

DEFINITIVE COURSE RECORD

Course Title	FdA Children’s Health Play and Wellbeing (Early Years Educator Status)
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	DfE Early Years Educator (EYE) qualification for the Early Years Foundation Stage
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time
Standard Length of Course ³	2 years full-time
Intended Award	FdA Children’s Health Play and Wellbeing (Early Years Educator Status)
Named Exit Awards	CertHE Children’s Health, Play and Wellbeing
Entry Requirements ⁴	<p>Clear enhanced DBS.</p> <p>Qualifications: Level 3 in relevant areas: Health & Social Care; CACHE Teaching Support in Schools; CACHE/BTEC Early Years Educator; CACHE Level 3 Children and Young People’s Workforce. (DM/MMP) A levels; CDD/BB. Level 4 HE Certificate in a relevant discipline. Level 4 Advanced Practitioner. Higher Level Teaching Assistant professional qualifications.</p> <p>Other qualifications can be considered if applicant can demonstrate that they have worked for over three years in the sector and are 21 years plus. Admission is open to those over the age of 18.</p> <p>Employment or voluntary placement in relevant sector.</p> <p>IELTS 6.0 overall (minimum 5.5 in all components) where English is not the student’s first language.</p>
Delivering Institution(s)	East Coast College
UCAS Code	X317

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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](#).

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This definitive record sets out the essential features and characteristics of the FdA Children's Health, Play and Wellbeing (Early Years Educator Status) course. The information provided is accurate for students entering level 4 in the 2025-26 academic year⁵.

Course Summary

FdA Children's Health, Play and Wellbeing (Early Years Educator Status) is a work-based programme that enables those working with children to progress towards graduate status. Study and work experience are combined to give students the level 3 status to be counted in ratio in the Early Years Foundation Stage. This foundation degree develops the skills and awareness to practice in a variety of environments that focus on the support of children and their families/carers in a developmental setting. The course is designed to bridge the education, health and social care sectors where play pedagogy and therapeutic play are used to support children's holistic development and wellbeing. Combining theory and practice of children's health, play and wellbeing has relevance to health care assistants in paediatric, midwifery and neo-natal, portage and family support, as well as early years settings and wrap around care, support in school and therapeutic practices, Play Workers and other therapy assistants and this programme will benefit those intending to enter any number of similar professions. The programme has been designed to be interdisciplinary, and provide the base for professional education and training for new professional roles in a continuing expansion of provision of integrated care and education for children from birth.

Alongside the formal study of the course students are supported with a workplace handbook where they will benefit from incorporating their regular supervisions in practice, as they document their continuing professional development and make explicit links to their learning.

Course Aims

- To enable the students to critically identify the contribution of play in the holistic development and wellbeing of children.
- To encourage development of specific and generic skills/ transferable skills of value in employment, further study and personal and professional development.
- To provide the students with the opportunity to explore methods and uses of research relevant and appropriate to the children's workforce.
- To provide opportunities for reflection and development of personal and professional skills whilst working within the children's workforce.
- To provide students with a recognised higher education qualification which provides the opportunity to access an honours degree and / or a professional qualification.

Course Learning Outcomes

The following statements define what students graduating from the FdA Children's Health, Play and Wellbeing (Early Years Educator Status) course will have been judged to have

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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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 4/5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Level 5

1. To demonstrate knowledge and a critical and detailed understanding of the theoretical concepts and principles of children's holistic development and play practice and support this in partnership with parents/ carers and other professionals.
2. To apply strong academic skills of inquiry, critical evaluation, analysis and reasoned argument and incorporate an awareness of the stances of others.
3. Demonstrate an appreciation and application of the theoretical principles, regulatory and legislative frameworks and the underpinning values and beliefs in the continued development of personal and professional practice and in transferring these to the children's workforce sector.
4. To effectively communicate accurately and reliably a variety of forms to specialised and non-specialised audiences.
5. To undertake further personal and professional development, assuming significant responsibility and demonstrate an understanding of limits of own knowledge and the influence of analysis on interpretation.
6. To demonstrate evidence of independent thinking and creativity.
7. To apply a creative and critically constructive view towards innovation and adapt practice if benefits and improvements are identified.
8. To monitor and progress professional competencies and skills of value to employers.

Course Design

The design of the Foundation degree in Children's Health, Play, and Wellbeing (Early Years Educator Status) has been guided by the following subject benchmarks and frameworks:

- Foundation Degree Qualification Benchmark (QAA, 2015)
- Framework for Higher Education Qualifications (QAA)
- Subject benchmark statement for Counselling and Psychotherapy (QAA, 2013)
- Subject benchmark statement for Early Childhood Studies (QAA, 2014)
- NCFE CACHE Level 3 Award for Special Educational Needs in Early Years Settings
- DfE Mapping for Level 3 EYFS.
- NVQ Level 3 in Residential Childcare

Course Structure

The FdA Children's Health, Play and Wellbeing (Early Years Educator Status) comprises modules at levels 4 and 5.

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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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			
	Children's Health and Development	20	M
	Introduction to Children's Play and Wellbeing	20	M
	Children's Safety and Wellbeing	20	M
	Introduction to Modern Childhood	20	M
	Professional Practice 1	40	M
Level 5			
	Embracing Diversity in Play	20	M
	Listening to Children and Promoting Participation	20	M
	Children and Families during Transitions	20	M
	Promoting Children's Play Practice	20	M
	Professional Practice 2	40	M

Awards

On successful completion of the course, students will be awarded a FdA Children's Health, Play and Wellbeing (Early Years Educator Status). Students who leave the course early may be eligible for a CertHE Children's Health, Play and Wellbeing on successful completion of 120 credits including all mandatory modules at level 4.

Course Delivery

The course is delivered at East Coast College – The Place (Great Yarmouth Campus). Students studying full-time on FdA Children's Health, Play and Wellbeing (Early Years Educator Status) are likely to have approximately 180 contact hours for level 4 and 180 contact hours for level 5. The contact hours will be a mix of tutor-led lecture, seminar, workshops in classroom with the OLE enhancing activities. Students will also be required to participate in ten hours of practical activity in work placement in an appropriate setting. Students will normally be expected to be in suitable employment but so as to ensure students are not excluded on those grounds, they can also be a volunteer in a placement they have found themselves. Students will normally be expected to undertake 22 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

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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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 will be coursework based, including essays, reports, presentations, group work, reflective learning journals and work-products.

Special Features

This course will enable students to achieve their EYE Level 3 and be able to be counted in ratio when working in the Early Years Foundation Stage. A specific placement work book for Early Years Educator Status will be provided to students. 2-3 members of the course team have Early Years status at level 6 and can therefore assess competency while also working alongside the Early Years Placement.

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 and are registered with the appropriate professional body. Contributions to modules will also be made by visiting sector specialists. The majority of the lecturing team are EY registered with the DfE.

Course Costs

Students undertaking FdA Children's Health, Play and Wellbeing (Early Years Educator Status) will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK	£8,220 per year
Full-time EU/International	£15,090 per year

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students will be required to pay 100% of additional costs for trips, apart from their level 5 Transitions module where their assessment is at the employers site. Students are not likely to incur other costs other than the production of a play kit/resource for level 5. As this is a unique item the cost will be individualised to the student's own requirements.

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](#).