

**DEFINITIVE COURSE RECORD**

Course Title	<b>BA Early Learning [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>300 Credits Level 6: 60 Credits Plus advanced standing of 240 credits at levels 4 and 5</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year part-time</b>
Intended Award	<b>BA Early Learning</b>
Named Exit Awards	<b>None</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: Foundation degree (or equivalent) Students must engage in 10 hours per week of work-based learning either with their current employer, or on a voluntary basis in a registered early years setting</b>
Delivering Institution(s)	<b>University of Suffolk</b>
UCAS Code	<b>X312</b>

This definitive record sets out the essential features and characteristics of the BA Early Learning [progression route] course. The information provided is accurate for students entering level 6 in the 2017-18 academic year<sup>5</sup>.

**Course Summary**

The BA Early Learning is a one 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 student’s 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

<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](#).

## **DEFINITIVE COURSE RECORD**

studying. Students will require the support of their employer and 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

### **Course Learning Outcomes**

The following statements define what students graduating from the BA Early Learning [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 and Understanding**

1. Demonstrate knowledge and critical understanding of the values and practice that underpin children's learning and development, including a critical understanding of how policy initiatives can impact on young children and families

### **Mental or cognitive skills**

2. Demonstrate strong academic skills of critical evaluation and reasoned argument and apply these to the role and practice of working within the early years sector

### **Subject Specific and Practical Skills**

3. Demonstrate an ability to reflect on own professional practice and develop effective strategies to improve practice

### **Key Skills**

4. 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

### **Course Design**

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

---

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

## DEFINITIVE COURSE RECORD

QAA Benchmarks:

- Early Childhood Studies (2007)

Professional Standards:

- Qualified Teacher Status Standards
- New Standards for Early Years Teacher Status

### Course Structure

The BA Early Learning [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.

	Module	Credits	Module Type <sup>7</sup>
Level 6			
	Early Learning Practice	40	M
	One of the following:		
	Child-Centred and Therapeutic Interventions	20	O
	Education, Schooling and Society	20	O

### Awards

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

### Course Delivery

The course is delivered at Ipswich. Students studying full-time on the BA Early Learning (progression route) are likely to have approximately 50 contact hours per module. The contact hours will be a mix of lectures, workshops and seminars. Students will be provided with tutorial support throughout the course and be expected to engage with around 10 hours of independent study per week but should be prepared for weekly workload to vary based on assignment deadlines and class 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. Assessment on the course overall will be 100% coursework (including 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.

<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](#)

## DEFINITIVE COURSE RECORD

### Course Costs

Students undertaking BA Early Learning [progression route] will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	Not applicable
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	Not applicable
Part-time International	£1,680 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](#).