University of the West of Scotland

Undergraduate Programme Specification

Session: 24-25
Last Modified: 06-02-24
Status: Published

1	Named Award Title:	**BA Early Learning and Childcare Single**
2	Award Title for Each Award: [1]	**BA Early Learning and Childcare** **Cert HE Early Learning and Childcare** **Dip HE Early Learning and Childcare**
3	Date of Validation / Approval:	17th May 2021 (Institutional Led Review)
4	Details of Cohorts Applies to:	All cohorts entering from Sept 2023
5	Awarding Institution/Body:	**University of the West of Scotland**
6	Teaching Institution(s)[2]:	**University of the West of Scotland**
7	Language of Instruction & Examination:	English
8	Award Accredited By:	
9a	Maximum Period of Registration:	**3 years** Authorised Interruption Guidance notes (uws.ac.uk)
9b	Duration of Study:	Full Time – 3 years
10	Mode of Study:	Full Time
11	Campus:	Lanarkshire
12	School:	School of Education & Social Sciences
13	Programme Board:	Division of Education
14	Programme Leader:	Joyce Leslie

15. Admission 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:

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[1] Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

SQA National Qualifications:

SQA National Qualifications

4 Scottish Highers at Grades BBBC at or 102 UCAS Tariff points at and English at least at National 5.

An appropriate National Qualification Childhood Practice or equivalent.

An appropriate Foundation Apprenticeship or Modern Apprenticeship.

Or as a career changer with a degree or of 1 year of sector specific work experience at a level equivalent to the point of entry

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or GCE

GCE Grades CCD or 88 UCAS Tariff points at A-level, Maths and English at least at GCSE.

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or SQA National Qualifications/Edexcel Foundation

[click here to add detail]

Other Required Qualifications/Experience

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent. The University's Recognition of Prior Learning (RPL) Policy and Procedures covers and defines RPL including Accreditation of Prior Leaning (APL) and Accreditation of Prior Experiential Learning (APEL) as they are recognised, assessed and implemented within UWS regulations. It considers the use of prior learning as an entrance requirement including entry with advanced standing or as additional credit to the continuing UWS student. It complies with Scottish Credit and Qualifications Framework (SCQF).

For Advanced Entry Apprentices are required to have completed a relevant Modern Apprenticeship or have a minimum of 1 year of sector specific work experience at a level equivalent to the point of entry.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

16	**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. 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. This will include the use of the UWS virtual learning environment, Interactive Whiteboard and on-line tutor/apprentice led discussion. Lectures, tutorials, apprentice-led seminars, group-work, role-play, presentations, workshops, problem-based learning, and work-based learning. Personal Development Planning (PDP) is central to the programme beginning with apprentices identifying and developing goals for their own learning and development which will be evidenced in their Personal Development Plan. All summative assessments are graded and marked by academic members of UWS staff.
17	**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 out-with and beyond their university careers.

18	**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.
19	**Attendance and Engagement**

	In line with the Student Attendance and Engagement Procedure, Students 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: 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.
20	**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.

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

21	**Learning Outcomes (Maximum of 5 per heading)**
	Outcomes should incorporate those applicable in the relevant QAA Benchmark statements. Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf

x

SCQF LEVEL 7 **Learning Outcomes (Maximum of 5 per heading)**	
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	

Learning Outcomes - Level 7 Core Modules

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

Footnotes for Core Modules:

* EDUC07039 Work based Learning – Supporting Practice is a Team is a long, thin module

Learning Outcomes - Level 7 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes

Footnotes for option modules

22 a	**Level 7** **Criteria for Progression and Award**
	In line with the Regulatory Framework, those students who achieve 120 credits atSQF Level 7 shall be eligible for the award of Certificate of Higher Education Early Learning and Childcare. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26) Links: UWS Regulatory Framework; and Student Experience Policy Statement.

	Level 8 **Learning Outcomes (Maximum of 5 per heading)**
	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 Year
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	

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes
8	BAEL08001	GA Leading Learning in Science & Mathematics	10		X		
8	BAEL08002	GA WBL Implementing Practice in a Team	40	X	X	X	*
8	BAEL08003	Communication and Literacy in the Early Years	20		X		
8	BAEL08004	Facilitating Children's Play and Pedagogy	20	X			
8	BAEL08005	My GA Reflexive Practice	10	X			
8	BAEL08006	Ethics and Social Justice in the Early Years	20			X	

Footnotes for Core Modules:

*EDUC08040   GA WBL Implementing Practice in a Team is a long, thin module

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	2	3	Footnotes

Footnotes for option modules

22b	Level 8 Criteria for Progression and Award
	In line with the Regulatory Framework, those students who achieve 240 credits at SCQF Level 8 shall be eligible for the award of Diploma of Higher Education Early Learning and Childcare. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26) Links: UWS Regulatory Framework; and Student Experience Policy Statement.

	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-for-granted 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 settin
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	

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
9	BAEL09001	Practitioner-based Research and Enquiry	20	X			
9	BAEL09002	Children's Voice	20	X			
9	BAEL09003	GA WBL Leading Learning in Practice	40	X	X	X	*

9	BAEL09006	Creativity Across the Curriculum	20		X		
9	BAEL09005	The Team Around the Child	20			X	

Footnotes for Core Modules:

*EDUC09053   GA WBL Leading Learning in Practice is a long, thin module

Learning Outcomes - Level 9 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
				1	2	3	

Footnotes for option modules

22c	**Level 9** **Criteria for Progression and Award**
	Students who have successfully completed 360 credits at L9 shall be 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. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

23	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.

24	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.

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
Updated Links: • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links	19/10/2023	C Winter
Guidance Note 2023-24 provided	12/12/23	D Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor

Version Number: UG 1 (2023-24)