


1. General information

Awarding body / institution	Leeds Trinity University
Main provider	Leeds Trinity University
Sub-contracted provider	N/A
'Parent' Faculty (BCDI / HW&LS / SSE)	HW&LS
'Parent' School	CYPF
Professional accreditation body (if applicable)	N/A
IfATE Apprenticeship Standard	L5 Higher Apprenticeship ST1414 - Specialist Teaching Assistant <u>Specialist teaching assistant / Institute for Apprenticeships and Technical Education</u>
Final University award (eg. BA Hons)	FdA
Title of apprenticeship programme(s)	<ul style="list-style-type: none"> Specialist Teaching Assistant (Special Educational Needs and Disability) Specialist Teaching Assistant (Social Emotional and Mental Health) Specialist Teaching Assistant (Curriculum)
Subsidiary award(s) (if any)	Certificate of HE in Supporting Learning and Teaching
Honours type (Single / Joint / Combined)	N/A
Typical Duration	24 months + Gateway period¹ + 3 months²
Month/year of approval of programme	June 2025
Start date (this version) (month and year)	September 2025
Periodic review next due (academic year)	September 2030
HECoS subject code(s)	100459 education studies
UCAS course code	N/A

¹ period of time between an apprentice completing their training and commencing their end-point assessment (in months)

² period defined for completion of EPA, in line with the Apprenticeship Standard

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the apprentice's and a marketing perspective)

The Level 5 Specialist Teaching Assistant Degree Apprenticeship Programme is an exceptional opportunity for current and aspiring teaching assistants, support assistants and learning mentors to develop the skills and knowledge needed to thrive in a variety of educational settings, including primary and secondary schools, colleges, and specialised institutions. This programme highlights the crucial role that specialist teaching assistants play in inspiring learners of all ages and supporting their educational journeys.

One of the standout features of this programme is the ability to specialise in one of three key pathways. At the point of application Apprentices can choose to focus on supporting learners with special educational needs and disabilities (SEND), enhancing social and emotional well-being (SEMH), or advancing curriculum provision (Curriculum) in specific subjects such as early reading or maths interventions. The pathways, created on behalf of the DFE, enable each apprentice to align their training needs with their passions and career goals. The pathways provide specialist KSB alignment whilst also recognising the significant overlap between the KSBs, which reinforces the shared core requirements and the practical roles of a specialist teaching assistant.

Across the programme, level 4 aims to embed apprentices with key content, level 5 aims to create apprentices who are specialists, and if apprentices progress onto a Level 6 Top up, this will create graduates who are experts in their chosen area. It is from this perspective, that apprentices in the first module are introduced to the specialist pathway knowledges and are required to reflect on their chosen pathway to self-assess their knowledge and previous experiences in practice. In the following three modules across level 4, apprentices embed the core knowledge, skills and behaviours shared by all specialist teaching assistants, as well as developing the tools to advance degree learning and gaining a sense of belonging to the group and LTU.

Within level 5, apprentices study two shared modules and two specialist modules. This approach enables the 88% of shared KSBs to be delivered in a way that supports the diverse sharing of experiences, whilst enabling specialist content to flourish. The shared modules at level 5 are underpinned by key content that needs to be critically considered by all professionals within current practice such as leadership values, behaviour support and mental health strategies. The

specialist modules at level 5 are carefully attuned to raise apprentices' confidence and academic skills in their specialist areas. The last modules studied at level 5 are within specialist pathways, with apprentices exploring research relevant to their roles and documenting their specialist expertise within research informed practice.

The apprenticeship combines theoretical learning with practical experience, allowing apprentices to work alongside experienced educators and professionals. This hands-on application reinforces their understanding and effectiveness in supporting diverse learners. Additionally, the programme encourages continuous professional development, enabling apprentices to reflect on their practices and contribute to the training of others, fostering a collaborative learning environment.

By establishing strong relationships with learners, families, and external agencies, apprentices will help create inclusive educational communities that promote belonging and support for all learners. This apprenticeship not only prepares apprentices for a fulfilling career but also empowers them to make a meaningful difference in the lives of those they support.

Ofsted inspects the quality of apprenticeships at all levels. Within the inspection framework, the quality of education is quality assured using sub themes, intent (curriculum planning, design, structure and sequence; implementation (teaching and assessment) and impact (the outcomes for the apprentices). This framework is carefully considered when creating the curriculum structure, delivery sessions, formative and summative assessment and the relationship of the curriculum to the knowledge, skills and behaviours of the apprenticeship standard. Whilst all apprentices' needs are considered, extra care had been taken to ensure that apprentices with special educational needs and disabilities can succeed on the programme. Furthermore, the university's strategy for apprenticeship delivery is for sustainable growth across new and existing apprenticeship standards for which LTU has expertise within their faculties. This strategic growth in apprenticeship aligns to the university's overall mission vision and values. The curriculum for apprenticeships is designed to meet the needs of apprentices, employers and the regional and national economy. We undertake a rigorous self assessment process annually in order to continuously improve our apprenticeship offer. We collect feedback from all key stakeholders on all aspects of apprenticeships and ensure that the feedback is used to make positive changes to the provision. Colleagues involved in apprenticeship delivery undertake regular training to ensure that they are up to date with best practices and regulatory requirements. LTU works closely with employers to ensure that they are involved in the creation of new programmes and that they are kept informed of any changes to the curriculum. The focus of all apprenticeship provision at LTU is compliance with regulatory and funding requirements, especially safeguarding.

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regular training to ensure that they are up to date with best practices and regulatory requirements. LTU works closely with employers to ensure that they are involved in the creation of new programmes and that they are kept informed of any changes to the curriculum. The focus of all apprenticeship provision at LTU is compliance with regulatory and funding requirements, especially safeguarding.

3. Apprenticeship KSB mapping – please see appendix

4. Apprenticeship learning outcomes

In addition to achieving the KSBs for the apprenticeship apprentices will achieve the following learning outcomes that directly relate to the academic award.

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **employability skills (postgraduate) (E) or attributes and skills (undergraduate) (AS)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

(Codes provided in brackets relate to the apprenticeship KSBs)

K1: Demonstrate a comprehensive understanding of statutory and non-statutory frameworks, including health, safety, safeguarding, SEN code of practice and educational policies, to effectively support diverse learners. (K1, K2, K30)

K2: Analyse the principles of equity, diversity, and inclusion, and apply these principles to create an inclusive learning environment that meets the needs of all learners (K4, K28)

K3: Evaluate the impact of various teaching strategies, assessment methods, and pedagogical approaches on learner engagement and progress across different curriculum areas, including Rationale, methods, and approaches to planning for learning. (K9, K10, K11, K13)

K4: Understand the theoretical frameworks and principles related to special educational needs and disabilities (SEND), social and emotional well-being, and neurodiversity, and early identification and their implications for practice (K31, K32, K36, K37)

K5: Identify the impact of SEND/SEMH on children and young peoples' learning and development, and apply effective strategies for promoting literacy, numeracy, and communication skills, ensuring that interventions are tailored to individual learner needs. (K34, K46)

K6: Recognise the importance of trauma-informed practices and relational approaches in supporting learners' emotional and social development within educational settings. (K38, K39)

K7: Demonstrate the principles and importance of reflective practice including effective working relationships (B2,

Intellect Outcomes (I)

I1: Critically evaluate and reflect on personal practice and the effectiveness of interventions, using evidence-based research to inform continuous professional development (S18, K27, B2)

I2: Demonstrate the ability to analyse and synthesise information from various sources to inform decision-making and improve educational practices. (S16, K8)

I3: Develop and implement inclusive teaching and assessment strategies that address barriers to learning and promote resilience among learners through dialogue about feedback. (S10, S12, K12)

I4: Collaborate effectively as a team with colleagues, parents, and external professionals to advocate for and support the diverse needs of learners. (S14, S15, K21)

I5: Apply critical thinking skills to assess the impact of social and cultural contexts on learning, identifying factors that contribute to inequalities in access to education. (K28, K4)

I6: Formulate and implement strategies for developing effective learning environments that foster positive behaviours and enhance pupil engagement. (K15, S2, S24)

Attributes and Skills Outcomes (undergraduate degree programmes)

AS1 **Working Independently** - prioritising workload, anticipating and troubleshooting potential problems, and achieving this without requiring continual oversight from a supervisor or manager; (K21, B5, B2)

AS2 **Research & Thinking Critically** - systematic investigation of resources to identify relevant information. Critical thinking refers to a process of independent scrutiny, allowing formation of a well-reasoned opinion for application of the research to decision-making and action; (K8, K27)

AS3 **Digital Confidence** - identifying, learning and confident adoption of digital tools, applications and software to improve existing processes, meet emerging challenges or develop new approaches; (K8)

AS4 **Adaptability** - the ability to make the most of changing circumstances and adapt to new conditions; (B5)

AS5 **Resilience** - the ability to recognise that you will be exposed to adversity but that you will be able to respond positively and ultimately adapt and grow from challenging events; (K26, B4, B5)

AS6 **Professional Outlook** - preparing yourself to successfully research, plan and apply for opportunities through effectively articulating your skills and attributes whilst understanding how to present yourself in professional working environments to achieve your career goals; (K25, K26, B2, B6)

AS7 **Effective Communication** - the ability to work cooperatively with others to achieve a group objective and the recognition that good leadership empowers achievement of collective goals through combined efforts; (K21, B3,)

AS8 **Ethics, Diversity, Sustainability** - making a positive impact on society and the environment as a whole; (K5, B1)

AS9 **Enterprise and Entrepreneurship** - entrepreneurship is the application of enterprise behaviours, attributes and competencies into the creation of cultural, social, or economic

value. Enterprise is generating and applying ideas that are practical when undertaking a new venture or project. (B5, B6)

5 External benchmarks

Statement of congruence with the relevant published subject benchmark statements (including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Frameworks for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) (formerly National Qualification and Credit Framework (NQF)).

The following are additional sources of external frameworks/ requirements that have informed the apprenticeship programme:

- IfATE Apprenticeship Standard – Specialist Teaching Assistant
- ESFA Funding Rules
- Ofsted's Education Inspection Framework
- QAA Characteristics Statement for Apprenticeships
- QAA Education Studies Benchmark Statement (2018)
- QAA Characteristics Statement Foundation Degree - February 2020

6. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.	<p>Learning outcomes for the award of <u>Certificate of Higher Education</u> in Supporting Teaching and Learning:</p> <p>On successful completion of 120 credits at Level 4, apprentices will have demonstrated an ability to:</p> <ul style="list-style-type: none">i) interpret and evaluate data appropriate to the discipline;ii) make sound judgements in accordance with basic disciplinary theories and concepts;iii) evaluate the appropriateness of different approaches to solving problems within the discipline;iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills and behaviours relevant to the Apprenticeship Standard and employment.</p>

7. Content

Summary of content by theme (providing a 'vertical' view through the programme)

The Level 5 Specialist Teaching Assistant Degree Apprenticeship Programme offers a comprehensive curriculum designed to equip apprentices with the essential skills and knowledge required for effective practice in diverse educational settings. At its core, the programme emphasises the fundamental role and duties of the specialist teaching assistant, providing a broad understanding of their responsibilities in supporting learners within current policy contexts.

Apprentices will delve into curriculum and pedagogic practices tailored for specialist teaching assistants, exploring effective strategies to enhance learning outcomes. A significant focus is placed on understanding and addressing specialist needs, particularly in the areas of special educational needs and disabilities (SEND) and social, emotional, and mental health (SEMH). This core content ensures that apprentices are well-prepared to support learners facing various complexities.

The programme addresses speech, language, and communication needs, equipping apprentices with the tools to foster effective communication amongst children and learners. Core modules on literacy and numeracy further enhance apprentices' ability to support foundational skills essential for academic success.

In addition, the curriculum includes critical topics such as cultural leadership and behaviour support, specifically focusing on enhancing the learning children, learners and families as well as a team of colleagues. These modules incorporate research-informed tasks, allowing apprentices to engage with current best practices and evidence-based approaches and supporting opportunities for apprentices to progress to further study beyond the apprenticeship.

Throughout the programme, the theme of specialist roles and developing provision is woven into all modules, ensuring that apprentices understand the importance of their contributions to creating inclusive and supportive educational environments. This holistic approach prepares apprentices to make a meaningful impact in their roles as specialist teaching assistants, fostering a positive learning experience for all learners.

8. Structure

Total credit rating: 240 (120 ECTS)

Level 4 – with effect from September 2025

Core: Apprentices are required to take the following modules:

Block 1 CYP4113 The Role and duties of Specialist Teaching Assistant 30 Credits
Block 2 CYP4123 Curriculum and Pedagogic Practice 30 Credits
Block 3 CYP4133 Special Needs: SEND/ SEMH 30 Credits
Block 4 CYP4143 Speech, Language and Communication Needs in educational settings 30 credits

Level 5 – with effect from September 2026

Core: All Apprentices are required to take the following modules for 60 credits:

Block 1 CYP5163 Values and Cultural Leadership for Behaviour (30 credits)
Block 3 CYP5173 Leadership in Supporting Mental Health and Well Being in Educational Settings (30 credits)

All apprentices are required to take the following modules dedicated to their specialist pathway for 60 credits:

Core modules for Specialist Teaching Assistant (Special Educational Needs and Disability)

Block 2 CYP5113 Support Neurodiversity (30 credits)
Block 4 CYP5143 The Research Informed SEND Specialist (30 credits)

Core modules for Specialist Teaching Assistant (Social Emotional and Mental Health)

Block 2 CYP5123 Trauma Informed and Relational Practice (30 credits)
Block 4 CYP5133 The Research Informed SEMH Specialist (30 credits)

Core modules for Specialist Teaching Assistant (Curriculum)

Block 2 CYP5103 Supporting Literacy and Numeracy (30 credits)
Block 4 CYP5153 The Research Informed Curriculum Specialist (30 credits)

Please note apprenticeships operate on a calendar year with blocks¹ mapped from September to September.

9. Core Apprenticeship Curriculum

In line with Ofsted's Education Inspection Framework, the following table summarises how/ when the core apprenticeship curriculum components have been embedded within the apprenticeship curriculum and delivery, noting that some will be applied in a way that recognises both the apprentice as a learner but also the children they are teaching:

Safeguarding	Safeguarding is a core component of the STA apprenticeship, ensuring that apprentices understand how to keep children and young people safe within educational settings. The programme aligns with statutory frameworks such as the Keeping Children Safe in Education (KCSIE) guidance, and apprentices explore key safeguarding policies, including identifying signs of abuse, neglect, and exploitation and the policies and processes Teaching Assistants need to work with to escalate concerns. CYP4113 covers safeguarding legislation, reporting procedures, and professional responsibilities of teaching assistants as fundamental core knowledge. Within this module as part of the portfolio assessment components, apprentices are assessed on their ability to identify, report, and manage safeguarding concerns in real-world settings.
Prevent	The Prevent duty is woven throughout the apprenticeship, ensuring that teaching assistants are aware of their responsibility to identify and support learners at risk of radicalisation and extremism. Prevent is introduced to the

¹ The blocks will entail one module being delivered at a time, sequentially, not as block delivery as defined by DfE funding rules.

	apprentices at induction as part of their duty of care and professional responsibility. Within the curriculum delivery, CYP4113 introduces the Prevent strategy and signs of radicalisation to support apprentices to understand the relationship between Prevent and safeguarding duties on professionals to protect people from a range of harms. British Values, Prevent and LTU belong are discussed within the theme of progress review. Whilst the first module at level 5 explores contextual safeguarding, including vulnerability to extremist narratives. Apprentices learn how to promote resilience and critical thinking in young learners while following school policies on Prevent referrals and intervention.
Equality, diversity and inclusivity (EDI)	The programme actively promotes equity, diversity, and inclusion (EDI), ensuring apprentices develop an understanding of barriers to learning and strategies to create inclusive environments. Principles of EDI including legislation, protected characteristics, reasonable adjustments, anti-discriminatory practice, culturally informed practice, unconscious bias, challenging stereotypes, health inequalities and social injustice are repeated topics in CYP4113 & the three research informed specialist modules at the end of level 5. Apprentices apply universal design for learning principles to adapt teaching strategies to meet diverse learner needs. EDI and LTU belong are discussed as the theme for progress review six where the theme is EDI (Inc Sexual Misconduct) & LTU Belong and progress review ten where the theme is British Values and Prevent and LTU belong.
Personal Development, eg careers guidance and supporting readiness to succeed	The apprenticeship fosters personal and professional growth, equipping apprentices with the skills to reflect on their practice, seek and obtain feedback, and engage in continuous development. The tailored approach of the programme to support delivery of three specialisms, ensures that each Apprentice can align their training with their passions and career goals. This is achieved through the structure of reflect, embed and specialise. Apprentices in the early module are introduced to the specialist pathway knowledges and will be required to reflect on their chosen pathway to self-assess their knowledge and previous experiences in practice. The concept of personal and professional development is introduced to apprentices in the induction and then the very first module CYP4113, which encourages apprentices to reflect on their own skills and knowledges. Specifically, the last modules at level 5 encourages apprentices to use research-informed practice for professional growth. Apprentices complete a reflective portfolio to track progress and demonstrate engagement in self-improvement and leadership skills. Personal Development is provided by the progress reviewer role. Theme around career development is discussed in progress review 4, 6 and 10 (at the end of each academic year) where the themes for the progress reviews are recording off the job hours, revisiting the skills scan to assess the progress towards KSBs and Career Development.
British Values of 1) democracy, 2) individual liberty, 3) the rule of law and 4) mutual respect and tolerance	The curriculum actively promotes British Values, ensuring apprentices can model and encourage democracy, the rule of law, individual liberty, mutual respect, and tolerance. Specifically in the curriculum, CYP4143 covers the importance of inclusive communication and the first module at level 5 encourages apprentices to challenge prejudice and discrimination in educational settings. Additionally, apprentices implement classroom activities that promote respect, tolerance, and civic responsibility among learners. British

	Values are discussed in the progress review ten which covers British Values and Prevent and LTU belong
Behaviour and attitudes	These are developed throughout the apprenticeship journey by engaging with the modules increasing their knowledge, and through their practice and workplace activity developing their skills and behaviours. Apprentices develop the skills to support positive behaviour management and emotional regulation in young learners, ensuring a nurturing and structured learning environment that supports children to develop and foster healthy relationships. CYP4133 addresses behaviour strategies for learners with SEND and SEMH needs. As well as the taught delivery KSB development is discussed in each progress review and a detailed focus provided in progress review one where the induction information is covered. KSB mapping document shows how the KSBs are mapped across the modules for the Specialist Teaching Assistant Apprenticeship.
English, Maths and Digital Literacy	<p>The apprenticeship embeds core literacy, numeracy, and digital skills, ensuring teaching assistants can effectively support learning and adapt to digital classroom tools. Within practice apprenticeships develop apprentices will develop differentiated learning materials to support literacy and numeracy interventions.</p> <p>Apprentices will develop their digital skills via engagement with a number of digital resources embedded in the online delivery model. Aspect related to assessments such as e-portfolio will require apprentices to develop their digital literacy. Maths and English are part of the progress review themes for progress reviews 3/5/7/9/10 where the themes are looking at the Knowledge, Skills and Behaviours, Portfolio Development & Maths and English.</p>
Sustainability Goals	<p>The programme aligns with the UN Sustainable Development Goals (SDGs) by fostering sustainable practices in education, ensuring apprentices understand their role in promoting social responsibility and environmental awareness. In the Curriculum: CYP4113 introduces strategies to embed sustainability themes in learning, with the last three modules at level 5 encourages apprentices to engage with research on sustainability in education. Apprentices explore eco-friendly classroom practices and promote global citizenship education.</p> <p>Also, enhancement opportunities will be provided for apprentices to engage in educational activities based around UN World or International Days" and linked to SDG International Days and Weeks United Nations this might be promotion and raising awareness on campus or in the workplace, creating a display in the main campus reception, engaging in a voluntary activity or charity event.</p>
Knowledge, Skills and Behaviours	These are developed throughout the apprenticeship through engaging with the modules increasing their knowledge, and through their workplace activity developing their skills and behaviours.

10. Learning, teaching and assessment

Statement of the strategy for learning, teaching and academic experience for the programme

Strategic alignment

The programme aligns with Leeds Trinity University Learning, Teaching and Academic Experience Strategy (LTAE 2022-2026) in that it aims to transform the way we work co-creatively with apprentices, how we connect individuals and our learning and teaching with the work-based practice, and societal issues, supporting all our learners on a personalised, values-based and career-led journey through their studies. The programme integrates the acquisition and application of research knowledge, theory and practice and equips graduates with advanced knowledge and skills in the role of specialist teaching assistant, which supports the diverse learning needs of children in a variety of educational environments. The programme content is delivered by a wide variety of teaching methods all delivered online, these including blended learning, online task and work-based experience. Apprentices will engage in both synchronous and asynchronous learning activities that are directed and self-directed. Using this diverse approach to learning Apprentices will be engaged in active, participatory learning, with a clear understanding of the value of their educational journey (LTAE, 2022). The programme recruits Apprentices who are embedded in work-based practice and this application of knowledge and understanding is continually reflected upon, co-creating challenge between academic staff, Apprentices and employer needs. Synchronous activity comprises of interactive sessions, where real-time polls and breakout groups facilitate active participation and collaboration among apprentices. Participatory workshops will utilise co-creative exercises designed for both online platforms and in-person settings, enabling apprentices to work in small groups to solve problems and share insights. These provide opportunities for apprentices to consolidate and practically apply their learning through work-based reflections. Through practical application and research-informed pedagogy the curricula creates a culture of pedagogical inquiry and innovation and an environment in which our Apprentices employ and value the importance of evidence and research in practice (LTAE, 2022). Additional materials for asynchronous delivery will be provided through a variety of media and resources, including videos, selected textbooks, articles, and tasks for apprentice completion, all accessible through our learning management system.

Teaching is delivered in online, with tutorials specifically designed to support your learning and progression in either setting. These tutorials will leverage digital tools to foster engagement and provide personalised feedback. We will also engage guest speakers and employers through virtual guest lectures, helping you to develop an understanding of current professional practice in a flexible manner. The practice of relational pedagogy and person-centred planning will be showcased by staff in their delivery style, ensuring that our interactions remain supportive and responsive to our apprentices needs

As part of the assessment strategy Apprentices will be asked to provide a series of documents in the form of a portfolio to evidence learning and development across their professional experiences. The School has well-established relationships with a range of employers to support co-assessment of work-based evidence, and who provide stretch and challenge within module content. Apprentices are encouraged to visit other Apprentices workplaces, and share the diversity of experiences and employers within a cohort. EPA is discussed at the start of the programme to ensure apprentices are aware of what they are working towards and the importance of this. This is then reinforced in the progress reviews all the way through the programme to ensure that the apprentices understand all aspects of the EPA including the components and how they will be assessed/graded. We run progression to level sessions (between Level 4 and 5) to provide an in-programme check-in on their understanding of EPA and the gateway requirements. Apprentices are issued an EPA plan at the start of their final level (in your case, start of L5) which outlines the support available and applicable deadlines. Undertake mentor training at the start of the programme and we explain the support required from an employer's perspective. We run sessions with managers/mentors close to EPA to reiterate the support needed from them to support apprentices and hold mock EPA observations in the workplace. The final module at Level 5 A *Research Informed Specialist* will focus on EPA preparation within formative tasks connected to the reflective summative assessment for the module. We will also run EPA related virtual tutorial café sessions. We invite people such as the learning hub and library into some of these sessions to do some refresher training.

The programme embeds diversity as part of the University's work towards achieving the Race Equality Charter by ensuring that module reading lists incorporate ethnic and gender diversity, by considering mental health and educational and social care issues from the perspective of marginalised communities, and by integrating a critical approach to considering the impact of wider issues linked to poverty impact on an individual. Apprentices' learning is supported via the use of digital pedagogies utilising a variety of learning technology. This includes the use of the Moodle virtual learning environment as a learning resource for every module, and technology such as lecture capture and Panopto for video recording of lectures, podcasts, assessment support and assessment feedback. The integration of appropriate technology is reinforced through the use of e-books and e-journals across the programme. The programme supports Apprentices to make a positive transition between levels of study and to achieve their potential, by integrating diverse assessment methods that can often include negotiated assessment topics between Apprentice and academic tutor. The assessments methods on the programme include presentations, live professional discussions, collaborative groupwork, formal essays, practical skills assessments, and reflective e-portfolios. This ensures that Apprentices are prepared for their graduate careers and future study opportunities. For Apprentices to experience multi-disciplinary thinking and working, case study work will be developed from a range of perspectives. The programme also includes confidence building assessment processes by integrating formative, process and summative assessments across a range of modules. Apprentices are able to negotiate elements of the assessment method and the topic they will focus on with guidance from the assigned learning outcomes. Embedded within modules across the programme Apprentices are able to regularly update live records of practical, academic and transferable skills to ensure they can track and identify gaps in their continued professional development.

This diversity enables Apprentices to learn from their progress, from their peers and to respond to feedback to inform their future academic and practical work. Individual Apprentices' academic progression is supported via the Personal Tutoring system, whereby every Apprentice has access to a named personal tutor who provides academic and pastoral support. Additional academic support is provided by the Learning Hub team, which provides individual and group support across a range of academic and study related topics, supporting all Apprentices to achieve to their potential. Alongside taught sessions, Apprentices are expected to undertake a significant quantity of unsupervised study in the form of self-directed activities and directed reading

Online delivery

In relation to the delivery mode, online delivery is proposed following a structure of pre session planned activities /live delivery /post session self-directed activities model.

Synchronous online live sessions will run in one slot for 3 hours per week (term time only) within a block module approach, which is a strongly supported structure amongst current work-based Apprentices in CYPF. The synchronous sessions will be delivered using Microsoft Teams or other suitable platform that has been agreed by University, Apprentices and partners. These sessions will be supplemented with asynchronous content which can be consumed by the apprentices at a time which is convenient to them. The learning must be completed prior to the next week's delivery in order to ensure that all apprentices are at the same stage of learning.

This will also meet the funding rules around completing 8 hours per week of planned off the job activity that runs for 9 weeks. There will be opportunity for the pre and post session materials to include peer group support activities, tutorials and interactive learning. The programme delivery runs across term time only weeks. This means that a module lasts for nine weeks, but not consecutively as they will honour the allocated term time holidays in the weekly planner. As part of the delivery structure, the learning and teaching sessions will be supported through a network of tutorials and assessment cafes. There is a planned schedule of additional masterclasses with multidisciplinary specialists, which will support personal enrichment too, such as presentation skills.

Applicants to the Level 5 Specialist Teaching Assistant programme are typically experienced Teaching Assistants working across a range of educational settings, often with specific

responsibilities for SEND, behaviour support, or subject specialism. Many will be mature learners seeking to deepen their expertise while continuing in employment, and may not have accessed formal higher education previously. The university and programme team offer extensive support including digital learning resources, access to academic and pastoral advisors, library services, wellbeing support, and structured induction. To reduce the risk of isolation and attrition, support is available through weekly online drop-ins, tutor check-ins, and digital forums that encourage early help-seeking and regular engagement.

To foster cohort identity and build an apprentice community of learning, the programme embeds peer discussion forums, collaborative projects, and live online workshops via platforms such as Microsoft Teams and a dedicated virtual learning environment (e.g. Moodle or Canvas). Apprentices are encouraged to co-develop solutions to real-world challenges from their practice, sharing insights in structured peer groups. Personal and career development is supported through reflective practice tasks, opportunities to engage with external professional bodies, and targeted CPD signposting linked to career progression routes such as HLTA or teacher training. Clear progression pathways are shared throughout the programme and reinforced in personal development planning sessions

Across the programme there are dedicated learning hours. The minimum off the job learning hours for the programme is 551 hours. The Planned off the job Learning hours is 648. This is achieved through 4 modules each year, taught in block delivery. Each module last for 9 weeks across term time only, this is aligned in the weekly plan, with block content spanning from September to September. The same hourly allocation is in place for each module. Across each module total off the job learning hours are 72, totalling 8 hours per week. These 8 hours consist of 2 hours per week Planned Off the Job Learning structured as 'pre session' tasks, 3 hours per week live delivery learning, and 3 hours per week as Self-Directed Off the Job Learning. There are different types of learning activities that can be recorded as planned activities and off-the-job self-directed activities. Planned activities will include new learning such as allocated readings, video content, and quizzes. Self-Directed Learning Activities will include shadowing or meeting with colleagues to analyse school practices to view wider professional roles, practical training and influencing specialist areas of Knowledge and skills, as well as assignment writing and KSB development.

The planned hours have the same structure repeated in each module. This will be clearly explained in recruitment and induction to ensure apprentices are clear on the difference between these types of 'learning hours' and what learning activities can be recorded as off-the-job. Please see weekly log of hours. Examples of the types of learning activities and the difference between off-the-job and on-the-job learning will be clearly explained with potential employers from the beginning of recruitment. Employers will be made aware that each apprentice will require 8 hours week, across term time, as planned off the job hours. 3 hours of this must be during the allocated delivery time each week. During the initial needs assessment and skills scan, the apprentice and employer will be supported to agree with LTU the individualised apprentice training plan, this will include reference to mandatory programme reviews, tracking of off the job learning and employer-based support such as mentors.

EPA Gateway:

The apprentice's employer must be content that the apprentice is occupationally competent.

The apprentice must:

- confirm they are ready to take the EPA

- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- For the professional discussion underpinned by a portfolio of evidence, submit a portfolio of evidence.

EPA

Observation with questions

Apprentices will be observed by an independent assessor completing their work. It will last at least 2 hours. They will ask apprentices at least 6 questions.

Available grades:

- fail
- pass
- distinction

Professional discussion underpinned by a portfolio of evidence

Apprentices will have a professional discussion with an independent assessor. It will last 60 minutes. They will be asked at least 10 questions. The questions will be about certain aspects of the occupation. Apprentices will need to compile a portfolio of evidence before the EPA gateway which they can use it to help answer the questions.

Available grades:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- merit
- distinction

The first module CYP4113- The role and duties of a specialist teaching assistant is the first module to introduce apprentices to the importance of reflective practice and to linking the theory/key concepts and practice. This will support apprentices to become familiar with the nature of work-based learning and through the module portfolio tasks, apprentices will apply ideas to their work context. The portfolio would consist of a variety of tasks to support apprentices to reflect on their role and responsibilities and to apply knowledge to their work context. For example, tasks could include a reflection on a workplace policy.

During the duration of the programme apprentices will be collecting evidence towards their EPA. In addition to the module delivery, apprentices will be completing directed task linked to their setting to address the standards. They will also be collecting evidence, for example, they may gain a witness testimony of delivering an intervention/ strategy. Apprentices will be guided during the programme delivery e.g. strategies will be discussed in CYP4143. Evidence will be regularly uploaded to their work-based learning Moodle area and be discussed in progress review with their employer.

The EPA portfolio requirements as set out in the apprentice standards state 15 pieces of evidence with evidence sources including:

- workplace documentation and records, for example:
- workplace policies and procedures
- annotated plans and assessments of children
- case studies
- practical project work
- research tasks
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable (www.instituteforapprenticeships.org)

Therefore, only some of the tasks completed in the modules will contribute to the EPA. One example being CYP5133 Research Informed Specialist –practical project. As apprentices are developing their knowledge and skills throughout the programme the first module portfolio CYP4133 may not be the evidence chosen to support the EPA.

The EPA should be completed within an EPA period lasting typically 3 months

re-take and re-sit grade cap: pass

re-sit timeframe: typically 2 months

re-take timeframe: typically 4 months

Failed EPA assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

11. Programme learning outcomes covered

12. Entry requirements

Do the University's standard entry requirements apply (as outlined within the University's Admissions Policy)?	<u>Yes</u>
Detail of any deviation from and/or addition to the University's standard entry requirements (if applicable)	

13. Progression, classification and award requirements

Details of requirements for apprentice progression between levels and receipt of the award(s) (A certain level of attainment which <u>must</u> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)
<p>The following regulations apply, together with the General Taught Academic Regulations</p> <ul style="list-style-type: none">• Certificate of Higher Education Programme Regulations• Foundation Degree Programme Regulations• Additional Regulations for Higher and Undergraduate Degree Apprenticeships

14. Prerequisites

Details of modules apprentices <u>must</u> study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award
N/A

15. Additional support needs

Arrangements made to accommodate apprentices with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
<p>Apprentices with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate apprentices with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.</p> <p>The programme has a clear process in place to manage Breaks in Learning (BiL), ensuring minimal disruption to apprentice progress and continuity of support. Breaks in Learning are formally recorded and agreed upon through collaboration between the apprentice, employer,</p>

and provider, with detailed rationale and expected return timelines documented. Re-engagement plans are developed on a case-by-case basis and may include refresher tutorials, adjusted assessment deadlines, and re-induction activities to support a smooth return.

Reassessment opportunities are available in line with university regulations, with apprentices offered tailored academic support and feedback to address areas for improvement. A maximum of two reassessment attempts is permitted, and timing is managed to minimise delay in overall progress toward End-Point Assessment (EPA).

Tailored Materials for Employers and Applicants

To ensure expectations are clear and responsibilities are understood, bespoke guidance materials are provided to both employers and applicants during recruitment and induction. These include a detailed programme overview, delivery schedule, assessment timelines, and a breakdown of the off-the-job training requirement. Employer handbooks outline the support role of workplace mentors, expectations for on-the-job learning integration, and strategies for enabling undisturbed study within working hours, in an appropriate environment. Applicant-facing materials clarify the learning commitment, digital platform requirements, and available academic and pastoral support. These documents are reinforced during onboarding webinars and through tri-partite reviews, ensuring that all parties are prepared, informed, and equipped to support successful apprentice progression.