COURSE SPECIFICATION

Secondary Education Studies - Postgraduate Teaching Apprenticeship with QTS:

English

Mathematics

Science (Physics/Chemistry/Biology)

Modern Foreign Languages

COURSE SPECIFICATION

Course Title	*Secondary Education Studies - Postgraduate Teaching Apprenticeship with QTS*
Final Award	*QTS*
Exit Awards	*Postgraduate Teaching Apprenticeship (optional PGCE)*
Course Code / UCAS code (if applicable)	P3888FDC P4055FDC P4054FDC P4056FDC
Mode of study	*Full time*
Mode of delivery	*Campus*
Normal length of course	*9 months minimum*
Cohort(s) to which this course specification applies	*from September 2026 intake onwards*
Awarding Body	*Department for Education / Teaching Regulation Agency*
Teaching Institution	*University of Portsmouth /*
Faculty	*Faculty of Humanities and Social Sciences*
School/Department/Subject Group	*School of Education, Language and Linguistics, Teacher Education*
School/Department/Subject Group webpage	*https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/our-academic-structure/faculty-of-humanities-and-social-sciences/school-of-education-languages-and-linguistics*
Course webpage including entry criteria	*https://www.port.ac.uk/study/courses/postgraduate-taught/postgraduate-teaching-apprenticeship*
Professional and/or Statutory Regulatory Body accreditations	*Department for Education / Teaching Regulation Agency* *Department for Work and Pensions / Skills England*
Office for Students Conditions of Registration	*https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/*
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	*6*

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.
This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

This programme is designed to provide Apprentice Teachers with a rigorous work based pathway into the profession. By integrating academic study with immediate classroom employment, the programme equips apprentices to navigate the complexity of formal education from the perspective of learners, practitioners, external stakeholders and policymakers.

Central to this route is the interplay between University led theory and sustained school based practice, ensuring apprentices develop the evidence informed knowledge and professional habits of mind required of an expert educator.

Successful completion leads to the award of Qualified Teacher Status (QTS), meeting the Teachers' Standards 2012 (DfE) are the successful completion of the End-Point Assessment (EPA).

The aims of the programme are:

- To equip apprentices to deliver high-quality, evidence-based teaching that secures progress for all secondary-age pupils across diverse educational settings.
- To enable apprentices to build professional, high-trust relationships with pupils, parents, and colleagues, fostering an inclusive environment for learning.
- To ensure apprentices demonstrate expert subject knowledge and pedagogical mastery relevant to their subject specialism
- To ensure apprentices possess a critical understanding of cognitive science and child development, adapting teaching to meet the needs of all learners, including those with SEND and EAL.
- To equip students with a rigorous knowledge and understanding of the core areas of education – pedagogy, curriculum, behaviour management, assessment, and professional behaviours.
- To enable apprentices to critically bridge the gap between educational theory, national policy, and the daily realities of school-based practice.
- To empower apprentices to use research-based analysis to evaluate and refine their own classroom practice as part of a continuous cycle of improvement.
- To instil a passion for the breadth of the Secondary curriculum, fostering the development of Pedagogical Content Knowledge (PCK) and a commitment to career-long professional learning.
- To support apprentices in becoming resilient, autonomous, and critically reflective practitioners who manage the dual demands of employment and postgraduate study.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

Office for Students Conditions of Registration

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
A1	Theories of teaching and the ITTECF; applying evidence-based pedagogies to meet diverse learner needs.	Seminars, workshops, **employer-led training**	Portfolio, observations, Professional Discussion
A2	Child development and the science of learning; critically applying principles of equity and inclusion within a specific school context.	Seminars, **in-school mentoring**	*Portfolio, observations, Professional Discussion*
A3	National Curriculum mastery and the school's specific curriculum intent; statutory protocols including KCSIE (Safeguarding).	Seminars, **work-based shadowing**	*Portfolio, observations,* Mentor Report, *Professional Discussion*
A4	Evidence-based strategies for behaviour, focusing on school-wide systems and the creation of a predictable learning environment.	**Staff CPD sessions, work-based shadowing,** Workshops,	Observation, Mentor Report, Professional Discussion

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
B1	Critically evaluate research to justify pedagogical choices made within their specific classroom and school setting.	Seminars, **Reflective journals, Mentoring**	Observation, Mentor Report, Professional Discussion
B2	Critically reflect on the impact of their teaching on pupil progress, bridging the gap between theory and workplace reality.	**Reflective journals, Mentoring**	Observation, Mentor Report, Professional Discussion
B3	Use school-based data (attainment, attendance, SEND) to make high-stakes professional judgements and communicate with stakeholders.	**Data meetings,** Seminars	Observation, Mentor Report, Professional Discussion

C. Practical (Professional or Subject) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
C1	Consistently meet the Teachers' Standards and the Apprenticeship Standard (Level 6) across two contrasting school placements.	**Full-time immersion, Mentoring**	Observation, Mentor Report, Professional Discussion
C2	Demonstrate the high standards of professional conduct required of a contracted member of staff, including statutory duties.	**Workplace induction**, **Mentoring,** Seminars	Observation, Mentor Report, Professional Discussion
C3	Effectively collaborate with the wider school team (TAs, SLT, Office) to support school improvement goals.	**Staff meetings, Team teaching**	Professional Discussion

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
D1	Communicate professionally with parents and external agencies, using specialist vocabulary in a high-pressure environment.	Seminars, **Mentoring, Parent evenings, Report writing**	Observation, Mentor Report, Professional Discussion
D2	Demonstrate resilience and workload management by balancing 80% teaching requirements with 20% off-the-job training.	**Mentoring, Reflective journal**	Observation, Mentor Report, Professional Discussion
D3	Use digital tools for lesson delivery, data management, and professional collaboration within a staff body.	Seminar, **Workplace training**	Observation, Mentor Report, Professional Discussion

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations / Partner-Specific Assessment Regulations

will apply to this course. Approved course exemptions can be found here.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Connected Curriculum
- University of Portsmouth Vision
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Office for Students Conditions of Registration
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for **enter the relevant statement for this course**
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: Department for Education and OFSTED ITE inspection framework
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards - – Teachers' Standards; Apprenticeship Standards

Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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