

DEFINITIVE COURSE RECORD

Course Title	BSc (Hons) Child Development & Developmental Therapies
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 6
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	3 years full-time
Intended Award	BSc (Hons) Child Development & Developmental Therapies
Named Exit Awards	DipHE Child Development & Developmental Therapies
Entry Requirements ⁴	110 UCAS tariff points, or equivalent, BBC (A-Level), DMM (BTEC). GCSEs Maths and English at grade C or above (or equivalent).
Delivering Institution(s)	University of Suffolk
UCAS Code	C822

This definitive record sets out the essential features and characteristics of the BSc (Hons) Child Development & Developmental Therapies course. The information provided is accurate for students entering level 4 in the 2017-18 academic year⁵.

Course Summary

The BSc (Hons) Child Development & Developmental Therapies (CDDT) applies the field of child psychology to the practice of therapeutic working with children. Developmental therapies encompasses a range of therapeutic interventions for children (and their families) with developmental issues such as social-emotional, language or behavioural problems and includes interventions such as speech and language therapy, art therapy, and play therapy. This innovative and multi-disciplinary degree is comprised of three core academic pathways: child development and therapeutic application; assessment and quantitative skills; and therapeutic working with children and families. Work experience is built into the curriculum to enable students to gain valuable practical experiences in working with children with developmental issues and their families.

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

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

³ 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](#).

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

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

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The course is designed to develop graduates who have the academic knowledge, numerical confidence and scientific and clinical skills to work in a range of helping related organisation and roles and/or to progress to appropriate therapeutic postgraduate training programmes.

Course Aims

- To develop students' systematic knowledge and critical understanding of the conceptual underpinnings of the diverse patterns of child development from a range of perspectives and disciplines.
- To develop students' understanding of the application of child development to the diverse practice of therapeutic working with children and their social environment.
- To cultivate a questioning and critical approach to the understanding of child development in clinical, social and educational contexts.
- To develop students' numerical, analytical and problem-solving skills within academic and therapeutic contexts.
- To develop professional, subject specific and generic skills and dispositions valuable in employment, further study and personal development.

Course Learning Outcomes

The following statements define what students graduating from the BSc (Hons) Child Development & Developmental Therapies 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 6 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Students who successfully complete the BSc (Hons) will have demonstrated:

6.1 a systematic knowledge and critical understanding of key aspects of typical diverse development in children (subject specific skills)

6.2 a well-developed ability to reflect on a range of perspectives in relation to typical and diverse development in childhood and in developmental therapies (subject specific skills)

6.3 an enhanced ability to deploy accurately established techniques of analysis and enquiry (cognitive skills)

6.4 an 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 (K&U skills)

6.5 a well-developed ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding (K&U skills)

6.6 the ability to communicate effectively information, ideas, problems and solutions in a variety of appropriate forms (cognitive skills/generic skills).

6.7 the generic skills/ transferable skills necessary to exercise initiative, personal responsibility, decision-making in complex and unpredictable contexts, and to work collaboratively with others (generic skills)

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

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Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards / [name of PSRB] Competency Frameworks:

- QAA Psychology Benchmark Statements (2016)
<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=3119#.WE8XqrKLTIU>
- QAA Early Childhood Studies Benchmark Statements (2014)
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-early-childhood-studies-14.pdf>
- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008).
<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

Course Structure

The BSc (Hons) Child Development & Developmental Therapies (CDDT) 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 title	Credits	Module type
Level 4		
Principles of Study and Research	20	R
Child Development	40	R
Theoretical Perspectives on Child Development and Interventions	20	R
Diverse Patterns of Development	20	R
Understanding Quantitative Data	20	R
Level 5		
Research Methods	20	M
Assessment in Child Development	20	R
Children's Health and Wellbeing	20	R
Analysing Quantitative Data	20	R
Childhood Therapies	20	R
Safeguarding Children	20	M
Language and Literacy	20	O

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Level 6		
Dissertation	40	M
Developing Therapeutic Skills	20	R
Applied Studies	20	R
Ethical Principles in Therapeutic Practice	20	R
International Perspectives on Children's Health & Wellbeing	20	R
The Child as a Creative and Critical Thinker	20	O
Psychology and Counselling	20	O

Optional modules are only accessible to accommodate situations where students are not able to gain sufficient credits within the requisite modules or a deficit in credit needs to be made up.

Awards

On successful completion of the course, students will be awarded a BSc (Hons) Child Development & Developmental Therapies. Students who leave the course early may be eligible for a DipHE Child Development & Developmental Therapies 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) Child Development & Developmental Therapies are likely to have approximately 288 contact hours for level 4, 288 contact hours for level 5 and 228 contact hours for level 6. The contact hours will be a mix of lectures, seminars, tutorials and workshop activities and students will also be required to participate in 80 hours of work experience in a therapeutic setting. Students will be expected to find their own placement. Students will normally be expected to undertake 24 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.

Course Team

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

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Course Costs

Students undertaking BSc (Hons) Child Development & Developmental Therapies 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	£10,080 per year
Part-time International	£1,680 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 a Disclosure and Barring Service (DBS) check amounting to approximately £45 in the first year and £13 for an update in the following years.

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](#).