COURSE SPECIFICATION

BA (Hons) Primary Education studies – Teacher Degree Apprenticeship with QTS

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Course Title	BA (Hons) Primary Education studies – Teacher Degree Apprenticeship with QTS
Final Award	Bachelor of Arts (Hons)
Exit Awards	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
Course Code / UCAS code (if applicable)	U3887FDC
Mode of study	Full time
Mode of delivery	Campus / Apprenticeship
Normal length of course	4 years
Cohort(s) to which this course specification applies	from September 2026 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Faculty of Humanities and Social Sciences
School/Department/Subject Group	School of Education, Languages and Linguistics
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	
Professional and/or Statutory Regulatory Body accreditations	Department for Education and Teaching Regulation Agency
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	*Level 4, 5, 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 equip and support students to become effective, creative, confident, and critically reflective, professional teachers who primarily work with primary aged (5 to 11-year-old) children, through an integrated approach of university and placement-based training. Achievement of the Teachers' Standards 2012 (DfE) are an essential part of the practical experience in school and the programme as a whole.

The overall aims of the programme are:

- To equip students to be able to provide high quality teaching to primary age pupils regardless of educational setting.
- To enable the students to build strong, positive relationships with the pupils they teach, and their parents/carers, to support their learning.
- To ensure students have a clear understanding of systematic synthetic phonics and appropriate maths teaching strategies.
- To ensure students have a critical understanding of how children learn and the importance of ensuring the needs of all learners are taken into consideration.
- 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 students to recognise the complex interrelationship between educational theory, policy, and practice.
- To enable students to apply educational and research-based analysis to issues of their personal practice.
- To introduce students to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these.
- To instil and develop an enjoyment for all subject areas of the Primary curriculum and encourage them to make a strong, substantive contribution to the development of their pedagogical content knowledge and expertise throughout their teaching careers.
- To support students to become proactive, independent, reflexive learners.

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, learning and assessment and current pedagogies appropriate to meet the needs of learners across all primary curriculum subjects (including systematic synthetic phonics)	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays and assessment of teaching practice (e.g. Portfolio, teaching observations, professional interviews, mentor's report)
A2	Children's physical and cognitive development	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, coursework
A3	Creating a safe and purposeful learning environment by considering children's learning and development across the primary phase; the principles of equality, inclusion, and diversity; and strategies for managing behaviour.	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, coursework, assessment of teaching practice
A4	The relevant policies, pathways, and protocols, and the professional behaviours expected as a teacher	Lectures, seminars, practical workshops, placement training, mentor-supported practice,	Essays, coursework, assessment of teaching practice
A5	The curriculum, subject and pedagogical content knowledge required for effective teaching across the primary phase	Lectures, seminars, practical workshops, placement training, mentor-supported practice,	Essays, coursework, assessment of teaching practice
A6	Methods and methodologies used in educational research and enquiry and its use in developing teaching practice	Lectures, seminars, practical workshops, placement training	Essays and coursework

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Critically evaluate relevant research and use it effectively in their professional practice recognising the importance of evidence-based practice.	Lectures, seminars, practical workshops, placement training, mentor-supported practice,	Essays, assessment of teaching practice, dissertation
B2	Considering the relationship between theory and scholarship and their professional practice, reflect critically and evaluate their teaching,	Lectures, seminars, practical workshops, placement training, mentor-supported practice,	Essays, reports, assessment of teaching practice
B3	Reflect critically and evaluate their practice against the professional behaviours and teaching standards	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Assessment of teaching practice, research project
B4	Evaluate the effectiveness of a range of learning strategies in differing contexts	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, reports, coursework, assessment of teaching practice
B5	Theorise about key issues relating to educational practice	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, reports, coursework,
B6	Identify, plan, manage and reflect on their own learning and progression in acquiring the attributes appropriate for a graduate and an Early Career Teacher	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, reports, coursework, assessment of teaching practice

C. Practical (Professional or Subject) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	Demonstrate meeting the Teachers' Standards required for recommendation for QTS across a range of contexts	Lectures, seminars, practical workshops, placement training , ITaP, mentor-supported practice,	Essays, coursework, Through assessment of teaching practice
C2	Demonstrate appropriate personal and professional conduct required of teachers and the ethics of the teaching professions within the relevant statutory frameworks	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Through assessment of teaching practice
C3	Demonstrate using and applying research skills to inform teaching and develop their practice	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice,	Essays, coursework, Through assessment of teaching practice
C4	Demonstrate teaching early reading using systematic synthetic phonics	Lectures, seminars, practical workshops, placement training, ITaP, mentor-supported practice	Through assessment of teaching practice
C5	Develop responsibility for the teaching and learning of a class over a sustained period of time.	Lectures, seminars, practical workshops, placement training, mentor-supported practice	Essays, coursework, Through assessment of teaching practice
C6	Teach effectively in a range of contexts, including outside a mainstream Primary classroom setting, and be responsive to the needs of children with differing backgrounds.	Lectures, seminars, practical workshops, placement training, mentor-supported practice	Essays, coursework, Through assessment of teaching practice

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Effectively organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary	Lectures, seminars, practical workshops, placement training, mentor-supported practice	Essays, poster, project outputs, coursework, presentations
D2	Process, synthesise, interpret and use data, to present and justify arguments; and critically engage with, organise, and analyse information from a range of sources	Lectures, seminars, practical workshops, placement training, mentor-supported practice	Essays, poster, project outputs, coursework presentations, assessment of teaching practice dissertation
D3	Work independently, demonstrating initiative, resilience, flexibility, and self-management	Lectures, seminars, practical workshops, placement training, mentor-supported practice	Assessment of teaching practice

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations 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.

In addition to these University support services this course also provides tailored support for EAL students, an additional BME support tutor and tailored support for health and well-being whilst training to teach.

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

- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement - Education
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: Ofsted ITE inspection: toolkit, operating guide and framework; ITT and Early Career Framework, ITT Criteria
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff – Qualified teachers, ex-Primary teachers, educational researchers
- National Occupational Standards – Teachers' Standards (DfE, 2011, as applied for recommendation for QTS)

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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