

The Teach First Training Programme (PGCE) 2024/2025

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 workplace (schools)
Other Schools involved in delivery	N/A
Name of award(s)	<p>Post Graduate Certificate in Education (PGCE) Teach First Training Programme (Early Years)</p> <p>Post Graduate Certificate in Education (PGCE) Teach First Training Programme (Primary)</p> <p>Post Graduate Certificate in Education (PGCE) Teach First Training Programme (Secondary)</p> <p>Secondary Subject available are:</p> <p>Business Studies</p> <p>English</p> <p>Modern Languages</p> <p>Music</p>
Qualification (final award)	Post Graduate Certificate in Education (PGCE)
Intermediate awards available	No intermediate awards
Routes available	Single
Duration of award	1 year full-time
Modes of delivery offered	School-led/Employment based
Regulatory Scheme[1]	ITT Framework
Professional, Statutory and Regulatory Body accreditation	<p>TRA</p> <p>Ofsted</p>

Date of most recent PSRB approval (month and year)	TRA - November 2021 Ofsted - 2023
Renewal of PSRB approval due (month and year)	Reviewed as advised by the government.
UCAS code	N/A
Route code (SITS)	To be updated when received
Relevant QAA Subject Benchmark Statements (including date of publication)	In relation to extricable link to QTS: Initial Teacher Training: Guidance and supporting advice (DfE 2012; updated October 2023) Initial Teacher Education Inspection Handbook (Ofsted 2021; updated Dec 2023) Teachers' Standards (DfE 2013; updated 2021) ITT Core Content Framework (DfE 2019) QAA Subject Benchmark Statement for Education Studies (2019)
Date of most recent approval	January 2024
Date specification last updated	January 2024

[1]This should also be read in conjunction with the BSU Qualifications Credit 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 Certificate.
- Have ongoing leadership development, coaching, business training and skills workshops.

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

The Postgraduate Graduate Certificate in Education (PGCE) is an academic qualification of 60 Level 7 Masters' credits. The PGCE supports the development of Secondary, Primary and Early Years teachers, on the journey towards Qualified Teacher Status (QTS) alongside leadership development of the self in the classroom. 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 PGCE at the end of the one-year programme. The responsibility for the QTS recommendation sits with Teach First.

Programme Aims

The PGCE 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 phase and subject pedagogy. It will involve in-depth critical analysis of practice and literature and will have a direct impact on their progress as a developing teacher in complex educational settings and impact on outcomes for disadvantaged pupils within their classroom.

Overtime, this programme will support trainees to develop into excellent teachers of their subject or phase, improving outcomes for pupils in low-income communities while developing an understanding of the importance of inclusive school environments and educational equity. As part of their development, there will be an emphasis on leading learning, not only of the pupils but of their own professional development through self-reflection and self-direction.

Programme Intended Learning Outcomes (ILOs)

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

By the end of this programme, students will be able to:

A Subject-specific Skills and Knowledge

- A1. Critically analyse and develop practice across the year, teaching in a school serving all students including disadvantaged pupils.
- A2. Develop a vision for teaching and learning through sustained critical reflection of practice and synthesis of professional learning.
- A3. Critically understand educational disadvantage and the implications for teaching practice, understanding poverty and low-income communities.
- A4. Demonstrate self-direction and originality in tackling and solving practice-based problems to lead their own development across teaching and learning.
- A5. Show a critical understanding of current sector and contextual changes and respond considering cutting-edge professional practice.

B Teachers' Standards

Part One: Teaching

- B1. Set high expectations which inspire, motivate and challenge pupils

B2. Promote good progress and outcomes by pupils 3. 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.

Part Two: Personal and professional conduct.

This is in accordance with the expectations set out in the Teachers' Standards.

C Cognitive and Intellectual Skills /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 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

None

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	TFI7101-30	Subject and Phase Knowledge and Pedagogy	30	C	C	C
7	TFI7102-30	Teaching and Professional Practice in Context	30	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 PGCE 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.

Additional Costs Table

Module Code & Title	Type of Cost	Cost
N/A		

Graduate Attributes

	Bath Spa Graduates...	In the Teach First PGCE (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 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.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
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TFI70 01-30	Subject and Phase Knowledge and Pedagogy	Change of word tariff	June 2023 Curriculum Approval Panel	September 2023
TFI70 01-30	Subject and Phase Knowledge and Pedagogy	Change to assessment	January 2024 Chair's Action	September 2024
TFI70 02-30	Teaching and Professional Practice in Context	Change to assessment	January 2024 Chair's Action	September 2024

Programme-level modifications

Code	Title	Nature of modification	Dates of approval and approving bodies	Date modification comes into effect
TFI70 02-30	Teaching and Professional Practice in Context	Change of credits from 20 to 30 credits	January 2024 Chair's Action	September 2024
TFI70 01-30	Subject and Phase Knowledge and Pedagogy	Module Code changed to TFI7101- 30	January 2024 Chair's Action	September 2024
TFI70 02-30	Teaching and Professional Practice in Context	Module Code changed to TFI7102- 30	January 2024 Chair's Action	September 2024

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 (PGCE)

Level 7		
Trimester 1	Trimester 2	Trimester 3

Core Modules
TFI7101-30 Subject and Phase Knowledge and Pedagogy
TFI7102-30 Teaching and Professional Practice in Context
Rule Notes: TFI7101-30 is assessed in Trimesters 1 & 2; TFI7102-30 is assessed in Trimesters 2 & 3.

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Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C, R, O)	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4
7	TFI7101-30	Subject and Phase Knowledge and Pedagogy	C	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
7	TFI7102-30	Teaching and Professional Practice in Context	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	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, O)[1]	Coursework						Practical	
				Composition	Dissertation	Essay	Journal	Portfolio	Report	Presentation	
7	TFI7101-30	Subject and Phase Knowledge and Pedagogy	C			X					
7	TFI7102-30	Teaching and Professional Practice in Context	C								X - Viva

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