

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) Childhood</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>None</b>
Credit Structure <sup>2</sup>	<b>360 Credits</b> <b>Level 4: 120 Credits</b> <b>Level 5: 120 Credits</b> <b>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>BA (Hons) Childhood</b> <b>BA (Hons) Childhood: Disability, Health and Wellbeing</b> <b>BA (Hons) Childhood: Education</b> <b>BA (Hons) Childhood: Children, Rights and Social Justice</b>
Named Exit Awards	<b>DipHE Childhood</b> <b>CertHE Childhood</b>
Entry Requirements <sup>4</sup>	<b>112 UCAS tariff points (or equivalent)</b> <b>BBC (A-level), DMM (BTEC)</b> <b>GCSE Maths and English at grade 4 or above (or equivalent)</b>
Delivering Institution(s)	<b>University of Suffolk</b>
UCAS Code	<b>X300</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) Childhood course. The information provided is accurate for students entering level 4 in the 2024-25 academic year<sup>5</sup>.

**Course Summary**

The BA (Hons) Childhood programme embraces an interdisciplinary, multifaceted philosophy which offers an expansive platform upon which to critically explore childhoods and children’s lives. Through an extensive range of modules and lenses, you will interrogate contemporary issues and debates within childhood from local, national and international contexts. An in-depth understanding of diversity and difference in children and childhoods will enabling you to develop, adopt and champion inclusive and participatory attitudes and practice throughout

<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](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

<sup>5</sup> 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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your studies and into your future career. We want to equip you with the skills to become change agents in your future organisations and communities.

The programme focuses on the multi-disciplinary nature of the study of childhood, which embraces diverse academic disciplines such as sociology, education, psychology, history, philosophy, social policy and health. In the later years of study you will have the opportunity to acquire specific knowledge and understanding in specialised aspects of childhood and their associated career opportunities through one of three discreet pathways.

The *first year* of the programme provides students with a general, introductory knowledge of childhood, child development, health and education. From the *second year onwards*, you can choose to focus on one of the three distinct pathways. These pathways will be specifically named in the final degree award.

- **BA (Hons) Childhood: Disability, Health and Wellbeing:** offers a grounding in human development from an ecological perspective; health, well-being; and disability, from both a bio-psycho-social perspective and the disability-studies, rights-based approach.
- **BA (Hons) Childhood: Children, Rights and Social Justice:** is underpinned by empowerment, rights, and agency in childhood(s) and families across differing contexts and will enhance students' ability to elevate voices of children and families. Students will gain practical experience of working with children and families, such as placements with charities and the public sector, as part of preparation for employment with children.
- **BA (Hons) Childhood: Education:** examines early and primary education and the underpinning values of professional practice. Practice modules are available within this pathway. You can work towards an optional Early Childhood Graduate Competencies certification, developed by the Early Childhood Studies Degree Network (ECSDN) and supported by the Department for Education (DfE).

If you do not wish to pursue a specific pathway, you can choose modules from across the routes and achieve a multi-perspective and multi-disciplinary degree. You would then receive a general **BA (Hons) Childhood award**.

### Course Aims

In providing this course, the University and the course team aim to:

- Develop students' systematic knowledge and critical understanding of the processes that shape childhood and children's lives in a range of cultural and societal contexts and through a range of disciplinary lenses.
- Cultivate a questioning and critical approach to the multiple theories, perspectives and philosophies surrounding childhood through a holistic approach, addressing different levels of analyses.
- Develop critical evaluation of contemporary issues and debates within childhood from local, national and international contexts.
- Develop an appreciation and understanding of issues of children's rights, diversity and inclusion in childhood, and ethical principles, enabling them to apply this knowledge to policy and practice.
- Develop professional, subject-specific and transferrable skills essential to employment, further study, and personal development.

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### **Course Learning Outcomes**

The following statements define what students graduating from the BA (Hons) Childhood course (and pathways) 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)<sup>6</sup>.

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

1. A systematic understanding of key aspects of childhood disciplines, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline, and an appreciation of the uncertainty, ambiguity and limits of knowledge.
2. Well-developed conceptual understanding that enables the student: a) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; b) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.
3. Well-developed ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
4. Well-developed ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
5. Well-developed ability to manage their own learning, to make use of scholarly reviews and primary sources in order to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
6. Well-developed qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility, b) decision-making in complex and unpredictable contexts, c) the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### **Course Design**

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

- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008),
- QAA Early Childhood Studies Benchmark Statements (2022)
- Early Childhood Graduate Practitioner Competencies (2018).
- QAA Youth and Community work (2019),

### **Course Structure**

The BA (Hons) Childhood 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.

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

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	Module	Credits	Module Type <sup>7</sup>
<b>Level 4</b>			
	Understanding University	20	R
	Health and Wellbeing	20	R
	Child Development in Context	20	R
	Childhood, Care and Education	20	R
	Children in Society	20	R
	Diversity, Rights and Inclusion	20	R
<b>Level 5</b>			
	Theoretical Perspectives in Childhood and Education	20	R
	Safeguarding	20	M
	Understanding Research	20	M
<i>Students who do not wish to choose a specific pathway can choose 60 credits from any of the modules below.</i>			
<i>Pathway: Disability, Health and Wellbeing Students on the Disability, Health and Wellbeing pathway must take 60 credits from the following four modules (including all requisite modules)</i>			
	SEND and Inclusion	20	R
	Children's Mental Health	20	R
	Principles of Intervention and Participation	20	O
	Communities and Social Practice	20	O
<i>Pathway: Education Students on the Education pathway must take 60 credits from the following four modules</i>			
	Language and Literacy	20	O
	SEND and Inclusion	20	O
	Creative Learning	20	O
	Developing Practice GP1	40	O
<i>Pathway: Children, Rights and Social Justice Students on the Children, Rights and Social Justice pathway must take the following three requisite modules</i>			
	Communities and Social Practice	20	R
	Imagining Childhoods	20	R
	Children, Families and the Law	20	R
	Individual Literature paper	20	O (recovery)
	Childhood since 1500	20	O (recovery)

<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](#)

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Level 6			
	Independent Project	40	M
	Decolonisation and Difference	20	R
<i>Students who have chosen not to follow a specific pathway can choose 60 credits from any of the modules listed below</i>			
<i>Pathway: Disability, Health and Wellbeing Students on the Disability, Health and Wellbeing pathway must take 60 credits from the following four modules (including all requisite modules)</i>			
	Contemporary Disability Studies	20	O
	Therapies and Counselling	20	R
	Child Public Health	20	R
	Current Debates in Schooling	20	O
<i>Pathway: Education Students on the Education pathway must take 60 credits from the following four modules</i>			
	Outdoor Learning & Environment Education	20	O
	Current Debates in Schooling	20	O
	Children and STEM	20	O
	Professional Practice GP2	40	O
<i>Pathway: Children, Rights and Social Justice Students on the Children, Rights and Social Justice pathway must attempt the following three requisite modules</i>			
	Globalisation, Social Justice, and Children's Rights	20	R
	Children, Violence, and Voice	20	R
	Children's Material Worlds	20	R
	Applied Studies	20	O (recovery)

The Optional Recovery modules are only available in the exceptional circumstances where a student must retrieve credits to ensure progression or where a standard optional module cannot be delivered.

Optional modules available in any year will be communicated to you prior to your enrolment to facilitate module choice. Some optional modules may not run in every year of study, and the availability of optional modules depends on the level of student demand, the availability of specialist staff and timetabling constraints. In addition, we regularly review our curriculum to ensure it is up-to-date, relevant, draws on the latest research and addresses contemporary issues. As a result, the modules we offer may change over the course of your degree.

**Awards**

On successful completion of the course, students will be awarded one of the following awards:

- BA (Hons) Childhood with 360 credits
- *BA (Hons) Childhood: Disability, Health and Wellbeing* with 360 credits of which 120 credits from Disability pathway modules (including the optional recovery modules).

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- *BA (Hons) Childhood: Education* with 360 credits of which 120 credits from Education pathway modules (including the optional recovery modules).
- *BA (Hons) Childhood: Children, Rights and Social Justice* with 360 credits of which 120 credits from Children, Rights and Social Justice pathway modules (including the optional recovery modules).

Students who leave the course early may be eligible for a Dip HE Childhood on successful completion of 240 credits including all mandatory modules at levels 4 and 5, or a CertHE Childhood 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 BA (Hons) Childhood will be taught within a blended learning environment where structured tutor-led learning is delivered both on-campus and online. Students are likely to have approximately 48 hours structured tutor-led time per module for level 4, 44 hours structured tutor-led time per module for level 5 and 40 hours structured tutor-led time per module for level 6. This tutor-led time will be a mix of synchronous and asynchronous learning activities such as lectures, seminars, tutorials, and guided learning activities through our online learning environment.

Students who undertake practice at level 4, and the practice modules at level 5 and 6 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 endeavour. Students on practice modules will need to undertake a DBS check.

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 BA (Hons) Childhood will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£9,250 per year
Part-time UK	£1,454 per 20 credit module
Full-time EU/International	£14,610 per year

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Part-time EU/International	£2,435 per 20 credit module
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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 an Enhanced DBS (approx. £40) and yearly update (approx. £13).

**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](#).