Undergraduate Programme Specification

Session	2025/26	**Last Modified**	
Named Award Title	BA Early Learning and Childcare Single		
Award Title for Each Award	BA Early Learning and Childcare Cert HE Early Learning and Childcare Dip HE Early Learning and Childcare		
Date of Approval	17th May 2021 (Institutional Led Review)		
Details of Cohort Applies to	A All new and existing cohorts		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		UWS awards are delivered and assessed in English. Regulation 2.6 stipulates that all applicants shall be expected to provide evidence of proficiency in the English language.	
Award Accredited by			
Maximum Period of Registration		3 years This may also relate to the "Authorised Interruption of Study" Guidance Notes [Authorised Interruption Guidance notes (uws.ac.uk)]	
Duration of Study			
Full-time	Full Time – 3 years	**Part-time**	n/a
Placement (compulsory)	Employment in a relevant setting for a minimum of 21 hours per week is a requirement of the programme		
Mode of Study	☒ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Education and Social Sciences**		

Divisional Programme Board	Education
Programme Leader	J Leslie

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

STANDARD ENTRY REQUIREMENTS
BBBC (102 UCAS TARIFF POINTS) PLUS NATIONAL 5 ENGLISH. A FOUNDATION APPRENTICESHIP WILL BE CONSIDERED TOWARDS ENTRY REQUIREMENTS.

MINIMUM ENTRY REQUIREMENTS
CCC (63 UCAS TARIFF POINTS) PLUS NATIONAL 5 ENGLISH AT GRADE C OR ABOVE

ALTERNATIVE MINIMUM ENTRY REQUIREMENTS
CC (42 UCAS TARIFF POINTS), PLUS NATIONAL 5 ENGLISH AT GRADE C OR ABOVE, PLUS SUCCESSFUL COMPLETION OF ONE OF THE FOLLOWING:
UWS FOUNDATION ACADEMY
FOUNDATION APPRENTICESHIP
UWS NEXT STEPS TO UNIVERSITY MODULE
ROUTES FOR ALL
TOP-UP
LEAPS

Or GCE

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
AN APPROPRIATE NATIONAL QUALIFICATION IN CHILDHOOD PRACTICE OR EQUIVALENT
AN APPROPRIATE MODERN APPRENTICESHIP
1 YEAR OF SECTOR SPECIFIC WORK EXPERIENCE AT A LEVEL EQUIVALENT TO THE POINT OF ENTRY.

For applicants whose first language is not English, Regulation 2.12 sets out the English Language Requirements in terms of IELTS. See details at - English Language Requirements | UWS | University of the West of Scotland

Regulation 2.10 In addition to the above, programme documentation will set out appropriate requirements for specific prior qualifications and/or experience, and any competitive entry requirements. The University's equality and diversity policies apply, and equivalent qualifications and/or experience will be accepted in place of those specified. Programmes which provide entry into specific professions may be obliged to meet particular requirements on admissions set by Professional, Statutory and Regulatory Bodies (PSRBs) for entry, for example for Protection of Vulnerable Groups.

Further desirable skills pre-application

General Overview

The Graduate Apprenticeship in Early Learning and Childcare pilot programme has been developed in response to the national agenda A Blueprint for 2020: The Expansion of Early Learning and Childcare (2017) and Skills Development Scotland's Skills Investment Plan for Scotland's Early Learning and Childcare sector (2017). The GA is a programme of study designed for those in employment, working towards registration as practitioners with the Social Services Council (SSSC) on completion of their three year apprenticeship studies.

The overall aim of the programme is to ensure that our students have the best possible learning experience, through which to become qualified and competent Early Years practitioners.

Key Objectives:

1. Acquire a broad and balanced knowledge and understanding of child development pre birth to 6 and of different theories which underpin practice.

2. Develop a critical understanding of early childhood philosophy and practice, and theories of learning which develop children's creativity, literacy, numeracy and problem solving skills.

3. Engage effectively as a member of a team and in partnership with multi-agencies to support children and families, promoting social justice and inclusion for all.

4. Develop a critical and reflexive approach to work-based practice in line with pedagogical, ideological and political perspectives, both nationally and internationally.

Programme Structure

The Programme will be delivered over three years at SCQF Levels 7, 8 and 9. Apprentices will be employed within an Early Learning and Childcare setting. Crucially, the programme will combine work-based learning and academic study to develop apprentices' knowledge and skills, enabling them to become effective, high quality practitioners.

The Programme is explicitly aligned with the following UN Sustainable Development Goals:

3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls

10. Reduce inequality within and among countries

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Typical Delivery Method

Apprentices will engage with practice based learning 4 days per week within their workplace, and 1 day per week through academic study. The programme will be delivered using a blend of learning and teaching strategies.

Any additional costs

Graduate Attributes, Employability & Personal Development Planning
Graduate Attributes are the skills, personal qualities and understanding to be developed through a university experience that will prepare apprentices for life and work in the 21st century.

The programme will support the apprentices to attain the following UWS Graduate Attributes:
• Universal: globally relevant with comprehensively applicable abilities, skills and behaviours
• Work ready: dynamic and prepared for employment in complex, ever-changing environments which require lifelong learning and resilience.
• Successful: as a UWS graduate with a solid foundation on which to continue succeeding and realising potential across various contexts.
• Studying and graduating from UWS, apprentices will develop the aforementioned attributes identified across three dimensions:
• Academic: knowledge, skills and abilities related to high-level academic study.
• Personal: qualities and characteristics of well-rounded, developed, responsible individuals
• Professional: skills, aptitudes and attitudes required for professional working life in the 21st Century.
Furthermore, in line with Skills Development Scotland's Meta-skills initiative, skills that enable individuals to perform highly, in a changed world of work, will be developed. Contributing to the academic and wider success of the graduate apprentices, the design of the programme will enable apprentices to develop meta-skills in: ·
• Self-Management: focussing; adapting; integrity; initiative
• Social Intelligence: communicating; feeling; collaborating; leading
• Innovation: curiosity; creativity; sense-making; critical thinking
The UWS Graduate Attributes and Skills Development Scotland Meta-skills reflect the range of skills, qualities and abilities apprentices can develop through successful completion of the programme, preparing graduates for success both as Early Years Practitioners and in a range of postgraduate study options.

Work Based Learning/Placement Details
The mode of learning for the Graduate Apprenticeship programme is Work-Based. The GA in Early Learning and Childcare combines academic learning with real-time practical experience in the workplace, delivering sector-specific skills and qualifications. Apprentices will engage in work- based learning, attending the work place four days per week. Employers will release apprentices one day per week to engage with academic study. There are 3 Work Based Learning Modules (WBL) at Levels 7, 8, and 9 respectively.

The WBL modules ensure that the content being delivered is contextualised in the workplace in order to maximise the impact of learning for the benefit of both the employer and the Graduate Apprentice. Moreover, Graduate Apprentices will be encouraged to think about their learning in the context of the workplace throughout the programme. A PDP (Personal Development Plan) focussing on the apprentice's role within their organisation will be agreed at the outset of the programme between the programme leader/academic mentor and work place mentor.

Attendance and Engagement
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning

resources, and complete assessments and submit these on time. See also Regulations 1.64-1.67

For the purposes of this programme, academic engagement equates to the following:

In line with the Student Attendance and Engagement Procedure, Graduate Apprentices are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. For the purposes of this programme, academic engagement equates to the following:

Engagement in academic study one day per week.
Employment within the Early Learning and Childcare sector, with a minimum of 21 hours per week of work place experience.
Regular engagement with online tasks and activities via the VLE.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. [Equality Act – 2010 / Human Rights Act – 1998]

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment required to meet approving body requirements the University will make reasonable adjustments as required.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

Learning Outcomes

	SCQF LEVEL 7
	Learning Outcomes
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the Early Years sector and its historical development.
A2	Develop knowledge and understanding of Early Childhood Development and begin to describe the main theories, concepts and principles of child development, childhood philosophy and practice
A3	Demonstrate awareness of the roles and responsibilities associated with becoming an Early Years practitioner as conceptualised in the identity of a reflective practitioner
A4	Demonstrate an understanding of the difference between explanations based on research and other forms of explanation and the importance of this difference.
A5	
Practice - Applied Knowledge and Understanding	
B1	Show understanding and capacity to apply and integrate theoretical frameworks and key concepts relevant to child-centred practice in an Early Years context.
B2	Begin to apply knowledge skills and understanding in practical contexts within an Early Learning and Childcare setting.
B3	Acquire an informed understanding of their professional role as empowering early years educators.
B4	Develop ability in the application of basic, routine and dynamic values, principles, purposes and processes of early years practice.
B5	
Communication, ICT and Numeracy Skills	
C1	Present and evaluate arguments, information and ideas relevant to practice within an Early Learning and Childcare setting.
C2	Access online materials and participate in online learning activities
C3	Make effective use of literature search systems and be aware of their strengths and limitations.
C4	Convey complex ideas in a well-structured and coherent way, demonstrating good communication skills and effective use of ICT.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate opinions and arguments in speech and writing using relevant specialist vocabulary.
D2	Demonstrate an understanding of their own approaches to learning.
D3	Demonstrate self-management, including the organisation of an efficient and effective work pattern, and working to deadlines.

D4	
D5	
	Autonomy, Accountability and Working with Others
E1	Exercise some initiative and independence in carrying out defined activities at a professional level in an early years context.
E2	Work, under guidance, with others to acquire an understanding of current professional practice.
E3	Promote experiential learning and reflection in self and others.
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
7	BAEL07001	Observation, Assessment and Reflection	10	☐	☒	☐	
7	BAEL07002	Working in a Team	10	☐	☐	☒	
7	BAEL07003	GA Intro Early Childhood Philosophy & Practice	20	☐	☐	☒	
7	BAEL07004	GA WBL - Supporting Practice in a Team	30	☒	☒	☒	*
7	BAEL07005	Children's Holistic Learning and Development	20	☒	☐	☐	
7	BAEL07006	Health Wellbeing Promotion and Safeguarding	20	☐	☒	☐	
7	BAEL07007	My GA Study- Academic Skills	10	☒	☐	☐	
Footnotes for Core Modules							
*BAEL07004 GA WBL- Supporting Practice in a Team is a long, thin module.							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7
Criteria for Progression and Award
Please refer to [UWS Regulatory Framework](#) for related regulations

Refer to current [Regulatory Framework](#)

Regulations for Assessment – Chapter 3 of Regulatory Framework

Students obtaining 120 credits are eligible for the exit award of Certificate of Higher Education in BA Early Learning and Childcare.

Progression

For information on progression please refer to University Regulation 3.13.

	SCQF LEVEL 8
	Learning Outcomes
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the scope, defining features, and main areas of Early years practice
A2	Develop a detailed knowledge and understanding of a range of core theories, concepts and principles of child development, play, pedagogy and practice in the Early Years
A3	Develop an awareness and understanding of some major current issues within Early Years.
A4	Develop skills in facilitating inclusive strategies for participation in early learning activities, collaborations and partnerships.
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge, skills and understanding in practical contexts within an Early Learning and Childcare setting, beginning to reflect upon and evaluate practice.
B2	Operate as a reflective and empowering practitioner, demonstrating appropriate professional actions and behaviours.
B3	Develop skills in facilitating inclusive strategies for participation in early learning activities, collaborations and partnerships.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Use a range of standard applications to collect and apply narrative, numerical and creative data, as appropriate.
C2	Convey complex data in different formats, including graphical and tabular to a range of audiences.
C3	Convey complex ideas in a well-structured and coherent way, to a range of audiences or for a range of purposes, demonstrating good communication skills and effective use of ICT.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically evaluate evidence based and resilient responses to defined problems.
D2	Evaluate and begin to critically analyse ideas, concepts, information and issues that are relevant to practice within an Early Learning and Childcare setting.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in some activities at a professional level in practice within an Early Learning and Childcare setting. Work, under guidance, with others to

	acquire an understanding of current professional practice and manage resources within defined areas of work.
E2	Manage resources within defined areas of work.
E3	Take the lead in planning in familiar or defined contexts.
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
8	BAEL08001	GA Leading Learning in Science & Mathematics	10	☐	☒	☐	
8	BAEL08002	GA WBL Implementing Practice in a Team	40	☒	☒	☒	*
8	BAEL08003	Communication and Literacy in the Early Years	20	☐	☒	☐	
8	BAEL08004	Facilitating Children's Play and Pedagogy	20	☒	☐	☐	
8	BAEL08005	My GA Reflexive Practice	10	☒	☐	☐	
8	BAEL08006	Ethics and Social Justice in the Early Years	20	☐	☐	☒	
Footnotes for Core Modules							
*BAEL08002 GA WBL Implementing Practice in a Team is a long, thin module							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8 **Criteria for Progression and Award** *Please refer to* UWS Regulatory Framework *for related regulations*

Refer to current Regulatory Framework

Regulations for Assessment – Chapter 3 of Regulatory Framework

Students obtaining 240 credits are eligible for the exit award of Diploma of Higher Education in BA Early Learning and Childcare.

Progression

For information on progression please refer to University Regulation 3.13.

SCQF LEVEL 9
Learning Outcomes (Maximum of 5 per heading**)**

	Knowledge and Understanding
A1	Critique a broad and integrated knowledge and understanding of the scope, main areas and boundaries of early years practice.
A2	Develop a critical understanding of the principal theories of child development and concepts of multi-agency working.
A3	Apply knowledge of the early years curriculum in developing and managing early years practice.
A4	Interpret a range of social issues that affect children and families and exercise informed judgement in relation to them.
A5	

	Practice - Applied Knowledge and Understanding
B1	Practice in a range of professional level contexts and be prepared to question and deconstruct taken-forgranted and common-sense professional understandings.
B2	Apply knowledge, skills and understanding in practicing routine methods of practitioner-based enquiry within the workplace.
B3	Practice ethically, recognising the complex, contested and essential nature of ethical practice in developing and managing early years practice.
B4	Develop capacity to manage others in the workplace, manage complex accountabilities, including being able to compromise and negotiate without losing integrity and professional principles.
B5	

	Communication, ICT and Numeracy Skills
C1	Undertake critical analysis of information and ideas relevant to practice within an Early Learning and Childcare setting.
C2	Make formal and informal presentations on debates at the forefront of the discipline.
C3	Use a range of IT applications to support and enhance work.
C4	Interpret, use and evaluate numerical and graphical data to record and reflect on practice interventions.
C5	

	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Convey complex ideas in a well-structured and coherent way, interpreting, using and evaluating data to inform planning, children's learning experiences and areas for improvement in an Early Learning and Childcare setting.
D2	Draw on a range of sources in making judgement.
D3	
D4	
D5	

	Autonomy, Accountability and Working with Others
E1	Exercise autonomy to lead learning in an Early Learning and Childcare setting and work, under guidance, with multi-agencies to promote positive outcomes for children and families.

E2	Identify discrimination and unjustified oppression and be strategic in developing inclusive, liberating and participatory interventions to tackle these in different situations.
E3	Take responsibility and exhibit insight and confidence in managing themselves and draw on conscious use of self in working with others and in leading or participating in teams.
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
9	BAEL09001	Practitioner-based Research and Enquiry	20	☒	☐	☐	
9	BAEL09002	Children's Voice	20	☒	☐	☐	
9	BAEL09003	GA WBL Leading Learning in Practice	40	☒	☒	☒	*
9	BAEL09006	Creativity Across the Curriculum	20	☐	☒	☐	
9	BAEL09005	The Team Around the Child	20	☐	☐	☒	
				☐	☐	☐	
Footnotes for Core Modules							
BAEL09003 GA WBL Leading Learning in Practice is a long, thin module.							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9 **Criteria for Progression and Award** ***Please refer to [UWS Regulatory Framework](#) for related regulations***
Refer to current [Regulatory Framework](#)

Regulations for Assessment – Chapter 3 of Regulatory Framework

Students obtaining 360 credits are eligible for the exit award of BA Early Learning and Childcare.

Distinction will be awarded in line with University Regulations and no imported credit can be used.

SCQF LEVEL 10	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	

E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10 **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who
Annual update	31/03/25	J Leslie