

DEFINITIVE COURSE RECORD

Course Title	DipHE Early and Primary Education Studies
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	2 years full-time
Intended Award	DipHE Early and Primary Education Studies
Named Exit Awards	CertHE Early and Primary Education Studies
Entry Requirements ⁴	Typical offer: 110 UCAS tariff points, or equivalent, BBC (A-Level), CACHE/BTEC DMM; IB grade 24 GCSE Maths and English at grade C or above (or equivalent).
Delivering Institution(s)	University of Suffolk
UCAS Code	X316

This definitive record sets out the essential features and characteristics of the DipHE Early and Primary Education Studies course. The information provided is accurate for students entering level 4 in the 2017-18 academic year.⁵

Course Summary

The DipHE Early and Primary Education Studies stresses the role of children's education as a social venture that needs to respond 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 focuses on the study of educational processes, as well as on the understanding of 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, as well as social and technological changes and issues of diversity. At Level 5 you can opt either for a 'practice strand' (150 hours of supervised practice) or for a 'theories strand' (which focuses on the understanding of psychological and sociological theories relevant to the education of children).

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](#).

DEFINITIVE COURSE RECORD

The course is designed to develop graduates who have the basic academic knowledge and understanding, skills and dispositions to go into a range of careers in the education sector, particularly as teacher assistants. Students can also continue their education at Level 6 in an appropriate course.

Course Aims

- To support students to develop a basic 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 basic 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 DipHE Early and Primary Education 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 5 awards as set out by the UK Quality Assurance Agency (QAA).⁶

Students who have successfully completed Diploma of Higher Education/Level 5 will have demonstrated:

1. Basic 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
2. Increasing 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
3. Increasing ability to apply a range of theories and methodologies to review, consolidate, extend and apply their knowledge and understanding
4. 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
5. Increasing ability to solve problems, engaging with an inquisitive approach, while using theories, research evidence, established techniques and/or creative strategies

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

DEFINITIVE COURSE RECORD

6. Increasing 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
7. Generic skills/transferable skills necessary in developing the use of initiative, personal responsibility, decision-making, collaboration with others and technologies

Course Design

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

- Education Studies (2015),
- Early Childhood Studies (2014),
- Education for Sustainable Development (2014)
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland (October 2014).

Course Structure

The DipHE Early and Primary Education Studies comprises modules at levels 4 and 5.

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

	Module	Credits	Module Type ⁷
Level 4			
	Principles of Study and Research	20	R
	Becoming an Enquiring Practitioner in Education	20	R
	Sociology of Education	20	R
	Developmental Psychology	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
	Safeguarding Children	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

⁷ 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

	<i>Diploma Project</i>	20	0
--	------------------------	----	---

The Diploma Project Module is offered only under request.

Awards

On successful completion of the course, students will be awarded a DipHE in Early and Primary Education Studies. Students who leave the course early may be eligible for 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 DipHE Early and Primary Education Studies are likely to have approximately 12 contact hours per week for level 4 and level 5. The contact hours will be a mix of lectures, seminars, tutorials and workshop activities. Students choosing the level 5 Developing Practice in Education module will also be required to participate in 150 hours of work experience in an early years setting (OFSTED regulated) or 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 mostly coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) and two multiple choice tests and one examination.

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 DipHE 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	£10,080/£11,580 per year
Part-time International	£1,680/£1,930 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 may also incur costs for optional field trips amounting to approximately £50 per year.

DEFINITIVE COURSE RECORD

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](#).