

# Postgraduate Certificate in Primary and Early Years Education

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|                                    |   |
|------------------------------------|---|
| Awarding institution               | Bath Spa University   |
| Teaching institution               | Bath Spa University   |
| School                             | School of Education   |
| Department                         | School of Education   |
| Main campus                        | Sion Hill until the end of the academic year 2022/23 ONLY. From September 2023 (academic year 2023/24), the location will be Newton Park. |
| Other sites of delivery            | Newton Park, partnership schools/settings   |
| Other Schools involved in delivery | N/A   |
|                                    |   |

|                               |  |
|-------------------------------|--|
| Name of award(s)              | <p>Postgraduate Certificate in Primary and Early Years Education (3-7) with QTS</p> <p>Postgraduate Certificate in Primary and Early Years Education (5-11) with QTS</p> <p>Postgraduate Certificate in Primary and Early Years Education (5-11) and subject specialism* with QTS</p> <p>Postgraduate Certificate in Primary and Early Years Education (7-11) with QTS</p> <p>Postgraduate Certificate in Primary and Early Years Education (7-11) and subject specialism* with QTS</p> <p>Postgraduate Certificate in Primary and Early Years Education (5-11) Primary Mathematics Specialism (DfE)</p> <p>*Specialism may be undertaken in mathematics, English, science, arts, music, physical education, modern languages, behaviour for learning, special educational needs and disabilities (SEND),</p> <p>English as an additional language</p> |
| Qualification (final award)   | Postgraduate Certificate   |
| Intermediate awards available | <p>Professional Graduate Certificate in Primary and Early Years Education with QTS*</p> <p>Postgraduate Certificate in Primary and Early Years Education Practice</p> <p>Graduate Certificate in Primary and Early Years Education Practice</p> <p>*Age phase and specialism available</p>   |
| Routes available              | Single   |
| Duration of award             | 1 year (FT) or 2 year (PT)   |
| Modes of delivery offered     | Blended - online and campus-based, low residency   |

|   |  |
|---|--|
| Regulatory Scheme[1]                                      | Initial Teacher Training Framework   |
| Professional, Statutory and Regulatory Body accreditation | Department for Education (DfE) and Teacher Regulation Agency (TRA)   |
| Date of most recent PSRB approval (month and year)        | July   |
| Renewal of PSRB approval due (month and year)             | Reviewed as advised by government  |
| Course code   | <p>X110 (3-7 route)</p> <p>X100 (5-11 route)</p> <p>X174 (7-11 route)</p> <p>3D27 (Primary 5-11 mathematics Specialism)</p> <p>3FGH (Part-time 5-11 route)</p> <p>3FGJ (Part-time 7-11 route)</p>  |
| Route code (SITS)   | <p><b>Full time Routes</b></p> <p>PGCPGP (Full time 5 -11)</p> <p>PGCPEY (Full time 3 -7)</p> <p>PGCPK2 (Full time 7-11)</p> <p>PGCPGP-MA (5-11 with mathematics specialism) - same SITs code for BSU and DfE mathematics specialisms</p> <p>PGCPGP-AR (5-11 with arts specialism)</p> <p>PGCPGP-BH (5-11 with Behaviour specialism)</p> <p>PGCPGP-EN (5-11 with English specialism) PGCPGP-ML (5-11 with Modern Languages specialism)</p> <p>PGCPGP-PE (5-11 with PE specialism)</p> <p>PGCPGP-SC (5-11 with Science specialism)</p> <p>PGCPGP-SE (5-11 with SEND specialism)</p> <p>PGCPGP-MU (5-11 with Music specialism)</p> |

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)

#### **Part time Routes**

PGCPGPPT (Part-time 5 -11)

PGCPGPK2 (Part-time 7-11)

PGCPGPPT-MA (PT 5-11 with mathematics specialism)

PGCPGPPT-AR (PT 5-11 with arts specialism) PGCPGPPT-BH (PT 5-11 with Behaviour for learning specialism)

PGCPGPPT-EN (PT 5-11 with English specialism)

PGCPGPPT-ML (PT 5-11 with Modern

Languages specialism)

PGCPGPPT-PE (PT5-11 with PE specialism) PGCPGPPT-SC (PT 5-11 with Science specialism)

PGCPGPPT-MU (PT 5-11 with Music specialism)

PGCPGPPT-EA (PT 5-11 with EAL specialism) PGCPGPK2-MA (PT 7-11 with mathematics specialism)

PGCPGPK2-AR (PT 7-11 with arts specialism) PGCPGPK2-BH (PT 7-11 with Behaviour specialism)

PGCPGPK2-EN (PT 7-11 with English specialism)

PGCPGPK2-ML (PT 7-11 with Modern

|   |   |
|---|---|
|   | <p>Languages specialism)</p> <p>PGCPGPK2-PE (PT 7-11 with PE specialism) PGCPGPK2-SC (PT 7-11 with Science specialism)</p> <p>PGCPGPK2-MU (PT7-11 with Music specialism)</p> <p>PGCPGPK2-EA (PT 7-11 with EAL specialism)</p> <p><b>School Direct Routes</b></p> <p>PGCPGP-SDT-CETA (Full-time 5-11 route - Cotswold Edge Teaching Alliance)</p> <p>PGCPGP-SDT-FSWY (Full-time 5-11 route - Bath and Mendip Partnership Teaching School) PGCPGP-SDT-FSWY - SE (Full-time 5-11 route - Bath and Mendip Partnership Teaching School with SEND specialism)</p> <p>PGCPGP-SDT-NDTA (Full-time 5-11 route - North Dorset Teaching School Alliance)</p> |
| Relevant QAA Subject Benchmark Statements (including date of publication) | <p>Initial Teacher Training (ITT): Guidance and supporting advice (DfE, 2021)</p> <p>Initial Teacher Education Inspection framework and handbook (Ofsted, 2020)</p> <p>Teachers' Standards (DfE, 2013)</p> <p>QAA Education Studies L7 Benchmark Statements</p>   |
| Date of most recent approval  | June 2021   |
| Date specification last updated   | June 2021   |

[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 belief that 'all children deserve the very best teachers' was important to our 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. We work collaboratively with our colleagues from schools and settings in all aspects of the PGCE programme in what is defined as the Bath Spa University ITE Partnership. This collaboration involves recruitment and selection, curriculum design, quality assurance and triangulation of assessment made towards the Teachers' Standards. Working as a partnership is a requirement for ITE providers, in line with [DfE compliance criteria](#) .

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 our ITE 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 is designed to prepare our BSTs to be highly competent and confident teachers. The programme will support BSTs in embracing 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.

As a partnership, we will provide BSTs with challenging and rigorous training and support that is designed to impact on their progress throughout their training year, and into their early careers as teachers. The ITE curriculum will include university taught input and training in at least two complementary schools/settings. The ITE curriculum and the accurate assessment we make of the 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 opportunities 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 a practical understanding of the teaching profession that enables critical reflection and evaluation of your own practice, or that of others, informed by evidence within the Primary and Early Years setting

A2 a conceptual understanding of current issues and developments in primary and early years teaching, which is informed by a critical awareness of research and your own experiences within the classroom

A3 a systematic understanding of theories associated with Primary and Early Years education that leads to sound judgements being made in their application, through practice and reflection

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

B1 Systematic and creative resolution of complex issues, when planning and implementing tasks at a professional level in the primary and early years setting

B2 Autonomy and self-direction in continuing to advance your knowledge and understanding of new skills in the Primary and Early Years setting

B3 The ability 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** *You will demonstrate:*

#### 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 \(2013\)](#))

## Intermediate awards

Professional Graduate Certificate in Primary and Early Years Education (PrGCE) (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).

For ILOs please see PrGCE DPD.

Postgraduate Certification in Primary and Early Years Education Practice A1, A2, A3, B1, B2, B3.

Graduate Certificate in Primary and Early Years Education Practice.

For ILOs please see PrGCE DPD.

## 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 | Mathematics Specialist (DfE) |
| 7                                     | PGP7000-15 (FT)<br>PGP7100-15 (PT) | How Children Learn                           | 15      | C   | C    | C    | C                            |
| 7                                     | PGP7001-15 (FT)<br>PGP7101-15 (PT) | Assessment for Learning                      | 15      | C   | C    | C    | C                            |
| 7                                     | PGP7002-15 (FT)<br>PGP7102-15 (PT) | Reflective Practitioners as Agents of Change | 15      | C   | C    | C    | C                            |
| 7                                     | PGP7003-05 (FT)<br>PGP7103-05 (PT) | Research Informed Practice in English        | 5       | C   | C    | C    | C                            |
| 7                                     | PGP7005-05 (FT)<br>PGP7105-05 (PT) | Research-Informed Practice in Mathematics    | 5       | C   | C    | C    | C                            |
| 7                                     | PGP7006-05 (FT)<br>PGP7106-05 (PT) | Research Informed Practice in Science        | 5       | C   | C    | C    | C                            |
| 6                                     | PGP6000-00 (FT)<br>PGP6100-00 (PT) | QTS Module (Primary and Early Years)         | 0       | C   | C    | C    | C                            |

|   |                      |   |   |     |     |     |     |
|---|----------------------|---|---|-----|-----|-----|-----|
| 6 | PGP6001-00 (FT)      | Enhanced Professional Practice (Mathematics)                        | 0 | N/A | N/A | N/A | R   |
| 6 | PGP6002-00 (FT)      | Enhanced Professional Practice in Early Years                       | 0 | R   | N/A | N/A | N/A |
| 6 | PGP6003-00 (FT)/(PT) | Primary English Specialism (BSU)                                    | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6012-00 (FT)/(PT) | Primary Mathematics Specialism (BSU)                                | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6004-00 (FT)/(PT) | Primary Science Specialism (BSU)                                    | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6005-00 (FT)/(PT) | Primary Arts Specialism (BSU)                                       | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6006-00 (FT)/(PT) | Primary Music Specialism (BSU)                                      | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6007-00 (FT)/(PT) | Primary Physical Education (PE) Specialism (BSU)                    | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6008-00 (FT)/(PT) | Primary Modern Languages Specialism (BSU)                           | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6009-00(FT)/(PT)  | Primary Behaviour for learning Specialism (BSU)                     | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6010-00 (FT)      | Primary Special Educational Needs and Disabilities Specialism (BSU) | 0 | N/A | O*  | O*  | N/A |
| 6 | PGP6011-00 (FT)/(PT) | Primary English as an Additional Language Specialism (BSU)          | 0 | N/A | O*  | O*  | N/A |

\*BSU Specialism module is not available as an option for School Direct routes other than the SEND specialism for Bath and Mendip Partnership Teaching School. 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.

## **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 (DfE ITT criteria and supporting advice), 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.

For the part time programme, while the majority of the programme is part-time, due to Department for Education (DfE) requirements the final teaching block will be full-time. The programme structure diagram outlines the part-time and full-time periods of the programme.

## 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 will give BSTs the opportunity to participate in an international online forum with the potential to network with trainee teachers from other countries.  |
| 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 |
|----------------|--|------------------------|--|-------------------------------------|
| PGP700<br>2-15 | Reflective Practitioners as Agents of Change | Assessment Change      | SQMC May 2022                            | 2022/23                             |
|                |  |                        |  |                                     |
|                |  |                        |  |                                     |
|                |  |                        |  |                                     |

### Programme-level modifications

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

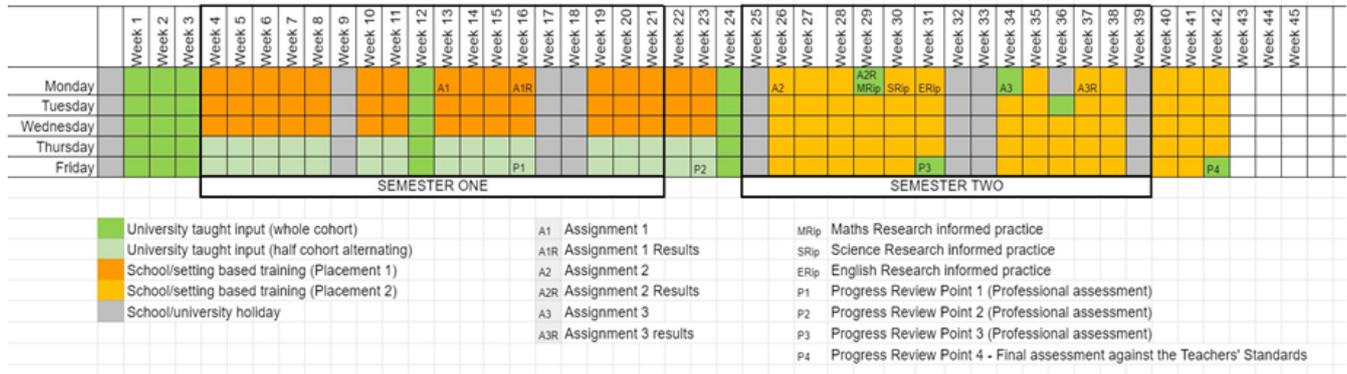
**Attached as appendices:**

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

# Appendix 1: Programme Structure Diagram

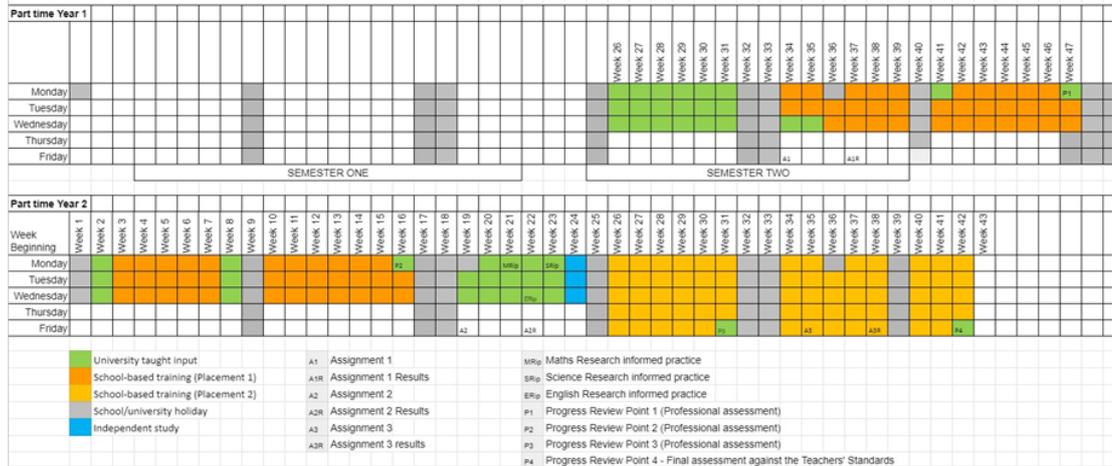
## Primary and Early Years PGCE (Full Time)

Primary and Early Years PGCE (Full time) Course overview (dates subject to change each year; indicative only)



## Primary PGCE (Part Time)

Primary PGCE Part Time Course Overview (Dates subject to change. Indicative only)



## 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<br>(C,R,R*,O)<br>[4] | Intended Learning Skills              |    |    |                                   |    |    |                     |
|-------|------------------------------------|--|-----------------------------|---------------------------------------|----|----|-----------------------------------|----|----|---------------------|
|       |                                    |  |                             | Subject-specific Skills and Knowledge |    |    | Cognitive and Intellectual Skills |    |    | Teachers' Standards |
|       |                                    |  |                             | A1                                    | A2 | A3 | B1                                | B2 | B3 |                     |
| 7     | PGP7000-15 (FT)<br>PGP7100-15 (PT) | How Children Learn                           | C                           | x                                     | x  | x  | x                                 |    | x  |                     |
| 7     | PGP7001-15 (FT)<br>PGP7101-15 (PT) | Assessment for Learning                      | C                           | x                                     | x  | x  | x                                 |    | x  |                     |
| 7     | PGP7002-15 (FT)<br>PGP7102-15 (PT) | Reflective Practitioners as Agents of Change | C                           | x                                     | x  | x  | x                                 | x  | x  |                     |

|   |   |   |     |   |   |  |  |   |  |  |
|---|---|---|-----|---|---|--|--|---|--|--|
| 7 | PGP7003-05 (FT)<br>PGP7103-05 (PT)            | Research Informed Practice in English         | C   |   | x |  |  |   |  |  |
| 7 | PGP7005-05 (FT)<br>PGP7105 (PT)               | Research Informed Practice in Mathematics     | C   |   | x |  |  |   |  |  |
| 7 | PGP7006-05 (FT)<br>PGP7106-05 (PT)            | Research Informed Practice in Science         | C   |   | x |  |  |   |  |  |
| 6 | PGP6000-00 (FT)<br>PGP6100-00<br>PTPGP6000-00 | QTS Module (Primary and Early Years)          | C   |   |   |  |  |   |  | TS1, TS2, TS3, TS4,<br>TS5, TS6 ,TS7, TS8,<br>Part 2 |
| 6 | PGP6001-00 (FT)                               | Enhanced Professional Practice (Mathematics)  | R*  | x | x |  |  | x |  |  |
| 6 | PGP6002-00                                    | Enhanced Professional Practice in Early Years | R** | x | x |  |  | x |  |  |
| 6 | PGP6012-00<br>(FT)(PT)<br>PGP6112-00          | Primary Mathematics Specialism                | O   | x | x |  |  | x |  |  |
| 6 | PGP6003-00<br>(FT)(PT)<br>PGP6103-00          | Primary English Specialism                    | O   | x | x |  |  | x |  |  |
| 6 | PGP6004-00<br>(FT) (PT)                       | Primary Science Specialism                    | O   | x | x |  |  | x |  |  |
| 6 | PGP6005-00 (FT)<br>(PT)                       | Primary Physical Education (PE) Specialism    | O   | x | x |  |  | x |  |  |

|   |                         |  |   |   |   |  |  |   |  |  |
|---|-------------------------|--|---|---|---|--|--|---|--|--|
| 6 | PGP6006-00 (FT)<br>(PT) | Primary Arts Specialism  | O | x | x |  |  | x |  |  |
| 6 | PGP6007-00 (FT)<br>(PT) | Primary Music Specialism   | O | x | x |  |  | x |  |  |
| 6 | PGP6008-00 (FT)<br>(PT) | Primary Modern Languages Specialism                                  | O | x | x |  |  | x |  |  |
| 6 | PGP6009-00 (FT)         | Primary Special Educational Needs and Disabilities (SEND) Specialism | O | x | x |  |  | x |  |  |
| 6 | PGP6010-00 (FT)<br>(PT) | Primary Behaviour for Learning Specialism                            | O | x | x |  |  | x |  |  |
| 6 | PGP6011-00 (FT)<br>(PT) | 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 (FT)<br>PGP7100-15 (PT) | How children learn                           | C                    |                   |              | x     |         |           |        |             |                   |                  |              | x                   |                     |                      |                        |
| 7     | PGP7001-15 (FT)<br>PGP7101-15 (PT) | Assessment for Learning                      | C                    |                   |              | x     |         |           |        |             |                   |                  |              | x                   |                     |                      |                        |
| 7     | PGP7002-15 (FT)<br>PGP7102-15 (PT) | Reflective Practitioners as Agents of Change | C                    |                   |              |       |         | x         |        |             |                   |                  | x            |                     |                     |                      |                        |
| 7     | PGP7003-05 (FT)<br>PGP7103-05 (PT) | Research Informed Practice in English        | C                    |                   |              |       |         |           |        |             |                   |                  |              | x                   |                     |                      |                        |
| 7     | PGP7005-05 (FT)<br>PGP7105 (PT)    | Research Informed Practice in Mathematics    | C                    |                   |              |       |         |           |        |             |                   |                  |              | x                   |                     |                      |                        |



