

DEFINITIVE COURSE RECORD

Course Title	FdA Early Years Practice
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	2 years full-time
Intended Award	FdA Early Years Practice
Named Exit Awards	CertHE Early Years Practice
Entry Requirements ⁴	Typical offer: 80 UCAS tariff points or NVQ L3 in appropriate subject area (or equivalent) Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (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 course. The information provided is accurate for students entering level 4 in the 2017/18 academic year⁵.

Course Summary

The Foundation degree in Early Years Practice (FdA EYP) is a work-based programme that enables those working with young children to progress towards graduate status.

The underlying theme of the course is based on an informed approach to the academic study of early childhood and focuses on facilitating professional development through the process of reflection. Each module will develop the student's ability to explore, discuss, analyse, evaluate and develop their practice with regard to theory, research, policy and recognised good practice.

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](#).

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We welcome applications from those working within the childcare sector and from students who may not have child care experience but wish to enter this field. The course is suitable for those wishing to enhance their career prospects and also as a pathway to primary school teaching and to Early Years Professional Status.

The FdA EYP provides students with an opportunity to enhance their knowledge and understanding of theoretical ideas associated with the care, learning and development of young children. It develops the values and beliefs necessary for those working with children with essential knowledge and understanding of regulatory and legislative frameworks.

As an employment-based learning course, students will require the support of their employer to successfully complete the qualification. Learners will also need to identify a workplace mentor who will provide professional support, guidance and advice and be a 'critical friend' where appropriate. Where possible, the mentor will be based in the Early Years setting, working at a senior level and may be asked to authenticate/verify the work-based elements of the programme.

The first year of the programme is very much child-centred and the modules offered consider issues relating to the diversities of early childhood. Emphasis is also placed on developing students' academic, personal and professional skills. The modules studied in the second year consider the role of adults who work with and manage children's care, learning and development, emphasising multi-agency working, helping to create a workforce who are committed to joint working and improving standards of care for children. A range of assessment methods are used including reports, essays, presentations, portfolios and independent work-based research projects.

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 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

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generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

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 the ability to apply these to the role and practice of working within the early years sector
4. A range of key transferable skills

Subject Specific and Practical Skills

5. Knowledge and understanding of appropriate values and beliefs for working in the Children's Workforce
6. Knowledge and a critical understanding of the regulatory and legislative framework for the Children's Workforce
7. 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 well-being
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

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

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

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 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 Benchmarks

- Early Childhood Studies (2007)

Professional Standards

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

Course Structure

The FdA Early Years Practice comprises modules at levels 4 and 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 4			
	Introduction to Professional Practice	20	M
	Children's Development and Promoting Wellbeing	40	M
	Inclusive Practice in the Early Years	20	M
	Introduction to Early Years Research	20	M
	Developing Critical Reflection and Enquiry in Early Years Practice	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](#)

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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

Awards

On successful completion of the course, students will be awarded a FdA Early Years Practice. Students who leave the course early may be eligible for a CertHE Early Years Practice on successful completion of 120 credits at level 4.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on FdA Early Years Practice are likely to have approximately 7 contact hours per week for level 4 and 7 contact hours per week for level 5. The contact hours will be a mix of lectures, seminars, work-based tasks and group/personal tutorials. Students will also be required to participate in 20 hours per week (full-time) or 10 hours per week (part-time) of work placement. Students will be expected to find their own placement: this can be employed or on a voluntary basis. Students will normally be expected to undertake 10 hours per week 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 and individual), group work, reflective learning journals, portfolios 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 FdA Early Years Practice 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.

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](#).