

# Teach First Training Programme (PGDE) 2022/23

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Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	N/A
Other sites of delivery	Online and in the work place (schools)
Other Schools involved in delivery	N/A
Name of award(s)	Post Graduate Diploma in Education (PGDE) Teach First Training Programme (Early Years) Post Graduate Diploma in Education (PGDE) Teach First Training Programme (Primary) Post Graduate Diploma in Education (PGDE) Teach First Training Programme (Secondary) Secondary Subject available are: Business Studies English Modern Languages Music
Qualification (final award)	Post Graduate Diploma in Education (PGDE)

Intermediate awards available	Postgraduate Diploma in Education Practice (Early Years Teach First) Postgraduate Diploma in Education Practice (Primary Teach First) Postgraduate Diploma in Education Practice (Secondary Teach First) Postgraduate Certificate in Education Practice (Early Years Teach First) Postgraduate Certificate in Education (Primary Teach First) Postgraduate Certificate in Education (Secondary Teach First) *subject specialism Post Graduate Certificate of Education (PGCE) (Early Years, Primary, Secondary)
Routes available	Single
Route Codes	Code for EY Code for PR Code for Secondary Code for Secondary Business Studies Code for Secondary English Code for Secondary Modern Languages Code for Secondary Music
Duration of award	2 years full-time
Sandwich period	No
Modes of delivery offered	School-led/Employment based
Regulatory Scheme[1]	ITT Framework
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	January 2016 Jan 2021
Renewal of PSRB approval due (month and year)	N/A

UCAS code	N/A
Route code (SITS)	PGDGP-TF
Relevant QAA Subject Benchmark Statements (including date of publication)	<p>In relation to extricable link to QTS:  Initial Teacher Training: Guidance and supporting advice (DfE 2018)  Initial Teacher Education Inspection Handbook (Ofsted 2021)  Teachers' Standards (DfE 2013)  Core Content Framework (DfE 2020)</p> <p>QAA Subject Benchmark Statement for Education Studies (2019)</p>
Date of most recent approval	January 2017; January 2021; December 2021
Date specification last updated	November 2017; January 2021; December 2021

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

## Programme Overview

The Teach First Training Programme combines teacher and leadership training. The programme is based on global best practice. It provides opportunities to: -

- Join a movement that is changing lives and that will change society.

- Develop as a teacher via schools centred teacher training route which leads to a Postgraduate Diploma (worth double the credits of a PGCE).

- Have ongoing leadership development, coaching, business training and skills workshops.

The two-year Teach First Training Programme combines teacher training for QTS and a PGDE in educational leadership. It is full time over a two-year period and trainees are employed in schools in areas of socio-economic deprivation. Bath Spa University are responsible for the Academic award (PGDE). The award of a PGDE is dependent upon recommendation for QTS by Teach First.

The Postgraduate Graduate Diploma in Education (PGDE) is an academic qualification of 120 Level 7 Masters credits, 60 credits studied per year. The PGDE supports the development of secondary, primary and early years teachers, on the journey towards Qualified Teacher Status (QTS) in year 1 and continued leadership development in year 2 of the programme. It has been designed with Teach First, so that it complements the programme of employment based training. Bath Spa University assesses the academic assignments and, subsequently, awards the Early Years, Primary or Secondary PGDE at the end of the two year programme. The responsibility for the QTS recommendation sits with Teach First. The PGDE aims to provide structured opportunities to develop as a research informed practitioner. It is intended to make trainees pause, think, analyse, explore, reflect and question. Each assignment aims to extend understanding of a key aspect of primary school/Early Years/ secondary subject pedagogy. It will involve indepth critical analysis of practice and literature and will have a direct impact on your progress as a developing teacher. Overtime, this programme will support trainees to develop into and excellent teachers of their subject or phase, improving outcomes for pupils in low income communities.

## **Programme Aims**

The aims of the programme are to provide opportunities to:

1. Develop systematic knowledge and understanding of teaching, learning, and of professional practice, within their subject(s) and phase.
2. Synthesise the relevant theory, research and evidence on teaching and learning and apply this critically to complex educational settings.
3. Evaluate practice, demonstrating an awareness of the values, assumptions and concepts influencing their pedagogical approaches.
4. Lead professional development, demonstrating self-direction to improve their practice, and outcomes for disadvantaged pupils within and beyond their classroom.
5. Understand the importance of inclusive school environments and actively promote inclusion and equality in their professional practice.
6. Understand the power of networks and collaborate successfully with others locally, nationally and across sectors, to contribute to educational equity.

## **Programme Intended Learning Outcomes (ILOs)**

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

### **A Subject-specific Skills and Knowledge**

- A1. To be able to critically analyse and develop practice across two years teaching in a school serving all students including disadvantaged pupils
- A2. To have developed a vision for teaching and learning through sustained critical reflection of practice and synthesise of your professional learning.
- A3. To have a systematic understanding of educational disadvantage and the implications for teaching practice and leadership; understanding poverty and lowincome communities
- A4. To lead your own development across teaching, learning and leadership and demonstrate self-direction and originality in tackling and solving practice based problems
- A5. To show a systematic understanding and critical awareness of current sector and contextual changes and respond in light of cutting edge professional practice
- A6. Positively influence their school/setting by demonstrating initiative and positively influence your school/education setting by making judgements and communicating conclusions clearly to other practitioners and the wider school community,

### **B Cognitive and Intellectual Skills (Teachers' Standards)**

- B1. Set high expectations which inspire, motivate and challenge pupils
- B2. Promote good progress and outcomes by pupils
- B3. Demonstrate good subject and curriculum knowledge
- B4. Plan and teach well-structured lessons
- B5. Adapt teaching to respond to the strengths and needs of all pupils
- B6. Make accurate and productive use of assessment
- B7. Manage behaviour effectively to ensure a good and safe learning environment
- B8. Fulfil wider professional responsibilities

### **C Skills for Life and Work**

C1. Autonomous learning (including time management) that demonstrates the exercise of initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development

C2. Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level

C3. Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences knowledge at, or informed by, the forefront of the academic discipline, field of study or area of professional practice, and the conclusions drawn from dealing with complex issues systematically

C4. IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively

### **Intermediate awards**

Postgraduate Diploma in Education Practice

Postgraduate Certificate in Education Practice Postgraduate Certificate in Education (Early Years Teach First)

Postgraduate Certificate in Education (Primary Teach First)

Postgraduate Certificate in Education (Secondary Teach First) \*subject specialism

## 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.

Level	Code	Title	Credits	Early Years	Primary	Secondary
7	TFI7001-30	Subject and Phase Knowledge and Pedagogy	30	C	C	C
7	TFI7002-20	Teaching and Professional Practice in Context	20	C	C	C
7	TFI7003-10	Reflective Practice: Vision for Teaching and Learning	10	C	C	C
7	TFI7004-30	Inclusive Teaching of Subject and Phase	30	C	C	C
7	TFI7005-20	Improving Educational Outcomes in our Community	20	C	C	C
7	TFI7006-10	Reflective Practice: Contributing to Social Equity	10	C	C	C



## **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.

## **Work experience and placement opportunities**

As an employment-based teacher training programme, the PGDE trainees will be situated in a main host school, with at least one further complementary placement experience in another school taking place during the programme.

## Graduate Attributes

	Bath Spa Graduates...	In the Teach First PGDE (Early Years, Primary and Secondary), we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Teach First teachers are highly sought-after nationally by schools as the very best new teachers. This means that employment rates are incredibly high, with the vast majority going on to become outstanding teachers and leaders in their field - working in schools across the country.
2	Will be able to understand and manage complexity, diversity and change	Teach First teachers are committed to ending education inequality, in line with the values of the Teach First charity. Teach First's core belief is that a child's background should not limit the opportunities they have in education and in life, and trainee are fully equipped with the skills needed to begin to tackle these challenges and end education inequality in all forms.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Teach First and Bath Spa Teachers are part of a wider community of leaders across society whose aim is to end education inequality. To do this, they use their natural creativity to explore different approaches and come up with innovative solutions to problems in order to ensure that no child is left behind.

4	Will be digitally literate: able to work at the interface of creativity and technology	Teach First teachers use the latest technologies to support effective pedagogy and to enhance learning – both in the classroom, during their studies and to support their own creative approaches.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	As part of the Teach First Summer Institute, as well as during their training, Teach First teachers will have the opportunity to train alongside fellow trainee teachers and pupils with a range of diverse backgrounds. They will also be linked into the wider international community through links established by the School of Education
6	Will be creative thinkers, doers and makers	Creativity in approach is central to the values of the Bath Spa Teacher, and Teach First Teachers go on to become leaders across society that innovate, promote and deliver real change in order to end educational inequality.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Teach First Teachers are naturally inquisitive, and through the Teach First mission statement are committed to driving through innovative practice in the schools that really need change. This means that they are gifted communicators, able to reflect confidently on their own practice and that of others, and able to lead learning wherever they teach.

8	Will be ethically aware: prepared for citizenship in a local, national and global context	Teach First teachers are equipped with the subject knowledge and skills needed to make a real difference in schools – through thorough teaching preparation and an awareness of the challenges that face schools, they become particularly aware of the diversity that can be a driver for education inequality and are fully equipped to tackle these drivers within their settings.
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## Modifications

### Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

### Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

**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 – Teach First Teacher Training Programme (PGDE)

Year	Module	Delivery	Assessment
Year 1	Subject and Phase Knowledge and Pedagogy	Trimester 1, 2 & 3 (Year 1)	Trimester 1, 2 & 3 As part assessment
Year 1	Teaching and Professional Practice in Context	Trimester 1, 2 & 3 (Year 1)	Trimester 3
Year 1	Reflective Practice: Vision for Teaching and Learning	Trimester 1, 2 & 3 (Year 1)	Trimester 3
Year 2	Inclusive Teaching of Subject and Phase	Trimester 1, 2 & 3 (Year 2)	Trimester 1, 2 & 3 (3 parts)
Year 2	Improving Educational Outcomes in our Community	Trimester 1, 2 & 3 (Year 2)	Trimester 3 (Year 2)
Year 2	Reflective Practice: Contributing to Social Equity	Trimester 1, 2 & 3 (Year 2)	Trimester 3 (Year 2)



## 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.

(Note: not all modules will be expected to align with all ILOs for the level; rather, in designing each level of the programme, thought should be given to how the overall diet enables a student to meet all of the ILOs.)

(The number of columns can be adjusted to accommodate the ILOs as set out in the Programme Specification section of the Definitive Programme Document.)

Level	Module Code	Module Title	Status (C,R,R*,O)[4]	Intended Learning Outcomes																		
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills						Skills for Life and Work						
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	
7	TFI7001-30	Subject and Phase Knowledge and Pedagogy	C	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	
7	TFI7002-20	Teaching and Professional Practice in Context	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
7	TFI7003-10	Reflective Practice: Vision for Teaching and Learning	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
7	TFI7004-30	Inclusive Teaching of Subject and Phase	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

7	TFI7005 -20	Improving Educational Outcomes in our Community	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
7	TFI7006 -10	Reflective Practice: Contributing to Social Equity	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

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

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

Please indicate in the relevant boxes which summative assessment methods are used in each module and, where appropriate, the assessment length. Please delete or add columns and/or rows as necessary. An illustrative example, which should be deleted, is provided in the first line. The titles 'Coursework', 'Practical' and 'Examination' are the headings under which the University is required to return data for the Key Information Set (KIS) and should not be changed. The specific headings under those are the ones given in the KIS guidance issued to Schools by Student Services; please amend them as necessary to fit the summative assessment diet on this programme and the most appropriate of the KIS data headings.

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	TFI7001-30	Subject and Phase Knowledge and Pedagogy	C			x											
7	TFI7002-20	Teaching and Professional Practice in Context	C										x Viva 5400 words or equivalent				

7	TFI7003 -10	Reflective Practice:  Vision for Teaching  and Learning	C				x									
7	TFI7004 -30	Inclusive Teaching of Subject and Phase	C			x										
7	TFI7005 -20	Improving Educational Outcomes in our Community	C									x Viva 5400 words or equivalent				
7	TFI7006 -10	Reflective Practice:  Contributing to Social Equity	C						x							

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