

## Course Information Form

This Course Information Form provides the definitive record of the designated course

### Section A: General Course Information

<b>Course Title</b>	Postgraduate Certificate in Education (Primary Early Years)
<b>Final Award</b>	PGCE
<b>Route Code</b>	PGPREABF- FT, PGDPRABF (School Direct)FT, PGPREABP PT, PGDPRABP - (School Direct) PT
<b>Intermediate Qualification(s)</b>	Professional Graduate Certificate in Education (Primary Early Years )
<b>FHEQ Level</b>	7
<b>Location of Delivery</b>	Bedford Campus
<b>Mode(s) and length of study</b>	Full-time over 1 year or Part-Time over 2 years
<b>Standard intake points (months)</b>	September
<b>External Reference Points as applicable including Subject Benchmark</b>	QAA Framework for Higher Education Qualifications, level 7, 2014 <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a> Master s Degree Characteristics Statement (QAA., 2015) <a href="http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf</a> Teachers Standards 2012 (updated July 2021)  Teachers Standards (QTS) <a href="https://www.gov.uk/government/publications/teachers-standards">https://www.gov.uk/government/publications/teachers-standards</a> ITT Criteria and Requirements (QTS) <a href="https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice">https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice</a>

**Professional, Statutory  
or Regulatory Body  
(PSRB) accreditation or  
endorsement**

Teacher Regulation Agency

Teachers Standards (QTS) <https://www.gov.uk/government/publications/teachers-standards>

ITT Criteria and Requirements (QTS) <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

**HECoS code(s)**

100511

**UCAS Course Code**

Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below

**Course Learning Outcomes**

Outcome	Award
1 Through developing critical and insightful teaching practice, you will comprehensively meet the Teachers Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time).	Postgraduate certificate in education
2 You will develop the ability to critically position your primary early years teaching within a body of evidence and literature which draws upon a wide range of sources both subject specific and otherwise	Postgraduate certificate in education
3 You will be able to undertake a critically informed and insightful evidence-informed investigation into an aspect of your teaching, with a view to evaluating the wider outcomes of the intervention undertaken	Postgraduate certificate in education
4 You will develop your own critical and autonomous sense of teacher identity as part of the teaching profession whilst respecting part two of the Teachers Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time).	Postgraduate certificate in education
5 For the Primary (Early Years) Teacher route, you will be able to undertake a critically informed and insightful evidence-informed investigation into an aspect of Primary Early Years (3-7) teaching, with a view to evaluating the wider outcomes of the Primary Early Years intervention undertaken.	Postgraduate certificate in education
6 Through developing your teaching practice, you will meet the Teachers Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Professional Graduate Certificate in Education
7 You will develop the ability to position your subject teaching within a body of evidence and literature which draws upon a range of sources both subject specific and otherwise	Professional Graduate Certificate in Education
8 You will be able to undertake an informed evidence-informed investigation into an aspect of your subject teaching with a view to evaluating the wider outcomes of the intervention	Professional Graduate Certificate in Education

	9	You will develop your own sense of teacher identity as part of the teaching profession whilst respecting part two of the Teachers Standards 2012 (as set out in the most up to date iteration by the Department for Education at any point in time)	Professional Graduate Certificate in Education
	10	For the Primary (Early Years) Teacher route, you will be able to undertake an evidence-informed investigation into an aspect of Primary Early Years (3-7) teaching, with a view to evaluating the wider outcomes of the Primary Early Years intervention undertaken	Professional Graduate Certificate in Education
	<p>Learning and Teaching Your development as a creative, innovative and reflective teacher will involve specific skills, a detailed knowledge of educational processes, an academic understanding of education and the application of professional attitudes and discipline in all areas of study. Your course consists of four units of work. These are:</p> <p>The Evidence Informed Primary Teacher The Reflective Primary Teacher School Experience 1 - The Professional Primary Early Years Teacher School Experience 2 - The Professional Primary Early Years Teacher</p> <p>The Evidence Informed Primary Teacher unit is taught by a team of university tutors but supported by school-based staff and other education specialists providing you with current knowledge of the context in which you are working. Sessions will normally take the form of either a lecture or conference style workshops and debates, in order to ensure your active participation and collaboration.</p> <p>The Reflective Primary Teacher unit is also led by a team of university tutors and supported by mentors from your placements. University sessions are normally in the form of in order to ensure your active participation and collaboration. In your placements, your mentors will support you in the application of that learning to practice through supported and collaborative planning, co-constructed evaluations of your teaching, weekly progress review, supported target setting and by creating opportunities for subject knowledge development.</p> <p>The School Experience 1 and 2 units are led by university tutors and these units not only help you to evaluate and develop your subject knowledge and explore new pedagogical ideas, but also enable you to meet the requirements of QTS through regular school based assessments of your progress towards the requirements of QTS which contribute to the university tutor s assessment of you for the unit s assessments.</p> <p>When appropriate, notes and resources to support the taught sessions will be posted on the appropriate BREO shell.</p>		

## **Teaching, learning and assessment strategies**

### Assessment

The assessment strategy is based upon the premise that critical evaluation of theoretical perspectives as they apply to your own teaching is an intrinsic element of best teaching practice. Throughout the course, therefore, you will continually be encouraged to explore what is known about teaching and learning, and to demonstrate independence and creativity in evaluating the relevance of that knowledge in your own context. Sound subject knowledge is a fundamental quality of an effective teacher and you will be expected to demonstrate a commitment to on-going development of that knowledge throughout the course. In addition, key to the course is a focus on the development of evidence informed teaching, culminating in an extended systematic study of your own practice.

By embracing the professional requirements for Qualified Teacher Status within the academic requirements of a Post Graduate Certificate, the course supports you in developing the qualities that define the University of Bedfordshire graduate teacher: an independent, reflective, creative, innovative, collaborative and resilient professional who is committed to on-going personal and professional development.

The assessment for this course seeks to support you in developing your understanding of the interplay between theoretical

**Learning support**

The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers.

The PGCE course is an intense year of study that will present challenges, rewards and a journey of self-discovery. You are encouraged to share good practice, work collaboratively and generally support each other through your training year. You will work with a network of tutors with both subject and practice expertise in university and on placement. This collaborative partnership of university and placement gives you access to a broad range of knowledge, experience and support. The roles of the partners are clearly defined in the course handbook and briefly summarised below:

**University tutors** teach and assess all units in university, liaise with school-based mentors and have responsibility for assuring the continuous development of your subject knowledge and related pedagogy. A university tutor will visit you on placement to jointly observe your teaching and support you in setting targets for your development. Tutors will plan your induction into the placement and support the mentor in the management of your placement experience.

**Mentor** the subject specialist responsible for the management of your placement experience. Your mentor will meet with you formally for one hour each week to review your progress; set targets for your on-going development; and plan actions and experiences designed to support you in meeting those targets. Your mentor will plan your timetable and liaise with the staff with whom you work, in order to ensure that you receive appropriate support with the planning and delivery of lessons. The mentor will also monitor your accumulation of evidence required to achieve Qualified Teacher Status.

Other aspects of the course that offer specific support include:

Frequent formative feedback, which ensures that you are fully informed about your progress through specific targets, matched to the assessment criteria. In this way, you are afforded frequent opportunities to reflect on your progress and make informed choices about ways to improve.

<https://www.beds.ac.uk/entryrequirements>

## Admissions Criteria

### Approved Variations and Additions to Standard Admission

You must possess a minimum 2:2 honours degree or equivalent.

All entrants to have achieved a standard equivalent to a grade 4 (or GCSE A to C) in the GCSE examinations in English Language, science and mathematics.

Applicants whose first language is not English and who do not have GCSE grade 4 in English need to have IELTS with an average score of at least 6.0

All students will undergo a Disclosure and Barring Services (DBS) and Fitness to Teach checks

<https://www.beds.ac.uk/about-us/our-university/academic-information>

**Note: Be aware that our regulations change every year**

## Assessment Regulations

### Approved Variations and Additions to Standard Assessment Regulations

In completing the course or parts of the course, students on this course may meet the requirements set out by regulations covered by Teachers

**Section B: Course Structure**

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC139-6	The Reflective Primary Teacher	7	30	Core		TA1 2	TA1 2		TA1 2										
EDC145-6	The Evidence Informed Primary Teacher	7	30	Core		TA1 2	TA1 2		TA1 2										
EDC156-6	School Experience 1- The Primary EY Teacher	7	0	Core	DA 12			DA1 2											
EDC159-6	School Experience 2 - The Primary EY Teacher	7	0	Core	DA 12			DA1 2											

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC189-3	The Reflective Primary Teacher	6	30	Core							TA 12	TA 12		TA1 2					
EDC197-3	The Evidence Informed Primary Teacher	6	30	Core							TA 12	TA 12		TA1 2					
EDC156-6	School Experience 1- The Primary EY Teacher	7	0	Core						DA 12			DA 12						
EDC159-6	School Experience 2- The Primary EY Teacher	7	0	Core						DA 12			DA 12						





## Section C: Assessment Plan

The course is assessed as follows :

### **PGPREABF, PGDPRABF, PGPREABP, PGDRABP- PGCE Primary Early Years**

<b>Unit Code</b>	<b>Level</b>	<b>Period</b>	<b>Core/Option</b>	<b>Ass 1 Type code</b>	<b>Ass 1 Submit wk</b>	<b>Ass 2 Type code</b>	<b>Ass 2 Submit wk</b>	<b>Ass 3 Type code</b>	<b>Ass 3 Submit wk</b>	<b>Ass 4 Type code</b>	<b>Ass 4 Submit wk</b>
EDC139-6	7	PGCE	Core	CW-RW	6	CW-RW	25				
EDC145-6	7	PGCE	Core	CW-LR	11	PR-OR	30				
EDC156-6	7	PGCE	Core	PR-PLC	6	PR-PLC	11				
EDC159-6	7	PGCE	Core	PR-PLC	23	PR-PLC	30				

### **- Professional Graduate Certificate in Education (Primary Early Years)**

<b>Unit Code</b>	<b>Level</b>	<b>Period</b>	<b>Core/Option</b>	<b>Ass 1 Type code</b>	<b>Ass 1 Submit wk</b>	<b>Ass 2 Type code</b>	<b>Ass 2 Submit wk</b>	<b>Ass 3 Type code</b>	<b>Ass 3 Submit wk</b>	<b>Ass 4 Type code</b>	<b>Ass 4 Submit wk</b>
EDC189-3	6	PGCE	Core	CW-RW	6	CW-RW	25				
EDC197-3	6	PGCE	Core	CW-LR	11	PR-OR	30				
EDC156-3	7	PGCE	Core	PR-PLC	6	PR-PLC	11				
EDC159-3	7	PGCE	Core	PR-PLC	23	PR-PLC	30				

Administrative Information	
School	School of Education
Head of School/Department	Dr Perry Knight
Course Coordinator	Michelle Sogga