

## DEFINITIVE COURSE RECORD

Course Title	<b>FdA Early Years Practice</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 5</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>240 Credits Level 4: 120 Credits Level 5: 120 Credits</b>
Mode of Attendance	<b>Full-time and part-time</b>
Standard Length of Course <sup>3</sup>	<b>2 years full-time</b>
Intended Award	<b>FdA Early Years Practice</b>
Named Exit Awards	<b>CertHE Early Years Practice</b>
Entry Requirements <sup>4</sup>	<b>Level 3 qualification in a relevant topic Practice placement with children aged 0-12 years for 12 hours per week full time, or 6 hours per week part time. A clear Enhanced DBS is needed.</b>
Delivering Institution(s)	<b>Ipswich</b>
UCAS Code	<b>X313</b>

This definitive record sets out the essential features and characteristics of the FdA Early Years Practice course. The information provided is accurate for students entering level 4 in the 2021-22 academic year<sup>5</sup>.

### Course Summary

The FdA Early Years Practice is a career and qualifications pathway specifically for practitioners who have already acquired significant experience of working with young children or are about to embark on working with young children. Students may be working in a variety of settings such as a school, pre-school or after school club. The outcomes of the Foundation Degree programme cover both general ideas about early years care and education as well as more specific ideas related to practice in particular settings.

<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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### **Course Aims**

The aims of the FdA Early Years Practice are:

- To engage in work based learning to develop skills and knowledge to support professional practice;
- Develop knowledge and a critical understanding of the care, learning and development of young children;
- Develop knowledge and understanding of appropriate values and beliefs for working in the Children's Workforce;
- Develop a critical awareness of research methods;
- Develop knowledge and a critical understanding of the regulatory and legislative framework for the Children's Workforce;
- Develop key transferable and employability skills;
- Provide opportunities for reflection and development of personal and professional skills whilst working with young children.

### **Course Learning Outcomes**

The following statements define what students graduating from the FdA Early Years 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 5 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

By the end of the FdA Early Years Practice students will be able to demonstrate:

#### *Knowledge and Understanding*

1. Detailed knowledge and critical understanding of the values and practice that underpin children's learning and development.
2. A critical understanding of theoretical concepts applicable to Early Years Practice and the protection of children and their rights.

#### *Mental or cognitive skills*

3. Strong academic skills of critical evaluation and reasoned argument and the ability to apply these to the role and practice of working within the early years sector.
4. A range of key transferable skills.

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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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### *Subject Specific and Practical Skills*

5. Knowledge and understanding of appropriate values and beliefs for working in the Children's Workforce.
6. Knowledge and a critical understanding of the regulatory and legislative framework for the Children's Workforce.
7. Critical reflection and development of personal professional knowledge and skills whilst working with young children.

### *Developing Professional Practice*

Students working with children in the Early Years Foundation Stage will be able to:

- Support the care and development of children in partnership with their parents and Carers;
- Support the development of children under five years old in accordance with the relevant curriculum framework;
- Support the development of a positive sense of self in children under five years old.

Students working with Care and Education children will be able to:

- Support children's self-esteem and well-being;
- Promote children's confidence and achievement;
- Develop children's social development.

Students working as a teaching assistant will be able to:

- Support the literacy and numeracy needs of children;
- Support children's social and emotional skills and development;
- Support the development of children's scientific knowledge, understanding and skills.

Students working as a play worker with children from four to eight years will be able to:

- Enable, guide and develop play and social opportunities;
- Engage with, observe and reflect on the play experiences of children in a range of play situations;
- Analyse and evaluate the effectiveness of the play opportunities and environments.

Students working within children's services will be able to:

- Support the care and development of children in partnership with their parents and carers, and other relevant services;
- Support children's social and emotional skills and development;

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- Support children's self-esteem and well-being.

### Course Design

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

- Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) (FHEQ);
- QAA Foundation Degree Characteristics Statement (2015);
- The QAA in Education Studies Subject Benchmarks (ESB) (2015);
- The QAA in Early Childhood Studies Subject Benchmarks (ECSB) (2014).

### Course Structure

The FdA Early Years Practice 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.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Introduction to Professional Practice Through Research	40	M
	Children's Development and Promoting Wellbeing	40	M
	Inclusive Practice in the Early Years	20	M
	Children, Childhoods and Society	20	M
Level 5			
	Early Years Research	20	M
	Developing Professional Practice	40	M
	Safeguarding Young Children	20	M
	Supporting Children's Play and Learning	40	M

### Awards

On successful completion of the course, students will be awarded a FdA Early Years Practice. Students who leave the course early may be eligible for a CertHE Early Years Practice 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 FdA Early Years Practice are likely to have approximately 300 hours of tutor structured learning for level 4 and 300 hours of tutor structured learning for level 5. Tutor structured learning will be a mix of lectures, workshops, seminars, tutorials and guided learning activities on campus and through our online learning environment. Full time students will also be required to participate in 12 hours per week placements; Part time students will be required to participate in 6 hours a week of practice placements. Placements will be arranged by the student. Students will normally be expected to undertake 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

<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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### 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 (including portfolios essays, reports, presentations, group work, reflective learning journals and research projects).

### 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 FdA Early Years Practice will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£8,220 per year
Part-time UK	£1,370 per 20 credit module
Full-time EU/International	£12,150 per year
Part-time EU/International	£2,025 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](#).