COURSE SPECIFICATION

Secondary English Education Studies - Teacher Degree Apprenticeship with QTS

Course Title	*Secondary English Education Studies - Teacher Degree Apprenticeship*
Final Award	*Secondary English Education Studies - Teacher Degree Apprenticeship / QTS*
Exit Awards	*BA with QTS*
Course Code / UCAS code (if applicable)	*U3889FDC*
Mode of study	*Full time*
Mode of delivery	*Campus*
Normal length of course	*48 months*
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/undergraduate/ba-hons-secondary-english-education-studies-teacher-degree-apprenticeship* *UCAS points - 112-120 points from 3 A levels, or equivalent. (calculate your UCAS points)* *T-levels - Merit* *BTECs (Extended Diplomas) - DDM-DMM* *International Baccalaureate - 27* *All applicants must have achieved at least a grade 4/C in GCSE in English, Maths and a Science subject or equivalent. Applicants meeting the required GCSE standard by taking an equivalence test or other evidence may be required to undertake additional assessment to meet Level 2 criteria for apprenticeship funding.*
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. **This course embeds a number of existing modules which are already validated for delivery.**

Educational aims of the course

This programme is designed to provide Apprentice Teachers with a rigorous work based pathway into the teaching profession alongside studying for their undergraduate degree over a 48 month period. By integrating the academic study of English Language and Linguistics 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).

English Language and Literature programme aims:

● To provide an understanding of the basic concepts, modes of analysis and theoretical approaches which contribute to the study of the English language.
● To enable students to understand and apply a range of concepts from the discipline of linguistics to study a range of texts.
● To provide an opportunity to study diverse modes of communication (oral, written and multimodal) and their distinctive levels of phonology, morphology, lexis, syntax, semantics, pragmatics and discourse.
● To provide knowledge of the structure, levels and discourse functions of the English language.
● To develop understanding of the role of language in society, its nature as a cognitive domain, how it is acquired, how it changes, and its role in a range of media for communication.
● To introduce students to a range of empirical linguistic phenomena and the relevant descriptive terminology, thereby enabling a practical understanding of what the English language is and how it works. ● To compare the English language with other languages, as appropriate.
● To enable students to develop a high standard of literacy, communication skills, and skills of critical argument.
● In the case of students taking the TESOL units, to provide the opportunity to gain an externally accredited entry-level qualification in the Teaching of English as a Foreign Language (modules recognised by Trinity College London).
● To prepare students for further research in language or linguistics-related areas.
● To provide a challenging and stimulating study environment.
● To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of globally changing labour markets.
● To provide students with the skills, knowledge and global mind-set required to maximise career and postgraduate study opportunities.

Teaching apprenticeship (initial teacher education) programme aims:

- 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 undergraduate 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	Regional and global varieties of English	Workshops, lectures, seminars, group work, on-line and blended learning activities	Coursework and research projects; linguistic and textual analysis tasks; portfolios and reflective work; case studies and reports; presentations and group tasks; examinations and short-answer assessments; analyses of spoken, written, digital and multimodal texts; data analysis and research-based assignments
A2	The history, structure, levels and discourse functions of the English language		
A3	The basic concepts, modes of analysis and theoretical approaches in phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse and lexis		
A4	Perspectives on language and society, the nature of language as a cognitive domain, language acquisition, language change and the communicative role and function of language		
A5	Techniques for collecting data; ethical and technical issues in data collection; techniques for the presentation, analysis and evaluation of data		
A6	their subject content equivalent to degree level		
A7	the National Curriculum programmes of Study National Strategy for Key Stage 3 and Key Stage 4 pathways for progression		
A8	the values, aims, purposes and the general teaching requirements set out in the National Curriculum handbook.		
A9	the programme of Study for citizenship and the national Curriculum Framework for personal, social and health education		
A10	the expectations, typical curricula and teaching arrangements in the Keys Stages before and after the ones they are trained to teach in		
A11	relevant research and inspection evidence relating to pedagogy and professional values		
A12	methods of small-scale educational research and enquiry		
A13	theories of teaching and learning and current subject pedagogies		
A14	methods of formative and summative assessment, their strengths and limitations		
A15	a range of strategies for promoting good behaviour and establishing a purposeful learning environment		
A16	the role and application of IT in education and the implications arising from its use and abuse		
A17	the diversity of learners' needs and appropriate learning and teaching approaches to address barriers to learning		
A18	the range of stakeholders in the education of children		

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
B1	Abstract and synthesise information	Workshops, lectures, seminars, group work, on-line and blended learning activities	Coursework and research projects; linguistic and textual analysis tasks; portfolios and reflective work; case studies and reports; presentations and group tasks; examinations and short-answer assessments; analyses of spoken, written, digital and multimodal texts; data analysis and research-based assignments
B2	Show an appreciation of the need for a systematic approach to the understanding of linguistic phenomena and the role of theory in organising understanding		
B3	Read closely and critically		
B4	Analyse texts and discourses and respond to the affective power of language, using appropriate approaches and terminology		
B5	Write clearly, accurately and effectively, applying scholarly bibliographical skills appropriate to the subject		
B6	use research and inspection evidence effectively in their professional practice		
B7	assess and reflect critically on the relationship between theory and their professional practice		
B8	use IT competently in retrieving, interpreting, assessing and presenting information about pedagogy and professional practice		
B9	deal with complex educational issues systematically and creatively using principal sources of educational information and data, make sound judgements based on information and communicate their conclusions to a wider audience		
B10	apply professional ethics to their own practice		
B11	evaluate the effectiveness of a range of learning strategies		
B12	continue to advance their knowledge and understanding, and to develop new skills to a high level		

C. Practical (Professional or Subject) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
C1	Abstract and synthesise information	Workshops, lectures, seminars, group work, on-line and blended learning activities	Coursework and research projects; linguistic and textual analysis tasks; portfolios and reflective work; case studies and reports; presentations and group tasks; examinations and short-answer assessments; analyses of spoken, written, digital and multimodal texts; data analysis and research-based assignments
C2	Construct and manage an argument		
C3	Think critically and evaluate evidence independently		
C4	Collect, analyse, manipulate and present data in a suitable form		
C5	Write essays and research reports, using the appropriate style and register and with proper referencing		
In addition, students will be required to demonstrate that they have met the Teachers' Standards for the award of Qualified Teacher Status (QTS) which cover the areas of:			
C6	Teaching (TS 1-8)	Workshops, lectures, seminars, group work, on-line and blended learning activities	
C7	Personal and professional conduct		

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	**Learning outcome**	**Learning and Teaching methods**	**Assessment methods**
D1	organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary	Workshops, lectures, seminars, group work, on-line and blended learning activities	Coursework and research projects; linguistic and textual analysis tasks; portfolios and reflective work; case studies and reports; presentations and group tasks; examinations and short-answer assessments; analyses of spoken, written, digital and multimodal texts; data analysis and research-based assignments
D2	Present a discussion based on information collected from various sources and synthesised into a coherent whole with appropriate acknowledgements and lists of sources		
D3	Develop working relationships with others, especially through constructive dialogue (for example, by listening, asking and responding to questions, acting on feedback)		
D4	Demonstrate time–management, self-directed learning and organisational skills, including the ability to work independently, demonstrating initiative and self-management		
D5	Under supervision, plan, design and execute a piece of research or enquiry, either independently or as a member of a group		
D6	interpret and use graphical and tabular presentation of data in a critical and constructive way		

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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