

# BA (HONS) TEACHER DEGREE APPRENTICESHIP PRIMARY EDUCATION (3-11)

Institute of Education, Arts and Society

<b>Academic Level:</b>	6	<b>Credits:</b>	360
<b>Apprenticeship Standard:</b>	Teacher		
<b>Apprenticeship Standard and Assessment Plan:</b>	<a href="#">Teacher – Undergraduate / Institute for Apprenticeships and Technical Education v. 1.0</a> <a href="#">Assessment plan</a> The QAA Characteristic Statement for Apprenticeships can be found <a href="#">here</a> .		
<b>LARS Code of the Apprenticeship Standard:</b>	203	<b>LARS Code of the University Award</b>	
<b>Awarding Body:</b>	University of Cumbria		
<b>Delivery Site:</b>	Online Learning		
<b>Programme Length:</b>	Typical duration 3 years		
<b>Mode of Delivery:</b>	Online Learning		
<b>Pattern of Delivery:</b>	Full Time		
	Delivery pattern:	1 day a week online delivery 1 day on the job focused learning	
	Standard semester dates:	No	
<b>Placement:</b>	24 weeks over 3 years		
<b>PSRB:</b>	Department for Education through Accredited Partner: University of Warwick (Accreditation may revert to the University of Cumbria for students commencing the programme from September 2026 onwards)		
	Date of accreditation: Sept 2024	Accreditation period: ongoing	
<b>Employer Organisation:</b>	South Cumbria MAT Cumbria Education Trust		

	The Witherslack Group Mater Christi MAT
<b>End Point Assessment:</b>	Integrated
<b>End Point Assessment Organisation:</b>	University of Cumbria
<b>External Quality Assurance Body:</b>	OFSTED – Teaching quality OFSTED – Initial Teacher Training quality criteria Office for Students
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/apprenticeships/teacher-degree-apprenticeship-primary-education-3-11/">https://www.cumbria.ac.uk/study/courses/apprenticeships/teacher-degree-apprenticeship-primary-education-3-11/</a>

## Entry Criteria

Government funding rules require that you must:

- Have the right to live and work in the UK,
- Have been resident in the UK for the last **3 years** before the start date of the programme,
- Be in employment, in a role that allows you to develop the competencies in the apprenticeship standard
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of your apprenticeship from start to planned EPA date
- Have a written and signed agreement for the apprenticeship with your employer.

The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on you working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

You must be interviewed, assessed and offered a position by an employer before being admitted to your apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, you must apply via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTM system, which it will assess according to the programme entry criteria.

You must meet the funding eligibility as set out in the DfE rules at the time of application.

### Employer selection criteria

Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting.

### University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Where you are granted APL, you must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or you cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect DfE funding

Detailed criteria for admission to this programme can be found on the programme webpage

English, Maths and Science

The requirement for Initial Training means that all apprentices need to have GCSE or equivalent in Maths, English and Science.

If you have an education, health and care plan or a legacy statement, your English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification if your primary language is BSL.

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

By the end of this programme you will be able:

1. To develop as a pivotal professional in children and young people's lives who inspires and enables all to learn and progress in your specialist phase and/or subject.
2. To develop a well-defined teacher identity that enables you to make evidence-informed decisions in the best interest of children and young people, working as part of a professional team and autonomously.
3. To take responsibility for your own learning, building the skills, knowledge and understanding required to be an effective teacher rooted in a commitment to professional development and scholarly study.
4. To grow with flexibility and resilience, adapting to the needs of children and young people as well as the tensions of the profession.
5. To effectively challenge and dismantle disadvantage, empowering children and young people through the teaching of your specialist phase and/or subject.

### Programme Outcomes

The programme provides opportunities for you to develop and demonstrate the following:

#### **Level 4: After 120 credits of study you will be able to -**

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to teaching and deploy a range of teaching, cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of teaching and communicate outcomes in a structured and clear manner.
3. Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of teaching
4. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Teaching
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Teaching
6. Demonstrate a limited range of digital literacy

#### **Level 5: After 240 credits of study you will be able to -**

7. Apply and evaluate key concepts and theories within and outside the context of teaching.
8. Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem-solving strategies to problems in teaching and in the generation of ideas.
9. Effectively communicate information and arguments in a variety of forms.
10. Accept responsibility for determining and achieving personal outcomes in the field of teaching.
11. Reflect on personal and workplace experience in the light of recent scholarship and current statutory regulations in the area of teaching.

12. Demonstrate completion of 240 credits which are directly mapped onto the Apprenticeship Standard for Teaching
13. Demonstrate a developed range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Teaching
14. Demonstrate a developed range of digital literacy.

**Level 6: After 360 credits of study you will be able to -**

15. Critically review, consolidate and extend a systematic and coherent body of knowledge related to teaching.
16. Critically evaluate concepts and evidence in the area of teaching from a range of resources.
17. Transfer and apply the teaching of cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
18. Communicate solutions, arguments and ideas clearly and in a variety of forms.
19. Exercise professional judgement in a range of situations.
20. Demonstrate completion of 360 credits which are directly mapped onto the Apprenticeship Standard for Teaching
21. Fully address the Knowledge, Skills and Behaviours of the Apprentice Standard for Teaching
22. Demonstrate a complex range of digital literacy

## PROGRAMME FEATURES

### Programme Overview

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Teaching have been designed by employers in the education sector.

The Degree Level Apprenticeship for the occupation teaching at the University of Cumbria leads to the academic award of BA (Hons) Teacher Degree Apprenticeship Primary Education with QTS (3-11)

An apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupation competency at a professional level in specific job roles.

This BA (Hons) award with QTS is widely recognised within the teaching profession and it is a qualification that carries a high status. By studying for this award with the University of Cumbria, you will be joining an institution that can trace its roots in teacher education back to 1891 at Charlotte Mason's House of Education at Ambleside and to 1964 at St Martin's College at Lancaster. We are proud of this heritage, and proud that we continue to make a significant contribution to teacher education.

Your programme will help you to build your theoretical understanding of the complexity of teaching and learning, whilst at the same time help you to develop your practical professional skills in classroom settings. You will find a significant focus within the course that is devoted to the interplay between theory and practice, and we hope that you will recognise how this combination will contribute to helping you become the best teacher you can be.

The Programme will have a strong focus on **Inclusion**. This is the lens through which the programme will be viewed. The programme will expect you to learn to become flexible and adaptable within a dynamic education environment, clearly focused on employability throughout the modules taught.

The apprenticeship ensures that the statutory Initial Teacher Training requirement to include a minimum of 120 days of placement activity is met. These placements must take place in each age phase that the training covers and must take place in at least two different settings. As this apprenticeship is for 3-11 provision then placements will need to cover Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

The expectations of placements are aligned with the programme's Initial Teacher Training curriculum. Mentoring of apprentices will be aligned with statutory Initial Teacher Training criteria and will draw upon placement processes that are in place on other provision within the Institute of Education, Arts and Society.

Placements will be sourced by employers. It is anticipated that, where possible, placements will take place in the apprentice's school and that other placements will take place within other schools that form part of the school's multi academy trust.

There is a strong emphasis on making the design of the programme coherent to you through a layered approach of themes for each of the three levels of the apprenticeship. These are mapped against current standards governing qualifications of a teacher:

**Themes:****Professional Practice including ITAP provision****Curriculum – English/Maths/Foundation Subjects****Early Years and PSHE/well-being modules****Placement**

The programme is designed to ensure you develop the knowledge and skills set out in the Initial Teacher Training and Early Career Framework (DfE 2024).

The programme will prepare you to work across the early years and primary (3-11). You will have 2 specific modules focussed on the Early Years and one specific module focused on PSHE and well-being. You will have a placement within the Early Years setting.

Throughout the programme, apprentices will develop their knowledge and understanding of British Values and Safeguarding, including Prevent, on-line safety and childhood experiences. These elements are embedded within all the Inclusive Teaching and Learning modules and placement preparation as well as opportunities for specific training.

**Teaching**

As an apprentice at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and learning support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

You will have access to our VLE (Virtual Learning Environment), Blackboard, which has a course area with details of the course, as well as module areas for each module that you study. These contain learning materials, links to relevant external sources and key information about the module. They are also the place where you will submit your assignments and get feedback on them. All our modules are supported by an electronic reading list which is based on resources which are available electronically wherever possible.

We recognise just how busy and demanding completing an Undergraduate degree Apprenticeship with QTS is, and for this reason we aspire to offer learning opportunities which are engaging and interactive.

You will complete three placements during the programme which can be summarised as Beginning, Developing and Extending. As their names suggest these follow your progress through the programme and reflect the way that your capabilities will develop as well as the way that expectations will increase as you progress through the course. During each placement, you will be supported by a mentor who has the twin roles of supporting your development as well as making the overall assessment of your placement. They will be supported in this by a University Lead Mentor.

**Delivery Arrangements and Attendance**

There are three typical patterns of learning on the programme:

Firstly, one day per week of online learning through seminars and tutorials combined with 1 day directed learning in school (outside of placement periods)

Secondly, during periods of Intensive Training and Practice (ITAP). These will be characterised by a specific focus on one area of your training and development and may include seminars, workshops and tutorials. These will be combined with opportunities to *enact* your learning in school or by collaborative activities with your peers and / or mentors.

Thirdly, during your placements. During these you will be in school for 5 days per week and will broadly mirror the working hours of a teacher (typically 08.30 to 16.30 as a minimum).

Refer to **Appendix 1** for further information on apprenticeship delivery models

## Learning and Teaching

### Teaching

Learning takes place both online and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars and job shadowing. A typical 'taught' week would be 2 days or 12 hours, this will include 6 hours taught and 6 hours directed study; alternatively, apprentices will be 'on placement' in appropriate settings. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on off-the-job hours completed in the APTM system which will be assessed and approved by University Staff.

### Tutor directed learning

Modules will be studied online in a one-day-per-week pattern. This will include directed input, discussion activities and tasks. There will be preparation and follow up activities linked to this input. The input will be synchronous meaning that it will take place for all apprentices and tutors at the same time.

### Independent Learning

There will also be one-day-per-week of independent, directed learning activity. This might involve group work, preparatory work for future tutor directed sessions, assignment writing or follow up activities.

### Teaching Staff

Many of the staff who will work with you are active researchers who are driving forward contemporary understanding of effective practice in education. Several colleagues have gained PhDs or Masters qualifications. There are many subject experts who work on the programme who are actively involved in their respective Subject Associations and who are respected nationally.

All of the tutors you will work with in university have worked as teachers in schools, many having held senior leadership positions.

### **Work-Based Learning**

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices are required to spend a minimum average of 6 hours per week involved in 'off the job' learning between the first and the last day of learning on the programme. (For apprentices working fewer than 30 hours per week the minimum is 20% of their paid work time. This is reduced by 5.6 hours statutory leave each year. The actual number of OTJ learning hours required for the Teaching Degree Apprenticeship will be significantly more than the average of 6 hours per week. The actual figure is specified in the Training Plan and Apprenticeship Agreement for the programme, and in APTM. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment.

### **Maths and English Development**

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress should be monitored and reviewed in tripartite review meetings. Maths and English form an integral part of the ITE curriculum. At level 4 apprentices will study a Maths module and an English module. At level 5 and 6 Apprentices will study 'Pedagogy of Core Subjects' modules; these modules include both Maths and English input. As part of each of these modules, Apprentices will be expected to audit their subject knowledge in both areas and identify their strengths and areas for development.

### **Tripartite Reviews**

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning.

## **Assessment**

### **Summative and Formative Assessment**

Modules use formative and summative assessment so that your progress can be evaluated in a structured and constructive way. Formative assessments are designed so that feedback can be provided prior to the submission of the final, summative assessment. Assessment methods are designed to be authentic and assess apprentices learning as well as being relevant to the role of the teacher. For example, creating lesson plans/teaching and learning resources and being able to justify these with up-to-date literature and research. As preparation for placement some modules are specifically linked to school based practice and form an essential part of the programme. During placement you will be expected to be reflective and make meaningful links between theory and practice.

When you are on placement, you will be assessed against Staged Expectations. These are milestones in your learning which relate to everything you have learned prior to the placement starting. On your final placement, you will be assessed against the [Teachers' Standards](#). You can expect to be involved in this process with your mentor, who will help you to set developmental targets on a weekly basis during your placements. This will help you to build your ability to self-assess and be an active agent in your professional development.

Those involved in training and inducting initial & early career teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct throughout their career.

### **Feedback**

Each academic module offers you at least one opportunity for formative feedback on your work. Summative assessment is marked by a module tutor using open and transparent marking criteria aligned to the University Grade Descriptors for the University. You will be provided with feedback on the work you have submitted and suggestions/advice for improving your work in the future (feed forward). Marks from each module are moderated by another tutor from the university and an External Examiner (except for modules at level 4) from another university to ensure that grades that are awarded are in line with others at the same level within the university and between universities.

## **End Point Assessment**

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment for integrated degree apprenticeships that lead to a career in a regulated profession will be set at the same standard as other entry routes into the profession. This means that where apprentices fail to meet the gateway criteria for such an integrated end point assessment, they will not be able to complete the university's academic award.

- Gateway - Apprentice has met the knowledge, skills and behaviours
- Employer and the Department for Education are satisfied the apprentice has consistently demonstrated they meet the KSBs of the occupational standard
- The EPA starts with the examination board and finishes when the Accredited Education Provider makes a decision on pass and fail

- emails secure pass list to DfE which includes required personal details of apprentices who have received a pass and are recommended for Qualified teacher status

The apprentice will also have successfully completed an academic and qualificatory placement requirements of the validated programme as recorded at the Assessment and Award board.

### End-Point Assessment

The EPA is an Examination Board

The examination board will be constituted in line with the DfE's Accredited Education Provider's academic assessment regulations and must have an external examiner present when considering achievement of the degree.

Independence of the EPA will be assured through:

- the examination board, which will include the external examiner, being responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes required for recommendation for Qualified teacher status with the Department of Education
- the end-point assessment organisation (DfE Accredited Education Provider) will conduct the EPA.

### Internal Quality Assurance

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint external examiners who:
  - meet the EQA provider's recommendations for external examiners
  - meet the Accredited Education Provider's requirements as set out in their 'Assessment, Progression and Awarding' or similar guidance

### Re-sits and Re-takes

In line with the EPAO's (DfE Accredited Education Provider) procedures.

### Professional Body Recognition

This apprenticeship is aligned to the Department of Education Qualified teacher status standards of proficiency and education programme standards for Teacher. This means that those who successfully complete the apprenticeship will be recommended to the DfE for Qualified teacher status.

### Reasonable Adjustments

The EPAO (DfE Accredited Education Provider) must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment decisions outlined in this EPA plan.

## **Career Development Prospects**

A teacher's primary role is to plan and deliver a high-quality curriculum to their pupils to promote good progress and outcomes. Teachers set high expectations which inspire and challenge pupils and manage behaviour effectively to ensure a safe learning environment. Teachers make accurate and productive use of assessment and adapt their teaching to respond to pupils' needs. They will have strong subject knowledge and keep their teaching practice up to date through regular professional development.

A teacher's day will look different depending on the type of school they work in and the subject they teach. Each school will have its own timetable and different responsibilities outside of teaching hours. In their daily work, a teacher interacts with children, young people, parents and carers. They will work with the senior leadership team in their school, led by a headteacher or head of school. They interact with teaching colleagues and pastoral and curriculum leads. They will also work closely with specialists such as the special educational needs coordinator and designated safeguarding leads.

A teacher will be responsible for upholding the Teachers' Standards, which set the minimum requirements for teachers' practice and conduct. Teachers demonstrate consistently high standards of personal and professional conduct. They are responsible for safeguarding and must follow statutory guidance set out in 'Keeping Children Safe in Education'. This includes safeguarding pupils' wellbeing. Teachers are responsible for the pupils in their care. They typically report to a subject or year group coordinator in the first instance, with the headteacher having overall responsibility. Qualified teacher status (QTS) is a legal requirement to teach in maintained schools and is considered desirable for teachers in the majority of schools in England.

## MODULES

<b>Level 4 (120 credits. 60 credits in Y1, 60 credits in Y2)</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
AITL4001	Beginning Inclusive Teaching and Learning	20	Compulsory
AITP9001	Beginning Intensive Training and Practice	n/a	Qualificatory
AMAT4001	Beginning Mathematics	20	Compulsory
AENG4001	Beginning English: Oral Communication and Reading	20	Compulsory
AFTL4001	Beginning Teaching and Learning in the Foundation Subjects 1 (Science, Art, Music, Computing, PE)	20	Compulsory
AFTL4002	Beginning Teaching and Learning in the Foundation Subjects 2 (History, Geography, RE, MFL, DT)	20	Compulsory
AEYR4001	Beginning to understand teaching and learning in the Early Years	20	Compulsory
APER9001	The Cumbria Teacher of Reading (Phonics and Early Reading) - Beginning	n/a	Compulsory
APLT9001	Beginning Professional Practice [towards QTS]	n/a	Qualificatory

<b>Level 5 (120 credits. 40 credits in Y2, 80 credits in Y3)</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
AITL5001	Developing Inclusive Teaching and Learning	20	Compulsory
AITP9002	Developing Intensive Training and Practice	n/a	Qualificatory
APCS5001	Pedagogy in the Core Subjects 1	20	Compulsory
APSH5001	PSHE Education	20	Compulsory
AFTL5001	Developing Teaching and Learning in the Foundation Subjects 1 (Science, Art, Music, Computing, PE)	20	Compulsory
AFTL5002	Developing Foundation Subjects Teaching and Learning 2 (History, Geography, RE, MFL, DT)	20	Compulsory
AEYR5001	Developing understanding of teaching and learning in the Early Years	20	Compulsory

APER9002	The Cumbria Teacher of Reading (Phonics and Early Reading) - Developing	n/a	Qualificatory
APTL9002	Developing Professional Practice [towards QTS]	n/a	Qualificatory

### Level 6 (120 credits. 20 credits in Y3, 100 credits in Y4)

Code	Title	Credits	Status
AITL6001	Extending Inclusive Teaching and Learning	20	Compulsory
AITP9003	Extending Intensive Training and Practice	n/a	Qualificatory
AFTL6001	Extending Teaching and Learning in the Foundation Subjects 1 (Science, Computing, Music, PE, Art)	20	Compulsory
AFTL6002	Extending Teaching and Learning in the Foundation Subjects 2 (History, Geography, RE, MFL, DT)	20	Compulsory
ACDS6001	Challenging disadvantage	20	Compulsory
APCS6001	Extending Pedagogy in the Core Subjects	20	Compulsory
ASSR6001	Small Scale Research Project	20	Compulsory
APER9003	The Cumbria Teacher of Reading (Phonics and Early Reading) - Extending	n/a	Qualificatory
APLT9003	Extending Professional Practice [towards QTS]	n/a	Qualificatory
PLMT9100	Evaluation of Professional Practice and Work-Based Learning (non-QTS pathway)	n/a	Qualificatory
EPAG9016	Teacher Apprenticeship Gateway	n/a	Qualificatory
<b>Learners exiting at this point with 360 credits and Qualificatory Practice Units would receive a BA (Hons) Teacher Degree Apprenticeship Primary Education 93-11)</b>			

### Key to Module Statuses

Compulsory modules	Must be taken although it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the

	final degree classification. An alternative award may be available if you are not successful in the QPU element of your programme. All Programmes MUST include a Gateway QPU
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<b>Timetables</b>
<p>You will be scheduled to one set learning day a week to engage online with university led sessions. A further day a week for focused work based learning must be determined by you and your employer.</p> <p>Timetables are normally available Aug/Sept. Our Timetabling team work hard to ensure that timetables are available to learners as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.</p>

## ADDITIONAL INFORMATION

### Apprentice Support

#### Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person;

- A Mentor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager. In particular support will be provided for work-based learning assignments and the final year project.
- University Lead Mentor will work with your mentor and you to review your progress via tripartite reviews. In addition, they will conduct quality assurance activities relating to placement activity.
- You will have a personal tutor as well who will be a university tutor who will meet with you to support your academic progress. They will meet with you to help you identify appropriate professional targets for you to take into your placements.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the learner, and the employer. The agenda for these learner review meetings will be shared with you in advance but will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTEM system and may be audited by the DfE or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their employer and the University.

#### University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#) (plus British Values & EDI)

- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

## Training Hours

DfE's apprenticeships funding rules set the minimum off-the-job hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. DfE has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills.

Off the job training must be completed in normal paid working hours. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed by submitting a monthly summary of hours in the APTEM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date and with fewer hours than set out in the Training Plan. A separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point.

## Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

## External and Internal Benchmarks

The programme outcomes are referenced to the [Apprenticeship Standard for Teaching](#) (and also the related [Assessment Plan](#))

There is no QAA subject benchmark for teacher training. The QAA benchmark for Education Studies (2015) have been selectively used to provide a best-fit to external reference points.

In addition to this, a number of external reference points have been used:

- The Initial Teacher Training Core Content Framework (DfE 2019) has been used to inform programme outcomes and module outcomes.
- Initial teacher training (Initial Teacher Training): criteria and supporting advice (DfE 2023) has been used to ensure the programme is compliant with key criteria and to set entry requirements to the course.
- The Teachers' standards (DfE 2011) have been a key reference point to ensure programme outcomes, structure and content provide rich opportunities for you to gain QTS.

The university's Learning, Teaching and Assessment Strategy has been integral to the development of this programme. This is structured around four themes: excellence in learning and teaching, responsive learner support, employability and gradueness, and developing digital capabilities of apprentices and staff. Each of these themes has been embedded into your programme whether it be the module content, the tutors who will work with you on your modules, the range of support roles built into the programme or the vocational focus of the programme as a whole.

The theme of responsive learner support is developed in the university's Student Achievement Strategy which includes a focus on "Integrated and Consistent Academic Support". This should be evident to you in your programme through the way that the personal tutor support is ongoing and frequent, the provision of formative assessment opportunities in your modules, the support that your mentor provides on placement and the availability of academic support from the library skills staff.

As an apprenticeship, the programme integrates the leaning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

## Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/teacher-degree-apprenticeship-primary-education-3-11/>

<b>Date of Programme Specification Production</b>	31/01/2025
<b>Date Programme Specification was last updated</b>	07/11/2025

## **Appendix 1**

### **Apprenticeship delivery structure**

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.