

## 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) Early Years and Education and Psychology (8C7X)<br>BA (Hons) Early Years and Education and Special and Inclusive Education (XX21)<br>BA (Hons) Education Studies and Early Years (7X18)<br>BA (Hons) Education Studies and Psychology (8X46)<br>BA (Hons) Education Studies and Special and Inclusive Education (1X69) |
| 4. | Normal Duration:                              | 3 Years FT   |
| 5. | UCAS Code:                                    | Please see above   |

### 6. Overview and general educational aims of the course

The Joint Honours in Education provides you with a choice of five different degree courses. This flexibility enables you to follow a course that combines two discrete subject strands that interest you. Whilst there are five different degree titles, all of the degrees share the same aims, which will enable you 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 through a range of innovative modules and assessments;
- Develop skills that will equip you to thrive post-graduation;
- Engage in team working projects to develop effective collaboration skills; and
- Become a responsible citizen prepared for the world of work.

At the heart of all the Joint Honours in Education courses is the overarching aim to develop your professional and personal skills in tandem with your academic development. Therefore you will have the opportunity to undertake a block placement towards the end of year two, within which you will be invited to reflect upon your journey as an undergraduate student in a way that informs your aims and objectives as an NTU graduate.

You will learn in a variety of ways including small group work, discussions, project work, producing presentations. In particular, the Core modules will focus on helping you to develop key transferable and employability skills through a range of placements available to you.

When studying, you will find yourself in groups with other students who have chosen either one or both of your subject strands. You will also share Core modules with all JHE students and this work will help you feel like you belong within the JHE community.

#### Special Features

The JHE offers you broader work based learning opportunities both inside and

outside of educational settings. This is useful for you if you are a little unsure about which career pathway you are heading for. Some of our students undertake a split placement in order to gain experience in two different contexts.

In Year 1 you will be able to apply your learning to practical contexts through two modules that centre on educational practice. You will be able to study learning and teaching theories and consider the implications for practice, and you will explore assessment and curriculum issues so that you have a grounding in key areas of education to help inform the rest of your degree, regardless of your specific strand combination.

In Year 2, a block of time in the second term is dedicated for placement activities. In order to help you arrange and secure your placement you will be fully supported by our Employability Team. Placements can be undertaken in a wide range of settings, including international settings.

The JHE is supported through an excellent network of support mechanisms. For example, should you need the help and support of Student Support Services, this is readily accessible on the Clifton Campus. Supporting students is a key feature of the course you follow. In addition to the tutor support you will receive from your subject strand teams, there are additional avenues of support through the Library Services and the Learning Support Team who have availability in both the City and Clifton sites.

**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:

- Critically examine the connections between theory and practice in chosen disciplines;
- Critically evaluate the impact of cultural, societal, political, historical and economic contexts on chosen disciplines;
- Critically analyse concepts, assumptions and theories encountered in your studies
- Critically appraise methodological design and implementation

**Skills, qualities and attributes**

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

- Apply theory to complex and unfamiliar situations through knowledge and skills development
- Demonstrate an aptitude for independent critical thought, rational inquiry and self-directed learning
- Work competently, collaboratively and effectively in a professional context
- Design exploratory and investigative research that adds meaning and understanding to your chosen discipline

**8. Teaching and learning methods**

A wide range of teaching and learning approaches are used to support you in your development of subject specific knowledge and understanding and fostering transferable skills. The pattern of teaching and learning approaches across the three years reflects the principles of progression and development. As a result you will be encouraged to become increasingly responsible for your own learning and to develop a more independent and autonomous approach by your final year.

As you progress through your course you will be able to make choices that fit with your career aspirations through modules, placement opportunities and research. Learning is focused around: lectures, seminars, workshops, discussions, group projects and collaborative projects.

This delivery pattern supports the ethos within the School of Social Sciences that encourages you to become an independent and lifelong learner, whilst also providing sufficient scaffolding to support you as your learning develops. Teaching and learning activities include:

- Whole cohort lectures;
- Workshops;
- Seminars;
- External visits;
- Guest speakers;
- Individual and group tutorials;
- Peer support groups;
- Individual supervision;
- Directed learning tasks;
- Independent learning; and
- Work based learning/placements.

In addition, innovative teaching methods integrate e-learning into our practice. For example you may be expected to take part in an on line discussion through Twitter. In addition, you will have access to learning materials and resources via the NTU's Virtual Learning Environment (NOW). This resource is valuable in supporting your learning as you can access module information and contribute to on-line discussions with your peers.

You will be actively encouraged to work with your peers, to ask questions, solve problems and make suggestions. There are both informal and formal opportunities for you to do this. Such peer collaboration will help you develop as a reflective practitioner/learner and will be useful when evidencing how well you can collaborate with others as you consider applying for jobs.

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

A wide range of assessments are used to help you progress and develop. Patterns of assessment are designed to help you meet the learning outcomes of the course.

To assess the development of your knowledge and understanding for example, you may be asked to write an assignment, prepare a presentation, complete a timed classroom based test or research and design an academic poster. For assessment of skills and attributes you may be asked to participate in a structured discussion, produce and present a professional presentation or complete a reflective journal. Each subject strand decides which assessment methods best assess your development for that area.

Support for assessment is designed to be progressive as you develop through the course. That means you will be provided with sufficient guidance in Year 1 to help you succeed on the course. There is an expectation that you will develop the skills required to complete an independent based project in Year 3 and where the assessment is more demanding across a range of skills and knowledge.

The course is mainly assessed through assignment based coursework,

although there may be timed tests in any of the subject strands as appropriate.

## 10. Course structure and curriculum

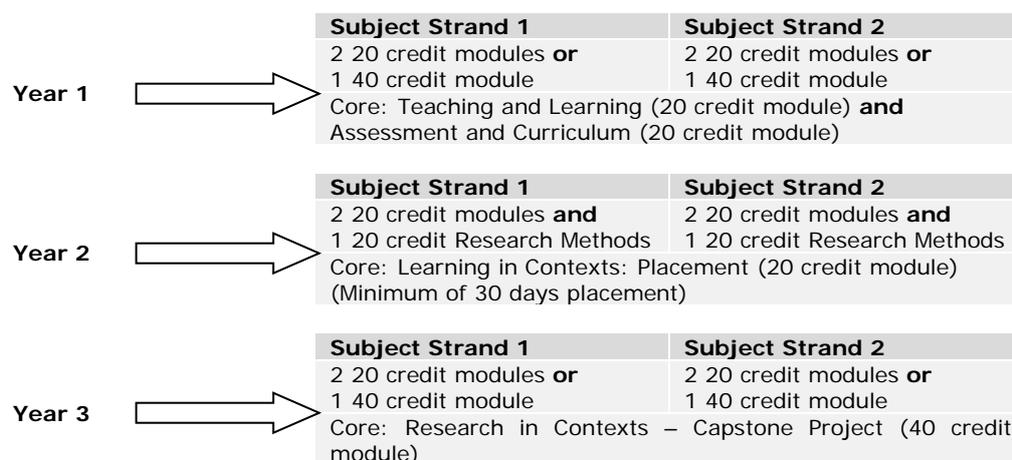
For each year you will complete 120 credits.

In Year 1 (Level 4) you will follow 40 credits in each subject strand. In addition to this you will follow a set of 2 x 20 credit modules that will enable you to apply theoretical concepts into practice. Your first year is designed to provide you with a grounding across the study of education.

In Year 2 (Level 5), you can begin to make choices in relation to your course which will help you tailor make the degree into what you would like it to be. For example, you will choose a placement (20 credits) in a setting of your choice – these can be undertaken anywhere, including overseas. You will also take a 20 credit research methods module which will provide you with the training and grounding for your Level 6 studies. Again, this will help you to focus and shape your degree to focus on a particular field.

In Year 3 (Level 6) you are able to make further decisions about your modules. Some subject strands enable you to make choices about which modules to follow through 20 credit module options. In addition, you will complete a final year research project linked to either of your subject strands.

The course structure is summarised in the following diagram:



If you do not progress into Year 2 following successful completion of Year 1 you will be awarded a Certificate in Higher Education.

If you do not progress into Year 3, following successful completion of Years 1 and 2, you will be awarded a Diploma in Higher Education.

In Year 3, you could be awarded an Ordinary degree, rather than an Honours degree if you successfully complete 80 out of the 120 credits available.

## 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**

As a Year 1 student you will have a dedicated Induction programme which enables you to settle into your course quickly. This takes place in the week prior to the commencement of taught sessions. During Induction week, you can expect to meet your personal tutor, subject strand tutor and existing students. In addition, induction to the Library and Learning Resources (LLR) services is provided in the first few days of attending NTU and throughout your course.

Settling you into higher education is a key priority on the JHE. Before you start your course you will be expected to complete a pre-university task which often requires you to prepare a reflective account of your career aspirations. This information is then followed up through the personal tutor group system with your tutor.

Course information is provided for you on the VLE and includes an overall course handbook, subject strand handbook and module handbooks. You are therefore able to quickly develop an understanding of your course through accessing these documents.

As Year 2 and 3 returning students you are also provided with a Welcome Back session. As appropriate, you are sign-posted to forms of support applicable to the year group (e.g. the placement officers for when you return to Year 2 and the careers service when you commence Year 3).

Additional and more informal support for you is provided through two mechanisms:

- Library services and Learning support facilities both at Clifton and City sites
- Academic Peer Mentors: you can approach a student from Years 2 or 3 to help support your assignment writing. Whilst they are not able to write assignments for you, they can offer support and guidance on for example, referencing and structure.

You can also access a range of support through Student Services. They can help you with the following areas: financial, counseling, disability support, international student support, mature student support, progression support and health issues. You will be introduced to Student Support Services during Induction week so that you are familiar with their location and the nature of support that you can access.

**13. Graduate destinations/employability**

The range of degree courses offered within the JHE are vocationally relevant to the public, private and voluntary service sectors of the economy, particularly with the emphasis placed on work based learning opportunities. You will find that JHE students' progress into a wide range of post-graduation opportunities including, teaching, the prison service, the police service, graduate training schemes with companies such as Marks and Spencer and John Lewis, human resource management, coaching and post-graduate study.

**14. Course standards and quality**

There are many ways in which the standards and quality of your course are checked. It is informed by:

- Feedback on assignments that you receive;
- Your evaluations of modules;
- The feedback you provide through course representatives that is fed into Course Committee meetings;
- Module reports that are completed by subject strand tutors on completion of the module;
- Annual subject standards and quality reports. These are coordinated through the subject strand leaders and provide information that the Course Leader uses to inform the annual course report;
- Comprehensive action plans are constructed based on student feedback and NSS data;
- External examiners scrutinise examples of your work and compile written reports that feed into action planning;
- External examiners meet with students to obtain feedback on the course;
- Subject learning outcomes have been benchmarked against the appropriate subject benchmark statements;
- Students are invited to contribute feedback to the School Forum meetings.

**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:

For each academic year you are required to complete and pass 120 credits to qualify for the award of BA (Hons).

The following table illustrates the awards available at different stages on the course.

Year	Level 4	Level 5	Level 6	Total Credit Points	Award
1	120			120	Certificate in HE
2		120		240	Diploma in HE
3			120	360	BA (Hons)

In Year 3 you could qualify for the award of Ordinary degree if you pass 80 credits: 320 credits.

**16. Additional Information**

Collaborative partner(s): N/a

Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements: Education Studies; Early Years; Psychology

Course recognised by:

Date this course specification approved:

Any additional information: