



Definitive Programme Document:

Postgraduate Certificate in Education (Early Years)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	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 Education (Early Years) with Early Years Teacher Status (EYTS) (Graduate Employment-based Route)
Qualification (final award)	Postgraduate Certificate
Intermediate awards available	Professional Graduate Certificate in Education (Early Years) with EYTS Postgraduate Certificate in Early Years Education Practice Graduate Certificate in Early Years Education Practice
Routes available	Single
Professional Placement Year	No
Duration of award	1 year (PT)
Modes of delivery offered	Blended - online and campus-based, low residency
Regulatory Scheme ¹	Initial Teacher Training Framework
Exemptions from regulations/framework ²	N/A
Professional, Statutory and Regulatory Body accreditation	Department for Education (DfE) and Teacher Regulation Agency (TRA)
Date of most recent PSRB approval (month and year)	October 2020
Renewal of PSRB approval due (month and year)	Reviewed as advised by government
UCAS code	N/A (Applications via BSU website only)
Route code (SITS)	PGCP-EYITTGE
Relevant QAA Subject Benchmark Statements (including date of publication)	Initial Teacher Education Inspection framework and handbook (Ofsted, 2020) Early Years Initial Teacher Training Requirements: supporting advice (DfE, 2021)

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

² See section on 'Exemptions'

	QAA Education Studies L7 Benchmark Statements
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

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 with Early Years Teacher Status (EYTS) 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 (Early Years). 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 all children 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 settings and university that is designed to prepare our BSTs to be highly competent and confident early years 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 children 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 early years teachers. The PGCE with EYTS programme is an employment-based route and as such, your employment setting will be your main training environment. However, the ITE curriculum spans university and setting training to support you in developing the curriculum knowledge and pedagogical skills required to teach across the

birth to five age-phase .

In partnership with schools and settings, 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 deserve.

Programme Aims

- To provide opportunities for you to research, question, debate and reflect on the roles and responsibilities of being a professional Early Years teacher
- To offer you appropriate setting training environments, with a highly qualified, well-trained mentors 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 birth to five age phase
- To support you in developing your knowledge and understanding of how to create inspiring, motivating and stimulating learning environments that impact positively on the development, learning, safety and well-being of young children
- To provide opportunities to develop and reflect on the necessary qualities and attributes for successful and appropriate relationships with children and their families, setting colleagues and communities
- To support the development of leadership skills and attributes

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 Early Years setting.
- A2 An understanding of current issues and developments in Early Years teaching, which is informed by a critical awareness of research and your own experiences within the setting.
- A3 A critical understanding of theories associated with Early Years education that leads to informed 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 an Early Years setting.
- B2 Autonomy and self-direction in continuing to advance your knowledge and understanding of new skills in an Early Years setting.
- B3 The ability to synthesise ideas and information and communicate your conclusions about the Early Years teaching profession to specialist and non-specialist audiences.

Teachers' Standards (Early Years)

- S1. Set high expectations which inspire, motivate and challenge all children
- S2. Promote good progress and outcomes by children
- S3. Demonstrate good knowledge of early learning and EYFS
- S4. Plan education and care taking account of the needs of all children
- S5. Adapt education and care to respond to the strengths and needs of all children
- S6. Make accurate and productive use of assessment
- S7. Safeguard and promote the welfare of children, and provide a safe learning environment
- S8. Fulfil wider professional responsibilities

Intermediate Awards

Professional Graduate Certificate in 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 Early Years Education Practice

A1, A2, A3, B1, B2, B3,

Graduate Certificate in 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.

PGCE (Early Years) with EYTS				
Level	Code	Title	Credits	Module type
7	PGE7000-15	Supporting children's learning in the Early Years Foundation Stage	15	C
7	PGE7001-15	Building relationship in the Early Years	15	C
7	PGE7002-15	The Role of Reflection in Transforming Your Thinking and Practice	15	C
7	PGE7003-05	Research Informed Practice in English (Early Years)	5	C
7	PGE7004-05	Research Informed Practice in Mathematics (Early Years)	5	C
7	PGE7005-05	Making learning visible with young children	5	C
6	PGE6000-00	EYTS Module (Birth to 5 age phase)	0	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.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Work experience and placement opportunities

[Please briefly outline the types of work experience and placement opportunities that are available on this programme and list the modules concerned.]

Graduate Attributes

	Bath Spa Graduates...	In the PGCE (Early Years) with EYTS programme, this means...
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

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 Design

EYITT Course Overview for DPD					
W/C	Mon	Tue	Wed	Thur	Fri
September Week 1					
Week 2					
Week 3				Induction	
Week 4					
Week 5					
October Week 6					
Week 7					
Week 8					
Week 9					
November Week 10					
Week 11					
Week 12					
Week 13	A1 submission				
Week 14					
December Week 15					
Week 16	A1 results				EYTS review
Week 17					
Week 18					
January Week 19					
Week 20					
Week 21					
Week 22					
February Week 23					
Week 24					EYTS review
Week 25					
Week 26	A2 submission				
March Week 27					
Week 28					
Week 29	A2 results	MSK submission			
Week 30					
Week 31					EYTS review
April Week 32					ESK submission
Week 33					
Week 34		MSK results			
Week 35	A3 submission				
May Week 36					ESK results
Week 37					
Week 38	A3 results				
Week 39					Role of EY teacher presentation
Week 40					
June Week 41					
Week 42					EYTS assessment
Week 43					
Week 44					
July Week 45	Award Board				

	University based training
	Setting based training
A1 submission	Assignment 1 submission - Supporting children's learning in the EYFS
A1 results	Assignment 1 results
A2 submission	Assignment 2 submission - Building relationships in the Early Years
A2 results	Assignment 2 results
A3 submission	Assignment 3 submission - Reflective practice as a catalyst for change
A3 results	Assignment 3 results
MSK submission	Maths subject and curriculum knowledge submission
MSK results	Maths subject and curriculum knowledge results
ESK submission	English subject and curriculum knowledge submission
ESK results	English subject and curriculum knowledge results
Role of EY Teacher	Role of the Early Years Teacher presentation
EYTS review	Review of progress towards achieving Early Years Teacher Status
EYTS assessment	Assessment of progress against the Teachers' Standards (Early Years)
	Programme break (aligns with school term time)
Award Board	EYTS recommendation and confirmation of academic award

Appendix 2: Map of Intended Learning Outcomes (ILOs) against modules

Postgraduate Certificate in Education (Early Years)

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	B1	B2	B3	
7	PGE7000-15	Supporting children's learning in the Early Years Foundation Stage	C	✓	✓	✓	✓		✓	
7	PGE7001-15	Building relationship in the Early Years	C	✓	✓	✓	✓		✓	
7	PGE7002-15	Reflective practice as a catalyst for change	C	✓	✓	✓	✓	✓	✓	
7	PGE7003-05	Research Informed Practice in English (Early Years)	C		✓					

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

7	PGE7004 -05	Research Informed Practice in Mathematics (Early Years)	C		✓					
7	PGE7005 -05	Making learning visible with young children	C	✓				✓	✓	
n/a	PGE6000 -00	EYTS Module (Birth to 5 age phase)	C							S1, S2, S3, S4, S5, S6, S7, S8

Appendix 3: Map of summative assessment tasks by module

Postgraduate Certificate in Education (Early Years) with EYTS

Level	Module Code	Module Title	Status (C,R,R*,O) ⁴	Assessment method													
				Coursework					Practical				Written Examination				
				C o m p o s i t i o n	D i s s e r t a t i o n	E s s a y	J o u r n a l	P o r t f o l i o	R e p o r t	P e r f o r m a n c e	P r a c t i c a l P r o j e c t	P r a c t i c a l s k i l l s	P r e s e n t a t i o n	S e t e x e r c i s e s	W r i t t e n E x a m i n a t i o n	I n - c l a s s t e s t (s e e n)	I n - c l a s s t e s t (u n s e e n)
7	PGE7000-15	Supporting children's learning in the Early Years Foundation Stage	C			✓								✓			
7	PGE7001-15	Building relationship in the Early Years	C			✓								✓			

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

7	PGE7002 -15	The Role of Reflection in Transforming Your Thinking and Practice	C			✓											
7	PGE7003 -05	Research Informed Practice in English (Early Years)	C										✓				
7	PGE7004 -05	Research Informed Practice in Mathematics (Early Years)	C										✓				
7	PGE7005 -05	Making learning visible with young children	C					✓					✓				
6	PGE6000 -00	EYTS Module (Birth to 5)	C					✓					✓				