Module 3: Dissertation 60 credit points

In this final module, you undertake a second research project within your workplace. You will use peer feedback to develop your planning, undertake the research, critically evaluate arguments, assumptions and the data of current research undertaken by others and make recommendations to improve practice within your workplace. You will also undertake a review of your skills and knowledge, identifying how these contribute to your current practice or future career.

Students who successfully achieve modules 1 and 2 but not module 3 will be eligible for an Advanced Diploma in Education.

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

From enquiry to enrolment you will be supported and advised by the experienced Course Administrator and Course Leader. They will be able to offer help and advice on attendance, facilities and fees, as well as study skills and support. On arrival you will receive a full induction that will introduce you to the essential information about the course. You will also be provided with an online course guide that outlines the support for your learning that the University provides.

Module tutors will support and guide your learning; they will negotiate your assignment areas with you and arrange tutorial support and will access your work. The Course Leader will have overall responsibility for you throughout the course and will discuss any concerns you may have and be a source of referral to University support mechanisms if required.

Guidance throughout the course exists in many forms – face to face meetings, emails, video chat software, online chat rooms and a Frequently Asked Questions page in each learning room. The course draws on the wider support of the library, learner support co-ordinators and the virtual learning environment to enhance your learning.

Student Support Services are able to provide you full range of specialist and professional services including counselling and financial advice should the need arise.

The university virtual learning environment provides a range of information and resources to support your learning.

You will undertake an early initial formative assessment and receive personalised, targeted feedback on your academic skills at level 6. You will then be signposted in the development of these and advised to create a feedback action plan to support you throughout the course. Following all formative and summative assessments, targeted feedback will be provided to help you develop your skills for the next assessment and in preparation for progression to the next level of study.

<p>13. Graduate destinations/employability</p>
<p>Upon completion of this course, some students progress onto PGCE, usually within Primary Education, either at NTU or elsewhere. Some students progress onto Masters degrees. Many students find that once they have a degree other opportunities become available to them within their workplace or elsewhere, including non-qualified teaching.</p>
<p>14. Course standards and quality</p>
<p>The Course fully adheres to NTU's quality assurance procedures. You will receive detailed feedback on your written assessments, highlighting areas of strength and development. Each module leader will evaluate the module at the end of its duration and you will be encouraged to feedback on the delivery and content of the each module you study.</p> <p>The Course has an External Examiner who attends the final Board of Examiners for the course, they are also given the opportunity to see a sample of students' work and to meet some students.</p> <p>You will be given the opportunity to volunteer as a Student Representative for the Course. This will involve representing your peers on your course on the Course Committee which meets once a term, this is a formal meeting with the Course Team that you are able to bring feedback from the students studying with you to and the Course Team will respond. You will also be given the opportunity to represent the course on School Student Forum.</p> <p>The Education Studies subject benchmarks of the Quality Assurance Agency are developed within the course.</p>
<p>15. Assessment regulations</p> <p>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:</p>
<p>16. Additional information</p> <p>Collaborative partner(s): N/A Course referenced to national (QAA) Benchmark Statements: Course recognised by:</p>

Date this course specification
approved:

Any additional information: