



Definitive Programme Document:

Postgraduate Certificate in Secondary Education

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	School of Education
Main campus	Sion Hill
Other sites of delivery	Newton Park and Partnership Schools
Other Schools involved in delivery	N/A
Name of award(s)	<p>Postgraduate Certificate in Secondary Education with QTS: * subjects available are:</p> <p>Art and Design Biology Business Studies Chemistry Computing Design and Technology Drama English Geography History Mathematics Modern Languages Music Physical Education Physics Religious Education</p>
Qualification (final award)	Postgraduate Certificate
Intermediate awards available	<p>Professional Graduate Certificate in Secondary Education*</p> <p>Postgraduate Certificate in Secondary Education Practice*</p> <p>Graduate Certificate in Secondary Education Practice*</p> <p>*subject specialism available</p>

Routes available	Single
Professional Placement Year	No
Duration of award	1 year
Modes of delivery offered	School based low residency
Regulatory Scheme ¹	Initial Teacher Training Framework
Exemptions from regulations/framework ²	N/A
Professional, Statutory and Regulatory Body accreditation	DfE - Qualified Teacher Status (QTS) The Teacher Regulation Agency (TRA)
Date of most recent PSRB approval (month and year)	July 2020
Renewal of PSRB approval due (month and year)	Reviewed as advised by government
Course code	W1X1 (Art and Design) CX11 (Biology) 336P (Business Studies) F2X1 (Chemistry) IX99 (Computing) W9X1 (Design and Technology) 2N22 (Drama) Q3X1 (English) 345L (Geography) 37S8 (History) G1X1 (Mathematics) R9X1 (Modern Languages) W3X1 (Music) X9C6 (Physical Education) F3X2 (Physics) V6X1 (Religious Education)
Route code (SITS)	PGCSAR (Art) PGCSBI (Biology)

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

² See section on 'Exemptions'

	<p>PGCBS (Business) PGCSCH (Chemistry) PGCSCO (Computing) PGCSDR (Drama) PGCSDT (Design and Technology) PGCSEN (English) PCGSFL (Modern Languages) PGCSGY (Geography) PGCSHY (History) PGCSMA (Maths) PGCSMU (Music) PGCSPE (Physical Education) PGCSPH (Physics) PGCSRE (Religious Education)</p> <p>School Direct Routes PGCSADSDETS (Art) PGCSBISDETS (Biology) PGCSCHSDETS (Chemistry) PGCSCOSDETS (Computing) PGCSDRSDETS (Drama) PGCSDTSDETS (Design and Technology) PGCSENSDETS (English) PGCSMLSDETS (Modern Languages) PGCSGESDETS (Geography) PGCSHYSDETS (History) PGCSPESDETS (Physical Education) PGCSRESDETS (Religious Education)</p>
Relevant QAA Subject Benchmark Statements (including date of publication)	<p>Initial Teacher Training (ITT): Guidance and supporting advice (DfE, 2021) Initial Teacher Education Inspection framework and handbook (Ofsted, 2020) Teachers' Standards (DfE, 2013) Subject Benchmark Statements, Education Studies, QAA (2019)</p>
Date of most recent approval	June 2021
Date specification last updated	June 2021

Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date

Please note: Throughout this document the acronyms ITE (Initial Teacher Education) and ITT (Initial Teacher Training) are used interchangeably. The Department for Education (DfE) and Ofsted refer to ITT in public documentation. Bath Spa refers to ITE when referring to its PGCE courses.

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 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. The programme is designed to

embrace online and face to face teaching.

Programme Aims

- To provide opportunities for you to research, question, debate and reflect on the roles and responsibilities of being a professional secondary 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 Secondary 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)

Subject-Specific Skills and Knowledge

You will demonstrate:

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 Secondary school

A2: a systematic understanding of current issues and developments in Secondary 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 Secondary education that leads to sound judgements being made in their application, through practice and reflection

A4: A practical understanding of teaching within a Secondary Subject area, informed by experience of Secondary School settings

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 Secondary school

B2: autonomy and self-direction in continuing to advance your knowledge and understanding of new skills in the Secondary school

B3: the ability to synthesise ideas and information and communicate your conclusions about the Secondary 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

P1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school

P2 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.

P3 Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities

[Teachers Standards \(2013\)](#)

Intermediate Awards

Professional Graduate Certificate in Secondary 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)

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 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.

Graduate Attributes

	Bath Spa Graduates...	In the PGCE with QTS programme, we enable this is 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	BSTs will have the opportunity to explore different teaching and learning

	disciplines as professional or artistic practitioners	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.
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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 2: Map of Intended Learning Outcomes (ILOs) against modules

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Level	Module Code	Module Title	Status (C,R,R*,O) ³	Intended Learning Outcomes							
				Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills			Teachers Standards
				A1	A2	A3	A4	B1	B2	B3	
7	PGS7001-30	The curriculum in [secondary subject]. My emerging identity as a subject specialist teacher of [secondary subject],	C	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
7	PGS7002-30	Adaptive Teaching - Inclusion in your secondary subject	C	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
N/A	PGS6000-00	QTS Module	R								TS1,2,3,4,5,6,7,8 and Part 2

³ C = Core; R = Required; R* = Required*; O = Optional

N/A	see program me content table	Subject and Curriculum Knowledge in all secondary subjects	R	Yes			Yes	Yes			
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Appendix 3: Map of summative assessment tasks by module

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Level	Module Code	Module Title	Status (C,R,R*,O) ⁴	Assessment method											
				Coursework					Practical			Written Examination			
				Composition	Dissertation	Essay	Journal	Portfolio	Report	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
7	PGS700 1-30	The curriculum in [secondary subject]. My emerging identity as a subject specialist teacher of [secondary subject],	C			✓		✓					✓		

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

7	PGS700 2-30	Adaptive Teaching - Inclusion in your secondary subject schools and the teaching of [subject], including a reflective portfolio of my work in a secondary school	C			✓		✓				✓			
n/a	PGS6000 -00	QTS module	R					✓				✓			
n/a	see program me content table	Subject knowledge module	R					✓				✓			