

Specification for the Degree Apprenticeship Post Graduate Teacher (Secondary)

For programmes starting in or after September 2020 (2020/21 academic year)

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

1.	Apprenticeship title	Postgraduate Teacher Apprentice (Qualified Teacher Status)
2.	Qualifications	Postgraduate Certificate in Education or Professional Graduate in Education or Postgraduate Certificate of Educational Studies (60 credits at level 7 (without QTS))
3.	Level	Level 6 PGCE – 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
8.	Apprenticeship Standard and Number	Teacher Apprenticeship Standard ST0490/01 19 th October 2017
9.	Date of Apprenticeship Specification preparation/revision	May 2018 Revised September 2020

10. Distinguishing features of the apprenticeship

Higher level/Degree Apprenticeships combine higher education study and work-based/work-integrated learning to enable apprentices to achieve a higher level award 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/Degree 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 or Secondary is 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 are available for prospective secondary 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.
- The training will include a PGCE with Master's level credits.
- Postgraduate Teaching Apprenticeship programmes combine paid work with on and off-the-job training as you work towards Qualified Teacher Status (QTS). 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 course, apprentices will also complete an end point assessment (EPA) after the summer to consolidate learning from initial teacher training, for the Apprenticeship award.

11. Occupational Profile

The occupation covered by this apprenticeship standard is that of a teacher of pupils from 11 – 19 years. Teachers can be employed in a variety of settings (for example academies, special schools, independent schools) and across England. Teachers make the education of their 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/Degree 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 Degree 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, and successfully completing the interview process.

- Employers are required to confirm that the apprentice has completed all the required safeguarding checks including an Enhanced DBS and 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.

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

1. a degree awarded by a UK higher education provider, or a recognised equivalent qualification.
2. You will need to have achieved a standard equivalent to grade C/4, or above, in the GCSE examinations in English and mathematics.

Academic entry requirements

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

Essential	Notes
An honours UK higher degree 2.2 or above or an equivalent	
A degree at least 50% subject-related	Additional experience in a work -related field will be considered
Good range of GCSEs/equivalents	
Clearly written personal statement	
Positive reference with no caveats. At least one reference based on knowledge of the candidate in an educational setting or training role	
GCSE English and mathematics/equivalents at grade C/level 4 or above before the start of the course	

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.

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

Apprentices are recruited through a rigorous selection process from receipt of application, initial checks against entry requirements, application scrutiny, including review of personal statement and references, interview and offer or rejection. This selection and interview process will involve the employer and UW. All unsuccessful candidates are provided with a rationale for the decision. Those offered a place are set pre-course targets, which form part the 'off the job' training.

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 (see Programme PGCE Specification).

Higher level/Degree Apprenticeships involve 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.

INDICATIVE DELIVERY PLAN

Wk No	w/b	Monday	Tuesday	Wednesday	Thursday	Friday
2	04/09	Sch 1	Sch1	Sch1	Sch1	Sch1
3	11/09	PS S S	PS PS S	Learning	Sch1	S S S
4	18/09	S S S	S S PS	Teenage Brain Day	Sch1	S S S
5	25/09	S S S	S S PS	Sch1	Sch1	S S S
6	02/10	S S S	School 1			
7	09/10	S S S	School 1			
8	16/10	S S S	School 1			
9	23/10	DIRECTED TIME				
10	30/10	Sch1	Sch 1	Sch 1	Sch 1	Sch 1
11	06/11	Sch 1	Sch 1	Sch 1	Sch 1	EA S S
12	13/11	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1
13	20/11	Sch1	Sch 1	Sch 1	Sch1	Sch 1
14	27/11	PS S S	Sch 1	Sch 1	Sch 1	Sch 1
15	04/12	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1
16	11/12	S S S	S S PS	HTQT DT	S S S	S S S
17	18/12	HOLIDAY – Check school calendar				
18	25/12	BH BH				
19	01/01	Sch 2		Sch 2	Sch 2	Sch2
20	08/01	S S S	S S PS	PSHE	Healthwellbeing	S S S
21	15/01	EA		S S S	SEND	PS S S
22	22/01	S S S	Phonic/beh	DT	Sch 2	Sch 2
23	29/01	Sch 2		Sch 2	Sch 2	Sch 2
24	05/02	Sch 2		Sch 2	Sch 2	Sch 2 PS
25	12/02	Sch 2		Sch 2	Sch 2	Sch 2
26	19/02	DIRECTED TIME (Check school calendar)				
27	26/02	Sch 2		Sch 2	Sch 2	S PS EA Sch 2

28	05/03	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2								
29	12/03	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2								
30	19/03	Sch 2	Sch 2	Sch 2	Sch 2	Sch 2								
31	26/03	S	S	S	S	S	DT	PS	PS	PS	S	S	S	
32	02/04	BH												
33	09/04													
34	16/04	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
35	23/04	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
36	30/04	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
37	07/05		Sch 1	Sch 1	Sch 1	Sch 1		PS	S	S				
38	14/05	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
39	21/05	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
40	28/05	BH		DIRECTED TIME										
41	04/06	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
42	11/06	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
43	18/06	Sch 1	Sch 1	S	S	S					Sch 1	Sch 1	Sch 1	Sch 1
44	25/06	Sch 1	Sch 1	Sch 1	Sch 1	Sch 1								
45	02/07	S	S	S	S	S	S	EA	PS	S				

Immersion in school life from the first day

20 hours of university based Professional Studies

Around 20 days of school based Professional Studies

180 hours of university based subject sessions

2 assignments linked to your teaching practice

30 days experience in a contrasting school

Opportunity to get involved in an enhancement activity

The modular delivery pattern for the apprenticeship is available at Annexe 1.

14. Knowledge, skills and behaviours

Higher level/Degree 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 DfE (Teaching Regulation Agency) and Ofsted, are taken from the Teachers’ Standards (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/66552/0/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 KSB's, required are therefore integrated and summatively assessed within the modules. (see Annexe 1)

15. Learning and teaching

The purpose of the Higher level/Degree 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 the KS 3 and KS 4 subject materials 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 a subject knowledge audit at interview stage.

Personal Academic Tutoring

Personal Academic Tutoring (and Subject Tutor) 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 experiencing problems or concerns arising 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 employing school and second 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/Degree 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 (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.

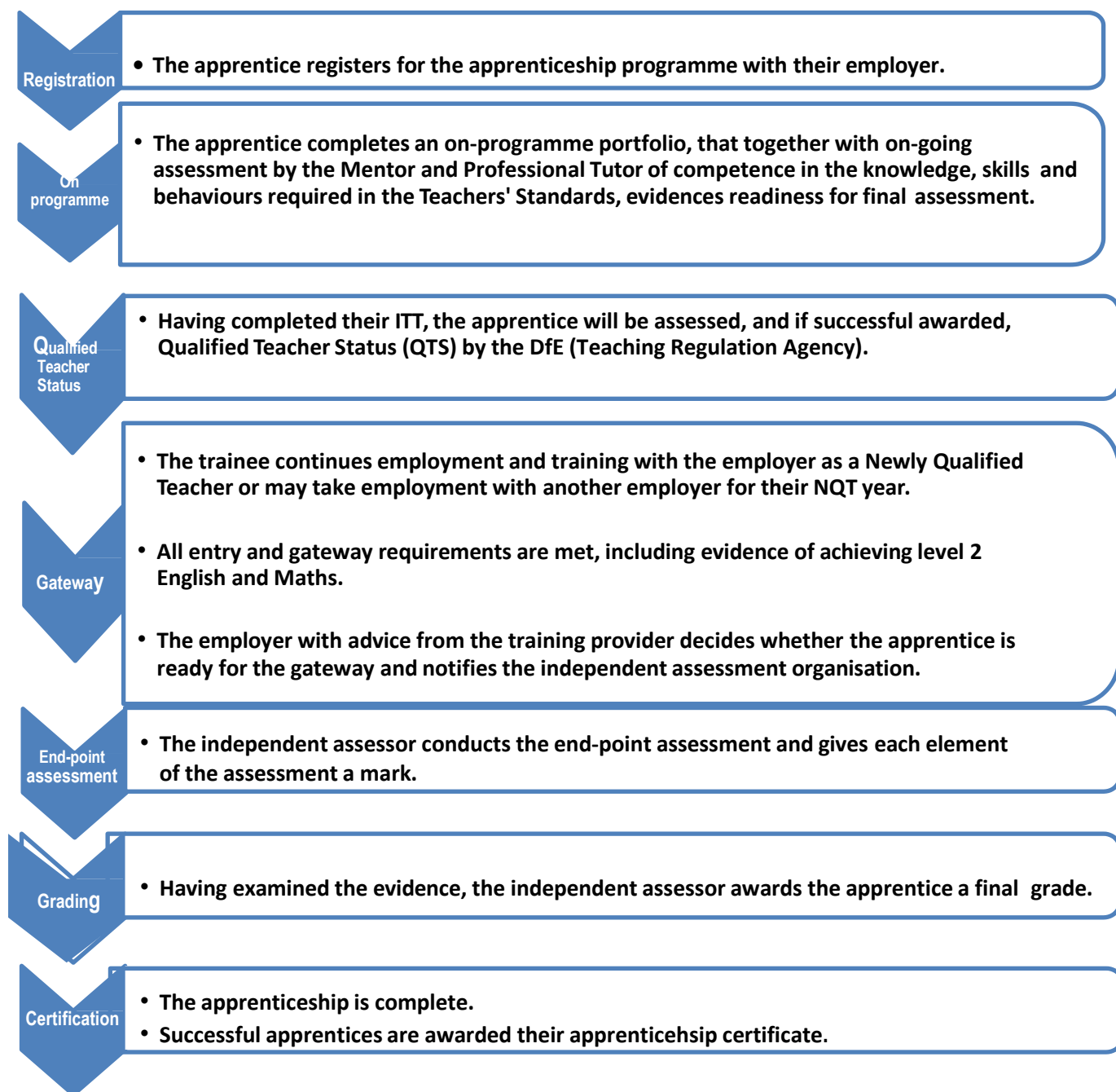
During the apprenticeship programme, the apprentice must successfully complete a programme of Initial Teacher Training and be awarded QTS by the DfE (Teaching Regulation Agency). Individual providers of ITE accredited by the DfE, retain the responsibility for making the professional judgement as to whether 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 the lesson observation.
- A short professional dialogue about the observed lesson will follow this
- 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>

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

<https://www.ucas.com/teaching-in-england>

https://www2.worc.ac.uk/aqu/documents/PGCEPGCEM_Secondary_2020-21.pdf

Annexe 1 Delivery pattern for the apprenticeship

Module Code	Module Title	Credits (Number)	Level	Postgraduate Certificate in Education (PGCE M)	Professional Certificate in Education (PGCE)
PSEC 3000	Meeting the Teachers' Standards	0		✓	✓
PSEC 3002	Developing Teaching and Learning (level 6)	30	6		✓
PSEC 4002	Developing Teaching and Learning (level 7)	30	7	✓	*
PSEC 3003	Evidence Informed Teaching (level 6)	30	6		✓
PSEC 4003	Evidence Informed Teaching (level 7)	30	7	✓	*
Total Credits		60			

*Students can be awarded a Professional Certificate in Education (PGCE) with 30 credits at level 7(M)

Assessment summary

Module	PSEC3000 Meeting the Teachers' Standards (0 credits)	PSEC3002/4002 Developing teaching and learning (30 credits)	PSEC3003/4003 Evidence informed teaching (30 credits)
Assessment task 1	Submission of a (digital) portfolio hyperlinked to a series of tasks linked to the Teachers' Standards (DfE 2013) plus a <i>viva voce</i>	Learning resource 1,500 words equivalent (40%)	Critical literature review (2,000 words) (65%)
Assessment task 2		Reflective commentary 2,500 words (60%)	Digital presentation 1,500 words equivalent (35%)

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.
<p>3. Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • 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)
<p>4. Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • 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
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • 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.
<p>6. Make accurate and productive use of assessment</p>

- 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's 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 provisions⁴
 - 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.