

## 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, BA (Hons) Education (Special Education & Inclusion), BA (Hons) Education (Early Years), BA (Hons) Education (14-19 Years Education). Part Time Study
4.	Normal Duration:	Normally 1 academic year.
5.	UCAS Code:	N/a

6. <b>Overview and general educational aims of the course</b>
<p>This Course has been written to give you an opportunity to use credit points already achieved from previous studies in gain a full Honours Degree. 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.</p> <p>The 120 credits are achieved through successful completion of 3 modules, a core 40 cp module, Research Methods which requires you to undertake a systematic enquiry into a key aspect of your specialism in education. This is then followed by a 20 cp option module, either Contemporary Issues (Generic Award title), Special Education and Inclusion (Special Education &amp; Inclusion pathway), Learning Through Play (Early Years pathway) or 14-19 Education (14-19 Years Education Pathway). These modules are designed to enable you to explore a wide range of perspectives in your specialism. 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 improve practice in your setting.</p> <p>On successful completion of this course, you will have developed a deep understanding of your specialist area with education by examining polices, literature and theories from reliable and academic sources. This will include an exploration of current issues within your specialism in module two, 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 two you will develop skills in applying research methodologies and techniques. Through the analysis 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.</p> <p>The aims of the course is to:</p> <ul style="list-style-type: none"><li>• Improve participants' employability, skills and knowledge. It responds to the Nottingham Trent University (NTU) Strategic vision of preparing for the world of work by enhancing the depth of knowledge and</li></ul>

	<p>broadening the skills of students (NTU's Strategic Plan 2010-2015 (Strategic Platform 1));</p> <ul style="list-style-type: none"> <li>• Enhance the education professional by supporting the development of their skills as reflective practitioners;</li> <li>• Develop a deep understanding of areas of specialism;</li> <li>• Challenge arguments and assumptions of others;</li> <li>• Develop the ability to problem solve;</li> <li>• Through systematic enquiry, develop skills in applying research methods and techniques;</li> <li>• Using analytical skills, evaluate a range of evidence to identify improvements in practice.</li> </ul>
<b>7.</b>	<p><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.</p>
	<p><b>Knowledge and understanding</b> By the end of the course you should be able to:</p>
	<ol style="list-style-type: none"> <li>1. Provide analytical feedback to a peers on their proposed research, communicating this effectively;</li> <li>2. Plan and undertake educational research, appropriately and ethically, which demonstrates proficiency in finding, evaluating, analyzing and applying data for a number of educational issues and explore how these impact on educational practice;</li> <li>3. Using your own research, develop an extensive understanding of your specialism, and using this knowledge sustain an argument making suitable judgments which may improve practice;</li> <li>4. Critically evaluate arguments, assumptions and the data of current research;</li> <li>5. Analyse policies and practice that influence the education sector so that you are able to thrive in a work environment that is subject to change.</li> </ol>
	<p><b>Skills, qualities and attributes</b> By the end of the course you should be able to:</p>
	<ol style="list-style-type: none"> <li>1. Develop an aptitude for independent, critical thought and rational inquiry and the capacity for analysis and problem-solving;</li> <li>2. Communicate your information, ideas, arguments, ideas, problems and solutions to both specialist and non-specialist audiences through spoken, written and visual media;</li> <li>3. Demonstrate the capacity to appropriately judge self-efficacy and to give and receive feedback effectively;</li> <li>4. Demonstrate the use of initiative and personal responsibility when undertaking research;</li> <li>5. Develop your intellectual curiosity and enthusiasm for learning;</li> <li>6. Work independently, making use of suitable literature and primary sources to develop your knowledge.</li> </ol>
<b>8.</b>	<p><b>Teaching and learning methods</b></p>

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. Guest speakers are invited to present at the conference to enable you to learn from their knowledge and experiences. There is a broad spectrum of speakers and this has been welcomed by previous cohorts who have recognised the value and have been inspired to increase their knowledge in some of the areas.

#### 9. **Assessment methods**

The course has a wide variety of assessment methods available, this ensures that there is an inclusive approach to the course and demonstrates good practice. 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 in the dissertation plan (third module) 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 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: Research Methods: 40 credit points**

In this module you will explore and critique the use of research instruments to investigate an aspect of education or training that impacts on your workplace. You will review others' research and theories on this topic to gain a deep understanding of it and apply this to your own research. You will reflect on your research and identify how this can be developed further in later modules.

##### **Module 2: Specialised option 20 credit points**

In this module you will have an option to study: Contemporary Issues, Special Education and Inclusion, Learning Through Play, 14-19 years Education. In all of these modules you will investigate an aspect of the specialism relating to your workplace and present your findings to your peers as well as your tutor.

##### **Module 3: Dissertation 60 credit points**

In this final module, you undertake a second research project within your area of specialism that impacts on 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.

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 options, attendance, facilities and fees a, 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 a course handbook that outlines the support for your learning that the University provides.

All of the Teaching staff involved in the delivery of the course are experienced in different sectors of education. They are also involved in the delivery of other courses offered within the school, for example the Masters in Education Courses.

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.

Support to you is offered from tutors by e-mail and telephone as well as face to face to create a flexible and responsive support structure.

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

All Students have access to the on-line Library and the VLE which holds course details and links, as well as learning materials. These create a flexible resource which allows you the opportunity to arrange your study to suit your professional and domestic commitments.

#### 13. **Graduate destinations/employability**

Upon completion of this course, some students progress to Graduate Training Courses or PGCE, usually within Primary Education, either at NTU or elsewhere. Some students progress onto the MA Education. Many students find that once they have a degree other opportunities become available to them within their workplace or elsewhere, including non-qualified teaching.

14.	<b>Course standards and quality</b>									
<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 encouraged to feedback on the delivery and content of the each module you study. This will then be used to inform the Course Standards and Quality Report which the Course Leader produces at the end of each academic year.</p> <p>The Course has specialist External Examiners who support the Course Team and attend the final Board of Examiners for the Course, they are also given the opportunity to see a sample of students work.</p> <p>You will be given the opportunity to volunteer as a Student Representative for the Course, if selected you will represent the students on your course/in your group on the Course Committee that 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>										
15.	<b>Assessment regulations</b>									
<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>										
N/a										
16.	<b>Additional Information</b>									
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