# Postgraduate Certificate in Primary and Early Years Education

| Awarding institution | Bath Spa University |
|---|---|
| Teaching institution | Bath Spa University |
| School | School of Education |
| Department | School of Education |
| Main campus | Sion Hill |
| Other sites of delivery | Newton Park<br><br>Partnership schools/settings |
| Other Schools involved in delivery | N/A |
|  |  |

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|---|---|
| Name of award(s) | Postgraduate Certificate in Primary and Early Years Education (3-7) with QTS |
| | Postgraduate Certificate in Primary and Early Years Education (5-11) with QTS |
| | Postgraduate Certificate in Primary and Early Years Education (5-11) and subject specialism* with QTS |
| | Postgraduate Certificate in Primary and Early Years Education (7-11) with QTS |
| | Postgraduate Certificate in Primary and Early Years Education (7-11) and subject specialism* with QTS |
| | *Specialism may be undertaken in mathematics, English, science, arts, music, physical education, modern languages, behaviour for learning, special educational needs and disabilities (SEND), English as an additional language |
| Qualification (final award) | Postgraduate Certificate |
| Intermediate awards available | Professional Graduate Certificate in Primary and Early Years Education with QTS* |
| | Postgraduate Certificate in Primary and Early Years Education Practice |
| | Graduate Certificate in Primary and Early Years Education Practice |
| | *Age phase required and optional specialism available |
| Routes available | Single |
| Duration of award | 1 year |
| Modes of delivery offered | Full time |
| Regulatory Scheme[1] | Initial Teacher Training Framework |
| | QAA FHEQ qualification descriptor at Level 7 (QAA, 2014) |
| | Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023) |
| | |
| Professional, Statutory and Regulatory Body accreditation | Department for Education (DfE) and Teacher Regulation Agency (TRA) |
| Date of most recent PSRB approval (month and year) | June 2022 |

| | |
|---|---|
| Renewal of PSRB approval due (month and year) | Reviewed as advised by government |
| | |
| Course code | X110 (3-7 route)<br><br>X100 (5-11 route)<br><br>X174 (7-11 route) |

| Route code (SITS) | **Full time Routes** |
|---|---|
| | PGCPGP (Full time 5 -11) |
| | PGCPEY (Full time 3 -7) |
| | PGCPK2 (Full time 7-11) |
| | PGCPGP-MA (5-11 with mathematics specialism) |
| | PGCPGP-AR (5-11 with arts specialism) |
| | PGCPGP-BH (5-11 with behaviour specialism) |
| | PGCPGP-EN (5-11 with English specialism) |
| | PGCPGP-ML (5-11 with modern languages specialism) |
| | PGCPGP-PE (5-11 with PE specialism) |
| | PGCPGP-SC (5-11 with science specialism) |
| | PGCPGP-SE (5-11 with SEND specialism) |
| | PGCPGP-MU (5-11 with music specialism) |
| | PGCPGP-EA (5-11 with EAL specialism) |
| | PGCPK2-MA (7-11 with mathematics specialism) |
| | PGCPK2-AR (7-11 with arts specialism) |
| | PGCPK2-BH (7-11 with behaviour specialism) |
| | PGCPK2-EN (7-11 with English specialism) |
| | PGCPK2-ML (7-11 with modern languages specialism) |
| | PGCPK2-PE (7-11 with PE specialism) |
| | PGCPK2-SC (7-11 with science specialism) |
| | PGCPK2-SE (7-11 with SEND specialism) |
| | PGCPK2-MU (7-11 with music specialism) |
| | PGCPGK2-EA (7-11 with EAL specialism) |

| | |
|---|---|
| Relevant QAA Subject Benchmark Statements (including date of publication) | Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023)<br><br>Initial Teacher Education (ITE) inspection framework and handbook (Ofsted, 2023)<br><br>Teachers' Standards (DfE, 2021)<br><br>ITT Core Content Framework (DfE, 2019)<br><br>QAA Education Studies L7 Benchmark Statements |
| Date of most recent approval | June 2021 |
| Date specification last updated | November 2023 |

[1]This should also be read in conjunction with the University's Qualifications Framework

## Programme Overview

Bath Spa University has a long and successful history in initial teacher education that started at Newton Park in 1946. Our long tradition of working closely with schools and settings across the region, based on a common goal of training the best teachers, has led to the development of the Bath Spa University (BSU) Initial Teacher Education (ITE) Partnership. Our belief that '*all* children deserve the very best teachers' was important to this Partnership in those early days, and is still central to our practice today. We believe that education plays a key role in promoting social justice and reducing social inequalities, and that well qualified and highly skilled teachers make a difference to the lives and futures of the learners they teach. Our Bath Spa University Equality Policy provides details of how equality is at the heart of our provision. All aspects of our provision meet the requirements of the Equality Act 2010.

Our four key principles of *collaboration, critical thinking, creativity, and care* are fundamental to our social justice commitment and define our professional and academic initial teacher education programmes. They form the foundation of our practice and partnership and are interwoven through all aspects of the ITE Partnership Curriculum. They are partly what make the Bath Spa University Partnership a unique and special place to train and they undoubtedly form part of our trainees' identity, that is, the 'Bath Spa Teacher' (BST).

We believe that children and young people are entitled to the highest quality learning experiences that will ensure good progress and positive outcomes in their learning and wellbeing. This demands that those teaching them are of the highest quality. To achieve this, we have developed a collaborative curriculum across school and university that endeavours to support our BSTs in becoming highly competent and confident teachers. The programme is designed to empower BSTs to embrace the professional qualities and attributes that are necessary for a successful outcome. From the start of their training, BSTs will be expected to have a positive impact on the learning and progress of the learners they teach.

In partnership with schools and settings the programme is designed to provide BSTs with challenging and highly effective training and support that will guide their progress throughout the PGCE programme, and into their early careers as teachers. They will learn first-hand from experienced and expert colleagues both in university and in schools/settings. The ITE curriculum and the accurate assessment we make of BSTs progress and attainment is designed to enable BSTs to secure employment within our Partnership schools and beyond.

In partnership with schools, our programme is designed to enable BSTs to become creative practitioners, critical thinkers, collaborative colleagues and professional teachers who care for and nurture the learners they teach. They will have the opportunity to become the very best teachers that *all* children and young people deserve.

# Programme Aims

- To provide opportunities for you to research, question, debate and reflect on the roles and responsibilities of being a professional primary and early years teacher
- To offer you appropriate school and setting training environments, with suitable training mentors and experts, to support your development and progress
- To offer you opportunity to engage in subject and curriculum knowledge experiences that will result in your conceptual and practical understanding of the primary and early years age-phase of education
- To support you in developing your knowledge and understanding of how to create inspiring, motivating and challenging learning environments that impact positively on children's learning, safety and well-being
- To provide opportunities to develop and reflect on the necessary qualities and attributes for successful and appropriate relationships with children, school and setting colleagues, families and communities
- To provide opportunities for ongoing professional development

## Programme Intended Learning Outcomes (ILOs)

**(NB These ILOs are at level 7 of the FHEQ)**

A1      To critically reflect and evaluate your own practice, and that of others, informed by evidence and experience within the Primary and Early Years setting

A2      To critique and critically analyse current issues and developments in Primary and Early Years teaching, which is informed by engagement with research and your own experiences within the classroom

A3      To make informed judgements in the application of theories associated with Primary and Early Years education, through practice and critical reflection

**Cognitive and Intellectual Skills** *You will demonstrate:*

B1      To systematically and creatively resolve complex issues- when planning and implementing tasks at a professional level in the Primary and Early Years setting

B2      To demonstrate autonomy and self-direction in continuing to take responsibility for developing your knowledge, skills and professional behaviours in the Primary and Early Years setting

B3      To synthesise ideas and information and communicate your conclusions about the Primary and Early Years teaching profession to specialist and non-specialist audiences

**Teachers' Standards**

## Part One: Teaching

TS1 Set high expectations, which inspire, motivate and challenge pupils

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well structured lessons

TS5 Adapt teaching to respond to the strengths and needs of all pupils

TS6 Make accurate and productive use of assessment

TS7 Manage behaviour effectively to ensure a good and safe learning environment

TS8 Fulfil wider professional responsibilities

## Part Two: Professional Conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. (Df E (2021))

## Intermediate awards

Professional Graduate Certificate in Primary and Early Years Education with QTS (PrGCE) (Age phase required and optional specialism available in exceptional circumstances, some candidates will be awarded a Level 6 qualification carrying 60 credits, of which up to 45 can be at Level 7).

Postgraduate Certificate in Primary and Early Years Education Practice(Level 7 academic award only – no QTS)

Graduate Certificate in Primary and Early Years Education Practice(Level 6 academic award only – no QTS)

## Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single and/or joint programme

[For examples of how to complete this section, please see the Bachelor's award template.]

| PGCE Primary and Early Years with QTS | | | | | | |
|---|---|---|---|---|---|---|
| Level | Code | Title | Credits | 3-7 | 5-11 | 7-11 |
| 7 | PGP7000-15 | How Children Learn | 15 | C | C | C |
| 7 | PGP7010-15 | Positive Classroom Environments | 15 | C | C | C |
| 7 | PGP7011-15 | Adaptive Teaching | 15 | C | C | C |
| 7 | PGP7012-15 | Inspiring Learning | 15 | C | C | C |
| 6 | PGP6000-00 | QTS Module (Primary and Early Years) | 0 | C | C | C |
| 6 | PGP6002-00 | Enhanced Professional Practice in Early Years | 0 | R | N/A | N/A |
| 6 | PGP6003-00 | Primary English Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6012-00 | Primary Mathematics Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6004-00 | Primary Science Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6005-00 | Primary Arts Specialism (BSU) | 0 | N/A | O | O |

| 6 | PGP6006-00 | Primary Music Specialism (BSU) | 0 | N/A | O | O |
|---|---|---|---|---|---|---|
| 6 | PGP6007-00 | Primary Physical Education (PE) Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6008-00 | Primary Modern Languages Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6009-00 | Primary Behaviour for Learning Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6010-00 | Primary Special Educational Needs and Disabilities Specialism (BSU) | 0 | N/A | O | O |
| 6 | PGP6011-00 | Primary English as an Additional Language Specialism (BSU) | 0 | N/A | O | O |

For those that are eligible to take a specialism only one specialism module may be selected as an option for the duration of the programme . Once you have accepted a place on a specialism it is not possible to change to another.

## Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

## Work experience and placement opportunities

In line with compliance requirements for Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers 24/25 (DfE, 2023), and for the QTS elements of training, you will be situated in at least two complimentary school/setting placements for a minimum of 120 days, during the programme.

## Additional Costs Table

| Module code and title | Type of Cost | Approximate cost to the student |
|---|---|---|
| PGP6000-00 QTS - Primary and Early Years | Texts and Reading materials | £30 |
| PGP6000-00 QTS - Primary and Early Years | Regulatory fees: DBS | £30-£40 paid prior to starting the course |
| PGP6000-00 QTS - Primary and Early Years | Other: Transport costs to/from placement schools | variable |

## Graduate Attributes

| | Bath Spa Graduates… | In the PGCE with QTS programme, we enable this in the following ways: |
|---|---|---|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | The programme is designed to be coherent and carefully sequenced in order to provide BSTs with the opportunity to demonstrate the necessary knowledge, skills and understanding for future learning and employment. By engaging successfully with the ITE curriculum, BSTs will have the opportunity to develop their skills in collaboration and leadership. |
| 2 | Will be able to understand and manage complexity, diversity and change | Through the emphasis placed on critical reflection throughout the programme, BSTs will have the opportunity to develop their skills in critical analysis. This foundation is designed to help BSTs manage complexity, diversity and change within their professional roles and practices. By the end of the programme the BSTs will have the opportunity to draw on a range of reflective tools and frameworks to support these outcomes. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | BSTs will have the opportunity to explore different teaching and learning approaches and strategies, adopting creative and innovative solutions to problems. By engaging successfully with the ITE curriculum they will have the opportunity to make a positive impact on the learning and progress of children and young people. |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | The programme gives BSTs the opportunity to progress their digital literacy skills through using technology creatively and effectively, both in the classroom and as part of their academic studies. |
| 5 | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | The programme draws from internationally renowned research and best practice to support BSTs in preparing to meet the Teachers' Standards for England (DfE, 2021) whilst also maintaining global awareness of educational practice. |
| 6 | Will be creative thinkers, doers and makers | During the programme, BSTs will have the opportunity to develop a range of creative and innovative pedagogical approaches to teaching and learning. |

| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | Through lectures, seminars, tutorials, and formative feedback BSTs are supported in developing their skills in reading and writing with criticality. They are encouraged to demonstrate their skills as critical thinkers in reflective reviews, assignments and evaluations (written and verbal) of their teaching. |
|---|---|---|
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | Through the carefully structured ITE curriculum, BSTs are given the opportunity to understand and apply the ethical dimension that underpins their professional code of practice.  The exploration of theory, research and practice will provide students with the opportunity to build an awareness of the challenges that face schools and settings when considering barriers to learning and the knowledge and skills needed to overcome them. |

## Modifications

Module-level modifications

| Code | Title | Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
| --- | --- | --- | --- | --- |
| PGP7002-15 | Reflective Practitioners as Agents of Change | Assessment Change | SQMC May 2022 | 2022/23 |
| PGP7000-15 | How Children Learn | Clarification on module details | SQMC November 2023 | 2024/25 |
| PGP6000-00 | QTS modules (Primary and Early Years) | Assessment change, adjustment to contact time | SQMC November 2023 | 2024/25 |
| PGP6002-00 | Enhanced Professional Practice in Early Years | Assessment change, adjustment to contact and independent study time | SQMC November 2023 | 2024/25 |

Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
| --- | --- | --- |
| PGP7001-15 (FT)/PGP7101-15 (PT) Assessment for Learning discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7002-15 (FT)/PGP7102-15 (PT) Reflective Practitioners as Agents of Change discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |

| | | |
|---|---|---|
| PGP7003-05 (FT)/PGP7103-05 (PT) Research Informed Practice in English discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7005-05 (FT)/PGP7105-05 (PT) Research Informed Practice in Mathematics discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7006-05 (FT)/ PGP7106-05 (PT) Research Informed Practice in Science discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP6001-00 Enhanced Professional Practice (Mathematics) discontinued | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7010-15 Positive Classroom Environments added | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7011-15 Adaptive Teaching added | Curriculum Approval Panel, December 2023 | 2024/25 |
| PGP7012-15 Inspiring Learning added | Curriculum Approval Panel, December 2023 | 2024/25 |
| Two week extension to length of programme to facilitate additional Intensive Training and Practice (ITP) weeks in line with expectations as set out in Initial Teacher Training (ITT) criteria and supporting advice (DfE, 2024/25) | Curriculum Approval Panel, December 2023 | 2024/25 |

| | | |
|---|---|---|
| Discontinue all School Direct (SD) Routes into teacher training in line with Initial Teacher Training (ITT) criteria and supporting advice (DfE, 2024/25) | Curriculum Approval Panel, December 2023 | 2024/25 |
| Clarification and changes to Programme Overview, ILOs, work experience, Graduate Attributes 5 and Programme Structure diagram. | Curriculum Approval Panel, December 2023 | 2024/25 |

**Attached as appendices:**

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

# Appendix 1: Programme Structure Diagram

## Primary and Early Years PGCE

Primary PGCE (Full Time) Course Overview (Dates subject to change each year; indicative only)



| | University taught input | A1 | Assignment 1 | P1 | Progress review point 1 (Professional fo |
| | Intensive Training and Practice (ITP) weeks | A1R | Assignment 1 results | P2 | Progress review point 2 (Professional fo |
| | School / setting training (Placement 1) | A2 | Assignment 2 | P3 | Progress review point 3 (Professional fo |
| | School / setting training (Placement 2) | A2R | Assignment 2 results | P4 | Progress review point 4 - Final professio |
| | School / University holiday | A3 | Assignment 3 | | |
| | | A3R | Assignment 3 results | | |
| | | A4 | Assignment 4 | | |
| | | A4R | Assignment 4 results | | |

| Primary and Early Years PGCE | |
|:---:|:---:|
| Level 7 | |
| Semester 1 | Semester 2 |
| Core Modules | |
| PGP7000-15 How Children Learn<br><br>PGP7010-15 Positive Classroom Environments | PGP7011-15 Adaptive Teaching<br><br>PGP7012-15 Inspiring Learning |
| Required Modules | |
| PGP6000-00 QTS Module (Primary and Early Years) | |
| Optional Modules | |

PGP6003-00 Primary English Specialism

PGP6012-00 Primary Mathematics Specialism

PGP6004-00 Primary Science Specialism

PGP6005-00 Primary Arts Specialism

PGP6006-00 Primary Music Specialism

PGP6007-00 Primary Physical Education (PE) Specialism

PGP6008-00 Primary Modern Languages Specialism

PGP6009-00 Primary Behaviour for Learning Specialism

PGP6010-00 Primary Special Educational Needs and Disabilities Specialism

PGP6011-00 Primary English as an Additional Language Specialism

**Rule Notes:** QTS module and Optional specialisms span the duration of the programme

## Appendix 2: Map of Intended Learning Outcomes

Please indicate (x) in the relevant boxes the modules in which level/programme Intended Learning Outcomes are being assessed.

| Level | Module Code | Module Title | Status (C,R,R*,O) [4] | Subject-specific Skills and Knowledge | | | Cognitive and Intellectual Skills | | | Teachers' Standards |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | A1 | A2 | A3 | B1 | B2 | B3 | |
| 7 | PGP7000-15 | How Children Learn | C | x | x | x | x | x | x | |
| 7 | PGP7010-15 | Positive Classroom Environments | C | x | x | x | x | x | x | |
| 7 | PGP7011-15 | Adaptive Teaching | C | x | x | x | x | x | x | |
| 7 | PGP7012-15 | Inspiring Learning | C | x | x | x | x | x | x | |
| 6 | PGP6000-00 | QTS Module (Primary and Early Years) | C | | | | | | | TS1, TS2, TS3, TS4, TS5, TS6 ,TS7, TS8, Part 2 |
| 6 | PGP6002-00 | Enhanced Professional Practice in Early Years | R / N/A | x | x | | | x | | |
| 6 | PGP6012-00 | Primary Mathematics Specialism | O | x | x | | | x | | |
| 6 | PGP6003-00 | Primary English Specialism | O | x | x | | | x | | |

| 6 | PGP6004-00 | Primary Science Specialism | O | x | x | | | x | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 6 | PGP6005-00 | Primary Physical Education (PE) Specialism | O | x | x | | | x | | |
| 6 | PGP6006-00 | Primary Arts Specialism | O | x | x | | | x | | |
| 6 | PGP6007-00 | Primary Music Specialism | O | x | x | | | x | | |
| 6 | PGP6008-00 | Primary Modern Languages Specialism | O | x | x | | | x | | |
| 6 | PGP6009-00 | Primary Special Educational Needs and Disabilities (SEND) Specialism | O | x | x | | | x | | |
| 6 | PGP6010-00 | Primary Behaviour for Learning Specialism | O | x | x | | | x | | |
| 6 | PGP6011-00 | Primary English as an Additional Language (EAL) Specialism | O | x | x | | | x | | |

[4]  C = Core; R = Required; R* = Required*; O = Optional

## Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C, R,R*,O)[5] | Assessment method | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Coursework | | | | | | Practical | | | | | Written Examination | | |
| | | | | Composition | Dissertation | Essay | Journal | Portfolio | Report | Performance | Practical Project | Practical skills | Presentation | Set exercises | Written Examination | In-class test (seen) | In-class test (unseen) |
| 7 | PGP7000-15 | How Children Learn | C | | | x | | x | | | | | x | | | | |
| 7 | PGP7010-15 | Positive Classroom Environments | C | | | x | | x | | | | | x | | | | |
| 7 | PGP7011-15 | Adaptive Teaching | C | | | x | | x | | | | | x | | | | |
| 7 | PGP7012-15 | Inspiring Learning | C | | | x | | x | | | | | x | | | | |
| 6 | PGP6000-00 | QTS Module (Primary and Early Years) | C | | | | | x | | | | | | x | | | |
| 6 | PGP6002-00 | Enhanced Professional Practice in Early Years | R / N/A | | | | | | | | | | | x | | | |
| 6 | PGP6012-00 | Primary Mathematics Specialism | O | | | | | x | | | | | | x | | | |
| 6 | PGP6003-00 | Primary English Specialism | O | | | | | x | | | | | | x | | | |
| 6 | PGP6004-00 | Primary Science Specialism | O | | | | | x | | | | | | x | | | |
| 6 | PGP6005-00 | Primary Physical Education (PE) Specialism | O | | | | | x | | | | | | x | | | |
| 6 | PGP6006-00 | Primary Arts Specialism | O | | | | | x | | | | | | x | | | |

| 6 | PGP60 07-00 | Primary Music Specialism | O | | | | | x | | | | | x | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | PGP60 08-00 | Primary Modern Languages Specialism | O | | | | | x | | | | | x | | | | |
| 6 | PGP60 09-00 | Primary Special Educational Needs and Disabilities (SEND) Specialism | O | | | | | x | | | | | x | | | | |
| 6 | PGP60 10-00 | Primary Behaviour for Learning Specialism | O | | | | | x | | | | | x | | | | |
| 6 | PGP60 11-00 | Primary English as an Additional Language (EAL) Specialism | O | | | | | x | | | | | x | | | | |

[5] C = Core; R = Required; R* = Required*; O = Optional