

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA (Hons) Applied Care Practice (Early Years) [progression route]</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>Level 6: 120 Credits</b>
Mode of Attendance	<b>Full-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time</b>
Intended Award	<b>BA (Hons) Applied Care Practice (Early Years)</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: Level 5 in an appropriate subject, such as FdA Social Care Practice, FdA Early Years Practice, FdA Children’s Care, Learning and Development, DipHE or HND Students are expected to be in paid or voluntary work in a relevant setting for at least 10 hours per week Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</b>
Delivering Institution	<b>University of Suffolk at East Coast College (Great Yarmouth)</b>
UCAS Code	<b>L504</b>

This definitive record sets out the essential features and characteristics of the BA (Hons) Applied Care Practice (Early Years) [progression route] course. The information provided is accurate for students entering level 6 in the 2019-20 academic year.<sup>5</sup>

**Course Summary**

The BA (Hons) Applied Care Practice (Early Years) [progression route] is relevant to practitioners working with Early Years, and also to those who manage provision in the public, private and voluntary sectors. The applied nature of the degree provides theoretical knowledge along with practical application related to social care in contemporary society. The programme has been developed to allow those in the Early Years sector to further develop existing skills. It provides opportunities for students to develop a broad range of practice skills, knowledge and understanding within key subject areas and to acquire and enhance their professional values. There is a particular focus on integrated practice. The programme has been specifically designed as a ‘progression year’ for students successfully completing the Foundation Degree in Early Years Practice with 240 credits, but welcomes students with

<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](#)

<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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similar qualifications. Attendance is one day a week during term time and students are expected to be in paid or voluntary work in a relevant setting for at least 10 hours per week.

### **Course Aims**

- To develop critical reflection, evaluation and argument in support of practice and the capacity to evaluate practice evidence
- To evaluate and critically analyse political and economic context of evidence-based practice within an inter-professional arena and to isolate origins and key components of evidenced based practice
- To critically evaluate their professional contribution to the support of children, young people or adults through transitions, in order to maintain/regain their individual emotional, social and developmental potential
- To develop and enhance the specific and generic/transferable skills required for employment at a supervisory or managerial level and further development within the chosen career path
- To develop critical awareness of the issues which impact upon the delivery of effective practice in an inter-professional environment
- To enhance and develop advanced scholarship within the specialist sector through academic investigation, critical evaluation and analysis of methodologies within current and previous research

### **Course Learning Outcomes**

The following statements define what students graduating from the BA (Hons) Applied Care Practice (Early Years) [progression route] 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).<sup>6</sup>

### **Knowledge, understanding and cognitive skills**

1. Critically reflect upon the legislative, professional and statutory codes of conduct relevant to practice
2. Critically evaluate research and evidence-based concepts from law, psychology and social policy within practice
3. Critically evaluate the principles informing accountability for their scope of professional practice
4. Provide a critical understanding of needs of their service users and / or the community
5. Provide a critical analysis of the current problems, policy and practice in their specific area of professional practice and service context

### **Cognitive, Intellectual or Thinking 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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6. Critically analyse and evaluate practice and theoretical evidence which contributes to an understanding of practice and service delivery
7. Apply and make links between research, theory and practice
8. Critically reflect on self-development
9. Self-direct and use original approaches to problem solving
10. Recognise their own responsibilities and wider accountability structure in relation to self and practice

### **Subject specific**

11. Critically evaluate practice in the context of evidence based practice within their environment
12. Develop focussed interventions to meet service users' needs in relation to practice setting
13. Critically evaluate the impact of professional and service interventions on service users and families
14. Critically reflect on their own practice, give and receive constructive feedback

### **Key Skills**

15. Use written and communication skills effectively
16. Use numeracy skills
17. Use information and communication technology appropriately and effectively
18. Work effectively in teams utilising leadership skills
19. Use problem solving skills
20. Engage in continuing professional development and direct personal development

### **Course Design**

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

- National Occupational Standards Health and Social Care (2012)
- NHS Knowledge & Skills Framework

### **Course Structure**

The BA (Hons) Applied Care Practice (Early Years) [progression route] 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.

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	Module	Credits	Module Type <sup>7</sup>
Level 6			
	Social Policy & Practice	20	R
	Transitions & Lifespan Development	20	R
	Specialised Practice Portfolio for Leadership (Early Years)	40	R
	Negotiated Project (Early Years)	40	M

Students who have not previously completed a level 5 research methods module must also take the following mandatory module:

- Application of Research in Care Practice (20 credits, level 5)

### Awards

On successful completion of the course, students will be awarded a BA (Hons) Applied Care Practice (Early Years).

### Course Delivery

The course is delivered at the University of Suffolk at East Coast College (Great Yarmouth). Students studying full-time on BA (Hons) Applied Care Practice (Early Years) [progression route] are likely to have approximately 9 hours per week contact hours for level 6. The contact hours will be a mix of lectures, seminars workshop activities and tutorials. Students are expected to be employed in the relevant sector to the pathway. Students will normally be expected to undertake approximately 800 hours of independent study per year, but should be prepared for weekly workloads 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 be 100% coursework (including essays, presentations, case studies, evidence-based portfolios, project and research).

### 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.

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<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 Costs

Students undertaking BA (Hons) Applied Care Practice (Early Years) [progression route] will be charged tuition fees as detailed below:

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	Not applicable
Full-time International	£11,790 per year
Part-time International	Not applicable

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students may be required to pay additional costs for trips and visits during the academic year.

### 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](#).