

DEFINITIVE COURSE RECORD

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| Course Title | BA (Hons) Early and Primary Education Studies |
| 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 | BA (Hons) Early and Primary Education Studies |
| Named Exit Awards | DipHE Early and Primary Education Studies CertHE Early and Primary Education Studies |
| Entry Requirements ⁴ | 112 UCAS tariff points, or equivalent, BBC (A-Level), CACHE/BTEC DMM; IB grade 24, GCSEs Maths and English at grade C or above (or equivalent). |
| Delivering Institution(s) | University of Suffolk |
| UCAS Code | X311 |

This definitive record sets out the essential features and characteristics of the BA (Hons) Early and Primary Education Studies course. The information provided is accurate for students entering level 4 in the 2019-20 academic year.⁵

Course Summary

The BA (Hons) Early and Primary Education Studies focuses on the study of children’s (0 to 11) education, stressing the role of education as a social venture that responds to the diverse needs of multicultural societies. Also, the course acknowledges the role of education in issues of social participation and social justice. Education is a field that studies educational processes, as well as educational systems and approaches, and their cultural, social, political, legal, historical and economic contexts. In this course, a wider consciousness of the issues involved in the education of children in formal settings involves the examination of the purpose of education, government initiatives, diverse approaches to curriculum, pedagogy and assessment, relationships between education and social and technological changes, and issues of diversity and inclusion. Two alternative strands can be followed: the ‘practice strand’, which involves 300 hours of supervised practice, and the ‘theories strand’, which focuses on

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 understanding of psychological and sociological theories relevant to the education of children.

The course is designed to develop graduates who have the academic knowledge and understanding, skills and dispositions to go into a range of careers. These can include regional, national and international governmental and non-governmental organisations which support the development of children's formal and informal education, as well as post-graduate study in research and development in the fields of education and social sciences. A career into teaching can be achieved by progressing at postgraduate level onto an appropriate ITT (Initial Teacher Training) programme or PGCE (Post Graduate Certificate Education) course.

Course Aims

- To support students to develop a systematic knowledge and critical understanding of children's education in formal settings. The underpinning context is a general understanding of education as a potential means to transform individual and community living to build a sustainable diverse and multicultural society.
- To support the development of skills and dispositions to participate at work and in life in a reflective manner and following values of personal and social engagement in search of sustainable futures.
- To offer opportunities to develop skills and dispositions valuable in employment, community living, further study and personal development.

Course Learning Outcomes

The following statements define what students graduating from the BA (Hons) Early and Primary Education Studies course will 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 have successfully completed bachelor degree with honours in EPES/Level 6 will have demonstrated:

1. Systematic knowledge and critical understanding of key aspects of children's education considering the cultural, societal, political, historical, educational, religious, technologic and economic contexts in which they are embedded (subject specific K&U and skills)
2. A well-developed ability to reflect from a range of perspectives (philosophical, historical, psychological, sociological, cultural, legal, political and economic) about the aims, values, means, ends and outcomes of education, including policies, processes of teaching and learning, and issues of social justice, sustainability and social inclusion (subject specific K&U and skills)
3. An enhanced ability to apply a range of theories and methodologies to review, consolidate, extend and apply their knowledge and understanding (K&U and cognitive skills).

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

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4. An in-depth conceptual understanding that enables the student to devise and sustain arguments, using concepts and examples of policy and practice, and to engage in debates in an informed, clear, lucid and coherent manner (ESB) (K&S and skills).
5. A well-developed ability to solve problems, engaging with an inquisitive approach, while using theories, research evidence, established techniques and/or creative strategies (ESB) (K&S, cognitive and transferable skills).
6. Ability to communicate effectively ideas, problems and solutions, to question theories and policies through the interrogation of their assumptions, and to reflect about their own value system, goals, plans, development and actions (cognitive & generic skills).
7. Generic skills/transferable skills necessary in developing the use of initiative, personal responsibility, decision-making, collaboration with others and technologies (generic skills).

Course Design

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

- the QAA in Education Studies Subject Benchmarks (ESB) (2015),
- the QAA in Early Childhood Studies Subject Benchmarks (ECSB) (2014),
- the QAA in Education for Sustainable Development (ESDB) (2014), and
- the QAA for The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) (October, 2014)

Course Structure

The BA (Hons) Early and Primary Education 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 ⁷ |
|---------|---|---------|--------------------------|
| Level 4 | | | |
| | Introduction to Academic and Research Skills | 20 | R |
| | Becoming an Enquiring Practitioner in Education | 20 | R |
| | Sociology of Education | 20 | R |
| | Psychology and the Family | 20 | R |
| | Early and Primary Education | 20 | R |
| | Diversity, Rights and Equality | 20 | R |
| Level 5 | | | |
| | Education: Language, Culture and Communication | 20 | M |
| | Education: Mathematics, Science and Technology | 20 | M |

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

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| | Safeguarding | 20 | M |
| | Research Methods | 20 | M |
| | <i>Developing Practice in Education</i> | 40 | O |
| | <i>Social Psychology and Children</i> | 20 | O |
| | <i>Children's Rights and Citizenship</i> | 20 | O |
| Level 6 | | | |
| | Education: Movement, Creativity and Health | 20 | M |
| | Education: Participating in & Understanding the Social World | 20 | M |
| | Dissertation | 40 | M |
| | <i>Professional Practice</i> | 40 | O |
| | <i>Young Children's Cultural Worlds</i> | 20 | O |
| | <i>Schooling, Society and Education</i> | 20 | O |

The practice modules will be offered every year.

Awards

On successful completion of the course, students will be awarded a BA (Hons) Early and Primary Education Studies. Students who leave the course early may be eligible for a DipHE in Early and Primary Education Studies on successful completion of 240 credits including all mandatory modules at levels 4 and 5, or a CertHE in Early and Primary Education Studies on successful completion of 120 credits including all mandatory modules at level 4.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on the BA (Hons) Early and Primary Education Studies are likely to have approximately 240 contact hours for level 4. In the 'practice strand' students are likely to have approximately 200 contact hours for level 5 and 160 contact hours for level 6; while students in the 'theories strand' are likely to have approximately 220 contact hours for level 5 and 180 contact hours for level 6. The contact hours will be a mix of lectures, seminars, tutorials and workshop activities. Students in the 'practice strand' will also be required to participate in 300 hours of work experience in an early-years setting (OFSTED regulated) or a primary school. 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 activities.

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 mainly coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) with one examination at each of levels four and five.

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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 BA (Hons) Early and Primary Education 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 a Disclosure and Barring Service (DBS) check amounting to approximately £45 in the first year and £13 for an update in the following years. Students are likely to incur other costs for optional field trips amounting to approximately £50 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](#).