

2011

**BATH SPA
UNIVERSITY**
INITIAL TEACHER
EDUCATION
PROSPECTUS
BATHSPA.AC.UK



Newton Park Campus

Newton St Loe, Bath, BA2 9BN
Telephone 01225 875875
Facsimile 01225 875444

Sion Hill Campus

Lansdown, Bath, BA1 5SF
Telephone 01225 875875
Facsimile 01225 875666

Culverhay Campus

Rush Hill, Bath, BA2 2QL
Telephone: 01225 875875

www.bathspa.ac.uk
enquiries@bathspa.ac.uk

Cover:

Pupils from St Gregory's
Catholic College, Bath

CONTENTS

<hr/>	
Welcome to Bath Spa University	2
Initial Teacher Education	4
Bath – A World Heritage City	8
Going for green	10
Student services	12
Helping your learning	14
Students' Union	15
Entry requirements and applications	16
Money matters	18
<hr/>	
Programmes	
Primary and Early Years	20
Art and Design Secondary	24
Design and Technology Secondary	26
English Secondary	28
ICT Secondary	30
Mathematics Secondary	32
Modern Languages Secondary	34
Music Secondary	36
PE Secondary	38
RE Secondary	40
Science Secondary	42
Enhancement Courses	44
Early Years Professional Status	48
Professional Master's Programme	50
Lifelong Learning - Initial Teacher Training	54
<hr/>	
How to find us	55
Index	56
Governors and Senior staff	57

PGCE Events

The University regularly holds Initial Teacher Education events for those wanting to find out more about becoming a teacher and the full range of PGCE programmes on offer. Our events give you an opportunity to discover what's involved, the qualifications you need, the prospects you have and the financial support you will get.

Drop-In Events

The PGCE open evenings and mornings provide an informal way to find out more about becoming a teacher. There is no need to book a place for these events, they are open to all and you will find us ready with all the answers.

Full details of the 2011 PGCE drop-in events can be found on our website – www.bathspa.ac.uk/prospectus/open

Open Days

You can also find out about the PGCE programmes at our main Open Days. You will have an opportunity to have a look around the Newton Park campus and sit in on general talks for Primary and Early Years and Secondary PGCE programmes.

Saturday 16th October 2010

Saturday 23rd October 2010

Please visit the website to book a place at either of these open days - www.bathspa.ac.uk/prospectus/open

WELCOME TO BATH SPA UNIVERSITY



From the Vice-Chancellor

Your choice of university for Initial Teacher Education is an important one – one that will significantly affect your future. Bath Spa University is one of the first ‘teaching led’ universities. This means that we place the highest possible emphasis on teaching quality across our courses.

The academic environment is supportive and friendly; students’ academic and welfare needs are addressed with professionalism and care. We are forward-looking and progressive, and our sound financial position – along with our popularity with students – allows us to develop and expand with confidence.

We pride ourselves on our innovative approaches to Initial Teacher Education and this is evident throughout our PGCE programmes – our Primary and Early Years PGCE has the highest possible Ofsted rating for quality. The combination of theoretical and practical study in University and in schools or other educational settings will enable you to develop as a reflective and critical practitioner. You will become creative and inspiring teachers as a direct result of feeling confident and skilled in the subjects you are teaching.

Our aim is to offer prospective teachers a university experience that is distinctive, challenging and fulfilling. I hope that what we offer matches your needs and ambitions.

Professor Frank Morgan
Vice-Chancellor



INITIAL TEACHER EDUCATION AT BATH SPA

Bath Spa University has a long tradition of Initial Teacher Education (ITE) dating back 60 years. Newton Park was officially opened as Bath Teacher Training College in 1950 and the University is now the largest provider of ITE in the area.

Each year we recruit a diverse group of around 500 prospective teachers to a wide range of programmes in Initial Teacher Education, leading to the award of either the Postgraduate or Professional Graduate Certificate in Education, both with Qualified Teacher Status (QTS).

Master's credits

All candidates are registered for the Postgraduate Certificate in Education. This qualification carries 60 credits, of which 45 are at Master's Level. Some candidates elect to follow the Professional Graduate Certificate in Education. This qualification carries 60 credits, of which up to 30 can be at Master's level.

Philosophy

The ITE programme is underpinned by four key principles. We believe that these are central to the process of becoming an effective teacher.

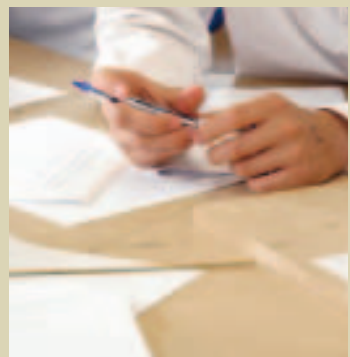
- Effective learning takes place when knowledge is shared and contested with a wide range of learning partners
- Professional discourse is robust and challenging
- Research is used to investigate and challenge current practice and shape new ideas
- Thinking skills are applied creatively and with purpose.

You will be expected to challenge your own thinking about the sort of teacher you are becoming, and how you will teach.

ITE programme

The ITE programme prepares new teachers to work in the 21st Century education system, and draws upon research, best practice and the use of new technologies to inform its curriculum. We offer programmes in:

- Primary and Early Years (3–7 age phase)
 - Primary and Early Years (5–11 age phase)
 - Secondary (11–16 age phase).
- Subjects include art and design, design and technology, English, information and communications technology (ICT), mathematics, modern languages, music, physical education, religious education and science.



THE BATH SPA TEACHER

At the end of the programme
all Bath Spa Teachers will:

- 01 understand education and its purposes within the context of the community
- 02 hold a set of core values and beliefs
- 03 be passionate about education
- 04 be highly skilled
- 05 be able to shape their own professional development
- 06 possess expert knowledge
- 07 work with colleagues to raise pupil achievement
- 08 be committed to promoting pupil wellbeing and behaviour
- 09 be creative and innovative





ITE curriculum

The ITE curriculum is organised around five key themes:

- Professionalism
- Educational philosophy, policy and purpose
- Pedagogy and practical skills
- Knowledge transformation and learning
- Equality and diversity.

Learning partners

All of our programmes are planned and implemented in close collaboration with a range of learning partners. These include children and young people, teachers, other education professionals and University tutors. A high proportion of the year is spent in school developing the technical expertise and craft knowledge required by teachers. School placements are varied so that many candidates will have experience of teaching in different types of schools and settings. A range of enrichment and optional professional development opportunities are also available across the year.

Assessment

A personalised process of continuous assessment ensures that your learning is appropriate and effective. Assessment takes account of both your programme experience and the school or setting phase and includes researching your developing practice through assignment tasks. We support you in developing a rigorous evidence-based account of your educational journey.

Subject Knowledge Enhancement Courses

We run pre-ITE subject knowledge enhancement courses, which are designed for graduates who are interested in teaching a secondary priority subject but who may not necessarily have a degree in that subject. They vary in length depending on the subject and run prior to the ITE programme. Subjects include design and technology, ICT, modern languages, mathematics, physics



and science. See page 45 for further information.

Turn your talent to teaching

Teaching is an important and increasingly popular choice of career for all kinds of people. Bath Spa University actively welcomes applications from candidates from a wide variety of backgrounds. What matters most is that you have the desire to become an effective teacher and learner. Many candidates join us straight from university but an increasing number of people are choosing to pursue teaching as a second career, bringing with them valuable knowledge and experience from the workplace.

Teaching is a career where you can inspire children and young people by bringing your own knowledge and creativity to your subject. It offers job security and a structured career path, along with a starting salary of at least £20k and a good pension scheme.

Accessible to all

We have built our success on accessibility and equality of opportunity. The unique study and social environment we offer is a key factor in our distinctiveness – and in our popularity. Our students come from a range of backgrounds and cultures, from all parts of this country and from overseas, and with a variety of academic credentials.

Staff who care

All of our staff are accessible, supportive and passionate about their subjects. They are also enthusiastic about developing creative and exciting approaches to teaching and learning. They undertake what we call 'teaching-led research'. This means they are actively engaged in research and scholarship so that their professional and academic expertise is current, and often cutting edge – but the research is of direct benefit to you. It is relevant and applied, and used to inform what, and how, you are taught.

The Bath Spa University community

When students are asked what they like about Bath Spa University they often say that it is "small and friendly" and that they appreciate the community feel. With around 6,000 students it's small enough for students to feel that they won't get lost in the crowd – but large enough to provide excellent facilities and social activities. There is an atmosphere of mutual respect and tolerance among students and staff, firmly embedded in a policy of equality and diversity.

BATH—A WORLD HERITAGE CITY

90 MINUTES FROM LONDON

While Bath has the unique distinction of being England's only World Heritage City, it is also an exciting and lively city with plenty for you to see and do on. Whether it's high culture or fun culture that you want, Bath offers it all!

Beyond the major tourist attractions there is a hidden wealth of interesting and inexpensive shops, markets, cafes and restaurants. Bath is easy to reach, whether you are based at the Sion Hill campus (within walking distance of the centre), the Newton Park campus or the Corsham Court Centre.

Pubs, clubs, and places to eat

Bath has a lively night life. There is a huge selection of pubs from theme

pubs to real ale pubs, and many of Bath's 'student' pubs feature regularly in the Good Pub Guide. You will soon find out which nights are a 'must' for the many different clubs and late night venues for dancing and live bands.

If you want to treat yourself to a meal out in Bath you will find something to suit you, whatever your budget. Although small for such a major tourist city, Bath has a truly cosmopolitan feel about it, and is renowned for the range and quality of its restaurants, cafes and tea shops.

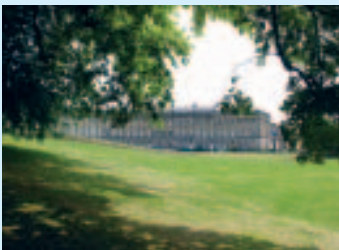
Shopping

Bath has an excellent selection of shops set in a beautiful and compact city centre, including independent

and specialist shops as well as the full range of major department stores. Within one square mile there are over 600 shops, so whether it's the latest fashion or an unusual gift you're after, you're sure to find it in Bath. If you are an antiques lover a visit to the famous 'antiques quarter' at the top end of the city is not to be missed.

Theatre, comedy, film and dance

The Theatre Royal is a major touring venue which regularly features famous actors and actresses. For smaller productions you have the choice of three theatres, including the The Rondo Theatre, and Ustinov Studio which is the base for the Theatre Royal's Youth Theatre. Should none of these



appeal, many original and talented performers - from tightrope violinists to 'live' statues - provide street entertainment in the city centre.

Comedians and various comedy acts are regularly showcased in Bath and some go on to nationwide stardom.



FOR THE FILM BUFF, BATH BOASTS A NUMBER OF CINEMAS, INCLUDING THE LITTLE THEATRE WHICH SHOWS ART-HOUSE AND CULT MOVIES. YOU CAN CATCH A FINE SELECTION OF PREMIÈRES AT THE ANNUAL BATH FILM FESTIVAL.

Music and culture

For classical music enthusiasts the Bath International Music Festival brings world class music to the city for two weeks each May (as well as literary, cultural and 'fringe' events). The 'Mozartfest' is another annual treat for music lovers. Various live musical events are organised at Iford Manor and Dyrham Park, both close to Bath, from folk and classical, to blues and jazz.

Sport and leisure

If you enjoy watching rugby, you're sure to want to watch Bath Rugby Club play one of its home matches at the 'Rec' by Pulteney Bridge. The club is one of the great institutions of the West Country, and in 1998 it was the first British team to win the European Championship. Bath City Football Club - or perhaps a day at Bath Races - are alternatives for the sports enthusiast. Bath's racecourse is famous for being the highest in the country. Badminton and Gatcombe, known for their annual horse trials, are not far from Bath.

There are also plenty of opportunities to participate in your favourite sport, both on campus and in Bath itself.

The Thermae Bath Spa, which uses Bath's natural thermal waters, is now a major attraction for both tourist and resident. The complex



Top: Pulteney Bridge / Above: The Thermae Bath Spa roof-top pool.

offers a full range of spa treatments, and features an open-air rooftop pool.

Further afield

Bristol is only nine miles away; an easy bus or train journey. It's a large, bustling, maritime city with a fascinating history and great facilities. Bristol is an excellent place to visit, and students from Bath Spa find it a very popular alternative to Bath for a night out. Bath is in an area steeped in history and tradition. Glastonbury, with its famous Tor and Abbey, is close - and, of course, is also the home of the UK's biggest annual music festival. Cheddar Caves and Wookey Hole are popular tourist attractions,

and the beautiful coastline of Dorset and Devon are within easy reach for a day out.



AND DON'T FORGET THAT CENTRAL LONDON IS ONLY 90 MINUTES AWAY BY TRAIN.



GOING FOR GREEN

Universities have an increasingly important role in achieving environmental sustainability and helping reduce climate change – a responsibility felt all the more keenly by students and staff at Bath Spa in view of our exceptionally beautiful environment.

Our environmental policy commits the University to continuous improvement in environmental performance across a range of activities including waste management, reduction and recycling, energy and carbon reduction, minimisation of emissions and discharges, developing sustainable transport, construction and refurbishment and sustainable purchasing. It also includes best practice in grounds management techniques.

Bath Spa is implementing energy -saving measures that will ensure its carbon footprint is reduced by 10% every year and an ambitious carbon reduction management plan is in place to halve carbon emissions in the University by 2020 from 2005 levels. Green travel to and from our campuses is also being promoted to lessen the number of car journeys.

Green league table

Our environmental policy is clearly working - the People and Planet Green League 2010 ranked Bath Spa 11th out of 133 UK universities for its environmental policy and performance. This ranking is 51 places higher than the previous year, showing one of the biggest

improvements for any UK university.

EcoCampus

Bath Spa is part of EcoCampus, a national Environmental Management System (EMS) and award scheme designed specifically for the higher education sector. The scheme is closely aligned to ISO 14001, the international EMS standard, and aims to assist institutions in moving towards environmental sustainability through good operational and management practices. The scheme is broken down into four phases (Bronze, Silver, Gold and Platinum) and Bath Spa was only the third university to gain Gold accreditation in March 2010 in recognition of our recycling, energy -saving and other environmental policies.

Recycling

Bath Spa University has developed a detailed and coherent strategy for Recycling. The innovative scheme has cut by 60% in two years the amount of rubbish from the University going to landfill, well exceeding the target of 50%.

No use of animals

Teaching and research at Bath Spa University makes no use of animals other than the observation and monitoring of mammals and birds in their natural habitats for conservation purposes. We always find alternatives to the use of live or dead animals for research.



The curriculum

Where possible we promote an awareness of the environment and best environmental practice through our courses, which reflect our concern with the natural environment, sustainable development and resource management. Furthermore, Bath Spa students contribute to the University's environmental agenda through findings from research work and study projects.



SUPPORT STUDENT SERVICES

We have a range of specialist services available to support you during your studies.

What's on offer?

Advice, information and guidance on a whole range of issues. It makes no difference if you're a full-time or part-time student, UK or international – you'll find a friendly face, useful information and plenty of guidance and advice from specialist staff, no matter how large or small your concern may be. If you'd like more information about the full range of services we offer please refer to the student services web pages www.bathspa.ac.uk/services/student-services

Admissions – advice about your application

You may need help when you come to fill in your application form, perhaps regarding whether or not your qualifications and experience meet our entry requirements, course codes, wanting to defer entry, even if you need to change something on an application that you have already submitted.

The Admissions Service is happy to help you with your queries or concerns and ensure that your application process is as smooth as possible. We are also the first point of contact regarding interviews, as well as offers and application deadlines.

The Student Services web pages also contain further information about our admissions procedures, but if this does not answer your query, please contact us.

admissions@bathspa.ac.uk

Administration

The Student Administration Service covers a range of services that will support you during your studies. Our remit includes activities that start with your initial enrolment at the University through to graduation and beyond.

This includes maintaining your central student record and assessment marks as well as producing student ID cards, student timetables, exam schedules and final award certificates. We're a good initial source of information for module selections and course requirements too. In fact, throughout your time at University, we're a good central contact point for many of the questions you might have about your course and studies.

mycourse@bathspa.ac.uk

Student support

The Student Support Service offers specialist information, advice and guidance to students, principally in the following areas:

- Disability support
- Well-being and money advice
- Medical service
- Chaplaincy

Disabled Students including those who have specific learning difficulties

The Disability Support advisors work with disabled students, including those who have sensory or physical impairments or specific learning difficulties (SpLD), to ensure that their learning and social experience at University is as wide-ranging and successful as possible. The team will endeavour to provide support from first contact with Bath Spa University, throughout your course of study and until completion. Further information about disability support can be found on the Student Services web pages.

studentsupport@bathspa.ac.uk

Well-being and money advice

Student Support advisors provide information, support and guidance on a range of issues, such as study-related difficulties; finances; relationship problems; loneliness; and mental and physical health. Student Support operates a combination of drop-in sessions and pre-bookable appointments and aims to respond to all initial enquiries within 24 working hours.

studentsupport@bathspa.ac.uk



**Hannah Bagnell,
Disability Support Officer**

We welcome applications from disabled students. Come and discuss your needs with us as soon as possible so we can make sure that we are doing everything we can to help you enjoy your life and studies at Bath Spa. You don't need to wait till you get here – contact us for an appointment.

Medical service

Our Medical Service is provided by a local GP practice and provides the full range of medical services from dealing with illness and injury to providing services such as contraception, vaccination, repeat prescriptions and general health checks. We encourage all students to register. You can attend one of the surgeries on campus or make appointments at the practice health centre in town at other times.

**medicalappointments@
bathspa.ac.uk**

Faith services

In a multi-faith environment we welcome students of all faiths – and none. Members of the University Chaplaincy team visit the campus each week for a drop-in session and special events are organised to coincide with specific seasons. We maintain good working relations and contact with all faiths represented in the region – further details are available on the Student Services web pages.

Childcare

If you're a parent of children under five you can arrange for them to be looked after in the Oak Tree Day Nursery at our Newton Park campus. Children of staff and the local community use the Nursery too, and there's a happy, secure and stimulating environment where children can develop to their full potential.

The Nursery provides an effective balanced curriculum that is based on the Early Learning Goals and is arranged for children of different ages (six months to two years; two and three years; and three to five). A variety of activities are available to children that extend their experiences and enables them to experiment, explore, discover and learn through play.

The quality and standard of Early Years provision are high, and this was confirmed by a 'good' grade from Ofsted in November 2009. The report commented 'Children are happy and confident



in a well managed, stimulating care and learning environment'.

You can book morning, afternoon or full day sessions, with student rates in the range of £16 to £24 per morning or afternoon session, and £32.50 to £37 for a full day, depending on the age of the child.

To find out more

Full details at www.bathspa.ac.uk/services/day-nursery/
Or call the Day Nursery Manager on 01225 875590.

HELPING YOUR LEARNING

As a 'teaching-led' university we put a lot of effort into helping you get the most from your studies. You'll expect first rate lecturers, but you'll also want modern, well equipped libraries and IT suites; innovative teaching methods - and much more!

Libraries

At Newton Park library there are books, journals and DVDs covering the wide range of subjects we teach. There is a wealth of materials to use when you are on the school phase, and also there are always resources to use in schools.

As well as traditional library materials there's also a range of electronic resources such as electronic journals, electronic books and online services to help you access high quality information for your university work. The library benefits from state-of-the-art self-service equipment and photocopying and printing facilities.

Study areas

The libraries are divided into separate areas for different kinds of study. If you want to work in peace there are "amber zones" where we ask people to talk quietly and not use mobiles. If you really need to concentrate you can work in a "red zone" where we ask people not to talk or even use personal audio

equipment that might disturb others.

However, at other times you'll need to work with others on group projects, so we've set aside "green zones" where you can talk, use mobile phones, eat and drink.

Getting help

Professionally qualified librarians run sessions during your induction period that teach you how to find and use information - helping you to produce good quality work but saving you time as well. We also offer one-to-one tutorials, an electronic enquiry service and advice as and when you need it.

If you're a disabled student you'll get help on an individual basis to make sure we best meet your library and information needs. Visit the website at www.bathspa.ac.uk/services/library

Computer facilities

At the Newton Park campus there are networked computers for students to use, many in open access rooms, which are available during evenings and at weekends as well as during the day. You can use these computers for word-processing, spreadsheets, database work, email and access to the Internet. And you'll find user-friendly online help pages covering all aspects of IT at the University.



There are also specialised computer facilities across the campuses for subjects such as music, art and design and broadcast media. We have both PCs and Apple Macs as well as wireless connections for laptops.

When you become a Bath Spa student you'll be given your own email account - which you can keep for life!

Online learning

As a teaching-led university we make sure we're right up to date with the most advanced teaching methods, and all students have access to our online virtual learning environment, 'Minerva'. Minerva allows your lecturers to send course materials to you via the web - and makes these easy for you to find. It also provides various other features such as discussion boards which allow you to have online conversations with others from your programme.

STUDENTS' UNION AT THE HEART OF YOUR SOCIAL AND SPORTING LIFE

You automatically become a member of the Students' Union when you start at Bath Spa, so you can take advantage of all our facilities and services.

The Students' Union is run by the students, for the students, so we would love you to get involved and add the benefit of your experience. We are a democratic organisation which ensures that the student voice is listened to and acted upon, either with the University, or within the Union itself.

How can the Union help you?

The Students' Union support, develop and entertain students outside of their studies. Like any other Union, we ensure that our members are getting a fair deal, whether that is from the University, your employer or even from your landlord. Our welfare and advice services can help with a whole range of student-related matters, from academic appeals to personal issues. We are here as your first port of call with any problems you might have - and we have the first-hand experience to be able to help.

Facilities

We have a brand new fitness suite at Newton Park with top of the range equipment. There's also a Union shop and the SU runs a bar which holds all of the major event nights; with a

capacity of 700, it is one of the largest venues in Bath itself.

Activities

The Students' Union manages all of the clubs and societies within the University. News and information about these can be found on the SU website - www.bathspasu.co.uk. Cheerleading, hip-hop dance, jogging, board sports, RAG... If none of the societies on offer sound like your cup of tea, you can always start your own society - just find ten like-minded people to join you. Another way for students to get involved in their Union is through the student magazine, h2o. Now in its tenth year of publication, with its mix of news, features, reviews and random stories, h2o reaches more students than ever before.

Sports

We have 14 active sports teams of which six compete in BUCS (British University & College Sport) at various levels and in different leagues. These teams include football, rugby, hockey, basketball and netball. The teams play either mixed or as individual sexes, but no matter what your standard, you will always be able to join in with the team in some way.

Further info

Check us out at:
www.bathspasu.co.uk
E: bathspasu@bathspa.ac.uk



Top-to-bottom: Student Union bar, social facilities and night life.

ENTRY REQUIREMENTS AND APPLICATIONS



We are looking for applicants who are well suited to the teaching profession both personally and academically.

Academic qualifications

In order to apply for a PGCE programme you will need to have completed, or be in the final year of a UK degree (or an equivalent qualification). For Primary and Early Years programmes your degree can be in any subject. For Secondary programmes your degree normally needs to be in the subject you are applying to teach.

Before applying for a Secondary programme you will need five GCSE passes at grade C or above (or recognised equivalents) including English and mathematics. Before applying for a Primary and Early Years programme you will need five GCSE passes at grade C or above (or recognised equivalents) including English, mathematics and a science subject. In addition, for some Secondary programmes you are also required to have an A-level in the subject – see individual course pages for further information.



Equivalence tests

If you do not have the required GCSE qualifications we will accept equivalency tests from www.equivalencytesting.com for all PGCE programmes.

Subject Knowledge Enhancement Courses

Entry to some PGCE programmes is conditional upon completion of a Subject Knowledge Enhancement Course. These courses run in the year prior to the PGCE programme and vary in length depending on the subject. They are designed to develop subject knowledge where your undergraduate degree is not fully relevant to the subject chosen. If you wish to be considered for one of these courses you should receive a referral from your PGCE awarding institution and submit an application to the Enhancement Course Administrator at Bath Spa University. Full details can be found on page 45.

International applicants

Applicants with qualifications from outside the European Economic Area (EEA) should contact the National Academic Recognition Centre (NARIC) who will be able to give advice on how qualifications relate to the entry requirements, and may be able to provide certification where appropriate.

Visit www.naric.org.uk
 T: 0871 330 7033
 E: info@naric.org.uk

When you complete the GTTR application, please ensure that you state your actual qualification titles, not the UK qualifications you believe them to be equivalent to. Where English is not your first language you may offer IELTS 7.0 as an equivalent to GCSE English language.

Information and Communications Technology (ICT)

You will be given the necessary teaching and support to meet what is required of a newly qualified teacher (NQT). However, we expect a degree of ICT competence before you start the programme.

Personal qualities and experience

In order to deal with the unique challenges of a career in teaching it is essential that you demonstrate a commitment to working with your chosen age group. You should have at least two weeks recent experience of working in a UK state school.

Interviews

If your application is selected you will be interviewed before you can be offered a place. It is your opportunity to share with us your personal qualities and experiences that will allow us to assess your suitability to teach and identify your personal training needs.

Primary and Early Years interviews are held between November and Feb/March and are conducted in groups. Secondary interviews are held regularly throughout the year and are made up of subject group and one-to-one interview sessions. You will be expected to carry out tasks in preparation for and during your interview. The interview will involve university tutors and school teachers.



Background checks

All applicants are subject to a number of checks designed to maintain the integrity of the teaching profession. These will usually include:

- Identity confirmation;
- Professional and character references;
- Previous employment history;
- Criminal Record Bureau (CRB) check;
- GTC suitability check
- Fitness to Teach check.

Equal opportunities

We actively welcome applications from mature students, valuing their experience of life and of the workplace, as well as applicants straight from their first or higher degree. We particularly welcome applications from groups underrepresented in teaching, notably black and minority ethnic and disabled applicants. Male teachers are also in short supply, particularly in Primary schools and Early Years settings.

How to apply

You can apply through the Graduate Teacher Training Registry (GTTR) from early September 2010 for courses that start in 2011. The GTTR charge a small application fee (£17 in 2010) and you can then complete the application online.

Once the GTTR have processed your application, you will be able to check its progress and reply to offers online using the GTTR's Track service. Contact the GTTR on:

www.gttr.ac.uk
 T: 0871 4680469

Applications to PGCE Primary and Early Years programmes should reach the GTTR before the 1 December 2010. Applications received after this date will be processed by the GTTR, but will only be forwarded to Bath Spa if there are still places available. These programmes tend to fill quickly, so you are advised to submit your application as early as possible.

The 1 December deadline does not apply to Secondary teaching courses. Bath Spa will receive applications made through the GTTR by 30th June 2011. There are a limited number of places for each programme, so you should apply as early as possible to give yourself the best chance of obtaining a place.

Applications received at the GTTR after 30 June 2011 will enter their Clearing system. Bath Spa will not automatically receive clearing applications from the GTTR, so you will need to contact us directly to find out if we still have vacancies and can consider your application.

MONEY MATTERS FEES

A range of incentives and financial support are available both during and after your PGCE programme. All grants and bursaries are subject to conditions and you are not guaranteed funding, but you may be eligible for financial support.

Tuition Fees

Tuition fees for 2010/11 for UK and EU full-time students were £3,290 and for full-time international students were £9,360. Fees for the part-time Early Years programme were £725 per year. Fees for 2011/12 will increase, so please visit our website for the latest information.

Tuition Fees Loan

You don't need to pay the tuition fees in advance (unless you want to) – you can take out a 'Student Loan for Tuition Fees' to cover the full amount you're charged for tuition fees. All UK and EU students are eligible to apply for this loan which will be paid direct to the university on your behalf.

- Maximum loan for 2010/11 was £3,290;
- The loan is non means-tested;
- The loan becomes repayable once you have left university and are earning more than £15,000 a year.

Maintenance Loan

Eligible students can apply for a student loan to contribute to your living costs (accommodation, food, books and general living expenses). This is known as the 'Student Loan for Maintenance' and was a maximum of £4,950 in 2010/11.

- All eligible applicants are entitled to 72% of the maintenance loan;
- The remaining 28% of maintenance loan is means tested and how much you will get depends on your income or that of your household;
- The loan becomes repayable once you have left university and are earning more than £15,000 a year.
- The Student Loan for Tuition Fees and the Student Loan for Maintenance are combined into a single repayment.

Maintenance Grant

Students from lower income households can apply for a maintenance grant of up to £2,906 a year. This is income assessed and non-repayable. If your household income is below £25,000 you will receive the maximum grant, and if it is between £25,001 and £50,020 you will receive a partial grant. Applications should be made online at www.studentfinance.direct.gov.uk.

Bath Spa University Bursary

Eligible UK and EU students can apply for a means tested bursary of up to £1,200 per year from Bath Spa University, which does not have to be repaid. You only have to fill in one application to access both National and Bath Spa funding, as above.

TDA Training Bursary

In 2010/11 the Training and Development Agency for Schools (TDA) offered training bursaries of between £4,000 (£100 a week) and £9,000 (£225 a week), depending on the subject you trained to teach. The bursary for Secondary priority subjects was £9,000 and for all other subjects was either £6,000 or £4,000. Primary and Early Years applicants received £4,000. At the time of printing this information was correct but it is advisable to check all arrangements for financial support with the TDA on 0845 6000 991 or www.teach.gov.uk/funding.

The TDA bursary is a training grant paid through the University. There are no tax or National Insurance implications and it is paid in instalments over a nine month period within the academic year from October to June, provided you remain on programme. You apply for this bursary as part of the registration process when enrolling at Bath Spa University.

Golden Hellos

If you take up a position as a newly qualified teacher (NQT) in a maintained school or non-maintained special school in England you may be eligible to receive a one-off taxable 'golden hello' bonus of between £2,500 and £5,000. Golden hellos are available to eligible NQTs who have trained to teach one of the priority subjects and have completed their induction year. The standard payment in 2010/11 was £2,500 except for mathematics and science which attracted £5,000. As before, check this information with the TDA before applying.

Subject Knowledge Enhancement Courses

There are no course fees for UK and EU students and, depending on the subject, successful UK and EU applicants may receive a tax free bursary:

- Design and Technology – No bursary
- ICT - £150 per week (£1,800 total)
- Modern Languages – No bursary
- Maths - £200 per week (£5,600 total)
- Physics - £200 per week (£5,600 total)
- Science - £150 per week (£3,600 total)

EU applicants

PGCE tuition fees were £3,290 in 2010/11 and will increase in 2011/12. Applicants from the EU are eligible for the same TDA and Bath Spa training bursary payments as UK applicants.

International applicants

Fees for international applicants on PGCE programmes in 2010/11 were £9,360 and will increase in 2011/12. In addition, international fees for subject knowledge enhancement courses will be £9,000 for maths and physics, and £7,000 for science. Fees for the other enhancement courses are available on application. International applicants are not eligible for the TDA bursary (or subject knowledge enhancement bursary), Bath Spa bursary, maintenance grant or student loans.

PGCE FUNDING

Subject	TDA Training Bursary	Golden Hello	Bath Spa University Bursary
Primary & Early Years (full-time)	£4,000	n/a	up to £1,200
Primary & Early Years (part-time)	£4,000	n/a	n/a
Art and Design	£4,000	n/a	up to £1,200
Design and Technology	£9,000	£2,500	up to £1,200
English	£6,000	n/a	up to £1,200
Information and Communications Technology (ICT)	£9,000	£2,500	up to £1,200
Mathematics	£9,000	£5,000	up to £1,200
Modern Languages	£6,000	£2,500	up to £1,200
Music	£6,000	£2,500	up to £1,200
Physical Education	£4,000	n/a	up to £1,200
Religious Education	£6,000	£2,500	up to £1,200
Science	£6,000	£5,000	up to £1,200
Science (Physics)	£9,000	£5,000	up to £1,200
Science (Chemistry)	£9,000	£5,000	up to £1,200

Getting extra help

- If you're disabled or you have a specific learning difficulty or mental health condition, you may be able to get extra help through Disabled Students' Allowances.
- If you have children, or there's an adult who depends on you financially, there may be extra help available - for example, through the Childcare Grant or Adult Dependants' Grant.
- The Access to Learning Fund can provide help for students on low incomes who get into financial difficulty.



Please Note

A major government review of all student fees and funding is currently taking place. The information in this prospectus is correct at the time of printing. However, it is advisable to check the latest fee information on our website – www.bathspa.ac.uk/services/student-services/prospective-students. Useful information can also be found at www.direct.gov.uk/studentfinance. In addition all arrangements for financial support should be checked with the TDA on 0845 6000 991 or www.teach.gov.uk/funding.

PRIMARY AND EARLY YEARS

Postgraduate or Professional Graduate Certificate in Education (PGCE)



The Bath Spa Initial Teacher Education PGCE Primary and Early Years programmes have been planned and developed in partnership with schools and Early Years settings to provide high calibre new teachers for the 21st Century. Together, the University and partnership schools support the development of new teachers and enhance the quality of the teaching profession.

There are three routes to choose from:

- Primary and Early Years 5-11 age phase full-time
- Primary and Early Years 3-7 age phase full-time
- Primary and Early Years 3-7 age phase part-time

The programmes have been designed to develop characteristics that will ensure you are well equipped to meet the demands of this challenging but rewarding profession. The characteristics have been developed around five themed areas:

- Professionalism
- Educational philosophy, policy and purpose
- Equality and diversity
- Pedagogy and practical skills
- Knowledge transformation and learning

In practice Bath Spa Teachers, the name we give to our ITE trainees, will be teachers who will succeed in schools and settings that reflect diverse and vibrant communities. Through the programme our BSTs will develop an understanding of education and its purpose within a community, hold a set of core beliefs and values and will be passionate about education and learning. By the end of the programme they will be highly skilled individuals, possess expert knowledge and will be committed to raising children's achievements as well as promoting their well-being.

Master's level option

Each route can be followed towards either a Postgraduate Certificate in Education (60 credits, of which 45 are at Master's Level) or a Professional Graduate Certificate in Education (60 credits Honours Level). Your final award is determined through the level you submit and pass relevant assignments throughout the course. Each assignment is designed to develop your understanding of the relationship between teaching and learning and you as a reflective educational practitioner.

Highly rated

In 2007 our PGCE Primary and Early Years programmes were awarded the highest grade of 1 ('outstanding') by Ofsted for quality in teacher education. The inspection report commented that Bath Spa University's Primary and Early Years Initial Teacher Education team is "a very effective learning organisation, committed to achieving excellence in all that it does". In 2008 the University was awarded quality category grade A from the Training and Development Agency for Schools (TDA) as a provider of Primary and Early Years ITE.

Programme structure and content

A developmental approach

The developmental nature of becoming a teacher is recognised throughout both the University and school phases of the programmes. From application to completion we will ensure you are aware of the progress you are making towards achieving your goal of becoming a teacher. Working together in close partnership with schools and settings we will support you in developing the attributes, skills and knowledge necessary to being a successful member of the teaching profession.

Throughout the programmes there is a dynamic relationship between your education in the university and your education in schools and it is essential that you recognise this connection. As you progress through the programme you will be supported in making a seamless integration of these two important aspects.

During the University phase of the programmes you will be taught in lectures, seminars and workshops. You will have a personal tutor who will regularly meet with you to review your progress as well as visiting you during your assessed school phases. There will also be opportunities to explore the potential for learning within historical and cultural settings in Bath.

During the school phases of the programmes you will be supported by a school-based mentor as well as your university personal tutor. Your mentor and university tutor will work together to assess and monitor your progress as well as offering you advice and opportunities to reflect on and improve your performance as a teacher.

The focus areas of the Bath Spa Profile Characteristics

Professionalism

This aspect of the programme is supported particularly through Professional Studies, which introduces you to the many generic issues relating to the roles and responsibilities of a Primary or Early Years practitioner. Developing a strong professional identity requires cultivating a range of necessary attributes and this too will be explored. You will be encouraged to become a reflective practitioner and lifelong learner who is eager to improve their practice through ongoing research and professional dialogue.

Educational philosophy, policy and purpose

The nature and purpose of schooling as well as political, economical and social factors which impact on education will be the focus of this aspect. You will consider research and initiatives relating to education and their impact on children's learning and well-being.

Equality and diversity

Through this aspect you will examine social, religious, ethnic, cultural and linguistic factors that affect children's development and educational progress. Every Child Matters and the professional responsibilities of working in frontline multi-agency teams to safeguard children and promote their health and well-being will be considered as will the diverse nature of learning and the need for teachers to provide a personalised learning experience for all children.

Pedagogy and practical skills

Through this aspect of study you will become equipped to teach the Early Years Foundation Stage and/or the National Curriculum (NC) for Key Stage 1 and 2, depending on the age phase you select. As well as the areas of learning and the subjects of the NC there will be a focus on performing and visual arts, including art, drama, dance, music and storytelling. You will become well equipped to plan, teach and assess learning through discrete subject teaching as well as through cross-curricular and project approaches. How children learn through play and the exploration of ideas will be considered along with factors relating to individual and social learning.

Knowledge transformation and learning

The need for secure knowledge and understanding of subjects and children's progress in learning will be the focus of this aspect of the programme. How to make knowledge accessible for all children through innovative and creative learning experiences will be explored and developed.

Full-Time PGCE Primary (5-11 age phase) and Early Years (3-7 age phase)

The full-time programmes last for approximately 37 weeks, 18 of which are spent in a school or educational settings. Throughout the programmes we will explore models of teaching and the many ways in which young children develop and learn. Emphases will also be placed on the importance of parents/carers, families, schools/settings and communities and the impact of these on children's learning. On the full time programme and during the University phases you will attend the University for three full days and school for two full days each week.

For those following the 5-11 age phase your school-based assessment will take place in Key Stage 1 (5-7) and Key Stage 2 (7-11).

For those following the 3-7 age phase your school or setting assessment will take place in the Early Years Foundation Stage (3-5) and in Key Stage 1 (5-7).

Part-Time (3-7 age phase)

The programme lasts for 20 months from September until April of the following academic year. It has been designed so that you can attend university-based education or serial school days for a maximum of two days a week except when on assessed school phases. The programme is aimed at those people who wish to continue working within Early Years settings or schools, those who have family or other commitments, and/or those who prefer to study over a longer period of time. On the part-time programme you will attend the University for one or two days per week.

The part-time programme is taught mainly in a school-based venue, near to the university, enabling enhanced access to teachers and children in a learning context.

For those following the part time 3-7 age phase your school or setting assessment will take place in the Early Years Foundation Stage (3-5) and in Key Stage 1 (5-7).

Assessment

In order to be recommended for one of the PGCE awards you will be required to undertake a range of assignments which assess your knowledge and understanding of issues and practices related to teaching and learning. If you select the Postgraduate (Master's level) option these assignments will require additional study and a higher level of critical analysis.



You will be required to pass two assessed school/setting phases which will demonstrate your understanding and skills in planning for, teaching and assessing children's learning.

You will also need to complete the National Skills tests in mathematics, English and ICT.

All of the above assessments will demonstrate that you have met the National Standards for Qualified Teacher Status (QTS).

Entry requirements

In addition to the general entry requirements you will need a good honours degree (preferably 2:1 or above) which can be in any subject area, though your educational background should provide a good foundation for primary and early years teaching.

Student Profile

Edward Powe, Primary and Early Years PGCE 2009/10

Going into a new university from studying Theology at Bristol was always going to make me apprehensive, but within the first five minutes of meeting fellow trainees teachers and course leaders I felt like this was going to be a good year. The PGCE course provides the ultimate teaching package – subject experts to impart their wisdom, placements in a variety of schools across the region, and even the opportunity to perform Shakespeare and sing in a gospel choir! Yes, there are the essays and countless acronyms to learn, but you will meet fantastic friends, fantastic teachers, and fantastic children.



Awards

Postgraduate Certificate in Education (PGCE) Primary and Early Years (3-7 or 5-11)

Professional Graduate Certificate in Education (PGCE) Primary and Early Years (3-7 or 5-11)

GTR Codes

5-11 full-time X100

3-7 full-time X110

3-7 part-time X110P

Programme location

Newton Park campus and partnership schools and settings Southdown Primary School, Bath (part-time programme).

Programme length

One year full-time

20 months part-time

Key features

The Primary and Early Years PGCE programmes are Ofsted Grade 1 and Bath Spa University is a TDA category Grade A provider of Primary and Early Years Initial Teacher Education.

Fees

Please see page 18 for full details

Enquiries

Please contact the Admissions Officer:

T: (01225) 875603

E: teaching@bathspa.ac.uk

ART AND DESIGN

Secondary



This programme utilises the excellent art facilities at Bath Spa including specialist art studios, library and grounds. Close integration between University and school-based programme components provides a thorough grounding in all aspects of art and design education at secondary level.

Programme structure and content

The programme is divided into University and school-based elements. The University element includes a full programme of studio-based activities including two-dimensional work, sculptural techniques, ceramics, puppetry, print-making, textiles, photography, multimedia. University based work builds both specialist and cross-curricular competence within the framework of the National Curriculum and external examination requirements for Art and Design.

A culturally diverse approach to critical studies fosters an integrated and creative approach to teaching Art and Design, as well as exploring the issues and strategies involved in teaching children within our pluralist society.

The school-based element will develop a practical grasp of the National Curriculum requirements for Art and Design at Key Stages 3 and 4. The programme will enable you to meet the QTS Standards in respect of pupils aged 11-16. There are opportunities to undertake university based education for planning, teaching and assessing the post-16 age range. It will also give you the opportunity to develop innovative approaches to Art and Design education through participating in cross-curricular projects with other subject specialisms, designing and implementing stimulating curriculum resources.

Teaching methods and resources

Your development is facilitated through continued studio practice across a wide range of media as well as through the building of

professional generic skills during the University based elements of the programme. A comprehensive series of seminars and workshops provides the opportunity to extend understanding of a range of pedagogical methodologies within art and design, through a reflective approach to your own practice. School-based work is central to the programme and a variety of school phases are provided in order to give you a broad experience of Art and Design education. This aspect of the programme involves a range of school phases which enables you to build confidence and competence across the whole period of the programme, participating in the pastoral and extra-curricular aspects of school life as well as being active within the art department.

Assessment is based on teaching performance and on satisfactory completion of assignments which build on your professional knowledge and understanding. This includes a portfolio which will provide evidence of your achievement at future interviews.

Student profile

Jude Maguire, PGCE Secondary Art and Design 2010

I chose this PGCE programme because of the integration between studio based practice and the school phases. As a practicing artist it enabled me to extend my practical subject knowledge and explore my own creative development, as well as start to build a deep understanding of pedagogy through the professional approach to planning and teaching. Bath Spa University is highly regarded, with an excellent reputation in Teaching and Learning. They have highly qualified and experienced staff who are passionate about their subjects. Both of my school placements were fantastic, with invaluable support given by my school mentor and the course leaders. I have really enjoyed this experience and feel I have grown in confidence both creatively and as a teacher.



Awards

**PGCE Secondary Art and Design
GTR Code
W1X1**

Programme location

Newton Park and partnership schools

Programme length

One year full-time

Key features

- **A culturally diverse approach to critical studies fosters an integrated and creative approach to teaching Art and Design.**
- **Based on the Artist Teacher model so you will be encouraged to develop your own practical and critical subject skills during the programme.**
- **Successful graduates valued within the local art educational community, and are frequently invited to apply for positions within placement school art departments.**

Enquiries

**Please contact the
Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk**

Entry requirements

In addition to the general entry requirements, you are required to have at least a 2ii degree in an Art and Design subject e.g. Fine Art, Ceramics, Textiles, Photography or Graphics. History of Art/Cultural Studies graduates will need to demonstrate their abilities in studio practice. All applicants will be asked to attend an interview with a portfolio of work. Interviews are structured in groups and will include opportunities to present your interests and experience, a presentation of an art educational topic plus written and numeric tasks.

DESIGN AND TECHNOLOGY

Secondary



In a world where new products and technological innovations appear daily, Design and Technology has never been more relevant.

This programme will prepare you to become a successful and valued member of a secondary school department and develop your ability to teach pupils aged 11 -16 to meet the QTS Standards. There are also opportunities to undertake university based education for planning, teaching and assessing the post-16 age range.

Good teachers in this subject are always in demand, so employment prospects are excellent.

Programme structure and content

The National Curriculum requires all pupils to study Design and Technology to the age of 14 with the option to continue their studies to GCSE level. Most schools employ a range of specialists to deliver the curriculum so prospective teachers need to be able to teach in two of the four specialisms;

- Textiles Technology
- Resistant Materials (wood, metal and plastics)
- ECT (electronics and communications technology)
- Food Technology

Design and Technology teachers share a common understanding of the philosophy of designing and making. This coherent approach is what makes the Design and Technology experience for pupils and teachers so exciting and rewarding. The PGCE programme develops this approach through working together, irrespective of specialism, for many components of the University programme.

Through this approach the programme provides you with the opportunity to enhance your own expertise whilst exploring a range of approaches to teaching, learning and assessment within your specialist areas.

The other major element of the programme is the Professional Studies component. This offers a mix of experiences both in school, at the university and other settings. It positions you in the broader context of professional practice and considers key issues which take you beyond the confines of the traditional curriculum. All professional studies themes are developed further in the subject specialist context.

Teaching methods and resources

The programme has two key components, study based at the University and teaching phases based in school. The work undertaken at the University consists of taught sessions that explore approaches to teaching and learning in the different aspects of Design and Technology. By their very nature many of these sessions are delivered as practical 'hands on' sessions which also offer the chance to enhance your subject knowledge. For some sessions on issues such as assessment, maintaining a safe learning environment or lesson planning, the whole group works together. For the remainder of the time you will work with tutors within your own chosen specialism. School phases provide the opportunity to put this into practice with all the support and guidance that you need.

We have new specialist rooms and facilities and the programme emphasises the use of the latest materials, components, ICT applications, CAD/CAM (such as laser cutting and 3D printing), interactive whiteboards and PIC technology in electronics.



Awards

PGCE Secondary Design and Technology
GTRR Code
W9X1

Programme location

Newton Park, Culverhay Campus and partnership schools

Programme length

One year full-time

Key features

- Design and Technology is a nationally recognised shortage subject so employment prospects for teachers in this area are good.
- Many of the sessions are delivered as practical 'hands-on' sessions which also offer the chance to enhance your subject knowledge.

Enquiries

Please contact the Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk

Entry requirements

In addition to the general entry requirements you will need a degree which relates closely to one of the four specialisms within the subject. A degree that relates reasonably well might also be acceptable if you already have good practical skills that cover the types of processes used in school. If you have a Food Technology degree you need to also have expertise in one of the other specialisms. It is very important that you have seen Design and Technology recently in at least one good department as the subject has changed a great deal in the last ten years.

ENGLISH

Secondary



The PGCE Secondary English programme is practical, theoretical and challenging and will enable you to teach English at every level of secondary education.

With a new National Curriculum, new GCSEs, new A-levels and new Diplomas, there is a lot going on in the world of English. The programme has been refined and developed in the light of these developments to create the best possible start to your teaching career.

The programme will enable you to meet the QTS Standards for Key Stages 3 and 4, alongside opportunities for planning, teaching and assessing the post-16 age range.

Programme structure and content

The English National Curriculum is still very much a live debate in the world of education, having been completely revised in 2008, and this programme provides ample opportunity for critical discussion of the principles and practice of teaching and learning in this core subject. You will gain insight and understanding of the place of English education within the national context, and there will be many opportunities for you to observe excellent practice in English teaching as you work alongside teachers and pupils in a range of schools.

In addition to the focus at Key Stages 3 and 4, you will gain an insight into the implementation of exam specifications from Key Stage 4 through to AS and A2 level. The importance of ICT, drama and media education within the context of the English classroom will also be addressed on a very practical level: there is an emphasis on the innovative and effective use of ICT, opportunities to participate in Shakespeare workshops with professional actors, and a range of activities designed to develop your understanding of the media and its place in the English classroom.

Class management issues are raised and you will be encouraged to develop a skilful mix of whole class teaching, small group collaborative work and independent learning strategies, to provide for a range of activities meeting all the attainment targets for the National Curriculum.

Differentiation is strongly emphasised to enable you to plan and provide for the individual requirements of a range of pupils of differing abilities.

You will be encouraged to develop your own subject expertise and learn from the specialisms of your colleagues on the programme.

"The wide variety of prospective teachers who bring experience from many different areas to their teaching, combined with the enthusiasm of the school-based mentors, make this a fantastic programme to study. The year starts with a workshop on a Shakespeare play with a professional actor and the scripting, filming and editing of a short video on English teaching; the range of aspects that the programme goes on to cover is vast, from traditional English Literature to Media Studies to Drama to Key Skills to cross-curricular work with other subjects."

Lorna Smith,
English Programme Leader

Teaching methods and resources

Throughout the programme you will be provided with an excellent support network through tutorials, visiting speakers, and partner schools and settings. We expect you to take responsibility for your learning journey; however, we have shaped the programme to suit your needs as you become attuned to the learning environment of the classroom. Our partner schools are equally committed to ensuring that your education is of a high standard.



Awards

PGCE Secondary English
GTR Code
Q3X1

Programme location

**Culverhay Campus and
partnership schools**

Programme length

One year full-time

Key features

- The English PGCE is practical, theoretical and challenging.
- The year starts with a workshop on a Shakespeare play with a professional actor and the scripting, filming and editing of a short video on English teaching.

Enquiries

**Please contact the Admissions
Officer:**
T: (01225) 876347
E: teaching@bathspa.ac.uk

Entry requirements

In addition to the general entry requirements, you are required to have a 2ii honours degree or above, with at least 50% English, such as English Language, English Literature, linguistics, literary studies, theatre or media studies. Joint degrees must have a text-based second subject. Together with this, you need a good English A-Level and to be able to support your application with an academic reference and experience of observing and/or working in schools.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Secondary



ICT holds a central position within the National Curriculum both as a subject and a cross curricular dimension. This reflects the importance of ICT which permeates all aspects of life – education, work, leisure and life at home.

As there is a nationally recognised shortage of ICT teachers, the employment prospects and longer term opportunities for promotion within the teaching profession are excellent.

This one-year programme provides an exciting opportunity to qualify to teach ICT to the 11-16 age range in secondary school. The second university phase will also support you in developing your understanding of planning, teaching and assessing the post-16 age phase.

Programme structure and content

This programme of study provides a carefully structured balance of University and school based phases. The core of the programmes is the Professional Studies component, based both in university and in schools. This offers a mix of experiences and it positions you in the broader context of professional practice and considers key issues which take you beyond the confines of the traditional curriculum. All professional studies themes are developed further in the subject specialist context which develops your knowledge, skills and understanding of ICT to enable you to effectively manage and organise high quality teaching and learning in the 11 -16 phase across the full range of ability.

The PGCE year starts with an initial preparatory period which tackles the notion of the role of the teaching professional with an emphasis on the ICT practitioner. Through both Professional Studies and subject teaching modules you begin to develop an understanding of the breadth of the role of the teacher as well as becoming familiar with the approaches used in different secondary school settings for ICT.

This supports you in your first school phase during which you teach ICT mainly at Key Stage 3 and Key Stage 4. This takes place in the autumn term. This is followed by a university phase reviewing and sharing your experiences and developing your understanding of further aspects of teaching and learning and the post-16 phase. The final school phase takes place in the spring and summer terms.

Teaching methods and resources

There is an emphasis throughout the programme on subject application and practical workshops where teaching strategies and appropriate contexts and techniques are modelled and discussed. You will investigate a range of teaching and learning strategies and materials designed for ICT at secondary level and develop your own for use in schools. At all times we are critically assessing approaches and considering how theory can be transformed into practice. There is also a significant level of participation in terms of presentations, peer support, teaching episodes and projects in partnership with schools. You will be taught by a range of practitioners; both university based lecturers and other professionals currently working in local schools. Some will have passed through the course themselves.

Entry requirements

In addition to the general entry requirements, you are required to have a 2ii honours degree or above, with at least 50% ICT content. We also welcome applications from candidates whose first degree is not in an ICT related discipline, but who have high level, sustained work experience of ICT and experience with pupils in the appropriate age range.



Awards

**PGCE Secondary ICT
GTR Code
G5X1**

Programme location

**Newton Park, Culverhay Campus
and partnership schools**

Programme length

One year full-time

Key features

- **ICT is a nationally recognised shortage subject which currently offers good employment prospects and opportunities for promotion.**
- **Gives you the opportunity to engage and challenge learners and maximise their ICT capability so they know when, where and how to use different ICT tools to solve problems and support their learning.**

Enquiries

**Please contact the
Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk**

Student profile

**Christopher Bargh,
PGCE Secondary ICT 2010**

After completing my degree I worked in industry, before deciding to get some experience helping at the local school, observing and helping out in the classroom. Seeing how the school worked and how the pupils learn was very rewarding so I decided to do a PGCE. I chose Bath Spa as it was within a commutable distance, and has an excellent campus. I enjoyed the hands on approach to the teaching and the support that was given by both university and school mentors. There were always chances for professional development and the peer support within the group was invaluable.

MATHEMATICS

Secondary



This programme will prepare you to become a successful and valued member of a secondary school department and develop your ability to teach pupils aged 11-16. Good mathematics teachers are always in demand, so employment prospects are excellent.

This practical programme relates to life in the classroom whilst giving you the knowledge and understanding necessary to reflect on your practice, and that of your colleagues, in order to improve your teaching and children's learning. Whilst you work on developing your skills as a mathematics teacher, you will be encouraged to focus on various skills which will in future enable you to continue developing your own professional path. You will learn how to focus on an overarching goal related to mathematics pedagogy and related research questions that you wish to explore through collaborative and individual practices to achieve maximum potential in your studies.

Programme structure and content

The programme will enable you to meet the QTS Standards in respect of pupils aged 11-16. There are also opportunities to undertake university based education for planning, teaching and assessing the post-16 age range. The programme is divided into University and school-based phases.

The University phase is in two blocks, one at the start of the programme and one after Christmas. In the first phase we concentrate on developing the knowledge and skills necessary for teaching Key Stage 3. We look at the four areas of the National Curriculum and develop ideas on how to teach each area in a manner that links the whole together. We study the recent reviews of the curriculum and discuss your possible input in shaping the new curriculum for the 21st century.

Children's learning is at the heart of the programme so we consider what 'understanding' means and how this can be developed and assessed. The love of and the competency in mathematics is, on the other hand, one of the most important aspects of being a good mathematics teacher, hence an emphasis is also put upon supporting you to further develop both through workshops and events.

After Christmas we consider teaching and learning at Key Stage 4 and A-level and widen and deepen the understanding and skills developed in the first phase. The School phases are with two different partner schools. The first six-week phase is before Christmas and the second fourteen-week phase runs from March. The first of these phases is usually in a pair, so you will take responsibility for teaching the classes whilst your partner supports you.

Teaching methods and resources

As the programme is practical most of the University sessions can be thought of as workshops. We consider the misconceptions that some children develop and how they can be overcome. We also consider how a child's learning progresses and how teaching styles can aid this. We visit local classrooms to gain insight into these aspects of Maths education and to test the ideas developed.

ICT plays a major part in teaching mathematics in schools so you are given opportunities to develop your skills in the use of mathematics-specific software, general purpose software and hardware, including interactive white boards, and to consider how such tools can be used most effectively.

Entry requirements

In addition to the general entry requirements you are expected to have a degree in Mathematics or a related subject with at least 50% suitable maths content. In addition you need A-Level Maths. You are expected to have enthusiasm for mathematics and for working with children. You will need to demonstrate



Awards

**PGCE Secondary Mathematics
GTRR Code
G1X1**

Programme location

**Culverhay Campus and
partnership schools**

Programme length

One year full-time

Key features

- **The programme is practical, intensive and based on working together for the benefit of all.**
- **You will be rewarded with the skills, understanding and satisfaction that comes from teaching children well.**

Enquiries

**Please contact the
Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk**

commitment to learning, both your own and for children. This is a demanding programme and on completion you will realise why teaching can be such a rewarding and satisfying profession.

If you want to teach maths but are unsure if you have the necessary subject knowledge then you may be recommended to take the Mathematics Enhancement Course prior to joining the PGCE year. This is a 28-week intensive course which aims to develop a deep understanding of all school mathematics with the potential to teach up to A-level standard (see page 45 for details).



MODERN LANGUAGES

Secondary



This programme represents a very exciting opportunity to train as a secondary teacher of Modern Languages; a subject that is so significant for international understanding in today's world.

The programme will enable you to meet the QTS Standards in respect of pupils aged 11-16. There are also opportunities to undertake university based education for planning, teaching and assessing the post-16 age range.

Programme structure and content

The programme starts by boosting your subject knowledge, enabling you to refresh your first Modern Language and boost your second Modern Language. This is an intensive course, which requires a high level of participation and provides you with an early taste of what teaching secondary Modern Languages is all about. This is an excellent way to begin the PGCE programme and to develop a positive group ethos that is so important for the year ahead.

Carefully structured University based teaching and two school based phases enable you to enhance your subject knowledge and develop strategies and ideas for classroom skills and management for challenging and motivating pupils across the secondary age range.

During the University based sessions, you will gain a sound knowledge of the National Curriculum requirements in Modern Languages, the Framework for teaching Modern Languages in the Key Stage 3 Strategy, and the structure and content of national and public examinations in Modern Languages. The school-based phases are in the form of two main blocks where you are placed in schools under the guidance of a trained subject mentor. You will also spend some time in Modern Languages Departments in specific schools developing your professional values and practice and the general roles and duties, which are required for all teachers within the secondary sector.

Teaching methods and resources

The programme enables you to develop the range of knowledge and understanding that is required to become an effective and creative teacher of Modern Languages. You will develop the skills to plan and teach your subject effectively, helping all students to reach their full potential. One major component of the programme is the role of Information and Communications Technology (ICT) in the enhancement of the quality of teaching and learning in Modern Languages.

There is a strong emphasis throughout the programme on subject application and interactive workshops where teaching strategies and techniques are modelled. These will enable you to develop and use creatively a range of teaching styles and resources in the teaching of Modern Languages.

Entry requirements

In addition to the general entry requirements, you are required to speak two modern languages; one of which should be at degree level and the second to be of at least A-level standard. Your languages degree should be at least 50% in French, German, Spanish or Italian. Expertise in a second Modern Language from the above list is essential. Other desirable languages are Russian, Mandarin, Japanese or a community language such as Urdu or Bengali. A native speaker of one of the above languages would need a second Modern Language at a reasonable level, be a fluent and clear speaker of English and may have a degree in another subject other than the first language they wish to teach. Successful completion of a Modern Languages Enhancement Course is also acceptable in addition to a degree. A language A-level is also required.



Awards

**PGCE Secondary Modern Languages
GTR Code
R9X1**

Programmelocation

**Newton Park, Culverhay Campus
and partnership schools**

Programme length

One year full-time

Key features

- **Strong emphasis on subject application and interactive workshops where teaching strategies and techniques are modelled.**
- **Opportunities to undertake post-16 enhancement work, with University based sessions on planning, teaching and assessment at post-16.**

Enquiries

**Please contact the
Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk**

Student profile

Nicola Doyle, PGCE Secondary Modern Languages 2010

The Modern Languages PGCE at Bath Spa is a really well run programme. On both school phases I had the opportunity of working with really inspiring mentors. One in particular was a brilliant example of the type of teacher I would like to be. The other was incredibly supportive and gave me so many opportunities to develop into the kind of practitioner that I wanted to be. Our course leader was always there showing support, guidance and a brilliant sense of humour. I have met some really incredible and inspirational people on the programme, who have made the experience for me.

MUSIC

Secondary



The programme is designed primarily for graduates who wish to work as music teachers in a secondary school, but could also be valuable for visiting instrumental teachers, teaching music in a community arts context or working as an education officer within professional arts organisations.

Programme structure and content

The programme will prepare you to become a successful member of a secondary school music department and will enable you to teach music to pupils aged 11-16 with post-16 enhancement. The programme will enable you to meet the Standards for Qualified Teachers as required by the Training and Development Agency (TDA) through the Bath Spa Teacher Profile Characteristics. The programme is structured around two school phases (October to December and February to June) and two university phases (September to October and January to February).

There is a strong emphasis on music technology and world music during the programme and local musicians and music educators are regularly invited to lead workshops and share lead practice.

Teaching methods and resources

The tradition of music education is a long established one at Bath Spa University and offers a high quality experience for PGCE students. Local schools offer excellent support through mentors and professional tutors, local music services and musicians. The annual Bath Spa Music Education Conference provides continuous professional development opportunities for serving teachers from Early Years to secondary level. It is expected that you will have a high level of commitment and be willing to take responsibility for your own professional development and needs identification.

You will explore quality issues central to teaching and learning, drawing on the latest research and practice in music education. Planning, assessment and developing resources feature in the first university phase, together with music technology and world music sessions.

Exploring and developing subject knowledge is an important thread throughout the programme, as is the opportunity to develop new skills and knowledge. A situated model of teacher education is explored through group teaching sessions in a local school right from the start of the programme.

During the second university phase you are encouraged to be involved in additional musical opportunities such as delivering workshops in a primary school, shadowing visiting instrumental teachers, working with pupils from a special school or visiting Wells Cathedral School. Assessment is through three PGCE assignments, two of which can be taken at Masters' level, and through school phase assessments.

Entry requirements

In addition to the general entry requirements you are expected to have a degree in Music (including Music Technology, Performance etc.) with music as a major part of the degree. In addition some keyboard skills are desirable. Primarily, it is enthusiasm for music and a desire to enthuse and motivate young people in quality musical experiences that should be your main reasons for embarking on this programme.



Awards

PGCE Secondary Music
GTR Code
W3X1

Programme location

Newton Park, Culverhay Campus
and partnership schools

Programme length

One year full-time

Key features

Explores quality issues in teaching and learning in music and is taught from the premise that music education should be inclusive and involve all pupils whatever their abilities and backgrounds.

Enquiries

Please contact the
Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk

Student profile

Ben Jose, PGCE Secondary Music 2010

As a musician, and a music graduate from Bath Spa, education has always been an important part of what I have done. I had previously been involved in a number of projects and schemes with young people and the PGCE was the chance to develop these skills in a wider context and gain a formal qualification in the process. The tailored programme allows Bath Spa Teachers to progress at a rate that is appropriate for them. The support is excellent and there is always someone you can ask for help and often their knowledge and expertise is first class and based on vast experiences in education. The range of experiences offered by the programme is fantastic and BSTs have the chance to participate in a number of events at a number of schools in more than one context e.g. workshops and enrichment days.

PHYSICAL EDUCATION

Secondary



This programme prepares you to become a confident and effective teacher of PE in secondary schools to pupils aged 11-16, in line with National Curriculum requirements at Key Stages 3 and 4.

Physical Education is one of the most popular subjects within the school curriculum and it was the fastest growing GCSE subject in terms of the numbers of schools and pupils who were opting to take it. The delivery of the programme will take place primarily in a local school which the university has very strong links with.

Programme structure and content

At the start of the programme there is a week long residential course which deals with the area of Outdoor and Adventurous Activities and this is then followed by a further week of courses to boost your subject knowledge covering other activity areas within the PE National Curriculum.

You will also undertake additional school phases away from the central school, in accordance with the PGCE Secondary Programme Structure and Content, which will build upon and reinforce the school based education. You will plan, teach and assess PE lessons across the full range of subject activities, taking into account health and safety factors and children's physical and motor development.

You will develop knowledge and practical skills in dance, gymnastics, swimming, athletics, games and outdoor and adventurous activities and take part in a variety of practical sessions in specific activities which are included within the typical school PE curriculum. In addition to this, you will take an accredited First Aid course and opportunities will be provided to take part in some coaching and officiating courses which will be organised within the local schools partnership.

Alongside this practical work there will also be an emphasis on developing knowledge and understanding of children's physical and motor development and expectations in fundamental motor skills. A comprehensive knowledge of Programmes of Study and Level Descriptors in the National Curriculum Orders for PE, including progression from Key Stage 2, will also be developed. In addition there will be an emphasis on developing an understanding of progression in PE and how Level Descriptors and Core Tasks can be used for target setting and monitoring progress. Knowledge of the specifications for public examination courses at GCSE, AS/A2 level, GNVQ and other post-16 courses will also be promoted. The programme will enable you to meet the QTS Standards in respect of pupils aged 11-16.

Teaching methods and resources

Within this one year programme you will have a combination of University based activities, which cover the theoretical and practical aspects of teaching PE, and school based phases. These school phases are in two main blocks with a six week phase from November until the Christmas break and a longer second phase commencing in February until June. In addition to this, you will also spend some time in school in specific PE departments and also in schools developing your professional values and practice when considering the general roles and duties which are required for all teachers within the secondary sector.

Entry requirements

In addition to the general entry requirements, you are required to have a minimum 2ii honours degree in Sports Studies, Sports Science or PE. It is also advantageous if applicants have had some relevant teaching, or teaching assistant, experience within secondary schools and if they have obtained any national governing body coaching awards.



Awards

**PGCE Secondary Physical Education
GTR Code
X9C6**

Programme location

Culverhay School, Bath

Programme length

One year full-time

Key features

- **Opportunities to undertake post-16 enhancement work, with University based sessions on planning, teaching and assessment at post-16.**
- **Prospective teachers are able to take advantage of the opportunities offered by its location in a local partner school and enjoy the benefits of working very closely within a PE department for a majority of the programme.**

Enquiries

**Please contact the Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk**

Student profile

Rebecca Hill, PGCE Secondary PE 2009

I chose the course for its strong reputation and the opportunity to get involved in teaching straight away as the course is based at Culverhay School. This allowed us to gain additional experience in teaching and also prepared us well for our school phases. The small size of the course meant that it was easy to get involved and get to know everyone. The course was well structured and knowledge was developed in all areas of the new and old curriculum along with experience of GCSE and A-Level PE. I am sure others will find the course as supportive and informative as I have.

RELIGIOUS EDUCATION

Secondary



This programme adopts an open and exploratory approach and has been designed to prepare you to teach RE in a multicultural context.

This means not only studying the variety of religions practised in Britain today, but also gaining insight and understanding through direct involvement with living religious communities.

Programme structure and content

The University based programme includes an examination of the place of RE in the school curriculum, the legal position of RE, world religions, the theories underpinning the various approaches to RE that you will find in practice in the classroom. You will explore current debates in the teaching of RE and examine various teaching methods and approaches used to deliver RE. This includes the new National Curriculum and the Secondary National Strategy. This strand of the programme also addresses teaching and learning with relation to the 'Every Child Matters' agenda for education. Throughout the aim is to bring together theory and practice. Your work in school will both inform and be informed by your work in University. In both areas you will need to reflect upon your learning. Over the course of the year we hope you will develop your own philosophy about both the subject and about how to teach it to enable students in schools to be excited by their learning and thinking about religion.

Personal and social education are included to facilitate an exploration of the moral standpoints of a variety of world views, both religious and secular, and generates an understanding of the relationship between views on personal and social issues and cultural perspectives, including your own.

You will also have an opportunity to learn more about the teaching of other Humanities subjects as preparation for working in a Humanities context and also to prepare you for working with a range of subject disciplines to deliver cross-curricular dimensions.

The programme will enable you to meet the QTS Standards in respect of pupils aged 11-16. There are also opportunities to undertake university based education for planning, teaching and assessing the post-16 age range.

Teaching methods and resources

University-based sessions will blend both practice and theory to provide a firm foundation for the development of your teaching skills. Sessions will include lectures, seminars and workshops, presentations, individual and group work and we hope to encourage you as active participants in your learning.

Visiting speakers and visits to faith communities support the curriculum and are intended to enhance both your subject and pedagogic knowledge and skills.

Entry requirements

In addition to the general entry requirements, you are required to have a degree pass in Religious Studies or Theology (or combination with Philosophy), Anthropology, African Studies, Sociology, Classics or History. We will also consider applications from candidates who have actively pursued a strong interest in religions. In addition you are expected to have enthusiasm for RE and for working with children, with recent experience of observing RE lessons in a secondary school.



Awards

PGCE Secondary Religious Education
GTR Code
V6X1

Programme location

Culverhay Campus and partnership schools

Programme length

One year full-time

Key features

Opportunity to develop your own philosophy about both the subject and about how to teach it to enable students in schools to be excited by their learning and thinking about religion.

Enquiries

Please contact the Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk

SCIENCE

Secondary



This programme prepares you to become a confident and effective teacher of science in secondary schools to pupils aged 11-16, in line with National Curriculum requirements. There is also the opportunity to experience post-16 physics, chemistry or biology through University based sessions on planning, teaching and assessment at post-16.

In order to comply with the TDA regulations regarding the payment of the subject bursary there are three routes through the course.

Secondary Science/Physics

- You must either have a degree with at least 50% Physics content or have undertaken a recognised Physics Enhancement Course.
- During the course you will do compulsory Physics modules and on your placements you will teach Physics as your major subject.

Secondary Science/Chemistry

- You must have either a degree with at least 50% Chemistry content or have undertaken a recognised Chemistry Enhancement Course.
- During the course you will do compulsory Chemistry modules and on your placement you will teach Chemistry as your major subject.

Secondary Science

- You must either have a degree with at least 50% Science content or have undertaken a recognised Science Subject Enhancement Course.
- During the course you will cover modules to equip you to teach Science across Key Stage 3 and 4. You may opt to teach another subject at A-level depending upon your qualifications e.g. Biology, Psychology, Geology

Programme structure and content

The programme has University and school based components. The University based programme concentrates on subject knowledge and the teaching of classroom skills

and management. You will undertake an initial audit of subject knowledge and this is used by staff in planning the sessions so that your needs are met. The sessions have a high level of practical work so that you gain the subject knowledge as well as skills in teaching the topics.

School based work forms the major part of the programme and you will have the opportunity to work in at least three schools for a sustained period of time. While in school you are under the guidance of a trained mentor who is supported by University staff.

Teaching methods and resources

University sessions are devoted to showing how biology, chemistry and physics topics may be taught within science lessons as well as developing the pedagogical understanding needed to secure pupils' learning in science. You are encouraged to consolidate your background knowledge in all three sciences.

Workshops allow you to explore a range of teaching resources, and to undertake experimental work, including information technology methods such as data logging and spreadsheets. The use of the outdoor environment as a teaching resource is also explored.

During the course you will explore how effective classroom management strategies can help science lessons effectively. We also consider how to engage all the pupils in the learning. There is a strong emphasis on 'How Science Works' which can give relevance to the science being taught.

There are extensive materials available on the internet that you can access and use. You are encouraged to develop your ICT skills in preparing PowerPoint presentations, as well as using ICT for monitoring and recording pupils' progress. Assignments are set and marked against the Standards. You are encouraged to submit these at Master's level.

The most important way of practising these approaches is the experience of working alongside



Awards

PGCE Secondary Science/Physics
GTR Code – F3X2
PGCE Secondary Science/Chemistry
GTR Code – F2X1
PGCE Secondary Science
GTR Code – FOX1

Programme location

Newton Park and partnership schools

Programme length

One year full-time

Key features

The University is situated within a beautiful, rural landscape with extensive parkland, a nature reserve and a lakeside trail.

Enquiries

Please contact the Admissions Officer:
T: (01225) 876347
E: teaching@bathspa.ac.uk

experienced teachers in a local science department. This enables you to build up your confidence and professional skills in a supportive atmosphere, preparing you for the two school phases.

Entry requirements

In addition to the general entry requirements, you are required to have a degree with at least 50% suitable science content for the route you are applying to do, which you should state clearly on your application. You are expected to have enthusiasm for the sciences and for working with children, with recent experience of observing and/or working in schools. If you want to teach science but are unsure if you have the necessary subject knowledge then you may be recommended to take a Science or Physics Enhancement Course (see page 45 for details).

SUBJECT KNOWLEDGE ENHANCEMENT COURSES



Pre-Initial Teacher Education subject knowledge enhancement courses are designed for graduates who need to develop a greater depth of subject understanding prior to commencing a PGCE programme.

These courses are ideal for graduates who are interested in teaching a secondary priority subject but who may not necessarily have a degree in that subject. They vary in length depending on the subject and run prior to the Initial Teacher Education programme.

The subjects available are:

- Design and Technology
- Information and Communications Technology (ICT)
- Mathematics*
- Modern Languages
- Physics*
- Science*

The maths, physics and science enhancement courses are jointly planned and managed by The South West One Consortium of Providers including Bath Spa University as the lead institution working with the University of Bath, the University of Bristol, the University of Gloucestershire and the University of the West of England. However, applicants referred from any Initial Teacher Education Provider in England will be eligible to undertake an enhancement course at Bath Spa University.

Course structure and content

The subject knowledge enhancement courses will aim to achieve the following objectives:

- Prepare you for the PGCE programme through highlighting issues of relevance to teaching and learning in your chosen subject.
- Inspire passion for the subject including all aspects of local, national and global developments within it.
- Develop a deep understanding of the knowledge, concepts and skills associated with your chosen subject.
- Model imaginative and creative approaches to teaching and learning, and excellent practice in assessment.
- Prepare you to teach your chosen subject up to Key Stage 4 (11 -16 year olds). The intention for the majority of subjects is that you would have the potential to teach up to A-level.

Teaching and learning will include a range of methods to enhance your knowledge and understanding including tutorials, practical tasks, essays, investigations, collaborative projects and presentations. In addition, there may be opportunities for school visits, fieldwork, trips and visits to help place your subject in a wider context.

Design and Technology

- Part-time course taught for one day per week, commencing in March 2011 for 18 weeks.
- Course is aimed only at those intending to specialise in either Resistant Materials or Electronics, and modules are intended to give you a thorough understanding of either of these areas in order that you can proceed confidently onto your chosen ITE route.

Information and Communications Technology (ICT)

- Full-time course commencing in April 2011 for 12 weeks.
- This course will develop your ICT capability through communicating and collaborating with IT, exploring ideas and manipulating information. You will learn about, and critically evaluate, the range of ways that ICT is used in work, leisure and education.

Mathematics

- Full-time course commencing in January 2011 for 28 weeks.
- Teaching will comprise of up to 4 days taught sessions and directed task and at least 1 day of self-study.
- Modules include Algebra, Calculus, Discrete Maths, Geometry and Trigonometry, Mathematical Thinking, Mechanics and Statistics.

Modern Languages

- Full-time course commencing in August 2011 for 2 weeks.
- Course modules are intended to enable you to enhance your second teaching language and refresh your first teaching language in order for you to proceed confidently onto your chosen ITE route.



Physics

- Full-time course commencing in January 2011 for 28 weeks.
- Four days of taught sessions and one day of self-study to complete directed tasks.
- A strong emphasis on practical work
- Modules include Material Properties, Mechanics, Waves, Fields and Forces, Electricity & Electromagnetism, Particle & Nuclear Physics, Solar System & Cosmology, Thermal Physics, Quantum Phenomena, Special Relativity and Communications.

Science

- Full-time course commencing in February 2011 for 24 weeks.
- Course modules in Biology, Physics and Chemistry as well as 'How Science Works' are intended to give you a thorough understanding of the Sciences in order that you can proceed confidently onto your chosen ITE route.
- The course is ideally suited for graduates with degrees such as Psychology, Archaeology, Oceanology, Sports Science or Animal/Equine Sciences.

Entry requirements

- You should demonstrate a passion for your chosen subject and a real desire to teach it at secondary level.
- You must have been offered a conditional place on an ITE programme, and therefore met the standard PGCE entry requirements for your intended route.

- Desirable to have experience of the subject to at least A-level standard, and this could be through holding an A-level in the subject, having an element of it in your degree course and/or occupational experience of the subject.
- GCSE English and Maths at grade C or above (or recognised equivalents).

An ITE provider may refer an applicant to an enhancement course where either the applicant does not have a degree that contains more than 50% in the subject or where they consider the student's subject knowledge is weak and offers no specialism.

Student profile

Andy Edington, Physics Enhancement Course

I am told there is a desperate shortage of Physics teachers, and after 30 years as an Army Engineer, mainly working in management, I felt it was a good time for a second career. The course has helped me prepare for the PGCE and I think I will be more confident with the first individual teaching practices, which start in October. I thoroughly recommend the course and have particularly enjoyed mixing with the IT literate generation. Also, there have been one or two changes to the syllabus over the last 30 years e.g. cosmology and it has been a pleasant surprise to feel school physics repopulating my brain after 35 years!



Awards

On successful completion of the course you will be able to commence the PGCE in the subject you have studied.

Course location

Location will vary depending on subject, but will include Newton Park and Culverhay Campus

Course length

**Design and Technology – 18 weeks part-time
ICT – 12 weeks full-time
Mathematics – 28 weeks full-time
Modern Languages – 2 weeks full-time
Physics – 28 weeks full-time
Science – 24 weeks full-time**

Fees and funding

See page 19 for full details.

Applications

You should apply direct to the University, and application forms are available from the course administrator. In addition you will require a referral from your ITE provider.

Enquiries

**Please contact the Course Administrator, Elspeth Walker:
T: (01225) 876553
E: e.walker@bathspa.ac.uk**

EARLY YEARS PROFESSIONAL STATUS (EYPS)

Graduate Level



Early Years Professional Status is an exciting Government initiative aimed at raising the quality of early years provision in the United Kingdom. Depending on your previous experience you can follow one of the following three routes:

Full Time Training Pathway

This is a one year full-time programme for graduates who have a degree and ideally some experience of working with young children.

Long Extended Professional Development (EPD) Pathway

This is a part-time course run over 15 months and is designed for you if you are already working in a non-maintained setting or a Children's Centre, or as a registered Childminder, but have limited knowledge and experience, especially of leadership. This pathway is also suitable for Early Years Foundation Degree students. You will be able to train for EYPS alongside topping up your degree to a full honours degree (120 credits).

Short Extended Professional Development (EPD) Pathway

This six-month pathway is designed for practitioners who are working in non-maintained early years settings or Children's Centres and have extensive knowledge and experience but not necessarily with all three age groups (babies, toddlers and young children). It draws on selected modules (see opposite) to enable you to top up your knowledge as appropriate.

Teaching methods and resources

Bath Spa University, with its particular expertise in Early Years education, has an excellent team of specialist Early Years staff. All teaching is tailored to candidates' individual requirements depending on which pathway is suitable for you.

Assessment for EYPS takes place in the form of a number of written tasks and an assessment visit to your setting or placement. Assessment for the academic awards is by written assignment or presentation.

The taught programme

Graduate (level 6) modules include:

- An Introduction to Early Years
- Education, Care and Development of Children from Birth to Three
- Education, Care and Development of Children from Three to Five Years
- Language and Literacy in Social Context
- Constructions of Childhood
- Reflective Practice
- Policy, Legislation and National Strategies
- Leadership, Teamwork and Management in Early Years

Postgraduate modules at level 7 are available to the Full and Long Pathways:

- Leadership in the Early Years
- Reflective Practice

Entry requirements

- You are required to have a graduate qualification. If you have a Foundation Degree in Early Years you can 'top up' your qualification to the required degree level while you train.
- You must have GCSE at grade C or above in Maths and English Language and be able to provide documentary evidence of these qualifications.
- You must be physically and mentally fit, have no criminal background that might prevent you from working with children, and demonstrate that you can read effectively and communicate clearly in written and spoken English.
- You must be employed either in a children's centre or in a non-maintained setting (Private, Voluntary or Independent), or as a childminder for the part-time pathways.



Awards

Early Years Professional Status

In addition to this, the following Bath Spa Awards can be taken:-
BA (Hons) in Education: Early Years (only applies to Early Years Foundation Degree Students)
Professional Graduate Certificate in Early Years
Post Graduate Certificate in Early Childhood

Course location

Bath or Wiltshire.

Course length

6-15 months depending on your previous knowledge and experience.

Fees

If you are employed in a non-maintained setting or on a full pathway there are no fees to pay. Funding is available for your employer, to cover supply costs for candidates on the long and short pathways. You will receive a £5,000 bursary to support your studies if you are on the full-time pathway.

Enquiries

Please contact the Programme Administrator Samantha Short:
T: (01225) 875597
E: s.short@bathspa.ac.uk

Qualifications and applications

Please contact the Admissions Officer:
T: (01225) 876347
E: admissions@bathspa.ac.uk

PROFESSIONAL MASTER'S PROGRAMME

Introduction to Postgraduate Awards



Our postgraduate Professional Master's Programme (PMP) has been designed to offer professional learning related to general and specialist fields of education and training. We offer flexible study on a range of work based, independent study, taught and core modules, leading to Grad Cert, PG Cert, PG Dip or Master's degree qualifications.

The PMP and its work based learning constituents are endorsed by fdf (Foundation Degree Forward) and are compliant with the Training and Development Agency's (TDA) Integrated Qualifications Framework (IQF).



PMP Awards

The PMP has a selection of both specialised and general awards, some of which can be studied as a full-time programme.

Specialised awards

These awards include specific modules for study. The awards are:

- Education Studies
- International Education and Global Citizenship
- Specific Learning Difficulties/Dyslexia
- Counselling and Psychotherapy Practice
- Educational Assessment

General awards

These flexible awards reflect the general focus of independent or work-based study undertaken. Participants undertaking general awards are initially registered to the 'Educational Practice' award. Based on the focus of their study, they may choose from a number of different titles for their final award.

The awards are:

- Critical and Creative Thinking
- Early Childhood Studies
- Educational Practice
- Educational Leadership and Management
- Learning and Knowledge Technology
- Mentoring and Coaching
- Primary Science Education
- Primary Mathematics Education
- Primary English Education
- Tertiary and Adult Education
- Vulnerable Learners and Inclusion

For further information on the various awards please contact CPD admin (see opposite).

Qualifications within the programme

The range of qualifications offered have different requirements in terms of the number of module credits involved:

Graduate Certificate (Grad Cert)

This involves the study and completion of 60 credits at Level 6 (Honours).

Postgraduate Certificate (PG Cert)

This involves the study and completion of 60 credits, a maximum of 15 at Level 6 (Honours) and a minimum of 45 credits at Level 7 (Master's).

Postgraduate Diploma (PG Dip)

This involves the completion of 120 credits. At least 90 credits must be at Level 7 with a maximum of 30 at Level 6.

Master of Arts or Teaching (MA/MTeach)

The MA or MTeach qualification is gained through the completion of 180 credits that includes a final dissertation of 60 credits. The final stage 60 credits dissertation research project is 15,000-20,000 words or equivalent.

The period of registration for part-time students is usually a minimum of two years and a maximum of six years, whereas for full-time this is from one year up to two years maximum.

Working professionals do not necessarily need a first degree to study for a master's degree. A professional qualification and at least two years professional experience are usually acceptable, together with evidence that you would benefit from study at this level.

Elective and Core Modules within the programme

Elective Mid-Stage Modules for General Awards:

These 30 credit modules are intended for those participants who have gained 60 credits and are moving through the General Awards. They are independent study options, and involve four evening sessions. They are additionally supported by Educational Context Seminars. The modules are:

- Learning and Teaching
- Leadership, Mentoring & Coaching
- Learning & Knowledge Technology
- Education, Politics & Society

PMP Core Research Modules for Master's Awards:

The core modules that all participants must complete to progress towards a Master's dissertation are:

- Research and the Professional: Part 1 – Research Methodology (15 credits)
- Research and the Professional: Part 2 – Project Preparation (15 credits)

This then leads to:

- Master's Research Project (60 credits)

Assessment methods

Assessment for most modules is based on completing assignments related to professional learning tasks. An innovative range of assessment modes have been designed to reflect a diversity of professional needs and experience.

Post Compulsory Education and Training (PCET) Certificate/ Professional Graduate Certificate in Education (Lifelong Learning)

This provision has been recognised as one of the best in the country during 2007/8, when it was awarded a Grade 1 in an OfSTED inspection. These awards are aimed at professionals teaching and training in the 'lifelong learning' sector. See page 54 for full details.

We also offer a generic PMP Award for those working in the further education and adult training sector linked to our range of level 6 & 7 qualifications:

- Adult & Tertiary Education



Valuing Previous Learning (APL)

Accreditation of Prior Learning (APL) can be offered if you have successfully completed previous Level 7 modules at another university. We accept APL for our PGDip or Master's qualifications. As a guide, a maximum of 90 credits may be credited towards a Master's Degree and 75 credits towards a PGDip. We will require a full transcript from the awarding university.

It is also possible to gain accreditation for other kinds of professional development by compiling an independent study portfolio of professional development (APEL - Accreditation of Prior Experiential Learning). For further information about gaining credits in this way please contact CPD admin (see opposite).

School-Based CPD and Consultancy

At Bath Spa University we offer a wide range of school-based CPD opportunities. We are keen to provide professional development which reflects the changing contexts and priorities of schools and our current involvement ranges from specific CPD programmes for individual schools, or networks and clusters, through to strategic partnerships with Local Authorities. Timings for

bespoke school/LA centre based modules will be individually negotiated to meet the group's needs. These development projects include:

- School Leadership and Team Development
- Learning and Teaching Projects
- Mentoring and Coaching

University staff and members of our Affiliated Field Consultants and Tutors network support schools through:

- In-service days (planned in consultation with staff in the school);
- Staff meetings or general professional development sessions;
- Twilight sessions with staff;
- Individual tutorial sessions for teachers working towards accreditation.

For more information

For more information about school-based CPD and consultancy visit our School of Education web pages, or contact Dr Fiona Maine at f.maine@bathspa.ac.uk www.bathspa.ac.uk/schools/education



NQT: Early Professional Practice module (EPP)

The 60 credit EPP module has been specially designed to meet the needs of any teacher who is new to the profession. It builds upon the PGCE and sessions address specific Core Standards including those related to behaviour management, special educational needs and assessment for learning. This module is relevant to NQTs, supply teachers and those seeking class teaching roles in school and can be included within your NQT file as evidence of your ongoing professional development. The first year in teaching can feel quite isolating (in comparison with PGCE) and a strength of this module is that it also provides you with opportunity to network with other teachers who are new to the profession. For further details please contact Tony Caston at a.caston@bathspa.ac.uk



Awards

- MA or MTeach(award title)
- PG Dip (award title)
- PG Cert (award title)
- Grad Cert (award title)
- Certificate in Education (Lifelong Learning)
- Professional Graduate Certificate (Lifelong Learning)

Course location

Newton Park, Corsham Court, or one of our partner schools, Local Authority training venues or partner colleges: Bridgwater College; Norton Radstock College; Weston College; Weymouth College; Wiltshire College.

Course length

The MA is up to six years part time and normally one year full-time.
 PG Dip up to four years part-time and normally one year full-time.
 PG Cert normally one year part-time.
 Grad Cert normally one year part-time.



Key features

- Flexible study arrangements allowing you to choose from a range of accredited short modules or longer programmes of study.
- Flexible learning through choices that offer a mixed menu of either taught modules and/or supervised independent study.
- Wide range of specialist and generic career-based award titles.
- A number of specialist award areas are linked to career enhancing membership of professional associations, e.g. the British Dyslexia Association, Chartered Institute of Educational Assessors, the Institute of Leadership and Management & British Association of Counsellors and Psychotherapists.

Applications

Applications are completed online using the Bath Spa student portal. Please contact CPD Admin for a project/module code and for all other enquiries.

T: (01225) 875593
 E: cpdadmin@bathspa.ac.uk

Enquiries

Please contact the CPD admin office:
 T: (01225) 875593
 E: cpdadmin@bathspa.ac.uk

LIFELONG LEARNING – INITIAL TEACHER TRAINING

The Lifelong Learning Initial Teacher Training (LL ITT) programme is aimed at professionals teaching and training in the 'Lifelong Learning' sector. This includes those teaching, training or tutoring in further education colleges, adult and community learning, private training providers, public sector training (e.g. NHS), prison education and armed forces instructors.

This programme will give you the necessary skills, knowledge and competence to undertake your professional role with confidence and to the mutual benefit of both teacher and learner.

There are 2 awards, the Certificate in Education and the Professional Graduate Certificate in Education. Both awards meet the current national requirements for Qualified Teacher (Learning and Skills), and are endorsed by Standards Verification UK (SVUK) as appropriate for that purpose.



THIS PROVISION HAS BEEN RECOGNISED AS ONE OF THE BEST IN THE COUNTRY - DURING 2007/8 IT WAS AWARDED A GRADE 1 IN AN OFSTED INSPECTION.

The programme has been developed in partnership with further education colleges, and in 2010 was delivered at Bridgwater College, Weston College and Wiltshire College.

Course structure and content

This is a part-time, two-year in-service programme. In the first year you focus on developing and extending your teaching/training competences and enhancing your professional approach to planning, implementing, monitoring, assessing and evaluating your teaching. The second year focuses on developing reflective professional practice with more emphasis on broader contextual issues while encouraging you to concentrate on specific aspects of your work and roles within the framework of the intentions and content of the modules.

Teaching methods and resources

The overall style of the course is participative. A variety of methods and approaches are used including group work, discussion, case studies, lectures and seminars. The sessions will provide a supportive forum to share experiences and benefit from the full range of skills and knowledge available. Focused activities and reading advice will be given, and relevant texts will be made available during session times.

Assessment methods

Each module has a number of practical assessment tasks such as micro-teaching, lesson planning, preparing materials and schemes of work, seminar presentation, and a case study report. You are encouraged to use the assessment tasks to investigate areas of personal and professional interest. Practical teaching and professional development is developed and assessed on an ongoing basis throughout the course, largely in your workplace.

Entry requirements

It is expected that applicants will have a qualification at a minimum of NVQ level 3 or equivalent in their specialist area. As this is an in-service programme, you will be expected to have a sufficient number of hours in a current teaching/training role for the duration of the programme (currently 150 across two years of part time study).

Accreditation of Prior Learning and Accreditation of Prior Experiential Learning may be available for parts of these awards for those with approved qualifications and relevant experience.

For further information please contact Jim Crawley, Programme Leader - Lifelong Learning:

T: (01225) 875677

E: j.crawley@bathspa.ac.uk

HOW TO FIND US

Bath Spa University has two campuses and a postgraduate centre; Newton Park is four miles outside Bath, Sion Hill is in Bath and Corsham Court is 5 miles outside Chippenham.

Arriving by train

Bath Spa is the nearest main line station; which is 4 miles from Newton Park and 1.5 miles from Sion Hill.

Arriving by air

Bristol Airport is only 40 minutes away by road, while Birmingham and Heathrow are approximately a 2 hour journey.

Local buses

The Bright Orange Bus, services SPA1 and SPA2, runs from Bath city centre to the Newton Park campus. For the Sion Hill campus service 2 stops at the junction of Lansdown Road and Sion Road. For the Culverhay campus, Uni Connect operate service 20a/c that runs past Culverhay. You can also catch service 10, which travels between the bus station and Englishcombe Lane (a two minute walk from the school).

Arriving by car

From the East and major routes

For Sion Hill campus

- 1 Join the A46 from the M4 (junction 18)
- 2 Turn right onto the A4 to Bath.
- 3 From A4; get in right-hand lane to carry straight on (from A36, turn left onto A4)
- 4 Take second exit at mini-roundabout
- 5 Turn right for Sion Hill/Somerset Place (signposted "Bath Spa University")

For Newton Park campus carry on along the A4

- 5a At lights get in right-hand lane and carry straight on
- 5b At lights get in left-hand lane and carry straight on
- 6 Bear left and turn right at lights onto dual carriageway (A4)
- 7 Join the A39 from the A4 at the "Globe Inn" roundabout (2nd exit). The entrance is immediately on your left

From Bristol and West

For Newton Park campus

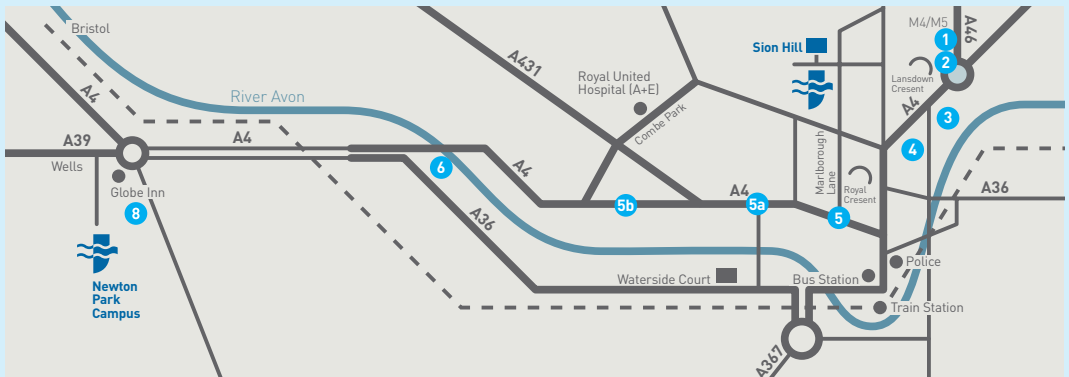
- 7 Join the A39 from the A4 at the "Globe Inn" roundabout (3rd exit). The entrance is immediately on your left

For Sion Hill campus carry on along the A4 to Bath (1st exit)

- 6 Fork left just before the lights, at the end of the dual carriageway
- 5 Turn left for Sion Hill/Somerset Place (signposted "Bath Spa University")

For Corsham Court Postgraduate Centre

- Join the A350 from the M4 (junction 17)
- Turn right onto the A4 to Bath
- After 4.5 miles turn left onto Cross Keys Road
- Corsham Court is on the left hand side after about a mile



INDEX

Applications	17	Interviews	17
Art and Design (Secondary PGCE)	24	Library and Information Services	14
Background checks	17	Lifelong Learning Initial Teacher Training	54
Bath	8	Loans.....	18
Bath Spa Teacher (BST)	5	Map.....	55
Bursaries.....	18	Master’s credits.....	4
Childcare	13	Mathematics [Enhancement Course].....	45
Computer facilities.....	14	Mathematics (Secondary PGCE)	32
Day nursery	13	Medical services.....	13
Design and Technology (Enhancement Course)	45	Modern Languages (Enhancement Course).....	45
Design and Technology (Secondary PGCE)	26	Modern Languages (Secondary PGCE)	34
Directions	55	Money advice.....	12, 18
Disability	12	Music (Secondary PGCE).....	36
Early Years (PGCE)	20	Nursery.....	13
Early Years Professional Status	48	Open days	1
EcoCampus	10	Physical Education (Secondary PGCE)	38
Education Studies.....	50	Physics (Enhancement Course)	47
English (Secondary PGCE)	28	Primary and Early Years PGCE	20
Enhancement courses.....	44	Professional Master’s Programme.....	50
Environment.....	10	Religious Education (Secondary PGCE)	40
Equal opportunities.....	17	Science (Enhancement Course)	47
Equivalence tests	16	Science (Secondary PGCE).....	42
EYPS.....	48	Senior staff	57
Facilities	14	Sports and societies.....	15
Faith services.....	12	Students’ Union.....	15
Fees.....	18	Subject Knowledge Enhancement Courses.....	44
Funding	18	Support	12
Golden Hello.....	18	Visit opportunities	1
Governors.....	57	Welfare.....	12
Green league.....	10		
Gym	15		
How to find us	55		
ICT (Secondary PGCE).....	30		
International students	19		

The contents of this prospectus are correct at the time of going to press. We will try to publicise any changes to it. If a facility mentioned in this prospectus is of great importance to you, please check its continued availability with the Student Services Department (tel 01225 875875) before you apply.

The University will take all reasonable steps to provide the educational services described in this prospectus, but the operation of each course or module depends on recruiting viable numbers.

If insufficient numbers enroll for a course or module we may not be able to run it. Our offer to you and your acceptance of a place here will be subject to this express condition. This prospectus does not form part of any contract between you and the University.

As a condition of enrolment all students will be required to abide by the policies and regulations of the University. If you accept an offer of a place at Bath Spa University you will receive further information about teaching, assessment and educational services offered by the University, as well as policies and regulations.

Designed by: Mytton Williams Ltd
www.myttonwilliams.co.uk

Printed by: Beacon Press
www.beaconpress.co.uk

Photography by Marcus Ginns
www.marcusginnsphotography.co.uk
Photography taken at Culverhay School, Newbridge Primary School and Norton Hill School.

THIS PROSPECTUS IS AVAILABLE IN LARGE PRINT AND BRAILLE FORMAT ON REQUEST.

Published October 2010

GOVERNORS AND SENIOR STAFF

Vice-Chancellor

Professor Frank Morgan
BA MSc CPFA

Deputy Vice-Chancellor and Clerk to the Board of Governors

Alun Thomas BSc PhD

Deputy Vice-Chancellors

Jon Brady BSc
Professor Neil Sammells BA PhD

Head of Bath School of Art and Design

Pradeep Sharma BAMA

Dean of School of Education

Professor Stephen Ward
BEd MEd PhD

Head of School of Humanities and Cultural Industries

Professor Tim Middleton
BA MA PGCE PhD

Head of School of Music and Performing Arts

Joe Bennett BA NTF FHEA

Head of School of Science, Society and Management

Professor Robert Mears
BSc MSc PhD PGCE

Head of Graduate School

Professor Paul Davies BSc PhD

Registrar and Head of Student Services

Christopher Ellicott BAMA

Director of Estates

Carolyn Puddicombe BSc FRICS

Head of Library and Information Services

Alison Baud MA DipLib MCLIP

Head of Human Resources

Arlene Stone FCIPD

Head of Marketing and Communication

Tessa Alton BA DipM

Head of Computing Services

Dave Hassall BSc

Head of Employability

Adam Powell BSc PG Dip

Head of Corsham Court Centre

Professor Ron George
MARCA DipAD

Head of Quality Management

Katie Ackerman
BA MA PG Cert DipQ

Head of Finance

Kevin Wright FCA

Head of Information Services

Jonathan Sebright BA



Governors and Chancellery

Front Row:

Stella Pirie (Chair), Professor Frank Morgan (Vice-Chancellor), Caroline Bull

Middle Row:

Inderjit Ahluwalia, Professor Judith Brown, Andrew Harris, Jon Brady (Deputy Vice-Chancellor), Lynn Ludwell

Back Row:

Mike Roy, Richard Bidgood, Professor Tim Middleton, Ian Phillips

Not pictured:

Julian Amey, Professor Paul Luna, Revd Prebendary Edward Mason, Philip Parker, Mary Toman, Cllr Chris Watt, Professor Neil Sammells (Deputy Vice-Chancellor), Alun Thomas (Deputy Vice-Chancellor and Clerk to the Board of Governors).

www.bathspa.ac.uk
enquiries@bathspa.ac.uk

BATH SPA UNIVERSITY'S CAMPUSES ARE SUPERB. THE LAKE, FIELDS AND WOODLAND ON THE PARKLAND ESTATE AT NEWTON PARK PROVIDE A NATURAL HABITAT FOR MANY SPECIES OF ANIMALS. THERE IS NO ANIMAL EXPERIMENTATION AT BATH SPA UNIVERSITY. STUDENTS AND STAFF SHARE A STRONG ENVIRONMENTAL ETHOS AND A DEEP COMMITMENT TO PROTECTING THE ENVIRONMENT FOR FUTURE GENERATIONS.

THIS PROSPECTUS HAS BEEN PRODUCED FROM PAPER THAT USES 100% RECYCLED POST-CONSUMER FIBRE WITH FSC CERTIFICATION, USING NON-TOXIC, HARMLESS DE-INKING RESIDUES. IT HAS ALSO BEEN PRINTED USING VEGETABLE-BASED INKS.



Newton Park Campus
Newton St Loe Bath BA2 9BN
Telephone 01225 875875
Facsimile 01225 875444

Sion Hill Campus
Lansdown Bath BA1 5SF
Telephone 01225 875875
Facsimile 01225 875666

Culverhay Campus
Rush Hill, Bath, BA2 2QL
Telephone: 01225 875875