### Course Title
DipHE Early Childhood Studies

### Awarding Bodies
University of Suffolk

### Level of Award
FHEQ Level 5

### Professional, Statutory and Regulatory Bodies Recognition
None

### Credit Structure
- Level 4: 120 Credits
- Level 5: 120 Credits

### Mode of Attendance
Full-time and part-time

### Standard Length of Course
2 years full-time

### Intended Award
DipHE Early Childhood Studies

### Named Exit Awards
None

### Entry Requirements
2020 entry: Typical offer: 80 UCAS tariff points (or equivalent)
GCSE English grade C or above (or equivalent)
A satisfactory DBS check will be required for practice modules

### Delivering Institution(s)
Ipswich

### UCAS Code
Not applicable

This definitive record sets out the essential features and characteristics of the DipHE Early Childhood Studies course. The information provided is accurate for students entering level 4 in the 2020-21 academic year.

#### Course Summary
Developed here in Suffolk, the BA (Hons) Early Childhood Studies was one of the first full-time programmes of its kind to focus on early childhood as a distinct life stage. Early childhood is now a well-established academic discipline with an international identity and extensive research base. Early Childhood Studies embraces diverse disciplines [sociology, education, psychology, social policy, cultural studies, health], adopting a multi-disciplinary approach and a holistic view of the child. Such inclusion allows for the multi-faceted experiences of young children to be explored, contextualised and interrogated. The DipHE Early Childhood Studies was introduced to widen participation in Higher Education as a different entry pathway for those with non-standard academic qualifications and/or vocational experience.

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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)](https://www.qaa.ac.uk/publications/standards-and-guidance/frameworks-framework-credit-and-grading-systems).
2. All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](https://www.hefce.ac.uk/edcredit/).
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](https://www.suffolk.ac.uk/about/structure/undergraduate/framework-and-regulations/).
4. Details of standard entry requirements can be found in the [Admissions Policy](https://www.suffolk.ac.uk/about/structure/undergraduate/admissions/) and further details about Disclosure and Barring Checks (DBS) can be found on the [University’s DBS webpage](https://www.suffolk.ac.uk/about/structure/undergraduate/admissions/dbs/).
5. The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](https://www.suffolk.ac.uk/about/structure/undergraduate/admissions/).
University of Suffolk

DEFINITIVE COURSE RECORD

Course Aims
In providing this course, the University of Suffolk and the course team aim to:

1. Enable students to develop knowledge and critical understanding of early childhood from multiple perspectives and disciplines.
2. Assist students to cultivate a questioning and critical approach to significant concepts, theories, philosophies and research pertinent to early childhood and young children’s lives.
3. Facilitate critical evaluation of contemporary issues and debates within early childhood from local, national and international contexts.
4. Promote participation in practice experience to develop critical, confident and reflective early years practitioners.

Course Learning Outcomes
The following statements define what students graduating from the DipHE 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 5 awards as set out by the UK Quality Assurance Agency (QAA)6.

1. Knowledge and critical understanding of key aspects of early childhood and young children’s lives (subject specific skills).
2. The 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) (subject specific skills).
3. An ability to deploy accurately established techniques of analysis and enquiry (cognitive skills).
4. Increased 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).
5. A growing 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. An increased ability to communicate effectively information, ideas, problems and solutions in a variety of appropriate forms (cognitive skills/generic skills).
7. The generic skills/transferable skills necessary in developing the use of initiative, personal responsibility, decision-making, collaboration with others (generic skills).

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


Course Structure
The DipHE Early Childhood Studies comprises modules at levels 4 and 5.

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.

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6 As set out in the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
### Awards
On successful completion of the course, students will be awarded a DipHE Early Childhood Studies.

### Course Delivery, Assessment and COVID-19
Our guiding principles for delivery during the 2020-21 academic year will be based around a rich blended learning environment, which will include some online delivery of lectures as well as face to face delivery of seminars, lab work and tutorials as applicable. Where possible assessment will be undertaken as planned and where this is not possible, e.g. on-site examinations, an equivalent assessment will be made available to students. We do not intend to have a fully online academic year for any of our students.

Our campus will be safe and welcoming for new and returning students, but we will observe – as all universities must – the government guidance in place at the time and so the delivery and assessment statements below are under continuous review as circumstances change.

### Course Delivery
The course is delivered at Ipswich. Students studying full-time on DipHE Early Childhood Studies are likely to have approximately 12 contact hours per week at level 4 per week, and 10 contact hours per week at level 5. The contact hours will be a mix of lecture, workshop, seminar, group work and practical activities. Students who undertake practice at level 4, and the practice module at level 5 will be required to attend one day of work placement each teaching week plus any specific module requirements where necessary. Students will be expected to find their own placement although practice tutors can support students in this

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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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<table>
<thead>
<tr>
<th>Module</th>
<th>Credits</th>
<th>Module Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>Level 4</strong></em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to academic and research skills</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Healthy children and families</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Psychology and the family</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Sociology of childhood and families</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Early and primary education</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Children, families and welfare</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Students have the option to evidence 25 days of practice</td>
<td>0</td>
<td>O</td>
</tr>
<tr>
<td><em><strong>Level 5</strong></em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research methods</td>
<td>20</td>
<td>R</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>Developing practice GP1 [Pre-requisite: evidence of practice at level 4]</td>
<td>40</td>
<td>O</td>
</tr>
<tr>
<td>SEN and inclusion</td>
<td>20</td>
<td>O</td>
</tr>
<tr>
<td>Play and creativity</td>
<td>20</td>
<td>O</td>
</tr>
<tr>
<td>Health and wellbeing of children</td>
<td>20</td>
<td>O</td>
</tr>
<tr>
<td>Children’s geographies</td>
<td>20</td>
<td>O</td>
</tr>
<tr>
<td>Optional recovery module: Individual project</td>
<td>20</td>
<td>O</td>
</tr>
</tbody>
</table>
endeavour. Students will normally be expected to undertake 12 hours of independent study per module 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. Overall, assessment on the course will be mostly coursework (including essays, reports, presentations, group work, reflective learning journals and research projects) alongside some traditional essay based and multiple-choice examinations and practical assessments, depending on module choice.

**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 Childhood Studies will be charged tuition fees as detailed below.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Tuition Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time UK/EU</td>
<td>£9,250 per year</td>
</tr>
<tr>
<td>Part-time UK/EU</td>
<td>£1,454 per 20 credit module</td>
</tr>
<tr>
<td>Full-time International</td>
<td>£11,790 per year</td>
</tr>
<tr>
<td>Part-time International</td>
<td>£1,965 per 20 credit module</td>
</tr>
</tbody>
</table>

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

Optional field trips may be offered which incur additional costs.

Students who opt to be involved in practice placements will be expected to fund their own travel and the provision of a DBS and yearly update.

**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.