

DEFINITIVE COURSE RECORD

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|---|---|
| Course Title | FdA Early Years Practice [Online Delivery] |
| Awarding Bodies | University of Suffolk |
| Level of Award ¹ | FHEQ Level 5 |
| Professional, Statutory and Regulatory Bodies Recognition | None |
| Credit Structure ² | Level 5: 120 Credits |
| Mode of Attendance | Full-time and Part-time |
| Standard Length of Course ³ | 1 year full-time, 2 years part-time |
| Intended Award | FdA Early Years Practice |
| Named Exit Awards | None |
| Entry Requirements ⁴ | Typical offer: 120 credits at level 4 (or equivalent) Satisfactory enhanced DBS check Students are required to work in a relevant setting for the duration of the course |
| Delivering Institution(s) | University of Suffolk |
| UCAS Code | X313 |

This definitive record sets out the essential features and characteristics of the FdA Early Years Practice [Online Delivery] course. The information provided is accurate for students entering level 5 in the 2017-18 academic year⁵.

Course Summary

Practitioners working within the Early Years sector will generally be working between 30-40 hours per week. Many practitioners have commented upon the issue of engaging with academic studies around their employment as being somewhat challenging with regards to time management and the traveling involved whilst attending university. In response to this demand the FdA Early Years Practice (Online Delivery) online course will provide the opportunity for early years’ practitioners working within the sector to access higher education for simultaneous development of academic and experiential learning totally online through the universities virtual learning environment (VLE). The VLE will be fully utilised to support all aspects of delivery and student support through a wide range of appropriate methods, for example: online webinars, online tutorials, online learning units, online workshops, etc. The underlying theme of the course is based on an informed approach to the academic study of early years’ practice and focuses on facilitating professional development through the process of reflection. Each module will develop your ability to explore, discuss, analyse, evaluate and develop your professional practice regarding theory, research, policy and recognised good practice. The assessments you will encounter on your course will be

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

varied, to enable you to experience and adapt to different assessment styles. All assessments are course work and practice related, and you will be pleased to note that there are no formal exams to contend with.

The focus of the FdA Early Years Practice (Online Delivery) online course is to develop your Professional Practice where you are encouraged to review and update your own knowledge of significant and emerging theory and link this to your own practice. The range of modules offered within the course are specifically tailored for those working with children in the early year's sector. The Managing Transitions in the Early Years module explores the concepts of transition, the importance of partnership working and vital management skills needed to support young children through periods of transition. The Changing Perspectives of Play builds on students existing knowledge of child development and will critically explore the role of play in children's learning. Safeguarding Young Children offers a multi-disciplinary and inter-agency approach to child welfare and the protection of very young children. A favourite with many practitioners is the Developing Professional Practice module where you will be able to explore aspects of your practice in more relevant depth and demonstrate your knowledge and understanding of your own individual practice. To conclude the course, you will be asked to create a research proposal. Here you will propose to carry out a small research study within practice, this could be associated with an area of practice that you are familiar with or indeed an area of practice that interests you. Students need to be highly motivated and well organised to time manage the demands of this programme. The course makes strong links between theory and practice and as such, there are work based tasks that should be completed within their setting to underpin the theoretical aspects of the programme.

Course Aims

- To engage in work based learning to develop skills and knowledge to support professional practice.
- Develop knowledge and a critical understanding of the care, learning and development of young children.
- Develop knowledge and understanding of appropriate values and beliefs for working in the Children's Workforce.
- Develop a critical awareness of research methods.
- Develop knowledge and a critical understanding of the regulatory and legislative framework for the Children's Workforce.
- Develop key transferable and employability skills.
- Provide opportunities for reflection and development of personal and professional skills whilst working with young children.

Course Learning Outcomes

The following statements define what students graduating from the FdA Early Years Practice (Online Delivery) course will have been judged to have demonstrated 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.

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

DEFINITIVE COURSE RECORD

At the end of the course students will be able to:

Knowledge and Understanding

1. Detailed knowledge and critical understanding of the values and practice that underpin children's learning and development.
2. A critical understanding of theoretical concepts applicable to Early Years Practice.

Mental or cognitive skills

3. Strong academic skills of critical evaluation and reasoned argument and apply these to the role and practice of working within the early year's sector.
4. Demonstrate a range of key transferable skills.

Subject Specific and Practical Skills

5. Demonstrate knowledge and understanding of appropriate values and beliefs for working in the Children's Workforce.
6. Demonstrate knowledge and a critical understanding of the regulatory and legislative framework for the Children's Workforce.
7. Demonstrate reflection and development of personal professional knowledge and skills whilst working with young children.

Developing Professional Practice

Students working with children in the Early Years Foundation Stage will be able to:

8. Support the care and development of children in partnership with their parents and carers.
9. Support the development of children under five years old in accordance with the relevant curriculum framework.
10. Support the development of a positive sense of self in children under five years' old

Students working with Care and Education children will be able to:

11. Support children's self-esteem and wellbeing.
12. Promote children's confidence and achievement.
13. Develop children's social development

Students working as a teaching assistant will be able to:

14. Support the literacy and numeracy needs of children
15. Support children's social and emotional skills and development.

DEFINITIVE COURSE RECORD

16. Support the development of children's scientific knowledge, understanding and skills

Students working as a play worker with children from Four to Eight years will be able to:

17. Enable, guide and develop play and social opportunities.

18. Engage with, observe and reflect on the play experiences of children in a range of play situations.

19. Analyse and evaluate the effectiveness of the play opportunities and environments.

Students working as within children's services will be able to:

20. Support the care and development of children in partnership with their parents and carers, and other relevant services.

21. Support children's social and emotional skills and development.

22. Support children's self-esteem and well-being.

Course Design

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

QAA Benchmark

- Early Childhood Studies (2007)

Professional Standards

- National Occupational Standards in Children's Care, Learning and Development (2012)

- **Course Structure**

The FdA Early Years Practice (Online Delivery) course comprises modules at level 5.

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 ⁷ |
|---------|---|---------|--------------------------|
| Level 5 | | | |
| | Early Years Research Methods 2 | 20 | M |
| | Developing Professional Practice | 40 | M |
| | Safeguarding Young Children | 20 | M |
| | Managing Transitions in Early Childhood | 20 | M |
| | Changing Perspectives of Play | 20 | 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 Practice (Online Delivery).

Course Delivery

The course is delivered at Ipswich. Students studying full-time on the FdA Early Years Practice (Online Delivery) are likely to have approximately 180 contact hours for level 5. The contact hours will be a mix of online Webinars, online lectures, online group work, online tutorials. Students will also be required to participate in 20 hours per week of work placement/employment. Students will be expected to find their own placement/employment. Students will normally be expected to undertake 15-20 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 be 100% coursework (including essays, reports, presentations, group work, reflective learning journals, a research proposal and a learning portfolio)

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 Practice (Online Delivery) will be charged tuition fees as detailed below.

| Student Group | Tuition Fees |
|-------------------------|-----------------------------|
| Full-time UK/EU | £8,220 per year |
| Part-time UK/EU | £1,370 per 20 credit module |
| Full-time International | £10,080 per year |
| 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.

Students will need to have regular access to appropriate IT equipment.

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](#).