

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: The Foundation Degree (FdA) Education: Policy and Practice Full-time
4. Normal Duration: 2 years
5. UCAS Code: N/A

6. Overview and general educational aims of the course

The Foundation Degree (FdA) Education: Policy and Practice is designed to provide you with a course that explores education in a range of contexts. It focuses on the practical and ethical issues of education, linking these with theory and policy. It is a contemporary based course drawing on your experiences working in education related disciplines, exploring these through the lens of theory, policy, research and wider reading. The FdA course will enable you to meet the requirements of the latest developments in education i.e. to work with a wide range of learners in regular, inclusive, extended and alternative settings, using a common core set of professional skills.

The FdA enables you to continue in employment whilst studying, linking information from sessions with your own work, reflecting on experiences. It also helps you to develop the vocational skills needed for employment in increasingly diverse education settings. A particularly innovative feature of this course is that it covers a wide range of settings and staff roles, promoting the multi-professional approach encouraged in a range of government initiatives over recent years. There will be opportunities to reflect on your professional practice so that you can identify your own strengths and areas for professional development.

Once achieved, the Foundation Degree will provide progression to a third year leading to the BA (Hons) Degree in Education: Policy and Practice. The FdA recognises your commitment to professional development and provides a progression route onto the BA (Hons) Education: Policy and Practice, preparing for careers in teaching or other professional roles to include Special Educational Needs Coordinator (SENCO).

The course aims are:

- To provide knowledge and understanding of the education sector with a focus on policy and practice
- To develop skills as reflective practitioners
- To develop critical, analytical problem-based learning skills
- To equip you with transferable skills for employment enhancement
- Provide opportunities for you to develop team working skills and the ability to work independently

7.

Knowledge and understanding

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

- Demonstrate a working knowledge and understanding of education policy and practice within current education contexts **(QB)**:

- Apply theory, concepts, values and principles of education, effectively and ethically within a work context **(QB) (ES)**;
- Evaluate your practice through the ideals of education for all in the wider context of learning;
- Utilise and apply knowledge of research methods in education to evaluate policy and practice **(QB)**;
- Critically evaluate education policy locally, nationally and internationally.
- Evaluate your skills and knowledge and how they contribute to education in a wider context and your career progression; [ES]
- Justify recommendations for improvement in practice based on your research findings [ES]

These are informed by and linked to Knowledge and Understanding outcomes of QAA Education subject benchmark statement

Skills, qualities and attributes

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

- Effectively communicate information, arguments and analysis in a variety of forms to a diverse audience **(QB) (ES)**;
- Demonstrate the qualities and transferable skills necessary for working in a multi-professional team context **(QB)**;
- Collaborate and plan with others, in a range of situations, to achieve team tasks **(ES)**;
- Collect, present and interpret data in a critical way appropriate to given task **(ES)**
- Reflect on and analyse your own practice

8. Learning and teaching methods

You will experience a range of learning and teaching methods, including lectures, group discussions, workshops and tutorials. These are designed to develop your confidence and skills in academic study throughout the course. They will support your ability to work independently, manage your time effectively and develop your ability to apply critical analysis to your education practice.

The course content draws on your experience as an education practitioner, and through class discussion and critical debating; you will be able to evaluate the links between theory and practice.

You will be supported in the development of critical thinking, using academic papers, policy documents and key literature.

Tutorials will be provided both for groups and for 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 uses a range of assessment techniques to enable you to meet the learning outcomes and develop suitable skills for employment in education. Subject knowledge, understanding and transferable employment skills are assessed through practically based assignments. Assignments include presentations, reports, essays, portfolios, work-based practice reflection.

The work-based practice is not assessed as all course members are employed or volunteer members of staff whose practice is appraised within their own setting. However, to develop your practice, you are required to reflect critically on your work as an education practitioner.

You will receive ongoing formative feedback that will support you in developing the skills for the summative assessment. Feedback will be provided by your tutor and your peers in a range of situations, for example, individual and group tutorials, peer observations, group review of tasks undertaken in the workplace. Detailed feedback will be provided on all assessed work to aid your development.

10. **Course structure and curriculum**

The course is studied full-time, usually one evening a week for two years plus a conference at a weekend each year. In year 1, you will study 120 credits at level 4 and in year 2, 120 credits at level 5. The course will run from September to July, covering 40 weeks.

Year One:

Throughout this year, you will develop your knowledge and understanding of education policy and practice. There are four modules this year: Education: Policy and Practice, Equality and Social Justice, Communication and Management of Learning 1. These will embed academic skills, skills for employment and research skills.

Year Two:

There are three modules this year, which are: Management of Learning 2, Technology in Learning and the Learning in the Wider Context. We will embed academic skills, skills for employment, research skills, globalisation and sustainability in education. At the end of this year, you will undertake a synoptic review of your learning and identify current and future skills for employment and further study.

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**

The induction for the course will cover a wide range of support issues, for example, the course overview and detail; library orientation; the virtual learning environment; tutor support; and School and university central support services. Social Sciences

learner support is provided at key points throughout both years to enable you to develop necessary academic skills for achievement and progression. The library offers a range of support –learning and teaching librarians and student academic mentors who are able to provide one to one help and support. You will be signposted to the relevant support guidance available by your tutors.

All course and module material will be provided through the University virtual learning environment.

Tutorial provision is essential to support you in your personal development and is provided throughout the course and will help in your progression. Students are advised to attend all sessions and tutorials to maximise the support available.

The University Student Support Services offers a range of general, specialist and professional support services for all students, for example, financial support, study skills support, mature student support, counselling, disability support and progression support.

13. Graduate destinations/employability

You will already be in employment whilst on the course, so may see this as an opportunity for career progression, either within your current place of work or within another education setting. There is an ever-increasing selection of career opportunities in education, particularly as the government initiatives develop. The course is designed to increase the knowledge, understanding and skills required for education practitioners in increasingly diverse education settings.

It is expected that you will all have different aspirations upon completing the foundation degree. These could include:

- Staying in current role with increased knowledge, understanding and skills, considering further advancement at a later date;
- Progressing to complete a BA (Hons);
- Progression route on to gaining a teaching qualification through for example, the BA/PGCE or BA/GTP routes (NB This route will have particular entry requirements e.g. GCSEs in English, Maths and Science);
- Career advancement in promoted role e.g. from TA to Learning Mentor;
- Moving from a volunteering role to a paid role because of this qualification.

The University's Careers Service is available to all students, offering individual consultation.

14. Course standards and quality

- A course committee monitors student feedback on module delivery;
- You will receive detailed feedback on all assessed work;
- An annual course report is sent to School Academic Standards and Quality Committee;
- There is an external examiner for the course who submits an annual report on the standards and quality of the course;

The Education subject benchmarks of the Quality Assurance Agency are developed within the course.

15. Assessment regulations

<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 Collaborative partner(s): N/A Course referenced to national (QAA) Benchmark Statements: Course recognised by: Date this course specification approved:</p>
<p>Any additional information:</p>