



Programme Specification

Early Years Teacher {Apprenticeship-UWE} [Online]

Version: 2025-26, v1.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Early Years Teacher {Apprenticeship-UWE} [Online]

Highest award: BA (Hons) Early Years Teacher

Interim award: BA Early Years Teacher

Interim award: DipHE Early Years Teacher

Interim award: CertHE Early Years Teacher

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies:

Department for Education (DfE)

Office for Standards in Education, Children's Services and Skills (Ofsted)

Apprenticeship: ST1077

Modes of delivery: Full-time

Entry requirements: For current entry requirements see the UWE public website.

For implementation from: 01 January 2027

Programme code: X00E00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The Early Years Teacher Degree Apprenticeship is designed to prepare apprentices for a rewarding career in education. This course is designed to develop the skills and confidence needed to achieve Early Years Teacher Status and teach children aged 0 to 5 years.

The course is embedded in practice and is designed around a set of key principles based on promoting active learning and stimulating integration, exploration, and innovation. The overall approach is apprentices centred and practice focused.

Features of the programme:

Educational Aims: The programme aims to:

Enable apprentices to develop and apply a critical and evidence-based understanding of theories and practices of learning and teaching children aged 0 to 5 years, to enable all children to thrive and progress.

Support apprentices to engage with critical reflection on the English Early Years Foundation Stage, and the transition to KS1 National Primary curriculum, and to be able to develop these to devise effective, creative plans to meet all children's needs.

Facilitate apprentices to understand key features of child development, the impact of the contexts of their lives, and, diverse needs, and the application of this knowledge.

Provide structured support for apprentices to develop leadership competencies to enable them to take a lead on the design and implementation of programmes of education, as required by teachers with Early Years Teacher Status (EYTS).

Develop apprentices' awareness of values positions, including their own, support apprentices to develop effective strategies for managing the learning environment,

developing good communication skills, the ability to build respectful, positive, relationships with children and adults, and an understanding of the importance of these for engaging, values-based teaching and leadership.

Support apprentices' understanding of professional and legal requirements of Early Years Teachers status, and development of professional behaviours, skills, and responsibilities of teachers, including issues around safeguarding, children's wellbeing, equality, information sharing, and working with other adults, as well as managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.

Enable apprentices to apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing Early Years Teachers and to critically evaluate the educational impact of their pedagogic choices on children.

Encourage apprentices to develop and sustain a critical approach to current political, cultural, social, and educational issues and debates pertinent to early years.

Enable apprentices to meet all the statutory requirements to become an Early Years Teacher.

Enable apprentices to meet the Knowledge, Skills and Behaviours (KSBs) and assessment plan for the apprenticeship standard.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Demonstrate a systematic knowledge and understanding of the statutory requirements to gain Early Years Teacher Status in England and understand the importance of continuing professional development.
- PO2. Critically evaluate theories, research and practices underpinning a range of early years pedagogical approaches.

- PO3. Apply their knowledge, understanding and skills to their own practice as reflective early years teachers and critically evaluate the educational impact of their pedagogic choices on all children.
- PO4. Evaluate teamwork and leadership skills to enable them to take responsibility and lead on the implementation of educational programmes and partnerships
- PO5. Apply key concepts of early childhood and early years curricula and use these to devise effective, creative plans to meet the needs of all children.
- PO6. Critically consider the role of the practitioner in facilitating enabling and respectful environments.

Assessment strategy: Assessments are designed to offer a range of learning opportunities that will reflect the professional roles held by the apprentices and develop skills for future development and employability.

These include presentations (recorded and live), professional conversations, written assignments, reflective writing, planning and observation, and evidence collation.

The assessments are designed to meet the diverse needs, interests and attributes of apprentices. Assessments provide consistent opportunities for apprentices to develop their assessment literacy skills, by reviewing their progress, identifying strengths and determining future learning needs and priorities. Assessment support within and across modules is designed to support apprentice development and to engender an understanding of assessment as integral to the learning process.

Assessment will build on module activity, and will include formative assessment opportunities, to ensure that apprentices are fully supported to demonstrate their knowledge, understanding and skills. This will include an explicit engagement with academic and professional skills embedded appropriately across different stages of programme delivery.

Assessment tasks are designed to provide appropriate challenge by engaging apprentices with academic, research and creative opportunities that support their developing professionalism. Some assessments have sufficient flexibility to provide opportunities for apprentice-negotiated content, to ensure bespoke delivery and

engagement. The assessment strategy meets academic and professional standards such as the UWE Enhancement Framework, the most current QAA Benchmark Statement for Early Childhood Studies and the SEEC Level Descriptors.

Student support: UWE based support is available including academic support locally and through the library services, careers support, wellbeing support.

Specifically within this programme there is also:

Specialist content around safeguarding and inclusion

Specialist inputs from external speakers and groups

Working in partnership with partners in the Early Years industry

In the home setting learning space apprentices will be having regular meetings with their setting mentor who will have undergone UWE mentor training and will undertake reviews with UWE tutors.

Apprentices will also be required to meet with the apprenticeship co-ordinator and submit regular achievement updates to motivate and support completion.

Part B: Programme Structure

Year 1

Please note that Year 1 is not being used for this edition of the programme record starting in 2025-26.

The student must take 120 credits from the modules in Year 1.

Year 1 Year 1 Compulsory Modules

The student must take 120 credits from the modules in Year 1.

Module Code	Module Title	Credit
UTTH4L-45-1	Practice 1 2025-26	45
UTTH4M-15-1	Professional Skills 2025-26	15

UTTH4N-30-1	Foundations of Childhood 2025-26	30
UTTH4P-30-1	Early Years Curriculum (EYFS) 2025-26	30

Year 2

Year 2 Year 2 Compulsory Modules

Module Code	Module Title	Credit
UTTH4Q-45-2	Practice 2 2026-27	45
UTTH4R-15-2	Professional Skills and Leadership 2026-27	15
UTTH4S-30-2	Inclusive Practice and Researching Ethical Pedagogies 2026-27	30
UTTH4T-30-2	Curricular Exploration 2026-27	30

Year 3

Year 3 Year 3 Compulsory Modules

Module Code	Module Title	Credit
UTTH4V-30-3	Reflective Practice 2027-28	30
UTTH4W-30-3	Exploring the Adult Role 2027-28	30
UTTH4X-30-3	Policy and Research 2027-28	30
UTTH4U-30-3	Early Years Teacher (EYTS) Degree Apprenticeship End Point Assessment 2027-28	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This degree apprenticeship lets you earn while you learn, combining workplace practice with university study to achieve a Level 6 degree and Early Years Teacher Status. Designed for early years practitioners, it covers child development, inclusive

practice, safeguarding, leadership and curriculum, helping you support children aged 0–8 while progressing your career. Delivered flexibly online with tutor and mentor support, it's fully funded, minimising employer costs while strengthening workforce skills. The course concludes with an independently assessed End Point Assessment, leading to recognised EYTS qualification and opportunities for leadership progression.

Our graduates leave the programme as reflective, creative EY teachers.

Part D: External Reference Points and Benchmarks

This programme has been designed in accordance with the Early Years Teacher (with EYTS) apprenticeship standard at Level 6, as defined by Skills England. The programme aligns with the latest version of the standard, Reference: ST1077, Version: 1.1.

It also meets the QAA Early Childhood statements: 2022

Part E: Regulations

Approved variants to University Academic Regulations and Procedures.

The following relate to UTTH4U-30-3 Early Years Teacher (EYTS) Degree Apprenticeship End Point Assessment:

Regulations D6 (Failure of a Module) and D7 (Retaking a Module):

The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action.

There is no capping of this module for the degree outcome.

Additional requirements:

Compensation is not permitted for an End-Point Assessment module.