



BISHOP
GROSSETESTE
UNIVERSITY

Primary and Early Years ITT

Primary Teacher Apprenticeship (QTS)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching / learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	23 May 2025
2	Next Scheduled Review Date: [Month/Year]	May 2030
3	Programme Specification - Effective date: [Day/Month/Year]	September 2025
4	Version Number	v1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.



Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	Primary Teacher Apprenticeship (QTS)
1a	Programme Code
	PRTAQTS_1.0
2	Brief Summary (for Marketing Purposes)
	<p>Primary Teacher Apprenticeship (QTS) is a 16-month apprenticeship which offers holders of a relevant degree (Level 6) qualification, a route to achieve Qualified Teacher Status (QTS) through an apprenticeship programme. Students on this programme are employed as apprentices by a primary school and supported to access 'Off the job' training to meet the requirements to become qualified teachers. Teacher / Institute for Apprenticeships and Technical Education</p> <p>Fees and salaries are paid in line with apprenticeship guidelines. Apprenticeship funding rules - GOV.UK</p> <p>This programme provides an ambitious, sequenced curriculum integrating theory and practice, underpinned by the DfE's Initial Teacher Training and Early Career Framework (ITTECF). This framework outlines the essential knowledge and skills that trainee and early career teachers need to develop at the start of their careers. Successful completion of the Primary Teacher Apprenticeship QTS enables you to meet the Teachers' Standards by the end of the programme to achieve a recommendation for Qualified Teacher Status (QTS).</p> <p>Our Ambitious, Diverse, Evidence-based and Professionally Transformative (ADEPT) curriculum will also provide you with a rich experience above and beyond the minimum entitlement of the <i>Initial Teacher Education Core Content Framework</i> (2024) including enrichment and enhancement opportunities to ensure that you develop into a reflective, competent and confident teacher.</p> <p>This programme will be taught alongside Primary Teaching Studies, Primary Teaching Studies QTS (Level 6 Top-Up), which is a successful Primary Teaching course at BGU delivered by a large team of subject experts. The proposed programme will adopt a blended learning approach to enable students to arrange a flexible working approach which will suit both apprentices and employers.</p>

This approach allows schools to plan ‘Off the Job’ training for when suits them, whilst also providing opportunities for students to meet face to face on campus and become part of the BGU community, accessing all of the support that this offers. The course is also designed to suit students who live too far from BGU to attend on campus sessions every week.					
3	Awarding institution	BGU Institute for Apprenticeships and Technical Education (IfATE) DfE			
3a	Programme Length	Full-Time 16 months	Part-Time N/A		
3b	Mode(s) of Study	Full-time Blended			
4	Home Academic Programme Portfolio	Primary and Early Years ITT & Apprenticeships			
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS 100464, Primary Education	CAH2 CAH22-01-01, Education,	ITT X123	UCAS code N/A
6	Framework for HE Qualifications position of final award(s)	Statutory Integrated Degree Apprenticeship (Level 6)			
7	Alignment with University Credit Framework	N/A			
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications (Chapter XIII: Higher and Degree Apprenticeships).			
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A			

Awards

10	Final Award title(s)	Primary Teacher Apprenticeship (QTS)
10a	Exit or Fall back Award title(s)	Apprentices must complete the End Point Assessment (There is no exit or fall back award)
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	N/A

Arrangements with Partners

12a	Available for delivery by a collaborative partner	No	
12b	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	<p>DfE Teachers' Standards - GOV.UK (www.gov.uk) Accredited initial teacher training (ITT) providers - GOV.UK</p> <p>Institute of Apprenticeships and Education (Teacher Apprenticeship (ST0490) Teacher / Institute for Apprenticeships and Technical Education</p>	
15	Date and outcome of last PSRB approval/accreditation	<p>Accredited initial teacher training (ITT) providers - GOV.UK This provides the link to BGUs Accredited ITT status.</p> <p>Ofsted Grade 'Good' March 2024 – Initial Teacher education report Bishop Grosseteste University - Open - Find an Inspection Report - Ofsted</p> <p>Ofsted Grade 'Good' November 2023 – Further education and skills inspection report Bishop Grosseteste University - Open - Find an Inspection Report - Ofsted</p>	
16	Expiry Date of PSRB approval	At time of next inspection.	

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s) https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
	<p>There are no specific QAA Benchmark Statements for Primary Teaching.</p> <p>The Subject Benchmark Statements (SBS) that align most closely with Primary Teaching are the SBS for Education Studies. Therefore, the Primary Teacher Apprenticeship (QTS) programme has been designed to reflect the precepts and guidance of to align with the Subject Benchmark Statement for Education Studies, ensuring that the programme meets the latest standards and expectations in the field.</p> <p>For more details, please refer to the current Subject Benchmark Statement for Education Studies. Subject Benchmark Statement: Education Studies</p> <p>QAA Higher Education in Apprenticeships Characteristic Statements 2022 higher-education-in-apprenticeships-characteristics-statement.pdf</p> <p>Apprenticeship Occupational Standard for Teacher QTS apprenticeship standard (ST0490) Teacher / Institute for Apprenticeships and Technical Education</p> <p>Level 6 outcomes are also consistent with the Quality Assurance Agency Framework for Higher Education Qualifications (2024). https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11</p> <p>Professional standards/requirements</p> <p>The award of QTS is provided by the PSRB, currently DfE. Apprentices will demonstrate that they have met the Teachers' Standards at the end of programme assessment to be recommended for QTS (Qualified Teacher Status). Teachers' standards - GOV.UK (www.gov.uk)</p>
18	Programme Aim. <p>The programme aims to offer a challenging, supportive and rewarding experience to promote informed, reflective and effective teaching and professional development, providing apprentices with the underpinning knowledge necessary to be recommended for Qualified Teacher Status (QTS).</p> <p>The programme aims to:</p> <ul style="list-style-type: none"> • enable all apprentices to excel at teaching and learning; • develop apprentices' knowledge and understanding of the principles and practice of teaching, learning and assessment in the Primary stage; • ensure all apprentices use appropriate research to underpin, challenge and develop their practice; • encourage all apprentices to value and respect pupils' individuality, ensuring equality and celebrating their diversity; • impact positively on the development of apprentices' professional attributes, skills, knowledge and understanding through the modelling of good practice;

- impact positively on the development of pupils' attributes, skills, knowledge and understanding through the apprentices' modelling of good practice;
- challenge all apprentices to have high expectations of themselves as reflective practitioners, so they can be proactive in their own professional development;
- engage apprentices with exploring the links between theory and practice in educational issues.

Through successful completion of the programme apprentices will be able to:

1. set high expectations of pupils which inspire, motivate and challenge them;
2. promote the best possible progress and outcomes for all pupils;
3. demonstrate strong, up to date knowledge of the Primary curriculum and subjects they are qualifying to teach;
4. demonstrate strong, up to date knowledge of the curriculum in two consecutive age ranges;
5. promote high standards of literacy, articulacy and the correct use of Standard English;
6. plan and teach well-structured lessons;
7. adapt their teaching and learning strategies to respond to the strengths and needs of all pupils;
8. make accurate and appropriate use of assessment, including formative assessment;
9. promote positive behaviour for learning;
10. make a positive and professional contribution to their educational context;
11. form effective professional working relationships;
12. reflect on, analyse and evaluate their professional practice in order to make the best possible progress;
13. create a safe and stimulating environment for learning;
14. demonstrate a systematic understanding and critical awareness of current issues and/or new insights into tensions between theory and practice;
15. show an independent and evaluation of intricate issues drawing on varied evidence to support professional judgements on practice, including an appreciation of the uncertainty, ambiguity and limits of knowledge related to professional judgements on practice;
16. demonstrate a systematic understanding and critical awareness of reflective practice, informed by findings at the forefront of practitioner research within their primary school setting;
17. demonstrate a comprehensive understanding of and ability to deploy accurate techniques of observation within their primary school setting.

The teacher apprenticeship is a school-based programme designed for staff working in schools to develop their skills and become a qualified teacher.

Students will have the opportunity through 'On the Job' and 'Off the Job' learning experiences to develop their practice. Benefitting from regular reflections and monitoring to enhance their teaching ability and realise their potential as primary practitioners.

19	Programme Specific Outcomes
a)	<p><u>Final Award Learning Outcomes</u></p> <p>On successful completion of the Primary Teacher Apprenticeship (QTS) programme apprentices will be able to:</p> <p><u>Knowledge & Understanding:</u></p> <p>K&U1 Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.</p> <p>K&U2 Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.</p> <p><u>Subject-specific & Professional Skills:</u></p> <p>SPS1 Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.</p> <p><u>Intellectual Skills:</u></p> <p>IS1 Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts and use this to justify a personal position and inform practice in real world contexts.</p> <p>IS2 Undertake their own enquiry enabling them to develop the skills of analysis and evaluation.</p> <p><u>Transferable Skills:</u></p> <p>TS1 Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.</p> <p>TS2 Communicate their reasoning and reflections accurately in a range of professional contexts using appropriate methods (including digital technology).</p> <p>To be recommended for QTS, students will meet all current requirements for QTS https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice</p> <p>To complete Teacher Apprenticeship, students will need meet all Knowledge, Skills and Behaviour (KSBs) and the End Point Assessment (EPA) requirements of the Apprenticeship standard for ST0490.</p>
20	Exit Award Learning Outcomes
N/A	

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 6 – 0 credits

						PSRB
Level 6	Semester 1 Year 1	PRY601_1.0 Introducing Pedagogy, Curriculum and Assessment (0 Credits)	PRY602_1.0 Professional Behaviours and wellbeing (0 Credits)	PRY603_1.0 Developing Pedagogy, Curriculum and Assessment (0 Credits)	PRY604_1.0 Behaviour and Inclusion (0 Credits)	PLC00121 Leading to assessments for QTS (0 Credits)
	Semester 2	PRY605_1.0 Extending Pedagogy, Curriculum and assessment (0 Credits)	PRY606_1.0 Professional Identity (0 Credits)			PLC00121 Leading to assessments for QTS (0 Credits)
Level 6	Semester 1 Year 2					PLC00121 Leading to assessments for QTS KSB EPA assessments (0 Credits)

21b	Module Structure
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Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
PRY601_1.0	Mandatory	Introducing Pedagogy Curriculum and Assessment	1	0
PRY602_1.0	Mandatory	Professional Behaviours and Wellbeing	1	0
PRY603_1.0	Mandatory	Developing Pedagogy Curriculum and Assessment	2	0
PRY604_1.0	Mandatory	Behaviour and Inclusion	1+2	0
PRY605_1.0	Mandatory	Extending Pedagogy Curriculum and Assessment	2	0
PRY606_1.0	Mandatory	Professional Identity	2	0
PLC00121	Mandatory Placement (QTS)	Assessment for QTS against Teaching Standards	4+1	0

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22

Curriculum Design

The programme is split into modules which allow teaching and learning to develop through the 16 months of the programme, and will align with the three phases of learning on placements:

	Semester 1 Introductory Phase	Semester 2 Developing Phase	Semester 1 (2 nd year) up to the end of December Extending Phase
Placement	Introductory Placement	Developing Placement	Extending Placement Assessment against Teachers' Standards at the end of the placement.
Modules	PRY601_1.0 Introducing Pedagogy, Curriculum and Assessment PRY602_1.0 Professional Behaviours and Wellbeing PRY603_1.0 Developing Pedagogy, Curriculum and Assessment PRY604_1.0 Behaviour and Inclusion	PRY604_1.0 Behaviour and Inclusion PRY605_1.0 Extending Pedagogy, Curriculum and Assessment PRY606_1.0 - Professional Identity	

Block Placements (as above) are used to deliver the ‘Learn to ...’ elements of the Initial Teacher Training Early Career Framework (ITT ECF) (DfE, 2024). As well as to gather evidence of apprentices’ progress towards the apprenticeship KSBs. These Block Placements take place throughout the course and give opportunity for knowledge and skills taught in modules to be applied in practical settings. This will enable a close link between theory and practice and also ensure learning from placement supports the students’ developing reflective practice.

Reflective practice plays a key part in the design of the curriculum. Each module will include tasks to be carried out during students’ weekly ‘Off the Job’ time allocation. Students will be required to complete ‘Theory into Practice tasks for each module’. These will support the development of their portfolio in the electronic Record of Professional Development (eRPD) and are designed to support the students to meet the criteria for both QTS assessment and to provide evidence of them meeting all apprenticeship Knowledge, Skills and Behaviour standard’s (KSBs).

The curriculum will go beyond the Initial Teacher Training Early Career Framework (ITT ECF) (DfE, 2024) to ensure that we provide more than the foundational knowledge and skills that are pre-requisites for trainee teachers. The planned curriculum will ensure students receive their Initial Teacher Training entitlement before embarking on their 2-year period as Early Career Teachers (ECT).

The planned modules above allow for a coherent structure which will ensure learning is built upon progressively throughout the apprenticeship programme, and will be built around the BGU Primary ITE curriculum

- **Behaviour management**
- **Pedagogy**
- **Curriculum**
- **Assessment**
- **Professional Behaviours**
- **Inclusion**
- **Wellbeing**

These modules ensure full coverage of the ITT ECF areas:

High Expectations

How Pupils Learn

Subject and Curriculum

Classroom Practice

Adaptive Teaching

Assessment

Managing Behaviour

Professional Behaviour

ITT ECF (New version 2025)	Teacher Standards	KSBs for Teacher Apprenticeship
High expectations	1. Set high expectations which inspire, motivate and challenge pupils	1. Set high expectations which inspire, motivate and challenge pupils
How pupils learn	2. Promote good progress and outcomes by pupils	2. Promote good progress and outcomes by pupils
Subject and Curriculum	3. Demonstrate good subject and curriculum knowledge	3. Demonstrate good subject and curriculum knowledge
Classroom Practice	4. Plan and teach well-structured lessons	4. Plan and teach well-structured lessons
Adaptive Teaching	5. Adapt teaching to respond to the strengths and needs of all pupils	5. Adapt teaching to respond to the strengths and needs of all pupils
Assessment	6. Make accurate and productive use of assessment	6. Make accurate and productive use of assessment
Managing Behaviour	7. Manage behaviour effectively to ensure a good and safe learning environment	7. Manage behaviour effectively to ensure a good and safe learning environment
Professional Behaviours	8. Fulfil wider professional responsibilities	8. Fulfil wider professional responsibilities

	Part Two: Personal and professional conduct	Professional and personal behaviours required of a teacher
<p>Student and pupil wellbeing and mental health will be a key aspect of our two modules which will consider professional behaviours (PRY602_1.0 & PRY606_1.0). Within these two modules, Part 2 of the Teachers’ Standards (DfE, 2011) will be covered to ensure that students have a clear understanding of the expectations regarding personal and professional conduct and the ethics of the teaching profession.</p> <p>Block placements, which allow progression towards Qualified Teacher Status (QTS) (assessed against the Teachers’ Standards and Apprenticeship Knowledge, Skills and Behaviours (KSBs) at the end of the course) and ensure at least the minimum number of days required by the current ITT Criteria will form part of the programme-long Placement module (PLC00121). Placement learning and progress will be evidenced in the electronic Record of Professional Development (eRPD).</p> <p>Records of specific Apprenticeship evidence will be kept on an electronic portfolio with the support of the Apprenticeship Support Office (ASO).</p> <p>DfE (2024) <i>Initial Teacher Training and Early Career Framework</i> available at: Initial teacher training and early career framework - GOV.UK</p> <p>DfE (2021) <i>Teachers’ Standards</i> available at: Teachers' standards - GOV.UK</p>		
23	Learning and Teaching Strategies	
<p>The programme has been developed to support and sustain rigorous learning that is informed by, and aims to influence, professional practice. The teaching and learning approach is designed such that apprentices will build their knowledge of the Ambitious, Diverse, Evidence-based and Professionally Transformative BGU ITE ADEPT curriculum, underpinned by the Initial Teacher Training Early Career Framework (ITTECF), over the period of the programme, whilst concurrently applying that knowledge as skills to their practice. They will revisit and retrieve core knowledge throughout the year in different contexts, enabling them to commit learning to long- term memory and embed their understanding of how theory relates to professional practice.</p> <p>The apprenticeship will be taught using a range of blended delivery modes in line with the ‘Guide to BGU Blended Learning VLE Template’ (October 2024).</p> <p>Face to face learning might include:</p> <ul style="list-style-type: none">• Lectures• Seminars• Group and individual tutorials <p>Online learning might include</p> <ul style="list-style-type: none">• Synchronous sessions (live online)• Asynchronous sessions (pre-recorded /offline)• Directed pre- and post- session study• Individual study• Use of the virtual learning environment (VLE) and the eRPD		

This blended approach is defined broadly (as per the PTS Blended QTS course) as ‘the organic interaction of thoughtfully selected and complementary face-to-face and online approaches and technologies’ (Vaughan, Cleveland Innes and Garrison, 2013, p.1) or ‘models of delivery that require students to engage with timetabled onsite learning activities across the academic year, in addition to engaging with digital learning activities between these times.’ (QAA, 2020 p. 3).

On campus learning will be 6 days in year 1 and 1 day in year 2. Spread across the programme. Apprentices will be expected to attend on campus for these days and this will form part of the ‘Off the Job’ training release time which will be agreed by the employer.

The on-campus sessions will allow for sessions of a more practical nature to take place and will also ensure that apprentices are supported to build peer support groups, engage face to face with key members of staff and understand their membership of the BGU learning community.

The remainder of scheduled hours will be learning which takes place away from the University site. It will require students to engage with the programme through digital means, rather than having any need to visit the physical site (BGU, n.d.).

Module specifications include clear reference to types of learning:

Off the Job Across the course Apprentices will be provided with a minimum of 20% of their working hours as ‘Off the Job’ new learning in order to support their progress towards Knowledge, Skills and Behaviour standard (KSBs).

This training will take the following forms:

Scheduled learning will involve directly taught, supervised or instructed by a lecturer and will take place either in the on-campus days, or through timed, group learning activities set and mediated by the lecturer. Within each module, hours for face-to-face learning, indicative synchronous learning and asynchronous learning will be defined. Some synchronous learning will take place online, and some on campus. To ‘blend’ the learning within each module, module leaders will ensure that content that is delivered synchronously will be integral to the subsequent asynchronous learning. Reference will be made to the work-based learning (placement learning hours) that will be embedded within in each module.

Independent learning hours will include guided independent learning and self-managed study.

Block Placement and **School Based Learning** will support, extend and enhance content delivered in scheduled learning hours.

The rationale behind this approach is a response to the needs of this group of students who generally do not move to Lincoln to engage in this apprenticeship programme and will only travel into BGU when required. This will support the appeal of the apprenticeship to a wider range of schools.

The pedagogical aim of this approach will allow lecturers to plan and deliver modules which encompass the best technology enhanced- and web enhanced- learning to support and enhance the student experience. It will build on the lessons learnt during Covid-19 lockdowns both in terms of methods of delivery, but also of student preferences and challenges.

Block Placements will be a substantial and integral part of the course and will follow the formal structure of all BGU ITE QTS Placements of Introductory, Developing and Extending placements. These placements will meet the requirements of the 120 days for Qualified Teacher Status, but apprentices will also be based in their employing or Block Placement schools for all ‘On the Job’ training.

Placement learning will include:

- Observation of experienced practitioners
- Engagement with placement tasks
- Teaching individuals, small groups and whole classes
- Ongoing professional development with support from mentors in school
- Engagement with the eRPD

Academic and Professional Enhancement sessions will not be included in validated module hours. These will include sessions such as:

- Library Sessions
- Blackboard introduction
- Digital Learning introduction
- The Hub Introduction
- Use of the eRPD
- Placement sessions (for each placement)
- Apprenticeship inductions
- Apprenticeship Tripartite meetings

Intensive Training and Practice (ITaP)

In accordance with the DfE Quality Requirements, all apprentices will receive a minimum of 20 days of Intensive Training and Practice experiences (ITaPs) across the year, supported by Lead Mentors. The ITaPs within this programme are designed to link theory with practice in the subject, through carefully selected pivotal aspects of the planned training curriculum, including critical analysis of observed teaching and planning. This will lead to repetitive practice with expert feedback, supporting apprentices to retrieve, apply and consolidate acquired knowledge, developing fluency in classroom practice in key areas of professional practice.

BGU ITaPs are delivered through the participatory five-element framework model, developed by the National Institute of Teaching:

- **Introduce:** support apprentices' learning about the theory of teaching and learning
- **Analyse:** support apprentices to analyse expert teaching
- **Prepare:** provide opportunities for apprentices to use approximations to practice and get feedback
- **Enact:** support apprentices to apply their learning in the classroom
- **Assess:** monitor apprentices' knowledge and skills

Pivotal areas of focus for ITaPs may change each year but will take a question-based approach and will link to the key strands of the ADEPT curriculum. Indicative examples might be:

- Why is modelling an effective tool for teaching Phonics?
- What is low-level disruption and how can I address this in my practice? *

By following the DfE Quality Requirements, ITaPs will be delivered entirely 'Off the job' training, and could take place as BGU campus based, school based or a combination of both. Lead Mentors will support apprentices in all stages of the five-element framework, through in-person delivery and/or support for mentors in placement.

*See indicative example in Appendix

QAA. (2020). *Building a Taxonomy for Digital Learning* available at:
<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

Vaughan, N.D., Cleveland-Innes, M. and Garrison, D.R. (2013). *Teaching in blended environments. Creating and sustaining communities of enquiry*. AU Press.

BGU (n.d.) Digital Learning Steering Group *A shared vocabulary for digital and blended learning*.

24	Assessment Strategies
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This apprenticeship has no HE credits attached to it, but has a statutory integrated End-point assessment (EPA). The EPA will use the assessment arrangements in use for other entry routes into this occupation and will be completed simultaneously. Alignment of the EPA is permitted because the following criteria are met:

- The occupation (profession) must be regulated by the statutory regulator that carries out a range of functions in relation to the occupations they regulate, including making sure individuals have the necessary qualifications and/or experience to practise the occupation.
- The occupational standard and statutory integrated EPA meet the apprenticeship requirements.

The EPA typically takes 1 month once the apprentice has passed gateway and starts with the examination board and finishes when the moderation board sends the achievement details to the regulator (DfE) to generate QTS status. The apprentice is not required to carry out any additional assessments. The regulator will issue QTS, by recording the apprentice's achievement of QTS on the register and issuing a letter to the apprentice confirming their teacher reference number.

Progress of students towards the Apprenticeship KSBs will be monitored through a variety of formative assessment strategies throughout the course. These will include 500-word reflective tasks for ITaPs and end of modules of study, Professional Placement Discussions and Weekly Curriculum Progress Review meetings during Block Placements. Formative assessment tasks will be reviewed by a combination of the ITE team, University Based Mentors, School Based Mentors and their Apprenticeship Support Officer.

See the additional 'Assessment and Monitoring Overview Primary'.

25	Inclusive Practice and Personal Development Planning
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Students are allocated Mentors from ITE, and Apprenticeship Support Officers (ASO) at the start of the programme. They will, where possible, remain with the same staff for the duration of the programme, to allow strong and supportive relationships to form. University Based Mentors(UBMs) and Apprenticeship Support Officers (ASOs) will be responsible for ensuring each student is appropriately supported and will act as the first points of contact should a student experience difficulty or require support.

The cohort leader and module leaders for Primary Apprentices will also provide additional support, regular email updates and cohort meetings to update apprentices on general messages and to take course feedback.

Tripartite meetings are scheduled a minimum of every 3 calendar months throughout the course and may be conducted via Teams, with students initially meeting their ASO in the first weeks of the programme. UBMs will be allocated to support students in preparation for their Introductory placement and where possible remain with them for the duration of their other placements. UBMs will offer support throughout placements, in line with other Primary QTS placements, through School Based Mentor (SBM) training, Observation visit and End of Placement Professional Discussions (PPD). Students prepare for these Tripartite and PPD meetings in advance, reflecting on their progress, and their learning on placement.

ASOs take responsibility for tracking their apprentices' professional progress and Cohort Leaders will track engagement in learning activities, via attendance and engagement with asynchronous tasks.

Students with declared needs are encouraged to seek the support of colleagues in The Hub, and the academic team are regularly informed of newly declared / diagnosed or recently adjusted needs by colleagues in Student Advice. One member of the team is responsible for ensuring staff are kept informed of declared needs, and this forms a regular agenda item at team meetings.

There is a question-based framework to aid apprentices, subject specialists and School-Based Mentors to gauge whether apprentices are 'on track' and to develop and apply the knowledge and skills of the intended curriculum. It is used in multiple ways to guide professional discussions, including during Curriculum Progress Reviews, weekly mentoring meetings and setting of targets.

Where apprentices are not 'on track', they are supported by a 'Personal Support Plan' (PSP) initially, with SMART targets linked directly to the curriculum and discussed with the apprentice. If insufficient progress is made towards meeting these targets, a 'Cause for Concern' may be instigated. This support procedure is outlined in the 'Placement Handbook'. Apprentices will be supported through this process by the ASO and the UBM.

26	Technology Enhanced Learning
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The blended learning approach planned for this programme will require students to make use of technology enhanced learning throughout the programme. The Digital Learning team will support the planned delivery approach.

See the Blended Learning VLE Template (October 2024)

Technology will be used to access and enhance learning, and also to ensure students are well prepared to foster digital literacy in schools and use technology to support their role as primary teachers in the future.

Digital access - Initial guidance and support will be provided for students in advance of enrolment to ensure the technological requirements of the programme can be met (BGU n.d).

Digital literacy – As part of the induction sessions at the university, clear guidance and support will be provided to ensure each student has the ability to use digital information and relevant technologies to find, evaluate, create and communicate information. Students who need further support with this will be supported by the Digital Learning Team via The Hub.

Along with ongoing use of the VLE to receive announcements, access module specific information and FAQ discussion boards and access the timetable, students will also make use of the eRPD (an E-portfolio - electronic Record of Professional Development) which supports professional development through reflection on evidence and the setting of targets. This is completed with the support of SBMs and UBMs during placement and by personal tutors in university-based time to ensure ongoing and integrated support with both academic and professional development throughout the programme.

They will also maintain an Electronic Portfolio with the support of their ASO in order to evidence that they have met the criteria for Apprenticeships and receive funding for the course.

In addition to using technology enhanced learning, academic staff will deliver focussed computing and IT sessions on the use of digital technologies in primary schools, for example the use of resources such as: iPads and STEM technology, as well as interactive resources such as: Socrative, online assets such as Purple Mash (which is provided to the university FOC) and eBook creation apps. Apprentices will also be supported in setting to access and use assessment technology effectively, in line with the approaches taken in their school. Where appropriate taught sessions will also model and encourage use of software by apprentices when on block placements in order to enhance learning for pupils. Recommended internet-based resources, as well as apps and software, will also be included in sessions.

Apprentices will also be taught the importance of the digital citizen and e-safety, both for themselves and for the children they teach.

Assistive technology and productivity tools will improve and enhance digital learning access and capability to ensure support is given to individuals with disabilities or difficulties in engaging with digital approaches to learning (BGU n.d).

BGU (n.d.) Digital Learning Steering Group *A shared vocabulary for digital and blended learning.*

27	Work-related Learning and/or Placement
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The Placement Module runs throughout the apprenticeship and allow opportunities for taught materials to be directly applied in the classroom.

In order to meet the requirements for QTS, the current ITT Criteria will be referred to. The programme will provide more than the 120 days training in schools required by the current ITT criteria.

The Placement Lead and Apprenticeship team will work together to ensure that all placements for students in their employing school meet the requirements of the block placements. The Placement Lead and Placement Support Office (PSO) work together to ensure that placements for Developing Placement (alternative settings) are organised in a timely manner and meet the requirements of the DfE.

Student feedback and Trainee Initial Teacher Education Survey (TITES) from across our ITE programmes, specifically our work-based ITE programme, show that students are pleased with the level of support they receive before and during their placements.

Quality assurance visits occur during each placement period (around three times a year) as part of the ITT provision. Tripartite meetings also take place, a minimum, of every 3 calendar months to ensure that the criteria of the Apprenticeship programme is being met.

External examiners each visit between 5-10 final placement Primary QTS students each year and provide feedback to support programme development across the department.

Although apprentices will be in school throughout the course, they will only be gathering evidence towards QTS during the three Block Placements, which will be in at least two different school settings. These placements enable students to make progress towards the award of QTS by applying the knowledge, skills and understanding covered in university-based learning. Progress on each placement will be tracked to ensure reflective, supportive targets are set. The programme complies with the current PSRB criteria by providing all students with a choice of age phase made early in the course. The Developing Placement and the Extending Placement take place within the student's chosen age phase (either 3-7 or 5-11).

Time spent in school exceeds the current requirements of the PSRB.

The course will encompass both work-based learning and placement learning.

Indicative plan:

Dates to be confirmed	Autumn Term		Spring Term		Summer Term		Autumn Term (Year 2)	
Work-based learning	(Minimum) 20% 'Off the Job' training across the programme. Apprentices will be employed in school full-time (30 hours) and the rest of the time should be spent 'On the Job'.		(Minimum) 20% 'Off the Job' training across the programme. Apprentices will be employed in school full-time (30 hours) and the rest of the time should be spent 'On the Job'.	(Minimum) 20% 'Off the Job' training across the programme. Apprentices will be employed in school full-time (30 hours) and the rest of the time should be spent 'On the Job'.		(Minimum) 20% 'Off the Job' training across the programme. Apprentices will be employed in school full-time (30 hours) and the rest of the time should be spent 'On the Job'.		
Placement Placement days included in PLC00121		Introductory placement 5 days per week.			Developing Placement 5 days per week		Extending Placement 5 days per week	Extending Placement 5 days per week

[Initial teacher training \(ITT\): criteria and supporting advice - GOV.UK](https://gov.uk/initial-teacher-training)

Employability is embedded throughout the Primary Teacher Apprenticeship (QTS) programme design. Employers and key stakeholders (students and school partners) have been involved in the development and quality assurance of this programme through the Primary Partnership Steering Group and Governance Board. Feedback from employers across the region has led to changes in course design to better prepare them for employment. Their positive feedback supports changes we have made and recognises that we have built on the strengths of our existing ITE programmes and understand current priorities in ITE.

During work-based training, school partners lead the training of apprentices, supported and quality assured by university-based mentors. School partners regularly contribute to the programme by leading sessions, participating in academic assessments, and providing ongoing mentoring support during non-training periods. This allows apprentices to learn from experienced practitioners throughout the programme.

Recruitment for apprenticeships is conducted through the school, which acts as the employer of the apprentices. This enables us to build closer links with our partnership schools. These schools then feel confident in the training we provide and are receptive to applications from BGU graduates. They also send us information about job openings, which we can pass on to apprentices, ensuring rigour in the recruitment process. School partners also participate in most ITE recruitment days, further enabling us to build closer links with our partnership schools.

Destinations of Leavers from Higher Education (DHLE) returns of available data for the past three years show very high employability rates, well above the national average, for graduates of our ITT programmes, specifically our work-based ITT programmes including Primary Teaching Studies (PTS).

To provide our apprentices with the BGU Graduate Attributes, we ensure that all aspects of the programme contribute to the overarching aim of attaining qualified teacher status.

This is exemplified as follows:

Academic literacies

Apprentices develop their criticality in all modules, particularly in the Professional Behaviours modules, enabling them to consider and discuss a range of perspectives. They also develop their ability to write and communicate orally in a professional tone, clearly and concisely. Throughout the blended learning approach to the programme, apprentices are required to take responsibility for their own learning goals.

Global citizenship

Apprentices develop skills to participate confidently, responsibly, and imaginatively in the wider world of teaching and education in all modules and apply this in their school settings.

Information literacy

Information literacy is developed in all modules, supporting apprentices in using the library to develop their organisation, planning, and problem-solving skills.

Digital fluency

The programme requires apprentices to be ICT proficient and digitally creative, with session tasks/activities including online debates and digital presentations. Apprentices are supported within sessions and by The Hub to develop their digital fluency, which will support their future careers.

Employability

The programme is designed to enable apprentices to meet the requirements of QTS.

Being enterprising

The Professional Behaviours modules require apprentices to develop their place within the wider school community through new ventures and opportunities, creating positive change and further preparing them for their teaching careers.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>Applicants for the programme will, in order to comply with current national requirements for the award of QTS, have achieved GCSE's in maths, English and science at Grade C/4 (or equivalent) or above. As required by current legislation, all applicants are currently required to have a Disclosure and Barring Service (DBS) enhanced disclosure check and must meet any other statutory safeguarding requirements. Should these national requirements change, the programme specific admission requirements will also change.</p> <p>C1.1 GCSE standard equivalent</p> <p>The DfE ITT Criteria states that all accredited ITT providers must:</p> <p>Ensure that all entrants have achieved a standard equivalent to a Grade 4 in the GCSE examinations in English and mathematics.</p> <p>For the equivalent of grades awarded under the new GCSE grading structure, refer to Your qualification, our regulation: GCSE, AS and A level reforms.</p> <p>An equivalent to grade 4 in English language or English literature fulfils this criterion.</p> <p>C1.2 Degree Criteria</p> <p>All accredited ITT providers must ensure that, in the case of graduate programmes of ITT, all entrants hold an undergraduate degree from a United Kingdom higher education institution or equivalent qualification.</p> <p>An undergraduate degree comprises 300 HE credit points of which 60 must be at level 6 of the Qualifications and Credit Framework (QCF). Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent single qualification.</p>
30	Programme Specific Management Arrangements
	<p><u>General</u></p> <ul style="list-style-type: none"> • Head ITE Programmes • Head of Apprenticeships • Programme Leader for Work-Based ITE • The programme team work with the Secondary Partnership Steering Group, and institutionally reports into the ITE Governing Board. <p><u>Professional, Regulatory & Statutory Bodies</u></p> <ul style="list-style-type: none"> • The programme follows guidance set out in the Department for Education ITT Criteria. Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk)

- and recommendation for QTS is made in accordance with the requirements of the Teachers' Standards (<https://www.gov.uk/government/publications/teachers-standards>).
- The programme is subject to Ofsted inspection in accordance with the Ofsted [*Initial teacher education \(ITE\) inspection framework and handbook*](#). This will occur under the timetable for inspection of BGU's wider initial teacher education activities.
- The apprenticeship so will fall under the FES handbook inspection [Further education and skills inspection handbook - GOV.UK](#)
- DfE (2024-2025) ITT criteria available at [Initial teacher training \(ITT\): criteria and supporting advice - GOV.UK](#)

Other (including off-site delivery)

The apprentice will be employed by their 'home school' and it will be the responsibility of the school with the support of the Placement Service Office, to arrange the Developing placement for a minimum of 6 weeks so that the apprentice meets the DfE requirements of experience across two settings.

31 Staff Responsibilities

- General
Apprenticeship Primary Cohort leader
Module leaders for each module
Placement lead
University Based Mentor
Apprenticeship Support Officer
- Placement related
Placement Service Office will support to ensure compliance and placements for 6 week developing placement

32 Programme Specific Academic Student Support

- Fortnightly emails from the Cohort Leader which include details of upcoming sessions, current issues, response to student feedback and important messages.
- Online optional Q&A sessions in response to student feedback or staff perception of need.
- FAQ discussion boards to support understanding of modules and assignments.

33 Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

The Programme complies with current institutional evaluation policies ensuring that module evaluations are carried out following each module, participation in the BGUSS Survey and NSS Survey are encouraged.

Apprentices will also be invited to participate in surveys through the Apprenticeship Service Account which directly feed into the 'find an apprenticeship training provider' ratings [BISHOP GROSSETESTE UNIVERSITY - training provider](#) which in turn, are a quality indicator on the Apprenticeship Accountability Framework (AAF).

Additionally, TITES (Trainee Initial Teacher Education Surveys) are carried out following placements, and questions align as closely as possible with survey of new teachers that are intermittently distributed by the DfE.

Results of all surveys and evaluations are analysed and evaluated by the programme leader, placement leader, module leaders and the cohort leader to ensure ongoing improvements to the programme are made.

Regular student representative meetings are carried out (normally 2-3 times per year) with student representatives and RFS forms are disseminated to relevant staff/departments.

Feedback from all the sources above informs AMRs and AMR action plans which are reviewed three times per year.

Going forward, student feedback is gathered to support development and any revalidation of the programme, Self-Assessment Report (SAR) and Quality Improvement Plan (QIP).

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Primary Teacher Apprenticeship (QTS)						
	K&U1	K&U2	SPS1	IS1	IS2	TS1	TS2
	Demonstrate the skills, detailed knowledge and systematic understanding for teaching in a range of primary school contexts.	Synthesise ideas and observations into coherent arguments confidently in order to articulate and demonstrate a clear vision of their understanding of the values, theories and concepts which are at the forefront of primary teaching.	Know how to create a learning culture which inspires and enthuses all pupils to learn effectively through systematic and reflective planning, teaching and assessment which is underpinned by an understanding of theory and up to date research-based evidence.	Critically analyse and evaluate a range of sources including those at the forefront of the discipline to develop their understanding of theories and concepts, and use this to justify a personal position and inform practice in real world contexts.	Undertake their own enquiry and research enabling them to develop the skills of analysis and evaluation and deploy accurately established techniques of analysis and enquiry within the field of education.	Collaborate effectively with others to solve problems and to share and accommodate new knowledge and understanding.	Communicate their reasoning and reflections accurately in a range of professional and academic contexts using appropriate methods (including digital technology).
PRY601_1.0- Introducing Pedagogy Curriculum and Assessment	✓	✓	✓	✓			✓
PRY602_1.0 Professional Behaviours and Wellbeing			✓	✓		✓	
PRY603_1.0 Developing Pedagogy Curriculum and Assessment	✓		✓	✓		✓	
PRY604_1.0 Behaviour and Inclusion	✓		✓	✓			✓
PRY605_1.0 Extending Pedagogy, Curriculum and Assessment	✓	✓			✓		✓
PRY606_1.0 Professional Identity		✓	✓		✓		✓
PLC00121 Mandatory Placement (QTS)	✓	✓	✓	✓	✓	✓	✓
Assessment for QTS against Teaching Standards		✓	✓		✓		✓

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes						
	K&U1	K&U2	SPS1	IS1	IS2	TS1	TS2
Academic Literacies	✓	✓	✓	✓	✓	✓	✓
Global Citizenship	✓	✓	✓	✓			
Information Literacy	✓	✓	✓	✓	✓	✓	✓
Digital Fluency	✓	✓	✓			✓	✓
Employability	✓	✓	✓	✓	✓	✓	✓
Being Enterprising					✓	✓	

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>
N/A				

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

PSRB Requirement - ITT CCF Areas									
DfE (2024 / 2025) ITTECF available at: Initial teacher training and early career framework - GOV.UK DfE (2011) Teachers' Standards available at: https://www.gov.uk/government/publications/teachers-standards									
Behaviour management		Pedagogy		Subject and Curriculum		Assessment		Professional Behaviours	
1 7	High Expectations (Standard 1 - 'Set high expectations') Managing Behaviour (Standard 7 - 'Manage behaviour effectively')	2 4 5	How Pupils Learn (Standard 2 - 'Promote good progress') Classroom Practice (Standard 4 - 'Plan and teach well-structured lessons') Adaptive Teaching (Standard 5 - 'Adapt teaching')	3	Subject and Curriculum (Standard 3 - 'Demonstrate good subject and curriculum knowledge')	6	Assessment (Standard 6 - 'Make accurate and productive use of assessment')	8	Professional Behaviours (Standard 8 - 'Fulfil wider professional responsibilities') Part 2
Covered in modules and met in assessments for:									
	Behaviour and Inclusion		Introducing Pedagogy Curriculum and Assessment		Introducing Pedagogy Curriculum and Assessment		Introducing Pedagogy Curriculum and Assessment		Professional Behaviours and Wellbeing
			Developing Pedagogy Curriculum and Assessment		Developing Pedagogy Curriculum and Assessment		Developing Pedagogy Curriculum and Assessment		Professional Identity
			Extending Pedagogy, Curriculum and Assessment		Extending Pedagogy, Curriculum and Assessment		Extending Pedagogy, Curriculum and Assessment		

Further detailed mapping of the modules against ITTECF and the Apprenticeship KSBs is available in the Excel document included with other information – titled 'ITTECF and KSB Mapping Primary'.