

Postgraduate Certificate in Secondary Education

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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 and settings
Other Schools involved in delivery	N/A
Name of award(s)	Postgraduate Certificate in Secondary Education with QTS: * subjects available are: Art and Design Biology Business Studies Chemistry Computing Design and Technology Drama English Geography History Mathematics Modern Languages Music Physical Education Physics Religion, Philosophy and Ethics
Qualification (final award)	Postgraduate Certificate
Intermediate awards available	Professional Graduate Certificate in Secondary Education* Postgraduate Certificate in Secondary Education Practice* Graduate Certificate in Secondary Education Practice* *subject specialism available
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
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 (Religion, Philosophy and Ethics)
Route code (SITS)	PGCSAR (Art) PGCSBI (Biology) PGCBS (Business) PGCSCH (Chemistry) PGCSCO (Computing) PGCSDR (Drama) PGCSDT (Design and Technology) PGCSEN (English) PGGSFL (Modern Languages) PGCSGY (Geography) PGCSHY (History) PGCSMA (Maths) PGCSMU (Music) PGCSPE (Physical Education) PGCSPH (Physics) PGCSRE (Religion, Philosophy and Ethics)
Relevant QAA Subject Benchmark Statements (including date of publication)	Initial Teacher Training (ITT): Guidance and supporting advice (DfE, 2021) Initial Teacher Education Inspection framework and handbook (Ofsted, 2020) Teachers' Standards (DfE, 2021) Subject Benchmark Statements, Education Studies, QAA (2019)
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.

[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 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 agephase 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)

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

By the end of the course 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 \(2021\)](#)

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)

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

PGCE Secondary				
Level	Code	Title	Credits	Status
7	PGS7003-15	Module 1: Positive Classroom Environments (Secondary)	15	C
7	PGS7004-15	Module 2: How Pupils Learn (Secondary)	15	C
7	PGS7005-15	Module 3: Adaptive Teaching (Secondary)	15	C
7	PGS7006-15	Module 4: Inspiring Learning (Secondary)	15	C

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered with pathways

PGCE Secondary																			
Level	Code	Title	Credits	Status															
7	PGS6000-00	QTS - Secondary	0	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
7	PGS6014-00	Subject Knowledge: Art and Design	0	R															
7	PGS6010-00	Subject Knowledge: Business Studies	0		R														
7	PGS6011-00	Subject Knowledge: Computing	0			R													
7	PGS6004-00	Subject Knowledge: Design and Technology	0				R												
7	PGS6003-00	Subject Knowledge: Drama	0					R											
7	PGS6015-00	Subject Knowledge: English	0						R										
7	PGS6002-00	Subject Knowledge: Geography	0							R									
7	PGS6012-00	Subject Knowledge: History	0								R								
7	PGS6001-00	Subject Knowledge: Mathematics	0									R							
7	PGS6005-00	Subject Knowledge: Modern Languages	0										R						
7	PGS6016-00	Subject Knowledge: Music	0											R					
7	PGS6006-00	Subject Knowledge: Physical Education	0												R				
7	PGS6017-00	Subject Knowledge: Religion, Philosophy and Ethics	0													R			
7	PGS6007-00	Subject Knowledge: Science (Biology)	0														R		
7	PGS6008-00	Subject Knowledge: Science (Chemistry)	0															R	
7	PGS6009-00	Subject Knowledge: Science (Physics)	0																R

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.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

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. As part of the DfE Quality Requirements, there is also a further 20 days focused on aspects of the curriculum, termed Intensive Training and Practise (ITP).

Additional Costs Table

Module Code and Title	Type of Cost	Cost to the student
PGS6000-00 QTS - Secondary	Trips and Visits: Travel to and from school placements	variable
PGS6000-00 QTS - Secondary	Regulatory fees: DBS	approximately £60

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

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
PGS6000-00	QTS module (Secondary PGCE)	Change to contact hours	SQMC November 2023	2024/25
see programme content table	All subject and curriculum knowledge modules	Change to contact hours	SQMC November 2023	2024/25

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
PGS7001-30 The Curriculum in (secondary subject) My Emerging Identity removed	Curriculum Approval Panel, December 2023	2024/25
PGS7002-30 Adaptive Teaching - Inclusion in your secondary subject removed	Curriculum Approval Panel, December 2023	2024/25
PGS7003-15 Positive Classroom Environments (Secondary) added	Curriculum Approval Panel, December 2023	2024/25
PGS7004-15 How Pupils Learn (Secondary) added	Curriculum Approval Panel, December 2023	2024/25
PGS7005-15 Adaptive Teaching (Secondary) added	Curriculum Approval Panel, December 2023	2024/25
PGS7006-15 Inspiring Learning (Secondary) added	Curriculum Approval Panel, December 2023	2024/25
Clarification and changes to Programme Overview, Graduate Attributes 5 and Programme Structure diagram	Curriculum Approval Panel, December 2023	2024/25
PGS6013-00 Subject and Curriculum Knowledge Secondary RE renamed to PSG6017-00 Subject and Curriculum Knowledge Secondary Religion, Philosophy and Ethics, with changes to reflect this throughout the module descriptor	Curriculum Approval Panel, December 2024	2024/25

Attached as appendices:

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

Secondary PGCE Overview	
Week beginning	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
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Week 13	
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Week 37	
Week 38	
Week 39	
Week 40	
Week 41	
Week 42	
Week 43	

Secondary PGCE - Subject Pedagogical Knowledge Design - non credit bearing		
Week beginning		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
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Week 34		
Week 35		
Week 36		
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Week 38		
Week 39		
Week 40		
Week 41		
Week 42		
Week 43		
		Whole cohort pedagogical knowledge - university inputs - non credit bearing
		Mix of whole cohort and subject based pedagogical knowledge - university inputs - non credit bearing
		Subject based pedagogical knowledge - university and school based inputs - non credit bearing
Note		Some Subject knowledge, QTS and assessment components are being delivered simultaneously

Secondary PGCE	
Level 7	
Semester 1	Semester 2
Core Modules	
PGS7003-15 Positive Classroom Environments (Secondary)	PGS7005-15 Adaptive Teaching (Secondary)
PGS7004-15 How Pupils Learn (Secondary)	PGS7006-15 Inspiring Learning (Secondary)
PGP6000-00 QTS Module (Primary and Early Years)	
Required Modules	

PGS6014-00 Subject Knowledge: Art and Design
PGS6010-00 Subject Knowledge: Business Studies
PGS6011-00 Subject Knowledge: Computing
PGS6004-00 Subject Knowledge: Design and Technology
PGS6003-00 Subject Knowledge: Drama
PGS6015-00 Subject Knowledge: English
PGS6002-00 Subject Knowledge: Geography
PGS6012-00 Subject Knowledge: History
PGS6001-00 Subject Knowledge: Mathematics
PGS6005-00 Subject Knowledge: Modern Languages
PGS6016-00 Subject Knowledge: Music
PGS6006-00 Subject Knowledge: Physical Education
PGS6017-00 Subject Knowledge: Religion, Philosophy and Ethics
PGS6007-00 Subject Knowledge: Science (Biology)
PGS6008-00 Subject Knowledge: Science (Chemistry)
PGS6009-00 Subject Knowledge: Science (Physics)
Rule Notes: QTS and Required subject specialisms span the duration of the programme.

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O) [1]	Intended Learning Outcomes									
				Subject-specific Skills and Knowledge				Cognitive and Intellectual Skills			Teachers Standards		
				A1	A2	A3	A4	B1	B2	B3			
7	PGS7003-15	Positive Classroom Environments (Secondary)	C	X	X	X	X	X	X	X			
7	PGS7004-15	How Pupils Learn (Secondary)	C	X	X	X	X	X	X	X			
7	PGS7005-15	Adaptive Teaching (Secondary)	C	X	X	X	X	X	X	X			
7	PGS7006-15	Inspiring Learning (Secondary)	C	X	X	X	X	X	X	X			
N/A	PGS6000-00	QTS Module	R								TS1,2,3,4,5,6,7,8 and Part 2		
N/A	See programme content table	Subject and Curriculum Knowledge in all secondary subjects	R	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)
7	PGS7003-15	Positive Classroom Environments (Secondary)	C			X		X					X			
7	PGS7004-15	How Pupils Learn (Secondary)	C			X		X					X			
7	PGS7005-15	Adaptive Teaching (Secondary)	C			X		X					X			
7	PGS7006-15	Inspiring Learning (Secondary)	C			X		X					X			
N/A	PGS6000-00	QTS module	R					X								
N/A	See programme content table	Subject and Curriculum Knowledge in all secondary subjects	R					X								

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