

DEFINITIVE COURSE RECORD

Course Title	FdA Early Years and Primary Practice
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	FdA Early Years and Primary Practice
Named Exit Awards	CertHE Early Years and Primary Practice
Entry Requirements ⁴	Level 3 qualification in a relevant topic. 80 UCAS tariff points. Practice placement with children aged 0-11 years for 12 hours a week full time or 6 hours a week part time. A clear Enhanced DBS is needed.
Delivering Institution(s)	Ipswich and Distance Learning
UCAS Code	X313

This definitive record sets out the essential features and characteristics of the FdA Early Years and Primary Practice course. The information provided is accurate for students entering level 4 in the 2027-28 academic year⁵.

Course Summary

The FdA in Early Years and Primary 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, aged 0-11 years. Students may be working in a variety of settings such as a nurseries, schools, pre-schools or after school clubs. 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.

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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](#).

DEFINITIVE COURSE RECORD

Course Aims

1. Foster foundational and developing knowledge of interdisciplinary perspectives related to children's lives, development, learning, and care through experiential and work-based learning.
2. Promote inclusive practices and understanding of Special Educational Needs and Disabilities (SEND), safeguarding, and children's rights within diverse educational contexts.
3. Encourage reflective practice and the development of professional identity through critical engagement with theory and practice.
4. Support students in building collaborative skills for working effectively with families, carers, and multidisciplinary teams.
5. Develop understanding of global perspectives and the impact of policy and legislation on early years and primary education.
6. Equip students with research awareness and transferable skills for progression into employment or further study

Course Learning Outcomes

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

Level 5 Learning Outcomes

1. Critically evaluate and apply to practice key interdisciplinary theories and principles in early years and primary education.
2. Analyse the role of legislation, theory, and policy and advocating for children's rights in shaping educational experiences.
3. Examine the importance of collaborative work with families and professionals.
4. Reflect on and articulate the development of professional identity and practice.
5. Demonstrate evaluative thinking and problem-solving in practice-based scenarios.
6. Communicate ideas and findings clearly in written and oral formats.

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

DEFINITIVE COURSE RECORD

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 (2024) (FHEQ).
- QAA Foundation Degree Characteristics Statement (2020).
- The QAA in Education Studies Subject Benchmarks (ESB) (2025).
- The QAA in Early Childhood Studies Subject Benchmarks (ECSB) (2022).
- Early Childhood Studies Degree Network (ECSDN) Graduate Competencies.

Course Structure

The FdA in Early Years & Primary 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 ⁷
Level 4			
	Introduction to Reflective Practice	30	M
	Supporting Children's Holistic Development and Wellbeing	30	M
	Global Children and Childhoods	30	M
	Supporting Children's Diverse Needs	30	M
Level 5			
	Global Perspectives of Play and Pedagogy	30	M
	The Politics of Education: Policy, Power and Practice	30	M
	Promoting Wellbeing and Protecting Children: A Preventive and Responsive Approach	30	M
	Research-Informed Reflective Practice	30	M

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 FdA Early Years and Primary Practice. Students who leave the course early may be eligible for a CertHE Early Years and Primary Practice on successful completion of 120 credits including all mandatory modules at level 4.

Course Delivery

The course is delivered at Ipswich and Online distance learning. Students studying full-time on FdA Early Years and Primary Practice are likely to have approximately 192 contact hours for level 4 and 168 contact hours for level 5. Tutor structured learning will be a mix of lectures, workshops, seminars, tutorials, and guided learning activities through our online learning environment. All students will be required to participate in practice, part-time students 6 hours per-week, and full-time students 12 hours per-week. 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

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 consist of coursework including portfolios, 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 and Primary Practice will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£9,000 per year
Part-time UK	£2,250 per 30 credit module
Full-time EU/International	£16,000 per year
Part-time EU/International	£3,999.9 per 30 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](#).