

Nottingham Trent University Course Specification

Joint Honours in Education

Basic Course Information

1. Awarding Institution: Nottingham Trent University
2. School/Campus: Clifton Campus
3. Final Award, Course Title and Modes of Study:
 - BA (Hons) Education Studies and Sports Education
 - BA (Hons) Education Studies and Special Education Needs + Inclusive Education
 - BA (Hons) Education Studies and Early Years Childcare + Education
 - BA (Hons) Education Studies and Psychology
 - BA (Hons) Education Studies and Business Education
 - BA (Hons) Sports Education and Special Education Needs + Inclusive Education
 - BA (Hons) Sports Education and Psychology
 - BA (Hons) Sports Education and Business Education
 - BA (Hons) Early Years Childcare + Education and Psychology
 - BA (Hons) Early Years Childcare + Education and Business Education
 - BA (Hons) Early Years Childcare + Education and Special Education Needs + Inclusive Education
 - BA (Hons) Psychology and Business Education
 - BA (Hons) Psychology and Special Education Needs + Inclusive Education
4. Normal Duration: 3 Years FT and 5 Years PT
5. UCAS Code: 1C2X, 1X69, 7X18, 8X46, 7CX6, 8C59, 8C7X, XX21, XC38

6. Overview and general educational aims of the course

The Joint Honours in Education provides you with a choice of 13 different degree courses. This flexibility enables you to follow a course that combines two discrete subject strands that interest you. Whilst there are 13 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
- 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 prepare you for an increasingly competitive job market. With that in mind there are a number of work based learning/placement opportunities for you to engage with as you progress through your course. 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.

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.

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. There are placement opportunities across all three years of your degree course. This offers you many opportunities to explore a range of career options and to identify

the skills and knowledge required to be successful within your chosen field.

Your two subject strands provide opportunities to link theory to professional practice. This is supported by the number of placement opportunities available to you. In Year 1 you will be able to apply your learning to practical contexts through two specialisms. A number of the specialisms offer you additional external accreditation which will help you evidence how you have been able to extend your experiences beyond the degree course.

In Year 2 the second term is dedicated for placement. It is your responsibility to secure a placement but you are fully supported by the Placement team. Placements can be undertaken in wide range of settings, including international placements through Erasmus funding should you be interested in this.

There is a sandwich year built into the courses so that if you wish to pursue a longer international placement experience. Again, you will be able to secure funding for this through Erasmus.

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 School of Education Academic Peer Mentors and Buddy scheme.

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:

- Explain the connection between theory and practice in chosen disciplines
- Identify the effects of cultural, societal, political, historical and economic contexts on chosen discipline
- Identify and analyse problems and contextualise and evaluate solutions (B)
- Critically evaluate concepts, assumptions and theories encountered in your studies (B)

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 relevant to the real world (B)
- Communicate effectively both orally and in writing (B)
- Manifest your creative capacity for independent critical thought, rational inquiry and self-directed learning (B)
- Work competently, collaboratively and effectively in a team (B)

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, additional placement opportunities and research areas. Learning is

focused around: lectures, follow up tutorials, workshops, discussions, group projects and collaborative projects.

This delivery pattern supports the ethos within the School of Education 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
- 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 meeting 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 design/produce a DVD. 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 40 credit core module that links with your subject strands and enables you to apply

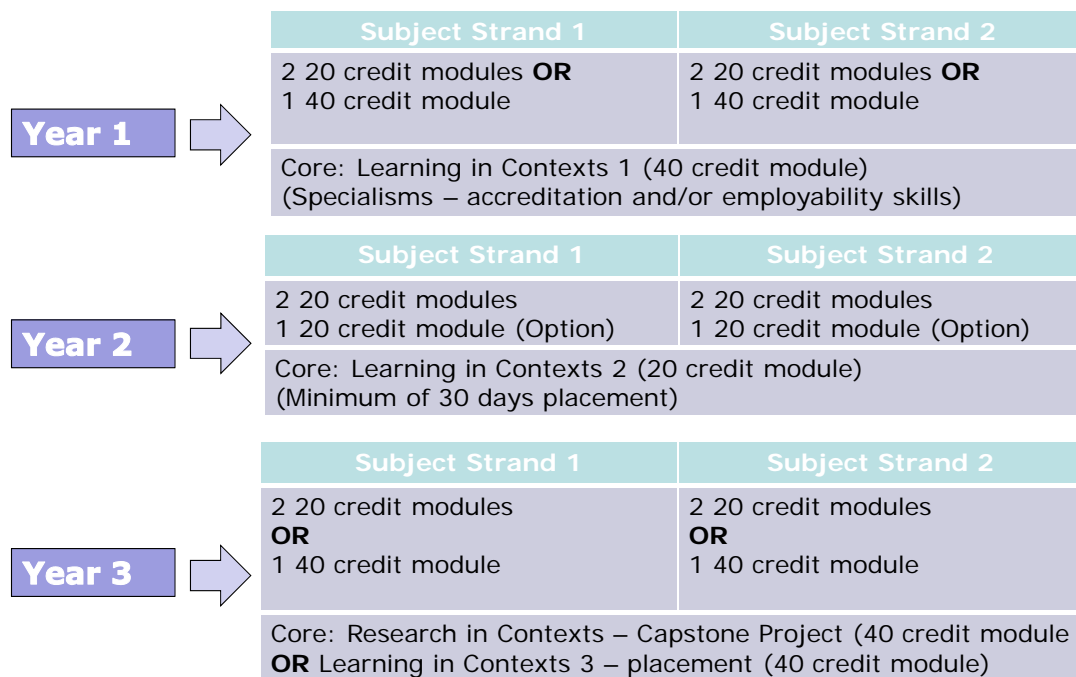
theoretical concepts into practice. To support your transition into higher education you will also follow a 0 credit module, which must be passed in order to progress. This module is essential in helping you develop the skills you need to be successful at undergraduate level.

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. Also, you will choose a 20 credit research methods module from one of your subject strands. Again, this will help you to focus and shape your degree to focus on a particular field.

At the end of Year 2 you could complete a sandwich year in a partner university supported through Erasmus funding.

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 be able to decide whether to complete a more traditional final year research project or continue onto an additional placement (both are 40 credits).

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

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the 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 that details any changes to the course that have emerged over the summer break. 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:

- Buddy Scheme: this is designed to help you in Year 1 if you experience difficulties. You can meet up with an existing student to chat through any issues/anxieties you have
- 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.

The availability of Buddies and Peer Mentors is well sign-posted in the Lionel Robbins and Ada Byrom King buildings and on NOW.

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 School of Education has high employment rates, with 97% being in employment within six months of leaving the course. 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, sports development, coaching and post-graduate study.

To further enhance your possibilities of gaining employment following graduation, the course team has set up an employability stakeholder group. This meets regularly to provide information and guidance on how the course can best prepare you for employment. This link will include mock interviews and the opportunity to have your CV and letter of application scrutinised by an employer.

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 Dean of Education Forum meetings

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in its [Academic Standards and 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). In Year 1, you are also required to pass a 0 credit module. If you are unsuccessful in any one module, a decision is made about whether you will be allowed to repeat the module. Some modules separate their assessments into elements. In the event that you fail one element but pass the second, a decision will be made about whether you will be required to resubmit the failed piece of work or whether the work can be compensated against the passed element. All decisions are made by subject strand tutors and the Course Leader at exam board meetings.

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		120	Diploma in HE
3			120	120	BA (Hons)
Total	120	120	120	360	

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

16. Additional Information

Collaborative partner(s):

Course referenced to national QAA Education Studies

Benchmark Statements:

Course recognised by:

Date implemented: 23 April 2013

Any additional information:

Certain specialisms in Year 1 are accredited by the following awarding bodies: Forest Schools - AIM Awards; Counselling - ABC Awards; Makaton - Makaton Charity.

In addition if you follow Sports Education you will be able to undertake a coaching qualification as part of your course.