

Validation Document		
1	Title of Programme	Certificate in Education (Professional Diploma in Teaching – Further Education and Skills)
2	Award (e.g. FdA, BA)	Cert Ed
3	Contained Award	n/a
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	C247 (Grimsby) C2E7 (ERC) CES2 (Scarborough)
6	HECOS codes	Adult Education 100454 – 33% Education Studies 100459 – 33% Further Education 100460 – 34%
7	Mode of Study (full and/or part-time)	Full time
8	Duration (total number of years)	1 year full-time
9	Number of weeks per academic year	34 This programme is taught over 34 weeks. Two semesters of 15 weeks and 4 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	Education and Training Foundation
11	Location of delivery and Faculty	Grimsby Institute / Scarborough TEC / Skegness TEC / East Riding College
12	Entry requirements	<p>Standard offer</p> <p>Applicants will require a level 3 qualification in subject specialist area (where the subject area is not related to the degree) and GCSE English and Maths at Grade 4 (or equivalent) or functional skills Maths and English at level 2, or a Level 3 qualification in any area and 2 years' experience in their proposed field of teaching and GCSE English and Maths at Grade 4 (or equivalent) or functional skills Maths and English at level 2. Applicants are also required to demonstrate digital skills competency at level 1. All applicants must adhere to the current framework for safer recruitment processes.</p> <p>An enhanced DBS is required before the trainee can be left unsupervised with learners and no later than November, except in exceptional circumstances, as well as two satisfactory references. Trainees will be required to undertake mandatory training, which includes safeguarding and Keeping Children Safe in Education (KCSIE)</p>

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

13	Minimum number of trainees required for the programme to run	10 in total across the Certificate in Education and Professional Graduate in Education
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14 Degree classification weighting

There is no classification given for this programme. Observations will be graded as 'Not Met', 'Met' and 'Exceeds' Expectations.

15 Aims of the programme and distinctive features/fit with existing provision

The course provides our trainee teachers with the knowledge, resilience and passion to succeed as teachers in the Further Education and Skills sector. We aim for our trainees to be armed with the skills they need to transform the lives of their learners. Our course is vital to the prosperity of the local area, as we are creating our own base of local teachers with local knowledge who understand their local community and want to make a difference.

The Further Education and Skills sector has undergone significant changes over the previous years and yet remains the engine room powering the economy. The introduction of the Education and Training Foundation (ETF) Professional Standards and the Occupational Standards has helped to outline the professional requirements necessary to define teaching within this diverse and exciting sector.

Working in the Further Education and Skills Sector, it is vital that all teachers and trainers consistently reflect on their practice in order to meet the dynamic needs of this ever-evolving sector and meet the requirements of the ETF, Ofsted and Office for Students. Our trainees will be working in diverse environments, but meeting the individual requirements of all learners, allowing them to achieve. Our teacher trainees may find themselves delivering in a range of settings from Motor Vehicle Workshops to Animal Care to Psychology in Higher Education, and this course will equip them to excel in their chosen pathway. Trainees will explore and critique current issues as well as acquire technical competence in approaches to the four central concepts of pedagogy, andragogy, curriculum and assessment. They will explore and critique the ETF professional standards and the application within their current practice. This course will also focus on the Department of Education, ITT Core Content Framework, which consists of five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours.

We work closely in collaboration with our stakeholders, which include local employers, mentors and our trainees, to develop and grow the programme to meet their needs. We also work with our fellow TEC Partnership partners. Traditionally, 94% of our trainees have achieved a positive destination following our course, with 90% of trainees employed in an occupation categorised as highly skilled 18 months after successfully completing the course.

Aims of the Programme:

- To enable trainees to meet the relevant education framework

- To enable trainees to grow as reflective practitioners and develop an awareness of what works in their teaching and training.
- To develop trainees' informed knowledge, skills and behaviours and understanding of theory and to be able to apply this knowledge to practice.
- To develop trainees' skills to become effective practitioners.
- To develop trainees' knowledge of the external influences which impact the education system.

Bursaries may be available to assist trainees, subject to Government funding.

Following our course, trainees can progress into a professional teaching role within the Further Education and Skills Sector. This course also allows for progression to QTLS status. Many trainees will go on to complete a Bachelor's in Education or further study in the subject specialism.

16a Programme Learning Outcomes <i>Upon successful completion of this programme, a student will be able to...</i>		
	Programme Learning Outcome	Subject Benchmark Reference
1	Present information to impart knowledge, and apply teaching skills that change behaviours, designing learning in a variety of forms which ensure that all learners build knowledge and can apply it in practice.	5.3, 5.4, 5.5, 5.6.1, 7.4, 7.5.2, 7.5.4, 7.5.5, 7.6.2, 7.7, 7.8, 7.9 4.5SSK 1.1, 1.4, 1.8 4.5PPS2.3
2	Recognise the diversity of learners, apply this when managing a classroom, and provide work that is demanding and builds knowledge and promotes skill development of the learners.	5.5.3, 5.7.5, 7.4.2, 7.4.3 4.5SSK 1.2, 1.4, 1.9 4.5TS 3.2, 3.6
3	Demonstrate the ability to challenge learners to improve their knowledge, skills and behaviours and assess their development, identifying misconceptions and providing clear and direct feedback.	5.1, 7.4, 7.6.2, 7.8 4.5SSK 1.4, 1.10
4	Reflect on their own value systems, development and practices, using established concepts and theories encountered in their studies and understand the limits of their knowledge in using underpinning theory and research.	5.6.1, 5.6.2, 5.6.3, 7.6.1, 7.6.2, 7.6.3, 7.11 4.5SSK 1.2, 1.3, 1.5, 1.6 4.5TS 3.1, 3.5
5	Communicate both academically and professionally and have a critical understanding of pedagogical, andragogical and theoretical approaches in practice and how they influence professional values and curriculum development.	5.3, 5.4.3, 5.5, 5.6.3, 5.7.1, 7.4, 7.5, 7.6.2, 7.6.3, 7.7, 7.11 4.5SSK 1.1, 1.3, 1.9 4.5PPS 2.1, 2.2, 2.3 4.5TS 3.1, 3.2, 3.4
6	Critically analyse and apply inclusive and ethical principles and safeguarding within the field of post-compulsory education.	5.3.2, 5.5.2, 5.5.3, 7.5.1, 7.5.2 4.5SSK 1.5
7	Use educational technology to enhance the teaching and learning experience within classrooms and beyond, and critically analyse its impact on teaching, learning and assessment.	5.4.3, 5.5.3, 5.5.4, 5.5.7, 5.7.2, 7.5.3, 7.8 4.5SSK 1.8 4.5PPS 2.4 4.5TS 3.3

8	Analyse own practice to identify issues, conducting primary or secondary research to find practical solutions and communicate these to different audiences in an appropriate manner.	5.1, 5.2, 5.3, 5.3.2, 5.4.1, 5.4.3 5.5.3, 5.6.3, 5.7.1, 5.7.5, 5.7.6, 7.5.1, 7.5.3, 7.5.5 7.5.4, 7.6.3, 7.7, 7.9.2, 7.12 4.5SSK 1.3, 1.6, 1.7, 1.10 4.5PPS 2.1, 2.2 4.5TS 3.3, 3.4, 3.5, 3.6
16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	n/a	
17	Graduate Attributes and Threshold Characteristics	
<p>A trainee achieving level 5 of the programme will have demonstrated the following knowledge, skills, behaviours and threshold characteristics:</p> <ul style="list-style-type: none"> <li>• The ability to analyse the key theoretical ideas of the discipline of teaching in the Further Education and Skills sector.</li> <li>• The confidence and competence to be excellent teachers in their subject areas, have the ability to communicate effectively, both rehearsed and unrehearsed, in a variety of settings.</li> <li>• The academic research skills to be able to use existing knowledge of pedagogy and use this to enhance skills in teaching and training and appropriately share this learning verbally or in written format with specialist and non-specialist audiences.</li> <li>• Demonstrate professionalism in all relevant situations.</li> <li>• Use innovative and creative technology within their teaching situation.</li> </ul>		

18	Programme Structure
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Module Title	Core/ Option	Credits	Level	Delivery S1/S2
Learners and Learning	C	15	4	S1
Teachers and Teaching	C	15	4	S1
Professional Practice	C	30	5	S1 & S2
Evidence Informed Practice	C	30	5	S1 & S2
Teaching my Subject	C	15	5	S2
Effective Digital and Online Pedagogies	C	15	5	S2

19	Teaching and Learning Strategy
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Delivery will occur twice a week during term time, each time for one full day, totalling 12 hours per week for 30 weeks. These sessions will blend approaches to the delivery of theory and practice using a co-creation model of delivery. The lived experience of the trainees will be used as examples to link practice and theory, developing the trainees’ reflective skills alongside their teaching skills. As modules develop, the use of trainee-led learning will increase as trainees begin to co-create their own professional skills.

Each trainee will be provided with a mentor from their own organisation who, following training, will support the trainee in their practice. The mentor will commit to spending 30 minutes per week with the trainee.

Each trainee will be provided with access to pastoral support on the programme.

The trainees will be observed in their own teaching practice ten times per year, usually five times by their mentor and five times by a tutor from TEC Partnership, each lasting a minimum of 45 minutes. Trainees will be given supportive and developmental feedback, linking to real-world contexts. A majority of the trainee teacher’s classroom hours must be with ten or more learners. No hours will count where there are fewer than five learners.

Assessment will be carried out in a variety of ways, with an emphasis on building confidence in presenting skills and on reflective practice.

Assessments will be graded using the criteria set out in the Skills England Learning and Skills Teacher EPA Standard and published in each module handbook. Module grading will be awarded based on the following rubric:

Assessment 1	Assessment 2	Overall Module Grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

20	References used in designing the programme
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QAA (2019) Subject Benchmark Statements for Education Studies

ETF (2022) Professional Standards for Teachers and Trainers in the Further Education and Training Sector

ETF (2022) Professional Diploma in Teaching – Further Education and Skills

IFATE (2025) Occupational Duties – Learning and Skills Teacher

21	Indicators of quality and standards
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The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners' reports are received by the HE Quality Office, and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of trainee, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Head of Area (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published, and also to reduce variability in the quality of information presented.

22	Particular support for learning
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The needs of disabled learners are taken into account in the design of all learning programmes. As learners are enrolled on the course, any specific needs will be addressed and arrangements put in place.

Trainees will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified trainees through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each trainee is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership employs staff to help develop academic and study skills. These are responsible for working with trainees to support them in the development of their study skill abilities and include interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

23	Methods for evaluating and improving the quality of learning
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All trainees will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Trainee satisfaction is measured by surveys on larger courses; on smaller courses, learner opinion may be gathered by other survey means. Group representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

**24 Identify any ethical issues that relate to this programme's teaching and assessment**

Within each module, it is made clear where ethical approval is required.

During the course, the teacher trainees are encouraged to learn how to consistently reflect on their own practice and how it can be improved; they are then encouraged to try out new ways of behaving/teaching within their own practice. This means that most evidence-informed development of pedagogy carried out in our teacher training courses is expected to be improvements in normal teaching practice as part of ongoing Continual Professional Development. Ethical Approval for most assessments is not normally required.

Where any primary research is being conducted, ethical approval will likely be required, and the course will follow HE14 Ethical Approval Code of Practice for this.

Trainees must be made aware that where research is conducted outside of TEC Partnership, the consent of the organisation they are in is required, and this may also mean they need to undertake Ethical Approval using HE14 Ethical Approval.

25	For Foundation Degrees is the programme Work Based or Work Related?	n/a
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**26 How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support**

There are clear processes for checking and quality assuring placement opportunities, which will be managed by the placement team at TEC Partnership. Placements will be allocated based upon discussions with the trainee, tutor, mentor and placement team. The placement team will also manage the checking of the DBS certification.

Clear processes are also in place for management arrangements, learning agreements, mentoring, supervision arrangements and support for employers. All trainees will be assigned a subject mentor by their employer, who will receive training from TECP staff. The mentor should be available to provide 30 minutes of weekly support and guidance to the trainee throughout the programme. All trainees will also be provided with a pastoral mentor who will cater for emotional and support needs.

Each year, the trainee must complete 250 hours of teaching in their placement. This includes at least 150 hours of teaching, with at least 100 of these hours in their specialist area. Each trainee should gain experience in a minimum of two teaching locations. The second placement should be for at least 20 hours and should be at a different provider. Only hours teaching learners who are 14 years old or over will count towards their teacher training hours. All placement hours need to be evidenced within their teaching files.

The trainees will be observed in their own teaching practice ten times per year, usually five by their mentor and five by a tutor from TEC Partnership and given supportive and developmental feedback, linking to real-world contexts. The observations will be distributed over the course of the year.

Placements will be organised by the Placements Team in conjunction with the Teacher Training team and can be in any suitable setting. Trainees may organise their own placement; however, the Placements team will be responsible for checking the suitability of the placement and carrying out a Health and Safety check.

Each trainee will need to provide an acceptable enhanced DBS check, addressed to the TEC Partnership, or be on the renewal service, within six weeks of enrolling. The trainee is responsible for the fees for their DBS.

27	Resources Supplied to the Student	
n/a		
28	Resources needed to pass the programme	
n/a		
29	Revision History	
Version	Details of major modification	Date of approval
2	Amendments to aims, graduate attributes, assessments and grading criteria.	09/06/25
2.1	Addition of digital skills competence at L1 in line with statutory guidance from the DfE. Remapping of the Education Studies Benchmarks	09/06/26


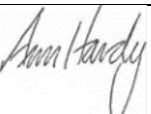
Curriculum Map														
Key	Work – State WB or WR or blank Comp = Compensatable Y or N					P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome								
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	
Learners and Learning	4		Carolyn Appleby Helen Bourne Daniel Huntley	Presentation F/P/D (50%) Critical Incident Analysis Essay F/P/D (50%)	N	P		P	P	P				
Teachers and Teaching	4		Carolyn Appleby Helen Bourne Daniel Huntley	Microteach P/F Critical Incident Analysis Podcast F/P/D (100%) Annotated Lesson Plan with Resources and Verbal Delivery P/F	N	P	P	P		P	P			P
Professional Practice	5		Carolyn Appleby Helen Bourne Daniel Huntley	Professional Discussion (VIVA) F/P/D (100%) Teaching File, to include 10 Observations by tutors and mentors (P/F)	N				F	F	F			F
Evidence Informed Practice	5		Carolyn Appleby Helen Bourne Daniel Huntley	Presentation at Teaching Conference F/P/D (50%) Evidence-Informed Project Paper F/P/D (50%)	N	F	F	F	F	F	F	F	F	F
Teaching my Subject	5		Carolyn Appleby Helen Bourne Daniel Huntley	Poster Presentation with Professional Discussion F/P/D (50%) ILP Video Diary on subject-specific teaching based on primary placement F/P/D (50%)	N	F			F	F				
Effective Digital and Online Pedagogies	5		Carolyn Appleby Helen Bourne Daniel Huntley	Demonstrate use of an online asset or virtual learning environment for use in the classroom (P/F) Reflection on the use of digital pedagogies in own practice F/P/D (100%)	N	F	F						F	

TEC Partnership Graduate Mapping					
TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial	
Fortitude and Criticality	<ul style="list-style-type: none"> <li>• Adaptability to changing situations</li> </ul>	The nature of the profession requires adaptability, and the teaching files within the programme require reflection and action to adapt to change.			
	<ul style="list-style-type: none"> <li>• Being productively disruptive</li> </ul>	Peer assessment is used in both presentations in Teachers and Teaching and the Future of Teaching.	It is a regular part of teaching across all modules. Using questioning to help others improve is embedded across the programme.		
	<ul style="list-style-type: none"> <li>• Resilience</li> </ul>		The development of resilience to push through disappointment is taught in Teachers and Teaching.		
	<ul style="list-style-type: none"> <li>• Preparing for unknown futures</li> </ul>		Throughout the pedagogic design of the programme the programme prepares trainees to be reflective practitioners who adapt to future situations.		
	<ul style="list-style-type: none"> <li>• Finding alternative solutions to problems</li> </ul>	At the heart of the reflective practice, there are opportunities to develop behaviours which prepare			

		trainees to seek out solutions.		
Teamwork	<ul style="list-style-type: none"> <li>• Human interaction skills</li> </ul>	Giving and receiving peer feedback in modules will develop these skills.	Carrying out a classroom-based project encourages collaboration with peers and also presenting findings at the specialist conference.	
	<ul style="list-style-type: none"> <li>• Leadership and followership skills</li> </ul>		Leadership and Followership are covered in Teachers and Teaching and Learners and Learning.	
	<ul style="list-style-type: none"> <li>• Project development and/or management</li> </ul>	The research project on the future of teaching ensures trainees develop and practice their project management skills.		
Presentation	<ul style="list-style-type: none"> <li>• Confidence in communication</li> </ul>	Presenting to peers, other teachers and leaders is embedded in 3 module assessments.		
	<ul style="list-style-type: none"> <li>• Digital skills and adaptability</li> </ul>		Promoted in all modules, with a special emphasis on Digital and Online Pedagogies	
	<ul style="list-style-type: none"> <li>• Time Keeping</li> </ul>	Professional standards are captured in the presentation the Professional Practice	Observations carried out in modules Learners and Learning, Professional Practice and the Future of Teaching. Development is monitored for planning and time-keeping.	
	<ul style="list-style-type: none"> <li>• Self-Presentation</li> </ul>	Professional standards are captured in presentations in	Trainees are expected to behave in a professional	

		Teaching my Subject and Professional Practice.	manner at all times, professionalism is a golden thread throughout the qualification.	
Personal Values	<ul style="list-style-type: none"> <li>Professional attitudes and values</li> </ul>	Professional standards are captured in presentations in Teaching my Subject and Professional Practice.	Trainees are expected to behave in a professional manner at all times, professionalism is a golden thread throughout the qualification.	
	<ul style="list-style-type: none"> <li>Ethics and morals</li> </ul>	Professional standards are captured in presentations in Teaching my Subject and Professional Practice.	Trainees are expected to behave in a professional manner at all times, professionalism is a golden thread throughout the qualification.	
	<ul style="list-style-type: none"> <li>Self-Care and care of others</li> </ul>	Professional standards are captured in presentations in Teaching my Subject and Professional Practice.	Trainees are expected to behave in a professional manner at all times, professionalism is a golden thread throughout the qualification.	

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk)

33	Signature of Chair of FAP	
34	Date	09/06/26
35	Signature of the Chair of HECQS	
36	Date	09/06/26

For FAP Use

37	Date approved by HECQS	29/06/26
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