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
	Partnership schools/settings
Other Schools involved in delivery	N/A
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)
	X100 (5-11 route)
	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)
	Initial Teacher Education (ITE) inspection framework and handbook (Ofsted, 2023)
	Teachers' Standards (DfE, 2021)
	ITT Core Content Framework (DfE, 2019)
	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	£60 paid prior to starting the course
PGP6000-00 QTS - Primary and Early Years	Other: Transport costs to/from placement schools	variable

Graduate Attributes

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	Demonstrating and developing a teacher identity based on experience, professional dialogue, observations and theoretical frameworks. Understanding statutory responsibilities and the 'big picture' of the wider life of the school including the ethos and values of the school and the roles of leadership and management including Academies, clusters, OFSTED, etc. Considering myself as a researcher, actively engaging with evidence-based research to demonstrate a secure understanding of pedagogical knowledge.
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	Working sensitively with parents and carers, developing effective professional relationships, working collaboratively to safeguard children for the benefit of children's learning and wellbeing. Working empathetically, showing kindness and patience, particularly to vulnerable learners. Demonstrating self-care and a healthy work/life balance as a professional.
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	Demonstrating professionalism through collaborative working, mutual respect and consideration for colleagues across a range of contexts. Working collaboratively with children by negotiating expectations and listening to their needs/concerns. Developing collaborative, respectful relationships with children, acknowledge prior learning and life experience and show care and empathy for all children particularly those who are vulnerable.
Adaptable Innovator	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	Demonstrating flexibility and the ability to find creative solutions to a range of challenges, experimenting with a range of innovative pedagogical approaches in the classroom, followed by careful self-reflection and attention to feedback. Working effectively with colleagues, sharing and contributing to key stage teams and the wider life of the school.
Critical Thinker	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	'Thinking outside the box' to incorporate children's well-being into all lessons, finding creative approaches to building relationships with children during formal and informal learning. Engaging critically with research on behaviour for learning and critiquing differing approaches to classroom practice, showing awareness of theoretical underpinnings and their benefits/drawbacks.
Forward Thinker	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	Proactively, reflectively and critically engaging with a wide range of educational research, seeking opportunities and taking responsibility for my professional development, including observations of expert colleagues and peers. Developing good professional habits for my wellbeing and progression into my early career.
Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	Demonstrating and modelling the positive values, attitudes and behaviours to ensure all children from all backgrounds, abilities and dispositions are included in all teaching and learning activities. Taking professional and institutional responsibility for children's wellbeing and demonstrating awareness of national approaches to children's mental health. Understanding and fulfilling the safeguarding responsibilities of a teacher and how to act on identified issues. Showing empathy in interactions with children, planning for learning 'with' children rather than delivering lessons 'to' children. Listening to children and creating a comfortable atmosphere which gives children the confidence to talk. Critiquing a range of methods of adapting teaching, developing understanding of how best to meet children's needs, based on engagement in research on teaching for social justice. Challenging assumptions and stereotypical behaviour and showing an awareness of opportunities to develop cultural capital.
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	Proactively, reflectively and critically engaging with a wide range of educational research, seeking opportunities and taking responsibility for my professional development, including observations of expert colleagues and peers. Developing good professional habits for my wellbeing and progression into my early career.
Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	Recognising that learning to become a teacher can sometimes be challenging and that seeking help and support is a professional response to challenges. Understanding that the school context is one of constant change so demonstrating positive flexibility and adaptability is an essential response. Demonstrating self-care through being pro-active and looking ahead, organising workload to ensure it is manageable and asking for support when this is needed. Understanding that feedback on practice is not personal criticism, but part of the critically reflective process designed to enhance classroom practice to support children and young people's learning and progress.
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	Engaging with different digital platforms to become increasingly digitally literate, being able to use these to support with the development of a range of knowledge, skills and behaviours required of teachers. Staying abreast of emerging technologies and using these ethically to support, rather than replace, workload ensuring that high standards of practice and Quality First Teaching is maintained at all times.

Modifications

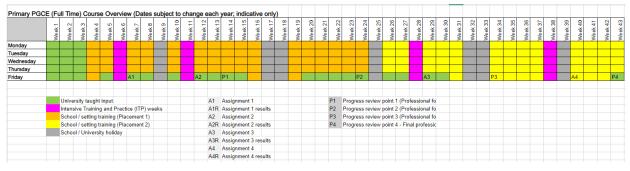| Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
PGP7002-15	Reflective Practitioners as Agents of Change	Assessment Change	SQMC May 2022	2022/23
PGP7000-15	How Children Learn	Clarification on module details	SQMC November 2023	2024/25
PGP6000-00	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

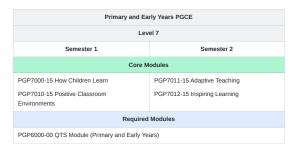| Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
PGP7001-15 (FT)/PGP7101-15 (PT) Assessment for Learning discontinued	Curriculum Approval Panel, December 2023	2024/25
PGP7002-15 (FT)/PGP7102-15 (PT) Reflective Practitioners as Agents of Change discontinued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

Legend:
- University taught input
- Intensive Training and Practice (ITP) weeks
- School / setting training (Placement 1)
- School / setting training (Placement 2)
- School / University holiday

A1 Assignment 1
A1R Assignment 1 results
A2 Assignment 2
A2R Assignment 2 results
A3 Assignment 3
A3R Assignment 3 results
A4 Assignment 4
A4R Assignment 4 results

P1 Progress review point 1 (Professional fo
P2 Progress review point 2 (Professional fo
P3 Progress review point 3 (Professional fo
P4 Progress review point 4 - Final professio

Primary and Early Years PGCE	
Level 7	
Semester 1	**Semester 2**
Core Modules	
PGP7000-15 How Children Learn	PGP7011-15 Adaptive Teaching
PGP7010-15 Positive Classroom Environments	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 Arts Specialism	O	x	x			x		
6	PGP6006-00	Primary Music Specialism	O	x	x			x		
6	PGP6007-00	Primary Physical Education (PE) Specialism	O	x	x			x		
6	PGP6008-00	Primary Modern Languages Specialism	O	x	x			x		
6	PGP6009-00	Primary Behaviour for Learning Specialism	O	x	x			x		
6	PGP6010-00	Primary Special Educational Needs and Disabilities (SEND) 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			

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

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