

DEFINITIVE COURSE RECORD

Course Title	FdA Early Years & Primary Practice
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	
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 in Early Years & Primary Practice
Named Exit Awards	CertHE Early Years & Primary Practice
Entry Requirements ⁴	Level 3 qualification in a relevant topic Practice placement with children aged 0-12 years for 12 hours per week full time, or 6 hours per week part time. A clear Enhanced DBS is needed.
Delivering Institution(s)	Ipswich
UCAS Code	X313

This definitive record sets out the essential features and characteristics of the FdA in Early Years & Primary Practice course. The information provided is accurate for students entering level 4 in the 2024-25 academic year⁵.

Course Summary

The FdA in Early Years & Primary Practice is a career and qualifications pathway specifically for practitioners who have already acquired significant experience of working with young children or are about to embark on working with young children. Students may be working in a variety of settings such as a school, pre-school or after school club. The outcomes of the Foundation Degree programme cover both general ideas about early years care and education as well as more specific ideas related to practice in particular settings.

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](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

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

Course Aims

The aims of the FdA in Early Years & Primary Practice are:

- 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 in Early Years & Primary 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 generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

By the end of the FdA in Early Years Practice students will be able to demonstrate:

FdA Level 4 course learning outcomes:

Subject knowledge based

1. Developing knowledge and understanding of underlying concepts and principles associated with childhood disciplines, and interdisciplinary approaches applicable to Early Years and Primary practitioners.
2. A developing appreciation of children's rights and how these are promoted in and through education.
3. A developing appreciation of the importance of working in partnership with parents, carers, and other relevant services.

Subject specific skills

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)
FdA Early Years & Primary Practice
(IFDEPR/IEPRELRN23 – online; IFDEPR/IEPRRTFD23 – on-campus delivery)
Information for 2024-25
Version 1.0 (01 September 2023)

DEFINITIVE COURSE RECORD

4. Developing knowledge and understanding of basic theories and concepts for working in practice with children.
5. Developing knowledge and understanding of regulatory and legislative frameworks for working in practice with children.
6. Acquisition of basic transferable skills necessary for employment requiring the ability to reflect on the development of personal professional knowledge and skills for working in practice.

Wider skills

7. To engage with reflection as a tool to inform and enhance practice.
8. Developing ability to evaluate and interpret basic theories and how these influence practice.
9. Developing ability to communicate the results of their study/work accurately and reliably, using structured and coherent arguments with a range of audiences, both in written and oral form.

FdA Level 5 course learning outcomes:

Subject knowledge based

10. Demonstrate knowledge and critical understanding of underlying concepts and principles associated with childhood disciplines, and interdisciplinary approaches applicable to Early Years and Primary practitioners.
11. Ability to critically evaluate and demonstrate a critical appreciation of children's rights perspectives within practice.
12. Ability to critically evaluate the importance of working in partnership with parents, carers, and other relevant services.

Subject specific skills

13. Demonstrate knowledge and critical understanding of appropriate values and beliefs for working in practice with children and to develop lines of critical argument and make informed judgments in accordance with relevant theories and concepts within this area of study.
14. Ability to apply knowledge and critical understanding of regulatory and legislative frameworks for working in practice with children.
15. Acquisition of developed qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and the ability to reflect on the development of personal professional knowledge and skills for working in practice.

Wider skills

DEFINITIVE COURSE RECORD

16. Demonstrate ability to critically engage with reflection as a tool to inform and enhance practice.
17. Ability to critically evaluate underlying concepts, principles and relevant theories and apply these to practice/practice situations.
18. Developed ability to effectively communicate the results of their study/work accurately and reliably, using structured and coherent, critical arguments with a range of audiences, both in written and oral form.

Course Design

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

- Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) (FHEQ).
- QAA Foundation Degree Characteristics Statement (2020).
- The QAA in Education Studies Subject Benchmarks (ESB) (2019).
- The QAA in Early Childhood Studies Subject Benchmarks (ECSB) (2022).

Course Structure

The FdA in Early Years & Primary Practice comprises modules at levels 4 and 5.

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 4			
	Introduction to Reflective Practice	20	M
	An Introduction to Children's Holistic Development	20	M
	Supporting Children's Holistic Development	20	M
	Children, Childhoods, and Society	20	M
	Introduction to Research Methods	20	M
	Inclusive Practice	20	M
Level 5			
	Social Policy in Education	20	M
	Promoting Children's Health and Wellbeing	20	M
	Pedagogy in Practice	20	M
	Global Perspectives of Play	20	M
	Safeguarding Children	20	M
	Educational Research Methods	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
 FdA Early Years & Primary Practice
 (IFDEPR/IEPRELRN23 – online; IFDEPR/IEPRRTFD23 – on-campus delivery)
 Information for 2024-25
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DEFINITIVE COURSE RECORD

We regularly review our curriculum to ensure it is up-to-date, relevant, draws on the latest research and addresses contemporary issues. As a result, the modules we offer may change over the course of your degree.

Awards

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

Course Delivery

The course is delivered at Ipswich and Online. Students studying full-time on FdA in Early Years & Primary Practice are likely to have approximately 300 hours of tutor structured learning for level 4 and 300 hours of tutor structured learning for level 5. Tutor structured learning will be a mix of lectures, workshops, seminars, tutorials, and guided learning activities through our online learning environment. All students will be required to participate in practice, part-time students 6 hours per-week, and full-time students 12 hours per-week. Placements will be arranged by the student. Students will normally be expected to undertake 15 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 portfolios 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.

Course Costs

Students undertaking the FdA in Early Years & Primary Practice will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£8,220 per year
Part-time UK	£1,370 per 20 credit module
Full-time EU/International	£14,610 per year
Part-time EU/International	£2,435 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.

DEFINITIVE COURSE RECORD

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](#).