

Programme Specification for the Teacher Apprenticeship (PGCE Primary)

This document applies to Academic Year 2020/21 onwards

The Specification for Apprenticeships should be read as a companion document to the Programme Specification for the academic award linked to the apprenticeship.

1.	Apprenticeship title	Teacher Apprenticeship (PGCE Primary)
2.	Qualifications	Postgraduate Certificate in Education or Professional Graduate in Education or Postgraduate Certificate of Education Studies (60 credits at level 7 without QTS)
3.	Level	Level 6 PGCE – 60 credits at level 6 and 60 credits at level 7
4.	Professional registration	Successful apprentices will gain Qualified Teacher Status from the Department for Education (Teaching Regulation Agency).
5.	Duration	12-15 months
6.	Managing institution/Main Provider	School of Education/University of Worcester
7.	Teaching institution(s)	School of Education/University of Worcester
8.	Apprenticeship Standard and Number	Teacher Apprenticeship Standard ST0490/01 19 th October 2017
9.	Date of Apprenticeship Specification preparation/revision	May 2018; September 2018, February 2019 – AQU amendments September 2020 Structure of apprenticeship annex 1 indicative programme plan dating updated.

10. Distinguishing features of the apprenticeship

Higher level/Teacher Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher-level award (e.g. a Foundation Degree, Bachelors or Masters qualification) whilst in work. The provision of an academic award is integrated with experience, practice and learning in the workplace where the apprentice has paid employment status. Higher level/ Teacher Apprenticeships are co-designed by training providers and employers to ensure that apprentices are equipped with the skills employers need and to develop their own careers.

The current Post Graduate Certificate in Education: Primary mapped against the Department for Education Teachers' Standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

The Teacher Apprenticeship Standards are the same as the Teachers' Standards, therefore totally aligned. Additional information and advice from Gov.UK can be viewed on <https://www.gov.uk/guidance/postgraduate-teaching-apprenticeships-guidance-for-providers#overview>

The Postgraduate Teaching Apprenticeship programme at the University of Worcester is a nationally-recognised, work-based route into teaching. It is an alternative to a traditional full-time university

course, offering a postgraduate-level qualification, no tuition fees, and the opportunity to earn while you learn.

- Postgraduate Teaching Apprenticeships is for prospective primary school teachers in England.
- Apprentices will be employed by a school whilst learning on the job. In some cases, this may be a school they are already working at, or have an existing relationship with.
- For those currently working as an unqualified teacher or teaching assistant, this route offers new opportunities for career progression, plus higher earning capacity, recognition, and status.
- On this route, apprentices will receive a combination of classroom teaching and off-the-job training whilst working towards Qualified Teacher Status (QTS).
- University of Worcester Postgraduate Teaching Apprenticeships allows you to study for 2 awards - PGCE with some master's level credits and QTS.
- Postgraduate Teaching Apprenticeship programmes combine paid work with on and off-the-job training. The design of the programme has been led by a group of experienced schools and teachers, specifically for apprentices.
- Apprentices will split their time between school and university study. Furthermore they will receive practical, school-led training alongside experienced staff, and spend at least 20% of their time off-timetable to learn the pedagogy of teaching.
- In addition to working towards QTS on successful completion of the PGCE, an end point assessment (EPA) will be completed, for the Apprenticeship award.

11. Occupational Profile

The occupation covered by the apprenticeship standards is that of a teacher of pupils from 3 – 11 years. Teachers can be employed in a variety of settings (for example academy schools, maintained schools and some SEN schools) and across England. Teachers make the education of pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers demonstrate consistently high standards of personal and professional conduct; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents/guardians in the best interests of their pupils.

12. Admission Requirements

Work-related entry requirements

Under UK Government requirements, Higher Level/Teacher Apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK. A Teacher Apprentice cannot be self-employed.

All apprentices must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. The support of the employer is articulated in an Apprenticeship Agreement. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept individuals based on whether they meet the minimum entry requirements for the academic programme as stipulated below.

Employers are required to confirm that the apprentice has an Enhanced DBS check, including the disqualification by association check. Where an Enhanced DBS check has not been received prior to starting the programme, the employer confirms that the trainee does not appear on the barred lists. Where the trainee has lived overseas in the last 5 years, a Certificate of Good Conduct has been provided by the apprentice.

Applicants must have achieved the following minimum requirements to be eligible to apply for the Postgraduate Teacher Apprenticeship programmes:

1. A degree awarded by a UK higher education provider, or a recognised equivalent qualification.
2. A standard equivalent to grade C/4, or above, in GCSE English, Science and Mathematics.

Applicants also need to pass the professional skills tests in numeracy and literacy before beginning your teacher training. [Find out more in our professional skills tests blog.](#)

Academic entry requirements

The academic entry requirements are as stipulated in the approved Programme Specification for the academic award. These are as follows:

Degree requirements:	An honours degree of 2:2 or above.
GCSE requirements:	Minimum of grade C/4 or equivalent in English, Mathematics and Science, prior to application.
Experience:	5-10 days experience in Primary Schools, Early Years and Nursery settings is desirable but not essential: <i>3-7 route: early years experience</i> <i>5-11 route: experience in Key Stages 1 or 2</i> <i>An A level or equivalent or significant experience to support chosen specialist subject research</i>

Admissions procedures

Following the admissions procedures detailed in the Programme Specification, the employer, the apprentice and programme lead will complete the University Commitment Statement prior to enrolment. Interview and selection for a place on the Postgraduate Teaching Apprenticeship are carried out by the school as the apprentice will need to be employed for the school. The University works closely with schools and will support the interviewing process and selection.

Applications are made through UCAS: <http://www.ucas.com/how-it-all-works/teacher-training>.

Apprentices are recruited through a rigorous selection process which is carried out by the employer with support from the university. The selection methodology ensures that at all stages of the application from receipt of application, initial checks against entry requirements, application scrutiny, including review of personal statement and references are carried out in partnership with the employing school; all unsuccessful candidates are provided with a rationale for the decision with feedback to support their future endeavour.

13. Structure of the apprenticeship

Apprentices will typically take 12-15 months to complete the apprenticeship during which they participate in training, development and on-going review activities. This is incorporated into the structure and delivery of this programme.

The requirements for this apprenticeship will follow the approved academic programme as articulated in the programme's award map and programme requirements (please see the PGCE Programme Specification).

Higher level/Teacher Apprenticeships involve both work-integrated learning in paid employment and academic study. The Education and Skills Funding Agency (ESFA) specify that at least 20 per cent of an apprenticeship must involve 'off-the-job' learning, while the remaining proportion takes place 'on the job'. The 20 per cent is typically covered by the taught academic course and associated activities and learning. Apprentices follow the approved academic programme as articulated in the programme's award map, but to a pattern which reflects the work based element.

Please see below for an Indicative Programme Plan.

Annexe 1 also provides the modular delivery pattern for the apprenticeship.

Indicative Programme Plan

Week No	w/b	Monday	Tuesday	Wednesday	Thursday	Friday
1	24-Aug					
2	31-Aug	BH	SE1	SE1	SE1	SE1
3	07-Sep	UW Training	UW Training	UW Training	UW Training	UW Training
4	14-Sep	SE1	SE1	SE1	SE1	School Training
5	21-Sep	SE1	SE1	SE1	SE1	UW Training
6	28-Sep	SE1	SE1	SE1	SE1	School Training
7	05-Oct	SE1	SE1	SE1	UW Training	UW Training
8	12-Oct	SE1	SE1	SE1	SE1	School Training
9	19-Oct	SE1	SE1	SE1	SE1	UW Training
10	26-Oct	Directed study	Directed study	Directed Study	Directed study	Directed study
11	02-Nov	SE1	SE1	SE1	SE1	School Training
12	09-Nov	SE1	SE1	SE1	UW Training	UW Training
13	16-Nov	SE1	SE1	SE1	SE1	School Training
14	23-Nov	SE1	SE1	SE1	UW Training	UW Training
15	30-Nov	SE1	SE1	SE1	SE1	School Training
16	07-Dec	SE1	SE1	SE1	SE1	School Training
17	14-Dec	SE1	SE1	SE1	SE1	SE1
18	21-Dec	Holiday	Holiday	Holiday	Holiday	Holiday
19	28-Dec	Holiday	Holiday	Holiday	Holiday	Holiday
20	04-Jan	UW Training	UW Training	UW Training	UW Training	SE2
21	11-Jan	SE2	SE2	SE2	SE2	SE2
22	18-Jan	SE2	SE2	SE2	UW Training	School Training
23	25-Jan	SE2	SE2	SE2	SE2	SE2
24	01-Frb	SE2	SE2	SE2	SE2	UW Training
25	08-Feb	SE2	SE2	SE2	SE2	SE2
26	15-Feb	Directed study	Directed study	Directed study	Directed study	Directed study
27	22-Feb	SE2	SE2	SE2	SE2	SE2
28	01-Mar	SE2	SE2	SE2	UW Training	UW Training
29	08-Mar	SE2	SE2	SE2	UW Training	UW Training
30	15-Mar	SE2	SE2	SE2	SE2	SE2
31	22-Mar	SE3	SE3	SE3	SE3	SE3
32	29-Mar	SE3	SE3	SE3	UW Training	BH
33	05-Apr	BH	Holiday	Holiday	Holiday	Holiday
34	12-Apr	Holiday	Holiday	Holiday	Holiday	Holiday
35	19-Apr	SE3	SE3	SE3	UW Training	UW Training
36	26-Apr	SE3	SE3	SE3	SE3	School Training
37	03-May	BH	SE3	SE3	SE3	UW Training

38	10-May	SE3	SE3	SE3	SE3	School Training
39	17-May	SE3	SE3	SE3	SE3	UW Training
40	24-May	SE3	SE3	SE3	SE3	School Training
41	31-May	BH	Directed study	Directed study	Directed study	Directed study
42	07-Jun	SE3	SE3	SE3	SE3	UW Training
43	14-Jun	SE3	SE3	SE3	SE3	School Training
44	21-Jun	SE3	SE3	SE3	SE3	SE3
45	28-Jun	SE3	SE3	SE3	SE3	UW Training

14. Knowledge, skills and behaviours

Higher level/Teacher Apprenticeships support apprentices in progressively developing the knowledge, skills and behaviours (KSBs) required to meet the relevant Apprenticeship Standard.

The knowledge, skills and behaviours required by Teacher Apprenticeship Standard ST0490/01) are mapped below.

The knowledge, skills and behaviours required by the National College of Teaching and Leadership (NCTL), Ofsted and Department for Education, are taken from the Teachers' Standards (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf). The Apprenticeships Standards for the PG Teacher are the same as the Teachers' Standards and have the same domains. Each domain contains an overall learning outcome, which is described by a number of competence statements which are presented as;

- Professional knowledge and Skills required of a Teacher and
- Professional and Personal Behaviours required of a Teacher

The KSBs required are therefore integrated and summatively assessed within the modules.

15. Learning and teaching

The purpose of the Higher level/Teacher Apprenticeship is to develop the knowledge, skills and behaviours of apprentices in order to enable them to develop successful careers in their chosen sector.

Indicative Teaching and Learning Activities:

Lectures, Seminars and Workshops

Apprentices will engage in timetabled sessions during the specified off the job training component of the course.

Work-Based Learning

Apprentices will engage alternative school experience as part of their training programme.

Directed Study Tasks (DSTs) or Independent Study Tasks (ISTs)

These form part of the taught course and are designed to promote apprentices' learning. ISTs require apprentices to engage in additional tasks or wider reading outside of timetabled sessions. DSTs may

be timetabled in place of face-to-face teaching. Module tutors monitor apprentices' completion of ISTs and DSTs.

Professional Enquiry Tasks (PETs)

During school experience, apprentices are required to complete PETs. These form part of the course and are designed to promote apprentices' learning, develop and deepen their understanding of theory into practice and enable them to translate into high quality teaching and learning in settings.

Peer Group Presentations and Assessments

Apprentices will be given a specific brief and be required to work collaboratively to engage in assessment activities, whilst being critically and supportively peer assessed.

Use of Virtual Learning Environment (VLE)

Apprentices are expected to engage in the wide range of supportive materials contained within Blackboard.

Subject Knowledge Learning Logs

Apprentices will also engage with National Curriculum Foundation subjects through engagement in a series of reflective school based professional enquiry tasks. These will be set by the University and monitored and quality assured by both University and school based staff.

Key tasks (KSs)

During placement experience, apprentices are required to complete key tasks. These form part of the course and are designed to promote apprentices' learning, develop and deepen their understanding of theory into practice and enable them to translate into high quality teaching and learning in settings.

Subject audits

Apprentices will undertake subject knowledge tests in English, maths and science, including termly phonic knowledge tests.

Personal Academic Tutoring

Personal Academic Tutoring is central to supporting the apprentice personally, professionally and academically. The programme team believe that the Personal Academic Tutor system is fundamental to Apprentices success. All apprentices will be allocated a Personal Academic Tutor. Opportunity will exist to meet Personal Academic Tutors during induction week, this early introduction is built on by regular meetings across the academic year. Personal Academic Tutors will act as the first point of contact for Apprentice's who need any form of support or have concerns while at university, offering signposting to wider University support services. They promote the academic and professional development for the apprentice, and provide the official University reference for their apprentice.

The Personal Academic Tutor will also liaise with the mentor and the apprentice in their employment base placement ('on the job' learning) to develop and monitor their learning and ongoing progress in their Individual Learning Plan. Ongoing monitoring will be undertaken quarterly to track progress and achievement in the Individual Learning Plans.

16. Assessment

Higher level/Teacher Apprenticeships incorporate a set of specific assessment points in relation to apprenticeship assessment. These involve the following stages:

Summary of Assessment

This end-point assessment plan is to accompany the post-graduate (level 6) teaching apprenticeship standard.

On completion of this apprenticeship, the individual will be confirmed to be a competent and qualified teacher, having already achieved QTS and entered the teaching profession. The apprenticeship standard provides a high-level description of the knowledge, skills, values and behaviours required of the teaching apprentice. The apprenticeship standard complies with the statutory Teachers' Standards originally published in May 2013. The Teachers' Standards establishes a platform for a coherent approach to the Initial Teacher Education (ITE), Newly Qualified Teacher Induction (NQT) and Continuing Professional Development (CPD).

All apprentices will be assessed against the Teachers' Standards, for the awarding of Qualified Teacher Status (QTS). The apprentice will also need to demonstrate the knowledge, skills and behaviours contained within the Teachers' Standards during their end-point assessment.

During the apprenticeship programme, the apprentice must successfully complete a programme of Initial Teacher Training and be awarded QTS by the National College of Teaching and Leadership (NCTL). Individual providers of ITE accredited by the NCTL, retain the responsibility for making the professional judgement as to whether each apprentice has demonstrated the range of knowledge, skills and understanding required to be recommended for Qualified Teacher Status (QTS), in line with current Initial Teacher Training practice.

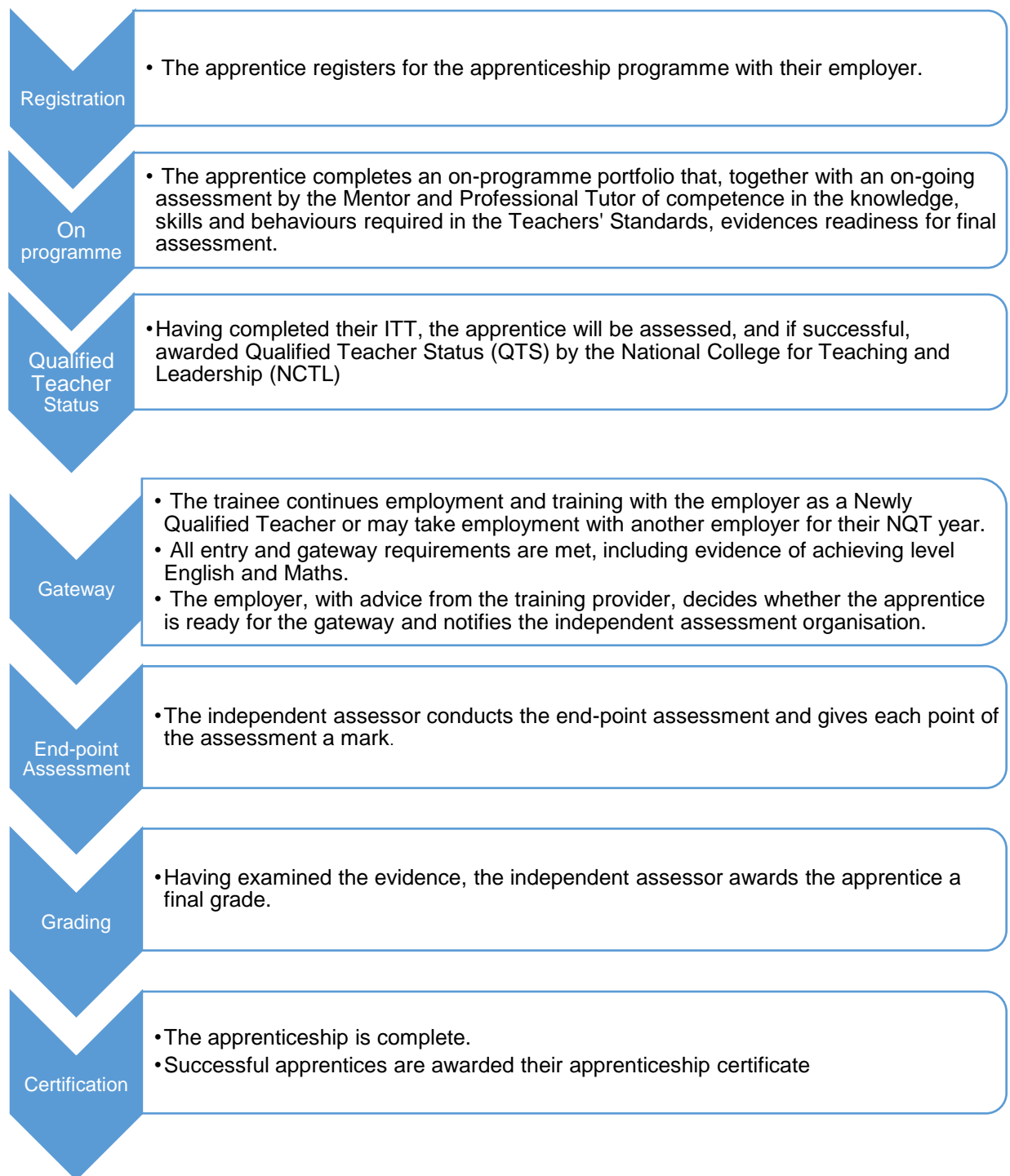
Having completed a programme of ITE and obtained QTS, at the start of their NQT year the apprentice will complete the end-point assessment. Once the gateway has been reached, the end-point assessment must be completed within three months. Total aggregated duration of the end-point assessment is a maximum of 2.15 hours.

The end-point assessment comprises of:

- A lesson observation observed, and assessed, by the independent assessor. The apprentice will produce a lesson plan, according to the employer's format, which will be given to the independent assessor prior to lesson observation.
- A short professional dialogue about the observed lesson will follow.

A professional discussion, which will assess the apprentices' knowledge, skills and behaviours with regard to the Teachers' Standards. The professional discussion will be held between the apprentice and a panel, composed of the independent assessor, a representative from the apprenticeship training provider and a representative from the employer who has been involved in the apprentice's training and development (such as professional mentor or support tutor). The independent assessor will assess the content of the professional discussion. The apprentice should bring with them a portfolio of work completed during Initial Teaching Training. The portfolio will not be assessed but will provide the apprentice with an aid to the professional discussion.

Assessment Flowchart



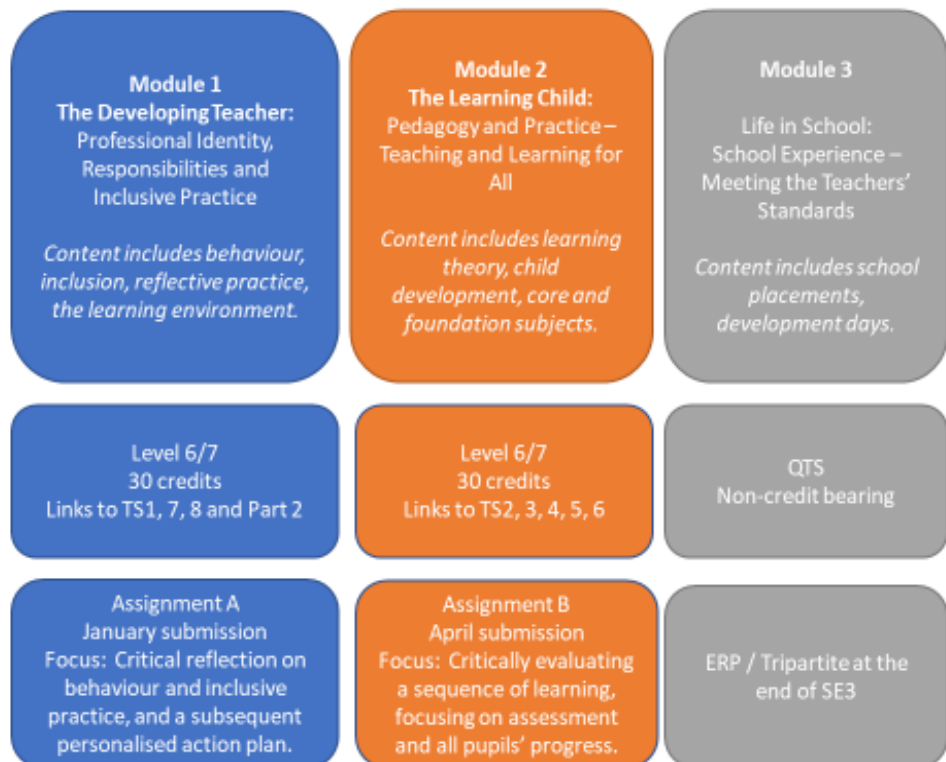
17. Reference points

The following reference points were used in designing the apprenticeship:

- <https://www.gov.uk/government/publications/apprenticeship-standard-teacher-approved-for-delivery> – webpage no longer active but the standard is available here: <https://www.instituteforapprenticeships.org/apprenticeship-standards/teacher/>
- <https://www.gov.uk/government/publications/teachers-standards>

- https://www.instituteforapprenticeships.org/media/1470/teacher-apprenticeship-assessment-plan_revised-clean-version.pdf
- <http://www.worc.ac.uk/aqu/documents/PGCEPGCEMPPrimary2017-18.pdf> - please note this original programme spec has been subsequently updated and is available via the University's [Programme Specifications](#) webpage under the 'Teacher Training' section.

Annexe 1 - Delivery pattern for the apprenticeship



Annexe 2 – Teachers’ Standards/ PG Teacher Apprentice Standards

Professional Knowledge and Skills required of a Teacher:
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • be accountable for pupils’ attainment, progress and outcomes

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate clear understanding of content and teaching methodologies required for relevant curriculum areas and age groups (for example, systematic synthetic phonics if teaching early reading, or appropriate teaching strategies if teaching early maths)

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Professional and Personal Behaviours required of a Teacher:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standards throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.