

## Nottingham Trent University Course Specification

| <b>Basic Course Information</b> |   |                                |
|---------------------------------|---|--------------------------------|
| 1.                              | Awarding Institution:                         | Nottingham Trent University    |
| 2.                              | School/Campus:                                | Social Sciences / Clifton      |
| 3.                              | Final Award, Course Title and Modes of Study: | BA (Hons) Education Studies FT |
| 4.                              | Normal Duration:                              | 3 years                        |
| 5.                              | UCAS Code:                                    | X300                           |

| 6. | <b>Overview and general educational aims of the course</b>   |
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|    | <p>Education Studies has its foundations in teacher education and although you will explore some issues connected with schools, the knowledge, skills and attributes you will develop cover a broad spectrum of critical issues including educational processes, systems and approaches and their cultural, societal, political, historical and economic contexts. In doing so you will be engaging with and developing understanding of the complexities within education. In order to explore such complexities the subject will be themed into the following categories: sociological; psychological; policy and practice based. In addition, you will be able to undertake one placement based in an educational setting.</p> <p>The main aims of the course are to provide you with learning opportunities that enable you to:</p> <ul style="list-style-type: none"> <li>- Develop an extensive understanding of the multi-disciplinary nature of Education Studies;</li> <li>- Develop an understanding of learning and education in its broadest sense;</li> <li>- Develop effective communication and organisation skills through a range of innovative modules and assessments;</li> <li>- Develop skills that will equip you to thrive post-graduation;</li> <li>- Engage in team working projects to develop effective collaboration skills;</li> <li>- Become responsible citizens prepared for the world of work.</li> </ul> |

| 7. | <b>Course outcomes</b>   |
|----|--|
|    | 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. |

| <b>Knowledge and understanding</b>   |  |
|--|--|
| By the end of the course you should be able to:  |  |
| 1.   | Critically reflect and evaluate key concepts, contemporary educational issues and theories in Education Studies (B);         |
| 2.   | Critically evaluate the impact of cultural, societal, political and historical contexts on education and social justice (B); |
| 3.   | Critically analyse policies and practice that influence the education sector (B).  |
| <p>Statements that are benchmarked according to the QAA statements for Education Studies are identified with a (B)</p> |  |

|  |                                      |
|--|--------------------------------------|
| <b>Skills, qualities and attributes</b>  |                                      |
| By the end of the course you should be able to:  |                                      |
| <ol style="list-style-type: none"> <li>1. Demonstrate an aptitude for independent, critical thought and rational inquiry and the capacity for analysis and problem-solving (B);</li> <li>2. Demonstrate well-developed personal competence in transferable skills (B);</li> <li>3. Demonstrate the ability to select, apply and justify research methods and evidence (B);</li> <li>4. Demonstrate a wide range of skills in relation to your own abilities and interests as a learner and potential employee.</li> </ol> <p>Statements that are benchmarked according to the QAA statements for Education Studies are identified with a (B)</p>   |                                      |
| <b>8.</b>  | <b>Teaching and learning methods</b> |
| <p>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.</p> <p>Education Studies will utilise a wide variety of teaching approaches to promote your learning:</p> <ul style="list-style-type: none"> <li>• Lectures (supported by handouts when appropriate);</li> <li>• Seminars;</li> <li>• Small group and individual tutorials;</li> <li>• Individual and group presentations;</li> <li>• Individual and group project work;</li> <li>• Case studies;</li> <li>• Supervised independent learning (e.g. utilising the virtual learning environment, NOW).</li> </ul> <p>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.</p> <p>All documentation required to support your learning is made available via the NTU VLE (NOW).</p> |                                      |
| <b>9.</b>  | <b>Assessment methods</b>            |
| <p>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.</p>  |                                      |

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.

#### 10. **Course structure and curriculum**

##### **Year 1**

Core: Sociological Explorations in Education (20 CP)  
Core: Education and Social Policy (20 CP)  
Core: Introduction to Curriculum and Assessment (20 CP)  
Core: Designing Spaces for Learning (20 CP)  
Core: Comparative Education (20 CP)  
Core: It's All Inside Your Head: understanding how learning happens (20 CP)

##### **Year 2**

Core: Class Practices in Education (20 CP)  
Core: Alternative and Community Education (placement) (20 CP)  
Core: Learning and the Individual (20 CP)  
Core: Research Methods in Education Studies (20 CP)  
Core: Exploring Early Childhood (20 CP)  
Core: Special Educational Needs and Disability (20 CP)

##### **Year 3**

Core: The Educational Straitjacket (20 CP)  
Core: Capstone Project (dissertation/placement) (40 CP)  
Core: Educating the People (20 CP)  
Core: Learning and Motivation (20 CP)  
Core: Working at the Chalk Face: coping with stress and poor mental health in education (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, Education Studies 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 education studies 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.

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 Studies 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 School Academic Standards and Quality Committee (SASQC);
- (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 CSQR [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**

|  |                   |
|--|-------------------|
| Collaborative partner(s):                                | N/a               |
| Course referenced to Quality Assurance Agency for Higher | Education Studies |

Education (QAA) Benchmark  
Statements:

Course recognised by:

Date this course specification  
approved:

May 2014, revisited June 2017

Any additional information:

None.