University of Suffolk

DEFINITIVE COURSE RECORD

Course Title	**BA (Hons) Early Years & Primary Practice**
Awarding Bodies	**University of Suffolk**
Level of Award[1]	**FHEQ Level 6**
Professional, Statutory and Regulatory Bodies Recognition	**Early Childhood Studies Degrees Network (ECSDN)**
Credit Structure[2]	**360 Credits** **Level 6: 120 Credits** **Plus, advanced standing of 240 credits at levels 4 and 5**
Mode of Attendance	**Full-time and part-time**
Standard Length of Course[3]	**1 year full-time**
Intended Award	**BA (Hons) in Early Years & Primary Practice**
Named Exit Awards	**None**
Entry Requirements[4]	**Typical Offer: 240 credits** **Students must engage in 12 hours per week of work-based learning on the full-time programme or 6 hours per week on the part time programme either with their current employer or on a voluntary basis in a registered early years setting. A clear Enhanced DBS is needed.**
Delivering Institution(s)	**University of Suffolk**
UCAS Code	**X312**

This definitive record sets out the essential features and characteristics of the BA (Hons) in Early Years & Primary Practice [progression route] course. The information provided is accurate for students entering level 6 in the 2024-25 academic year.[5]

Course Summary

The BA (Hons) in Early Years & Primary Practice is an intensive one year full-time / two-year part-time work-based higher education qualification for experienced Early Years Practitioners employed in the Early Years sector who have successfully completed a Foundation Degree in Early Years & Primary Practice, or a similar undergraduate course.

[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 and further details about Disclosure and Barring Checks (DBS) can be found on the University's DBS webpage.
[5] The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the Admissions Policy.

The programme focuses on developing student's knowledge and understanding of the principles and values that underpin the learning and development of young children primarily from 0-12 years, and to critically apply these values and principles in order to develop their professional practice. To gain entry to the programme, students are required to have previously completed a (HE) level 5 undergraduate programme which includes work-based learning in a relevant setting and are able to continue working in relevant employment whilst studying. Students will require the support of their employer and a mentor to successfully complete the course of study.

Course Aims

- Develop knowledge and a critical understanding of values and practices that underpin education and children's learning in the early and primary years.
- Develop key transferable skills of value in employment, further study, and continuing professional development.
- Develop the capacity to evaluate evidence drawn from practice and to develop critical skills of evaluation and argument to support the practice of practitioners working with children in the early years and primary sector.
- Develop the ability to critically reflect on own professional practice, develop and make informed recommendations to improve practice.
- Develop a critical understanding of appropriate research methods and apply these to research studies related to children and or, the early years and primary sectors.

Course Learning Outcomes

The following statements define what students graduating from the BA (Hons) in Early Years & Primary Practice 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].

By the end of the BA (Hons) in Early Years & Primary Practice [students will be able to demonstrate:

1. Detailed knowledge and critical understanding of the values and practice that underpin children's learning and development including a critical understanding of how policy initiatives can impact young children and families.
2. Well-developed conceptual understanding that enables the student to critically engage with a range of key transferable skills.

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

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 and apply these to the role and practice of working with children.

4. An ability to critically reflect on own professional practice and 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 research/project/s to improve practice.

5. 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 continued professional development.

Course Design

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

- Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) (FHEQ).
- Early Childhood Studies Subject Benchmarks (ECSB) (2022).

Course Structure

The BA (Hons) in Early Years & Primary Practice comprises modules at level 6.

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 6			
	Creative Art Therapies	20	M
	Education, Schooling and Society	20	M
	Developing as a Graduate Practitioner 1	20	M
	Developing as a Graduate Practitioner 2	20	M
	Individual Project	40	M

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.

[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

Awards
On successful completion of the course, students will be awarded a BA (Hons) in Early Years & Primary Practice.

Course Delivery
The course is delivered at Ipswich campus and online. Students studying full-time on the BA (Hons) in Early Years & Primary Practice are likely to have approximately 210 hours of tutor structured and on-line learning. Tutor structured learning will be a mix of lectures, workshops, seminars, and guided learning activities through our online learning environment. Students will be provided with tutorial support throughout the course and be expected to engage with around 15 hours of independent study per week but should be prepared for weekly workload to vary based on assignment deadlines and class exercises. Students will also be required to participate in 12 hours of work placement per week full-time and 6 hours per week part-time. Students will be expected to find their own placement.

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 100% coursework, assessments will be varied and include portfolios related to practice, essays, reports, and presentations.

Special Features
The course embeds the Early Childhood Graduate Competencies, developed by the Early Childhood Degree Network (ECSDN) ECSDN Graduate Practitioner Competencies and supported by the Department for Education (DfE). These competencies are ingrained within both the FdA/BA (Hons) EYPP courses and builds on our already well-established early years curriculum by further promoting the understanding, knowledge and skills required for work in the contemporary early years and primary sectors. Students have the opportunity to complete and have these competencies assessed as part of their level 6 studies. Students who successfully complete the competencies will then be able to claim Graduate Practitioner Status (GPS).

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) in Early Years & Primary Practice [progression route] 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

Part-time EU/International	£2,435 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.

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.