

## DEFINITIVE COURSE RECORD

Course Title	<b>FdA Early Years and Childhood Studies</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</b>
Standard Length of Course <sup>3</sup>	<b>2 years full-time</b>
Intended Award	<b>FdA Early Years and Childhood Studies</b>
Named Exit Awards	<b>CertHE Early Years and Childhood Studies</b>
Entry Requirements <sup>4</sup>	<p><b>Typical Offer: 80 UCAS tariff points (or equivalent) Relevant employment or voluntary placement for the duration of the course (if working in the early years, must have appropriate level 3 Early Years Educator Award).</b></p> <p><b>Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b></p> <p><b>This course is not open to visa sponsored students (those students sponsored by the University under the student route)</b></p>
Delivering Institution(s)	<b>University of Suffolk at East Coast College (Lowestoft Campus)</b>
UCAS Code	

This definitive record sets out the essential features and characteristics of the **FdA Early Years and Childhood Studies** course. The information provided is accurate for students entering level 4 in the 2026/27 academic year<sup>5</sup>.

### Course Summary

FdA Early Years and Childhood Studies is an exciting programme aimed at those students working, or wishing to work, with children aged 0- 11 years. Links between theory and practice will be explored as well as the key issues that impact on children's development. The changing view of childhood will also be studied as well as the implications

<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 \(2024\)](#)

<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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of safeguarding for children and practitioners. The student's own role in the education of children will be examined and how this influences positive outcomes for all children in a constantly changing landscape. Applications are welcome from those working within the childcare sector and from students who may not have childcare experience but wish to enter this field. Employment or a voluntary placement required. For those students who successfully complete the Foundation degree, and who are interested in progressing within childcare can progress onto the BA (Hons) Early Years and Childhood Studies [Progression Route]. The course is suitable as a pathway to primary school teaching although you must also achieve GCSE Mathematics, English and Science and achieved a BA (Hons) progression route.

### Course Aims

1. To develop and enhance the knowledge and critical understanding of children's development
2. To develop and enhance the application of theory to practice through work-based learning and reflection
3. To explore develop and enhance the skills of supporting children's development and learning
4. To develop the skills of an independent learner
5. To develop knowledge and critical understanding of legislative frameworks and their application to practice
6. To develop and enhance awareness of diversity, rights and the inclusion agenda
7. To develop awareness of research methodologies and the application to practice

### Course Learning Outcomes

The following statements define what students graduating from the FdA Early Years and 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 4/5 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

*By the end of level 4 you should be able to:*

1. Reflect upon and demonstrate detailed knowledge and awareness of the pedagogy of play for children's learning and development.
2. Effectively communicate key pieces of information, arguments and analysis within childcare and education
3. Demonstrate the exploration and enhancement of the appropriate values and beliefs, and safeguarding when working in the children's workforce.
4. Demonstrate knowledge of curriculum modules, policy, legislation, and approaches within the children's workforce.
5. Demonstrate knowledge a range of psychological, sociological theories and research with regard to children's learning and development.
6. Demonstrate the skills of a reflective practitioner.

*By the end of level 5 you should be able to:*

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)  
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1. Demonstrate detailed knowledge and constructively critique theory, established principles, research and practice, in relation to children's learning, development in a global context.
2. Demonstrate knowledge of the main methods of enquiry and research methodologies to undertake critical analysis of information in order to propose solutions applicable to practice.
3. Critically evaluate the interrelationships between political, economic, cultural and ideological contexts in national and global contexts.
4. Critically evaluate a range of psychological, sociological theories and research with regard to children's learning and development.
5. Demonstrate the ability to critically reflect upon own practice and the limits of evidence informed practice.
6. Demonstrate the development of the skills of an independent learner.
7. Qualities and transferable skills necessary for employment and progression to other qualification requiring the exercise of personal responsibility and decision.

### Course Design

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

- Early Childhood studies 2022
- Characteristics Statement. Foundation Degree 2020

### Course Structure

Foundation Degree of Arts Early Years and 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.

	Module	Credits	Module Type <sup>7</sup>
Level 4			
	Supporting Children's Development: Theory and Practice	40	M
	Academic and Personal and Professional Development	20	M
	Child Protection and Challenges to Safeguarding in a Technological World	20	M
	Literacy and Numeracy	20	R
	Play and Well-being	20	R
Level 5			
	Diversity and Inclusion	20	R
	Enhancing Learning and Development	40	M
	Behaviour: A Critical Reflection	20	R
	Sociological Aspects: The changing world of childhood	20	R

<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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	Research Methods	20	M
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### Awards

On successful completion of the course, students will be awarded a FdA Early Years and Childhood Studies. Students who leave the course early may be eligible for a Certificate of Higher Education (CertHe) in Early Years and Childhood Studies on successful completion of 120 credits including all mandatory modules at level 4.

### Course Delivery

The course is delivered at East Coast College Lowestoft Campus. Students studying full-time on the FdA Early Years and Childhood Studies will have for each 20-credit module 60 hours of tutor led teaching over the semester as a whole. The teaching led activities will be a mix of lectures, seminars, academic tutorials, and Online Learning Environment (OLE) activities. Students will normally be expected to undertake approximately 140 hours of independent study per 20 credit module but should be prepared for this to vary based on assignment deadlines and class exercises. Students will be expected to find their own placement and are expected to undertake 450 hours a year in placement/employment.

### 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 coursework based (including essays, reports, presentations, 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 Foundation Degree of Arts in Early Years and Childhood Studies will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£8,472 per year
Part-time UK	N/A
Full-time EU/International	N/A
Part-time EU/International	N/A

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](#).