Secondary ITE

Secondary Teacher Apprenticeship (QTS)

Programme Specification

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
Secondary Teacher Apprenticeship (QTS)	

1a	Programme Code
SCTAQTS_1.0	

2	Brief Summary (for Marketing Purposes)

This one-year, full-time Initial Teacher Education (ITE) Apprenticeship programme prepares apprentices to teach your specialist subject in secondary school whilst employed in a school as an Apprentice Teacher. The programme is highly practical and stimulating and allows opportunities to learn the skills of teaching whilst applying your knowledge to real school experiences. Approximately 20% of the course will be spent in centre-based learning at Bishop Grosseteste University and is delivered by our experienced and passionate team of teacher educators.

The Secondary Teacher Apprenticeship (QTS) programme, provides an ambitious sequenced curriculum, integrating theory and practice. It is underpinned by the DfE's Initial Teacher Education Core Content Framework (ITTECF). Successful completion of the course enables you to meet the Teacher Standards and all relevant Apprenticeship KSBs, to achieve recommendation for Qualified Teacher Status (QTS).

Our Ambitious, Diverse, Evidence-based and Professional Transformative (ADEPT) curriculum will also provide you with a rich experience above and beyond the minimum entitlement of the ITTECF, including enrichment and enhancement opportunities to ensure that you develop into a reflective, competent and confident teacher.

3	Awarding institution	BGU	
		Institute for Apprenticeships and Technical Education (IfATE)	
		DfE	
3a	Programme Length	12 months	**Part-Time** N/A
3b	Mode(s) of Study	Face to Face	

4	**Home Academic Programme Portfolio**	Secondary ITT & Apprenticeships			
5	**HECoS/CAH2/ITT/UCAS code(s)**	**HECoS** Secondary Education **100512**	**CAH2** CAH22-01-01, Education, CAH22-01, Education and Teaching, CAH22, Education and Teaching	**ITT** *Where applicable* *Art and Design (2VQT)* *Biology (CX11)* *Business studies (S934)* *Chemistry (F2X1)* *Computing (32LD)* *Dance (P041)* *Design and Technology (3BZL)* *Drama (2GKK)* *English (29TT)* *Geography (2VQS)* *History (32LK)* *Modern Languages (Spanish, German, French) (2VQR)* *Mathematics (G1X1)* *Physics (F3X2)* *Physical education (V668)* *Religious Education (2Z8J)* *Science (A359)* *Social Sciences (2W6T)*	**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** | |

Awards

10	**Final Award title(s)**	Secondary 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:** • 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**	DfE Teachers' Standards - GOV.UK (www.gov.uk) Accredited initial teacher training (ITT) providers - GOV.UK Institute of Apprenticeships and Education (Teacher Apprenticeship (ST0490) Teacher / Institute for Apprenticeships and Technical Education
15	**Date and outcome of last PSRB approval/accreditation**	Accredited initial teacher training (ITT) providers - GOV.UK This provides the link to BGUs Accredited ITT status.

		Ofsted Grade 'Good' March 2024 – Initial Teacher education report [Bishop Grosseteste University - Open - Find an Inspection Report - Ofsted](#) Ofsted Grade 'Good' November 2023 – Further education and skills inspection report [Bishop Grosseteste University - Open - Find an Inspection Report - Ofsted](#)
16	**Expiry Date of PSRB approval**	At time of next inspection

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

There are no specific QAA Benchmark Statements for Secondary Teaching.

The Subject Benchmark Statements (SBS) that align most closely with Secondary Teaching are the SBS for Education Studies. Therefore, the Secondary Teacher Apprenticeship (QTS) programme has been designed to reflect the precepts and guidance of to align with the Quality Assurance Agency (QAA) UK Quality Code Subject Benchmark Statements for Education Studies, ensuring that the programme meets the latest standards and expectations in the field.

For more details, please refer to the current Subject Benchmark Statement for Education Studies.
Subject Benchmark Statement: Education Studies

QAA Higher Education in Apprenticeships Characteristic Statements 2022
higher-education-in-apprenticeships-characteristics-statement.pdf

Apprenticeship Occupational Standard for Teacher QTS apprenticeship standard (ST0490)
Teacher / Institute for Apprenticeships and Technical Education

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

Professional standards/requirements

The award of QTS is provided by the PSRB, currently DfE. Students 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)

QAA Higher Education in Apprenticeships Characteristic Statements 2022
higher-education-in-apprenticeships-characteristics-statement.pdf

Apprenticeship Occupational Standard for Teacher QTS apprenticeship standard (ST0490)
Teacher / Institute for Apprenticeships and Technical Education

18	Programme Aim

The programme aims to offer a challenging, supportive and rewarding experience to promote informed, reflective and effective teaching and professional development, providing participants with the underpinning knowledge necessary to be recommended for Qualified Teacher Status (QTS).

The programme aims to:
- 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 their specialist subject;
- 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 as they conduct their own research into 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 subject/s 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 reflective practice, informed by findings at the forefront of practitioner research within their secondary school subject;
15. demonstrate a comprehensive understanding of and ability to deploy accurately techniques of observation within their secondary school subject.

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

Apprentices 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 practitioners.

19	Programme Specific Outcomes

(a)   Final Award Learning Outcomes

On successful completion of the Secondary Teacher Apprenticeship (QTS) students will be able to:

Knowledge & Understanding:

KU1 Demonstrate systematic understanding of knowledge and awareness of current issues

KU2 Demonstrate systematic understanding of new insights related to relevant theory and practice at the forefront of educational practice.

Subject-specific & Professional Skills:

SPS1 Demonstrate the evaluation of complex issues, creatively and present varied evidence to support professional judgements which can further develop practice

SPS2 Demonstrate achievement of professional competence when assessed against the requirements of a PSRB.

Intellectual Skills:

IS1 Demonstrate understanding of specific tools and research strategies to support reflection, analysis and synthesis of ideas and information related to professional practice.

IS2 The following themes are embedded in the programme and students will demonstrate engagement with these issues in the modules: i. Education policy and its implication for practice; ii. Education research, theory and professional knowledge; iii. Reflective practice and professional development; iv. Enquiry and evidence-based practice and v. Creative and critical pedagogy.

Transferable Skills:

TS1 Deploy high-level skills and knowledge to negotiate, plan, implement and evaluate change in policy and/or practice in work-place settings through sustained inquiry.

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

To complete the Teacher Apprenticeship, students will need meet all KSBs and the EPA requirements of the Apprenticeship standard for ST0490.

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

Level 6 – 0 credits

	Semester 1	SCY601_1.0 Theory into Practice 0 credits	PLC00121 - Leading to assessment for QTS 0 Credits
Level 6	Semester 2	SCY602_1.0 Classroom focused Research (Reflective Case Study) 0 credits	

21b	Module Structure

Level 6

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
SCY601_1.0	Mandatory	Theory into Practice *+Placement (+ off-the-job training)*	1	0
SCY602_1.0	Mandatory	Classroom focused Research (Reflective Case Study) *+Placement (+ off-the-job training)*	2	0

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The Department for Education (DfE) *Initial teacher training: criteria and supporting advice*. (https://assets.publishing.service.gov.uk/media/673f55f54ebce30ac7baf091/Initial_teacher_training__ITT__criteria_and_supporting_advice_-_November_2024.pdf sets out the overarching requirements that ITT programmes must fulfil:

(This document has not yet been updated to the ITTECF taking effect from September 2025)

Accredited ITT providers must have a fully developed, evidence-based curriculum. It must encompass all aspects of the ITT Core Content Framework (CCF) as a minimum entitlement, ensuring that trainees are prepared for the next stage in their professional development as teachers: the Early Career Framework (ECF) induction.

An accredited ITT provider's curriculum must be sequenced and coherent, supporting trainees to develop their classroom practice. It should be appropriate for the particular subjects, phases, and age ranges which their trainees will teach. Accredited ITT providers should determine an appropriate and robust evidence base for their curriculum, including the best evidence for effective teacher training and development with well-evidenced subject- and/or phase-specific content integrated into the taught curriculum.

The ITT curriculum should enable trainees to engage in critical analysis of theory, research (including, where appropriate their own) and expert practice. Component elements of the planned curriculum must be closely integrated throughout with appropriate opportunities to ensure that trainees have sufficient feedback and support from expert mentors/colleagues to understand, apply, reflect upon, and develop their teaching practice.

The ITT curriculum must closely inform taught components, independent learning, teaching practice and feedback. The ITT curriculum should provide the opportunity for trainees to consolidate fundamental components of knowledge, understanding and practice, before they begin to deliver longer sequences of teaching (which themselves draw on a range of knowledge, skills, and behaviours). As trainees move towards more complex, composite sequences and scenarios, they must have sufficient opportunity to identify, re-visit, and isolate areas which require further consolidation.

Those responsible for the professional development of trainees should have a deep understanding of the planned curriculum and its basis in evidence, to ensure that trainees experience consistent training and support at all stages.

Accredited ITT providers must identify how all components of the planned curriculum will be taught, applied to practice in a range of contexts and assimilated. The ITT curriculum should encompass a variety of teaching and learning approaches and experiences, including direct explanation, deconstruction, structured and focused observation and targeted practice with systematic analysis, feedback and mentoring.

Secondary ITE curriculum

The Secondary Teacher Apprenticeship (QTS) ITE curriculum is sequenced coherently and outlines the knowledge, and skills apprentices are expected to gain within each phase of their training. It is underpinned by the minimum entitlement as set out in the [ITTECF Core Content Framework](#) and has been designed to provide significant enhancement to these mandatory minimum requirements.

Noting the distinction between the ITTECF 'learn that' and 'learn how to' content, our ITE curriculum design is sequenced to enable apprentices to build:

- knowledge and understanding of ITTECF-themed 'learn that' curriculum content through provider-led 'collective sessions' with integrated mixed-subject workshops, enabling apprentices to develop wider curriculum understanding and context.
- subject-specific knowledge and understanding of ITTECF-themed 'learn that' input within 'subject-sessions', designed for in-depth exploration of the theme from a subject perspective, facilitated by specialist subject-experts.
- skills in 'learn how to' through learning, demonstrating connectedness with our curriculum intent, supported by skilled subject-expert mentors and lead mentors.
- Skills in 'learn how to' through 20 intensive ITaP days, linked to the core strands of our curriculum and the ITTECF sections, enabling immersion in the retrieval, consolidation and application of acquired knowledge, developing fluency in classroom practice, supported by lead mentors and mentors.

In studying the Secondary Teacher Apprenticeship (QTS) curriculum, apprentices will learn through the following curriculum sequences:

- Professional Preparation (Apprentices as learners)
- Professional Development (Pupils as learners)
- Professional Enhancement (Wider professional and pastoral development)
- Professional Enrichment.

Curriculum sequences	Professional Preparation	Professional Development	Professional Enhancement	Professional Enrichment	End of programme assessment
Placements (for QTS)	*Placements fulfil DfE requirements by design*[KF1]				n/a
Intensive Training and Practice (ITaP)	5 days*	5 days*	5 days*	5 days*	
Modules					

*The precise distribution of ITaPs may vary from the indicative illustration shown here but will always meet the minimum requirements set out in the ITT Criteria. The curriculum sequences are designed to ensure that learning is built upon progressively throughout the course, and are developed around the 5 core areas defined in the ITTECF:

- Set high expectations / Behaviour management
- Pedagogy – Promote good progress / plan and teach well-structured lessons / adapt teaching
- Curriculum – Demonstrate good subject and curriculum knowledge
- Assessment - make accurate and productive use of assessment
- Professional Behaviours

Additional curriculum areas are embedded throughout the curriculum by design:

- Inclusion
- Wellbeing

Module SCY601_1.0 - Theory into Practice

The module is designed to promote critical analysis of theory, research and expert practice. Apprentices will explore how theoretical knowledge gained during the Professional Preparation and Professional Development translates into practice. Being able to observe expert teaching and critically reflect on practice is an essential skill for any practitioner to develop their teaching.

Module SCY602_1.0 - Classroom focused Research (Reflective Case Study)

This module enables apprentices to engage and reflect upon a case study. They will review, discuss and explore their understanding to:

1. Reflect on their teaching practices: By examining real-life classroom scenarios, apprentices can identify strengths and areas for improvement in their teaching methods.
2. Develop critical thinking skills: Analysing and discussing the case study helps apprentices to think critically about various teaching strategies and their effectiveness.
3. Enhance problem-solving abilities: Apprentices will explore different solutions to classroom challenges, fostering their ability to address issues creatively and effectively.
4. Collaborate with peers: Through discussions and group work, apprentices can share insights and learn from each other's experiences.
5. Apply theoretical knowledge: The module bridges the gap between theory and practice, enabling apprentices to apply educational theories to real-world situations.

Support for well-being will be important for apprentices themselves and in their role as apprentice teachers with children. This recognises research and guidance about the impact resilience has on ability to learn and work. Apprentices will be supported in developing strategies to support their own time and workload management and to develop resilience. They will also have training to support their understanding of what can impact on children's well-being and the teacher's role in supporting children.

The Mentor Guide Sheet learning summaries will support apprentices on-the-job in making links between taught theory and practice, supported by their subject mentors.

By successfully gaining the knowledge and skills of the Secondary Teacher Apprenticeship (QTS) curriculum and implementing these in practice, apprentices will be able to demonstrate that they have met the Teachers' Standards and KSBs in preparation for the EPA.

The taught curriculum and practice fully cover the content of the ITTECF, the Teacher Standards and the KSBs for Teacher Apprenticeship – see below.

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

Apprentices will have access to at least 120 days of school placement, which allow progression towards Qualified Teacher Status (QTS) (assessed against the Teachers' Standards and Apprenticeship KSBs at the end of the course) and ensure at least the minimum number of days required by the current ITT Criteria form part of the programme long Placement module (PLC00124). Placement learning and progress will be evidenced in the electronic Record of Professional Development (eRPD).

Records of specific Apprenticeship evidence will be kept on an electronic portfolio with the support of the ASO.

23	Learning and Teaching Strategies

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 ADEPT curriculum, underpinned by the 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.

'Off the job' learning

Our ADEPT curriculum is delivered through phase-specific professional studies 'collective sessions' delivered to the whole cohort across all subject specialisms. This theoretical learning is enhanced through linked 'subject sessions' delivered by subject-expert lead mentors, ensuring subject distinctiveness, underpinned by robust subject-specific literature. Through this synergistic approach to teaching and learning, apprentices will engage with exploration of our taught curriculum, signposting the 'learn that' statements from the ITTECF, developing self-awareness of how their professional learning translates into practice. Subject-specificity is embedded throughout the Secondary Teacher Apprenticeship (QTS) ITE curriculum, within the context of the wider evidence-based curriculum.

Teacher Apprentices may also be supported with additional CPD as part of their role in school as well as regular meetings with school-based mentors and their apprenticeship support officer.

'On-the-job' learning

Apprentices will have the opportunity to consolidate and extend their knowledge, understanding and skills in their schools for a minimum of 120 days, working in close partnership with university tutors and partnership colleagues and, through practice, develop an increasingly diverse range of appropriate pedagogical strategies and professional attributes to meet the requirements of the Secondary Teacher Apprenticeship (QTS) and the standards for QTS. Modelling and demonstration are essential features of the programme, allowing apprentices to observe and experience teaching and learning strategies that can be used in their own practice.

Apprentices will develop into highly reflective practitioners through curriculum-focused observation and deconstruction of expert practice, critical self-evaluation and targeted feedback from subject-expert mentors in classroom environments. Establishing the connection between off-the-job and on-the job learning, mentor training and targeted guide sheets will provide school-based mentors with clarity on how theoretical learning links to the ITTECF 'learn how to' statements, enabling them to support apprentices in placement settings and scaffold learning effectively. Apprentices will therefore be supported to develop fluid classroom practice and follow the DfE's golden thread as they gain the knowledge, understanding and skills of effective teaching and progress as an Early Career Teacher (ECT) as subject-experts.

Teaching and learning approaches

Teaching may include lectures, subject seminars, workshops and tutorials based at the University or on-the-job, as well as work-based learning in the form of, for example, school-based reflective tasks, observation and reflection and reviews of progress against securing curriculum knowledge. 'Off-the-job' learning is typically delivered in-person, on campus, supported by appropriate augmented delivery through synchronous and asynchronous online learning where appropriate (e.g. online safeguarding training and academic tutorials).

Throughout the year there are whole days set aside for Collective Sessions, which may comprise of, for example, lectures, visiting speakers, workshops, discussion groups, employability fairs or other appropriate activities. There are also whole subject days which may be delivered online or in-person, depending on the nature of the subject and topic. Fieldwork trips and visits fall into this category, and these would be typically undertaken in-person as a group activity.

Every session has a range of resources made available on the Virtual Learning Environment (VLE – Blackboard) for apprentices to use prior to and in session to support their learning. Session coversheets are provided for each session to outline learning objectives, along with links to the ITTECF and the associated evidence-base underpinning the session. Coversheets also include suggested further reading for those apprentices who wish to extend their knowledge in a particular area of the curriculum. These coversheets are also an important repository for apprentices to revisit as appropriate throughout the year, along with the VLE resources, slide-decks and activities.

Intensive Training and Practice (ITaP)

In accordance with the DfE Quality Requirements, all apprentices will receive a minimum of 20 days of ITaP experiences 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:

- What is low-level disruption and how can I address this in my practice through the use of rewards and sanctions?
- How can I use my knowledge of pupils' prior understanding and barriers to learning to ensure good progress and outcomes within my lessons?

As set out in the DfE Quality Requirements, ITaPs may be entirely 'off the job' or 'on the job' training, 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.

Enrichment opportunities

In addition to the embedded ITTECF, the ADEPT curriculum offers a range of opportunities to engage with enrichment activities, which are interwoven throughout the year. Our 'Equality, Diversity and Inclusion Week' is a unique aspect of the PGCE programme. The week typically consists of a day of workshops and seminars on pertinent topics (for example LGBTQIA+, and Black History), and culminates in a day back at university to evaluate and reflect upon the experiences gained.

24	Assessment Strategies

This course has no credits attached to it.

This apprenticeship 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 will be assessed through a variety of formative assessment strategies throughout the course. These will take the form of a 1000-word reflective piece of writing and will be delivered and reviewed by the ITE team, University Based Mentors, School Based Mentors and their Apprenticeship Officer.

See the additional 'Assessment and Monitoring Overview Secondary'.

25	Inclusive Practice and Personal Development Planning

Secondary Teacher Apprenticeship (QTS) curriculum is designed to be inclusive and accessible for all, with Inclusion embedded as a core strand of the ADEPT curriculum throughout, providing opportunities for consideration of diversity and inclusive practices both in course delivery, and apprentices' own teaching. Through feedback from student representatives, apprentice surveys and steering group meetings, programme leaders ensure that all students are able to access materials and learning opportunities, in line with best practice, such as the AdvanceHE Inclusive Learning and Teaching in Higher Education report.

Apprentices on the Secondary Teacher Apprenticeship (QTS) programme will have a subject specialist who they will see in-person in the subject sessions at university and who will also be completing some of their school-based observations. Whilst working on-the-job, they will also have a School-Based Mentor as well as an Apprentice Support Officer. All three will work together to support the apprentice throughout their programme. Where an apprentice identifies any issues or requires support, the subject specialist will also be their initial contact with any concerns or issues. Where this is the case, subject specialists are also responsible for ensuring that their apprentices are sufficiently supported in school to enable them to make progress in learning and applying the knowledge of the intended curriculum.

Apprentices have regular opportunities to evaluate the programme through the Apprentice Initial Teacher Education Surveys (TITES) each term. Responses to these inform programme development and allow the programme team to assess and address any gaps in relation to the inclusivity of programme design. Subject representatives are also invited to programme team meetings, enabling regular lines of communication and feedback.

In addition to weekly emails, the electronic 'Record of Professional Development' (eRPD) is used as a systematic approach to Personal Development Planning. It is used to record all weekly curriculum meetings, formal lesson observations and formative curriculum reviews, including setting of SMART targets. All those involved in the support of an apprentice are granted access to view and contribute to their eRPD allowing for a transparent record of progress, early identification of any issues and a coherent package of support to be implemented.

Apprentices undertake subject knowledge audits for their specialist subjects at the start of the course and action plan from this so that they have personal targets for development. These are reviewed at regular intervals across the year and are recorded on the eRPD.

Apprentices are allocated an Apprenticeship Support Officer (ASO) who will facilitate Tripartite meetings every 10-12 weeks throughout the course and may be conducted via Teams, with students initially meeting their ASO in the first weeks of the programme. Students prepare for these Tripartite meetings in advance, reflecting on their progress, and their learning on placement.

ASOs take responsibility for tracking their apprentices' professional progress and their subject specialist will track engagement in learning and with reflective tasks. Evidence towards their KSBs will be collected via the eportfolio and supported by the ASO.

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 University Based Mentor (UBM).

The University 'HUB' services are well-publicised and available for additional support and learning advice staff also contribute as appropriate to teaching sessions. UBMs monitor apprentices' individual needs through tutorials and meetings. UBMs may refer apprentices who need help to 'the HUB' for other differentiated support as appropriate.

26	Technology Enhanced Learning

Apprentices have access to a range of publications to support their learning and assessment, including an increasing range of e-books and e-journals. The programme has a range of self-study materials available on the VLE and also provides, starting in the term preceding the programme, advice on resources for subject knowledge self-audit and independent study. Apprentices are also encouraged to use originality checks prior to electronic submission of assignments.

The 'electronic Record of Professional Development' (eRPD) is an example of how technology has been used to enhance the Secondary Teacher Apprenticeship (QTS) programme. This powerful monitoring system was devised, developed and piloted by the Secondary Teacher Apprenticeship (QTS) programme. It is now used across all ITE programmes at BGU, allowing apprentices to develop their portfolio of evidence, in collaboration with their subject specialist and School Based Mentors (SBMs).

The nature of teacher training also means that safe use of technology in terms of safeguarding themselves and the children they teach is embedded in the programme, for example through taught sessions on e-safety aimed at raising awareness of both their own online profile and professional behaviours, and how to ensure safe practice in the classroom.

Included within the Library Systems are access to journals and specific subject related learning resources. Module specific elements are laid down within individual modules.

27	Work-related Learning and/or on-the-job placement

'On-the-job' learning is integral to Initial Teacher Training, ensuring that apprentices can apply the knowledge and skills they learn through the 'off-the-job' curriculum.

During on-the-job training, apprentice's complete formative, reflective tasks which are carefully related to the centre-based sessions, enabling them to relate off-the-job learning to practice.

During school on-the-job training, assessment against the intended curriculum is carried out in partnership with School-Based Mentors. The Apprenticeship agreement identifies the roles and responsibilities of all partners. The partnerships with schools are flexible in terms of levels of involvement of BGU and school staff regarding some aspects of learning, teaching and assessment, depending on the needs of schools and apprentices. BGU maintains the quality assurance role for all patterns of programme delivery.

Apprentices complete a breadth of experience section on their electronic record of professional development. Termly apprentice surveys (TITES) inform the quality of provision and strengths and areas for development within training.

Mentors also complete a termly mentor survey to provide feedback about the strengths and areas for development both in terms of training and support for school-based mentors. This is used to update action plans and inform partnership activities.

28	**Employability**

School partners attend Steering Group meetings and are invited to an annual planning day to input into the design of the programme, ensuring it remains well aligned to employers' needs. In addition, the Governance Board includes representation from Lead Partner organisations, all of whom are school based, for example CEO's of Multi Academy Trusts, ITT Coordinators and representatives from Teaching School Hubs and other ITT providers. This ensures that the programme team are aware of contemporary issues relating to employment well as market demands for teacher supply in the region.

A careers day forms part of the programme, typically involving local head teachers and deputies putting apprentices through mock interviews and giving advice on CVs, applications and interviews. In addition, BG Futures typically organises a 'Careers Convention', which includes a marketplace with many local employers attending.

The Physical Education with EBacc route offers the opportunity to enhance the employment prospects and employability profile of eligible applicants by training for a minimum of 10% in a second EBacc subject. This route will lead to a specific award title reflecting this.

In order to provide our apprentices with the BGU Graduate Attributes, we ensure that all aspects of the programme contribute to the over-arching aim of attaining qualified teacher status.

This is exemplified as follows:

Academic Literacies: Students will develop their criticality in their reflective case study which will enable them to consider and discuss a range of perspectives. They will also develop their ability to both write and communicate in a clear and concise manner. Apprentices will be required to take responsibility for their own learning goals.

Global Citizenship: Students will develop skills to participate confidently, responsibly and imaginatively in the wider world of teaching and education and be able to apply this in their school or setting placements.

Information Literacy: Information literacy will be developed in the classroom and at university which will help the apprentices to develop their teaching practice, organisation, planning and problem-solving skills.

Digital Fluency: Undertaking the programme will require students to be ICT proficient and digitally creative. Students will be supported within sessions and by CELT to enable them to develop their existing digital fluency which will support them in their future careers. Specific centre-based sessions on the use of technologies in the classroom enhance their awareness and capabilities related to their teaching practice.

Employability: The programme is designed to enable students to meet the requirements of QTS and prepare them for their work as Early Career Teachers (see above for details).

Being Enterprising: The nature of the on-the-job training will require apprentices to develop their place within the wider community of the school or setting in which they are employed and through new ventures and opportunities which create positive change in the community and further prepare them for their careers as Early Career Teachers.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Secondary Teacher Apprenticeship (QTS) programme is designed to support apprentices in meeting the relevant standards for qualified teacher status (QTS) as identified by the appropriate regulatory body, currently the DfE. Apprentices will specialise in secondary education (11-19)* ensuring experience outside of these age phases and Key Stages prior to and following those in which they are assessed.

In line with guidance from the Department for Education (DfE) Initial teacher training: criteria and supporting advice, the Teacher Apprenticeship QTS (Secondary Top-Up) programme will be for apprentices 11-19 age range and will provide experience in other key stages. Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk).

Specifically:

C2.3 That they (training providers) prepare all apprentice teachers to teach within one of the following age phases: 11-19 for secondary training.

*Training must enable apprentices to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, secondary training will take place across the 11 to 16, 11 to 18, or 14 to 19 age ranges. No training programme should cover fewer than four school years.

C1.1 GCSE standard equivalent

The DfE ITT Criteria states that all accredited ITT providers must:

Ensure that all entrants have achieved a standard equivalent to a Grade 4 in the GCSE examinations in English and mathematics.

For the equivalent of grades awarded under the new GCSE grading structure, refer to Your qualification, our regulation: GCSE, AS and A level reforms.

An equivalent to grade 4 in English language or English literature fulfils this criterion.

C1.2 Degree Criteria

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 qualification4.

An undergraduate degree comprises 300 HE credit points of which 60 must be at level 6 of the 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.

The Education (School Teachers' Qualifications) (England) Regulations 2003 require all qualified teachers in England to have a UK first degree or equivalent qualification. Any equivalent qualification must be one single qualification, not an aggregation of a number of separate qualifications. The exception to this is where

candidates undertake study to extend an existing degree (for example, a foundation level degree) or qualification to secure the required level of academic award to meet degree criteria requirements.

Those entering postgraduate ITT programmes need to have attained a degree before they commence the programme. Legislation does not specify that teachers must have a degree in a particular subject or discipline. There is no statutory requirement for secondary apprentice teachers to have a degree in a specified subject, as long as they meet the Teachers' Standards, including those that relate to subject and curriculum knowledge, by the end of their training.

C1.3 Suitability

Accredited ITT providers must ensure that, before anyone is admitted to an ITT programme, they have been deemed suitable to train to teach. This will help to protect children and young people from apprentice teachers who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. Accredited ITT providers should conduct interviews, run appropriate pre-selection checks, and assess if an applicant has the potential to undertake an ITT course and meet the Teachers' Standards by the end of their training.

Accredited ITT providers should consider a range of evidence to judge applicants' suitability to train to teach prior to offering them a place on a course.

- *Information from application forms;*

- *Results of any entry tests or tasks;*

- *Interviews*

In accordance with the ITT regulations Initial teacher training (ITT): criteria and supporting advice - GOV.UK (www.gov.uk), 'all apprentices have been subject to appropriate pre-selection checks. This will include obtaining and considering Disclosure and
Barring Service (DBS) criminal records checks and children's barred list information'. As a condition of enrolment, all apprentices will complete a DBS check (to be paid for by the apprentice).

All entrants must meet any statutory safeguarding requirements. They also must meet the Secretary of State's requirements for physical and mental fitness to teach

30	**Programme Specific Management Arrangements**

General

- The programme is managed through the Initial Teacher Education portfolio area,
- Led by Secondary Teacher Apprenticeship (QTS) Programme Leader
- Line managed by the relevant Head of Programmes
- Supported by Subject Leaders.
- The programme team work with the Secondary Partnership Steering Group, and institutionally reports into the ITE Governing Board.

Professional, Regulatory & Statutory Bodies

- 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)**

- DfE (2024-2025) ITT criteria available at [Initial teacher training (ITT): criteria and supporting advice - 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](#)

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 Secondary Cohort leader
  Module leaders for each module
  Placement lead
  University Based Mentor
  Apprenticeship Support Officer

- Placement related
  Placement Support Office to support to ensure that Apprentices has suitable placements in alternative settings.

32	Programme Specific Academic Student Support

Apprentices will participate in structured sessions designed to enhance their knowledge of contemporary research in pedagogy, behaviour management, assessment, subject and curriculum, and professionalism. Additionally, they will receive support in reflective practice and in setting SMART targets to demonstrate their progress towards meeting the teacher standards and the Apprenticeship KSB standards.

33	Programme Specific Student Evaluation

The Programme complies with current institutional evaluation policies.

Each term apprentices complete an Apprentice Initial Teacher Education Survey (TITES). This is completed for all programmes. The Programme Leader and Subject specialists evaluate the feedback and use this to address actions from Annual Monitoring Report (AMR) Action Plans, SED, and to inform responsive taught sessions.

As part of the programme team engagement with External Examiners (EE), students have the opportunity to feedback via EEs during their visits and scrutiny. Typically, one EE is engaged with focusing on academic modules, with the other focusing on QTS and on-the-job-related learning.

Mentors complete termly surveys, which also inform training needs and strengths of the programme. Each module is evaluated once it is completed, and feedback informs future teaching and learning. All the evaluations contribute to the AMR, self-evaluation and QA process.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	Programme outcomes for Secondary Teacher Apprenticeship (QTS)						
	K&U1	K&U2	SPS1	SPS2	IS1	IS2	TS1
Theory into Practice	Y	Y	Y		Y	Y	Y
Classroom focused Research (Reflective Case Study)	Y	Y	Y			Y	Y
End of Programme QTS Assessment				Y			

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	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x		x	x			x	x			x			
Global Citizenship	x				x				x			x			
Information Literacy	x	x		x	x			x	x			x			
Digital Fluency	x							x	x						
Employability	x			x	x			x	x			x			
Being Enterprising									x			x			

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

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

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 Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

On the job and Off the job guidance for Teacher Apprenticeships at BGU

This document provide some overarching guidance for what constitutes on the job and off the job activities. It is not a comprehensive list of all possible activities. All record of Off the job training will be monitored by the ASO (Apprenticeship Support Officer) to ensure that tasks undertaken qualify as Off the job.

Is it ON or OFF the job?

	ON-the-job	OFF-the-job
Purpose	Performing routine job responsibilities.	Developing new skills, knowledge, or behaviours related to the apprenticeship standards (KSBs).
Structure	Unstructured and independent tasks.	Planned, supervised, or guided as part of the training plan.
Supervision/Feedback	No mentoring or reflective feedback is involved.	Includes feedback, coaching, reflection with a mentor/trainer or critical self-reflection
Links to KSBs	Not explicitly linked to the apprenticeship training.	Clearly tied to apprenticeship Knowledge, Skills, and Behaviours (KSBs).

Off-the-Job Learning

The DfE defines off-the-job training (OTJ) as learning "delivered outside of the apprentice's normal/regular/expected working duties". OTJ must explicitly link to the Knowledge, Skills, and Behaviour (KSBs) requirements of the standard, develop _new_ skills, knowledge or behaviours, take place in 'regular' working hours, involve feedback or critical self-reflection. Apprenticeship off-the-job training

Activity	Examples
University delivered lessons / lectures	Attending in-person or online lessons, lecturers and seminars that support the acquisition of new knowledge, develop a skill or shape behaviour
Assignment / assessment writing	Writing up formal assessment / assignments that support the acquisition of new knowledge
Researching and reading literature	Reading related literature, listening to Podcasts, TedTalks that support the acquisition of new knowledge, develop a skill or shape behaviour. This activity maybe preparation for assignment/assessment

Completing reflective journals / log	Reflecting on experiences in a structured and developmental way (model) and linking to KSBs
Professional discussion with mentor / experienced teacher/professional	Participating in a discussion with a mentor, colleague or other appropriate professional (EP, subject lead)
External courses / specialist training	Completing First Aid, Safeguarding, ED&I, PREVENT, KCSIE, RSE, SEN, behaviour etc training courses
Attending educational conferences / webinars	As guided by the employing school in addition to BGU Apprenticeship sessions
Research projects / action research	Guided by the requirements of the apprenticeship; being involved in research projects on effective teaching strategies or subject-specific areas
Peer learning groups / Teaching Triangles	Working with other teachers in a systematic observe, reflect and implement process
Simulation / scenario / role playing exercises	Practicing teaching methods, behaviour interventions, first aid scenarios in a simulated environment
Observing other teachers	In the same setting and/or other settings then reflection on what was observed / participating in a reflective dialogue
Active involvement in professional networks	Joining teacher networks or forums (in person or online) to discuss and share resources with peers and experts
Portfolio building	Collating evidence that is required within apprenticeship portfolio, typically in preparation for EPA
Attending a Governors /Trust meeting as an observer	
Attending a Learning Advisor support session	Time spent 1:1 with a Learning Advisor developing academic writing / comms

On the Job

Focuses on the development / consolidation of skills and experience that are directly related to the apprentice's job role.

Activity Examples	On-the-job	Off-the-job
Lesson planning	Routine lesson planning that the apprentice is expected to do as	Creating lesson plans for the first time that apply theoretical knowledge gained from lessons/

	part of their normal job without any new learning involved.	formal training (pedagogy or subject-specific knowledge).
		Applying feedback from mentors to improve lesson planning.
		Collaborative planning with a mentor or others where guidance is being given
		There are clear links to the KSBs
Delivering a lesson / teaching	Routine lessons that are not linked to the apprentice's training plan or observed for feedback	When implanting a theory / concept / practice that is NEW to the apprentice (i.e using Rosenshein's Principles as a theoretical framework) and then receiving feedback or reflecting on it
Marking	Marking classwork, homework or tests as part of the normal teaching workload without supervision or reflection. Recording grades and providing standard feedback without applying new theories or techniques. Regularly marking classwork without using it as an opportunity to develop assessment skills or knowledge acquired through formal learning (lectures)	If the apprentice is learning how to apply a NEW assessment theory, policy, or technique to marking, this may include - using a new marking matrix, rubics -moderating marked work with a mentor and receiving feedback on how to improve accuracy.
Attending school meetings	Attending routine, information sharing meetings.	Attending the meeting with a view to shadow a colleague or contribute to the meeting which is 'outside' of their normal job role. The apprentice may have been delegated additional

		responsibilities where attending the meeting allows them to practise new skills, reflect and receive feedback.
Attending parent evenings	Attending routine, information sharing meetings.	Attending the parent consultations with a view to shadow a colleague or contribute to or lead the meeting which is 'outside' of their normal job role. The apprentice may have been delegated additional responsibilities where attending the meeting allows them to practise new skills, reflect and receive feedback.
Working with support staff (TA/LSAs)	Routine collaboration	Observe, participate in EHC plan Working with support staff to develop new strategies to support an individual pupil Directing the TA as part of a lesson which is also classed as Off the Job
Creating classroom displays	Developing routine classroom displays that the apprentice is required to do as part of their normal duties.	Creating classroom displays for the first time that apply theoretical knowledge gained from lessons/ formal training (pedagogy or subject-specific knowledge). Applying feedback from mentors Collaborative planning with a mentor or others where guidance is being given There are clear links to the KSBs