

**DEFINITIVE COURSE RECORD**

Course Title	<b>BSc (Hons) Psychology and Early Childhood Studies</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 6</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>British Psychological Society (BPS)</b>
Credit Structure <sup>2</sup>	<b>360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>3 years full-time</b>
Intended Award	<b>BSc (Hons) Psychology and Early Childhood Studies</b>
Named Exit Awards	<b>DipHE Psychology and Early Childhood Studies</b>
Entry Requirements <sup>4</sup>	<b>112 UCAS tariff points (or equivalent) GCSE Maths and English at grade C or above (or equivalent)</b>
Delivering Institution	<b>University of Suffolk</b>
UCAS Code	<b>CX8H</b>

This definitive record sets out the essential features and characteristics of the BSc (Hons) Psychology and Early Childhood Studies course. The information provided is accurate for students entering level 4 in the 2019-20 academic year<sup>5</sup>.

**Course Summary**

Psychology

Originating from Biological and Philosophical disciplines contemporary psychology is an empirical science that seeks to comprehend how and why humans and non-humans experience and behave the way that they do. Students have the opportunity to attain a holistic approach to psychology as they are provided with a foundation of the main psychology approaches identified by the BPS as being ‘core’, as well as the importance of understanding the complex interaction between these approaches. The emphasis is on theoretical underpinnings with progression to practical applications, as students’ development through the course sees them engage with the different theories at work in everyday life whilst critically evaluating the contributions made by these multiple perspective approaches. This focus on applied knowledge is reflected in our emphasis on students developing as empirical researchers through their course, as they come to understand the relationship between theory

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

## DEFINITIVE COURSE RECORD

and empirical data. Our modules not only provide an underpinning in research methods and data analysis, but also provide students invaluable practical application by designing, conducting, analysing and reporting data, and eventually becoming independent researchers in their own right. Through studying psychology students will not only acquire a scientific understanding of the mind, brain, behaviour and experience, but will attain knowledge allowing them to recognise and critically evaluate theory, research and the implications of a scientific study.

### Early Childhood Studies (ECS)

The strategy adopted by ECS is led by the need to promote effective, enjoyable and purposeful learning to encourage students' cognitive development and in becoming critical thinkers, able to utilise their knowledge, understanding and skills in their future careers and further study. Interactive and participatory approaches are employed in both teacher led and student generated activities and are usually intertwined with, or instigated by, more formal lecture sessions or step by step discussions. This balance of teaching and learning approaches, together with the team commitment to ensuring that students assume greater responsibility for their own learning and assessment as they progress through each level of study, further facilitates an effective response to the broad range of student needs and interests. The Early Childhood team adopts a systematic, open and sceptical approach to the use of evidence and theory rather than the use of a particular method or paradigm. There is no single theoretical framework that dominates as it is essentially inter-disciplinary. It is essential that students learn to evaluate theories in relation to evidence. Learning is a collaborative process between staff and students using a range of appropriate methods.

### **Course Aims**

- To develop students' knowledge, critical understanding and skills in psychology and early childhood studies
- To cultivate a questioning and critical approach to the understanding of human behaviour and society
- To encourage cognitive development and autonomous learning
- To develop subject specific, cognitive and key transferable skills of value in employment, further study and personal development
- To provide opportunities that facilitate widening participation by local/non-standard entrants to study psychology and early childhood studies at degree level

### **Course Learning Outcomes**

The following statements define what students graduating from the BSc (Hons) Psychology and Early Childhood Studies course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

### **Knowledge and understanding**

1. Demonstrate a depth of knowledge and critical understanding of a range of approaches, theories, concepts, research findings and applications in the relevant field of study
2. Understand the scientific underpinnings of psychology as a discipline
3. Recognise the inherent variability and diversity of psychological functioning

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

**DEFINITIVE COURSE RECORD**

4. Demonstrate a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised across biological, cognitive, developmental, and social psychology and individual differences
5. Demonstrate knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis
6. In-depth conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the discipline
7. A well-developed ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding

**Intellectual skills**

8. Show good critical thinking skills and a notable ability to critically evaluate and interpret a range of information, theories and evidence
9. Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge
10. Reason scientifically and demonstrate the relationship between theory and evidence
11. Adopt multiple perspectives
12. Detect meaningful patterns in behaviour and experience
13. Pose and operationalise research questions
14. An enhanced ability to deploy accurately established techniques of analysis and enquiry
15. The ability to communicate effectively information, ideas, problems and solutions in a variety of appropriate forms

**Practical skills**

16. Manage their own learning effectively, and recognise, find and make good use of academic literature
17. Undertake and critically evaluate a research project
18. Demonstrate competence in research skills through practical activities
19. Initiate, design, conduct and report an empirically-based research project under appropriate supervision
20. Exhibit awareness of ethical principles and approval procedures and demonstrate these
21. A systematic knowledge and critical understanding of key aspects of early childhood
22. A well-developed ability to reflect on a range of perspectives in relation to early childhood (philosophical, historical, psychological, sociological, educational, cultural and health, welfare, legal, political and economic)

## DEFINITIVE COURSE RECORD

23. Where relevant, evidence of competence in practice to meet the relevant requirements of particular statutory or regulatory bodies

### Key skills

24. Communicate relevant subject knowledge and evidence accurately and reliably with structured and coherent arguments

25. Show development of key transferable skills

26. Clearly communicate ideas and research findings by written, oral and visual means

27. Interpret and use numerical, statistical and other forms of data

### Course Design

The design of this course has been guided by the following QAA Benchmarks and Professional Standards:

- Early Childhood Studies (2007)
- British Psychological Society Graduate Basis for Chartered membership of the Society (GBC)

### Course Structure

The BSc (Hons) Psychology and Early Childhood Studies comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Social Science Research Skills	20	M
	Foundations of Biological and Cognitive Psychology	20	M
	Foundations of Social and Developmental Psychology	20	M
	<b>Plus three from:</b>		
	Healthy Children and Families	20	O
	Children, Families and Welfare	20	O
	Early and Primary Education	20	O
	Psychology and the Family	20	O
	The Sociology of Childhood and Families	20	O
Level 5			
	Questionnaire Design and Analysis	10	M
	Qualitative Research Design and Analysis	10	M
	Experimental Design and Analysis	10	M

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

**DEFINITIVE COURSE RECORD**

	Advanced Qualitative Research Design and Analysis	10	M
	Biological and Cognitive Psychology	20	M
	Social and Developmental Psychology	20	M
	Safeguarding Children	20	M
	<b>Plus one from:</b>		
	Play and Learning	20	O
	Social Psychology and Children	20	O
	Children's Health and Well-being	20	O
	Children's Geographies	20	O
	Children's Rights and Citizenship	20	O
Level 6			
	Level 6 Psychology Project	40	M
	Abnormal Psychology	20	M
	Individual Difference	20	M
	<b>Plus two from:</b>		
	International Perspectives on Children's Health and Well-being	20	O
	The Child as Creative & Critical Thinker	20	O
	Early Childhood Intervention	20	O
	Young Children's Cultural Worlds	20	O

**Awards**

On successful completion of the course, students will be awarded a BSc (Hons) Psychology and Early Childhood Studies. Students who leave the course early may be eligible for a DipHE Psychology and Early Childhood Studies on successful completion of 240 credits including all mandatory modules at levels 4 and 5.

**Course Delivery**

The course is delivered at Ipswich. Students studying full-time on BSc (Hons) Psychology and Early Childhood Studies are likely to have approximately 12 hours per week (288 hours per year) contact hours for level 4, 12 hours per week (288 hours per year) contact hours for level 5 and 8.5 hours per week (204 hours per year) contact hours for level 6. The contact hours will be a mix of lectures, seminars, practical activities, tutorials and workshops. Students will normally be expected to undertake 38 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

**Course Assessment**

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 80% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) and 20% examinations.

## DEFINITIVE COURSE RECORD

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking BSc (Hons) Psychology and Early Childhood Studies will be charged tuition fees as detailed below:

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£11,790 per year
Part-time International	£1,965 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are likely to incur other costs for essential reading materials amounting to approximately £240 per year.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).