

DEFINITIVE COURSE RECORD

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| Course Title | BA (Hons) Early Learning [online] [progression route] |
| Awarding Bodies | University of Suffolk |
| Level of Award ¹ | FHEQ Level 6 |
| Professional, Statutory and Regulatory Bodies Recognition | None |
| Credit Structure ² | 120 Credits Level 6: 120 Credits |
| Mode of Attendance | Full-time and part-time |
| Standard Length of Course ³ | 1 year full-time |
| Intended Award | BA (Hons) Early Learning |
| Named Exit Awards | None |
| Entry Requirements ⁴ | Typical Offer: 240 credits Students must engage in 20 hours per week of work based learning on the full-time programme or 10 hours per week on the part time programme either with their current employer or on a voluntary basis in a registered early years setting |
| Delivering Institution(s) | University of Suffolk |
| UCAS Code | X312 |

This definitive record sets out the essential features and characteristics of the BA (Hons) Early Learning [online] [progression route] course. The information provided is accurate for students entering level 6 in the 2019-20 academic year.⁵

Course Summary

The BA (Hons) Early Learning [online] [progression route] 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 Practice, or a similar undergraduate course.

The programme focuses on developing students' knowledge and understanding of the principles and values that underpin the learning and development of young children primarily from birth to 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 level 5 undergraduate programme which includes work-based learning in a relevant setting, and are able to continue working in relevant employment whilst studying.

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](#)

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

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 years;
- Develop key transferable skills of value in employment, further study and personal 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 sector;
- Develop the ability to reflect on own professional practice, develop and make recommendations to improve practice;
- Develop a critical understanding of appropriate research methods and apply these to research studies related to children.

Course Learning Outcomes

The following statements define what students graduating from the BA (Hons) Early Learning [online] [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).⁶

By the end of the BA (Hons) Early Learning [online] [progression route] 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 the how policy initiatives can impact young children and families.
2. Competence in a range of key transferable skills including well-developed descriptive and analytical skills in relation to the provision care and learning services for young children.
3. Strong academic skills of critical evaluation and reasoned argument and apply these to the role and practice of working within the early years sector
4. An ability to reflect on own professional practice and develop effective strategies to improve practice.
5. Strong knowledge and critical understanding of a range of appropriate research methods, concepts and ethical issues for use in critique of research studies in relation to young children

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

DEFINITIVE COURSE RECORD

Course Design

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

- Early Childhood Studies (2007)

Course Structure

The BA (Hons) Early Learning [online] [progression route] comprises modules at level 6.

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 6 | | | |
| | Child-Centred and Therapeutic Interventions | 20 | M |
| | Education, Schooling and Society | 20 | M |
| | Early Learning Practice | 40 | M |
| | Dissertation | 40 | M |

Awards

On successful completion of the course, students will be awarded a BA (Hons) Early Learning.

Course Delivery

The course is delivered from Ipswich. Students studying full-time on the BA (Hons) Early Learning [online] [progression route] are likely to have approximately 50 contact hours per module. The contact hours will be a mix of online Webinars, online lectures, online group work, and online tutorials. 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 online exercises. Students will also be required to participate in 20 hours of work placement per week full-time and 10 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. All assessment on the course will be coursework (including essays, reports, presentations, group work, reflective learning journals and a research dissertation).

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.

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

Course Costs

Students undertaking BA (Hons) Early Learning [online] [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 | £1,454 per 20 credit module |
| Full-time International | £11,790 per year |
| Part-time International | £1,965 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](#).