

Validation Document		
1	Title of Programme	Professional Graduate Certificate in Education (Professional Diploma in Teaching – Further Education and Skills)
2	Award (e.g. FdA, BA)	ProfGCE
3	Contained Award	n/a
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	C257 (Grimsby) C3E8 (ERC) PGS2 (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 Bachelor's degree (Level 6), a level 3 qualification in subject specialist area (where the subject area is not related to degree) and GCSE English and Maths at Grade 4 (or equivalent).</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 a satisfactory reference.</p> <p>Recognition of prior learning</p> <p>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.</p>

13	Minimum number of trainees required for the programme to run	10 in total across the Certificate in Education and Professional Graduate in Education
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	
<p>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.</p> <p>The Further Education and Skills sector has gone through 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.</p> <p>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.</p> <p>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.</p> <p>Aims of the Programme:</p> <ul style="list-style-type: none"> <li>• To enable trainees to meet the relevant education framework</li> <li>• To enable trainees to grow as reflective practitioners and develop an awareness of what works in their teaching and training.</li> <li>• To develop trainees' informed knowledge, skills and behaviours and understanding of theory and to be able to apply this knowledge to practice.</li> <li>• To develop trainees' skills to become effective practitioners.</li> </ul>		

- 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 Master's Degree 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 have a conceptual understanding of teaching skills that enables them to 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
2	Recognise the uncertainty and complexities of education, and apply this when managing a classroom, recognising the diversity of learners and by providing 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
3	Demonstrate the ability to challenge learners to improve their knowledge, skills and behaviours and systematically assess their development, identifying misconceptions and providing clear and direct feedback.	5.1,7.4, 7.6.2, 7.8
4	Critically reflect on their own value systems, development and practices, question concepts and theories encountered in their studies and interrogate the assumptions underpinning theory and research.	5.6.1, 5.6.2, 5.6.3, 7.6.1, 7.6.2, 7.6.3, 7.11
5	Communicate both academically and professionally and critically evaluate and synthesise 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
6	Critically evaluate 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
7	Deploy educational technology to enhance the teaching and learning experience within classrooms and beyond, and critically evaluate 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
8	Critically evaluate own practice to identify issues, conducting primary or secondary research to find	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

	practical solutions and communicate these to different audiences in an appropriate manner.	
16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	n/a	
17	Graduate Attributes and Threshold Characteristics	
<p>A trainee achieving level 6 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 critically evaluate 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 critically explore pedagogy and use this to enhance skills in teaching and training, and share this learning in an appropriate manner, 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	6	S1
Teachers and Teaching	C	15	6	S1
Professional Practice	C	30	6	S1 & S2
Evidence Informed Practice	C	30	6	S1 & S2
Teaching my Subject	C	15	6	S2
Effective Digital and Online Pedagogies	C	15	6	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 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, and on the 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, it is likely that ethical approval will 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 their emotional and support needs.

Each year, the trainee must complete 250 hours 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 a 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
1	Amendments to Aims, MLOs, assessments and grading criteria.	09/06/25

TEC Partnership Module Specification		
A	Module title	Learners and Learning
B	Credits	15
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>It is important that a teaching professional provides an excellent understanding of the learner's needs that have to be met, alongside a strong sense of the importance of having a clear understanding of what being 'an excellent teacher' is. Moreover, being an excellent teacher requires an ongoing commitment to both supporting learners as well as reviewing and updating one's practice.</p>		
H	Aims and distinctive features	
<p>This module will cover ways in which learners learn, including the demographics of learners, the barriers to learning, and the sociology and psychology of learning, including memory and motivation. This will help trainees to understand how and why their learners learn, which will mean that they know how to devise appropriate qualifications and lesson planning. This will enable trainees to develop skills and attributes that lead to excellent lesson delivery, ensuring that each of their learners succeeds to the best of their abilities.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		1. Demonstrate teaching practice which meets the relevant education framework
		2. Critically evaluate how to support learners on an individual basis.
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		3. The needs that may apply to their learners now or in the future, and how to support their learners appropriately.
J	Learning and teaching strategy	
<p>The module will be taught in the classroom, initially teacher-led but moving to a more trainee-led model. The trainees will also be supported by their mentors to give real-life experience of meeting learners, as well as assessing and recording their needs. Between sessions, the trainees will be meeting with mentors in order to better understand their learners.</p>		

K	Direct and indirect contact hours	This module is equivalent to 150 hours of learning. 30% of the time given to contact delivery and the remainder is preparation for lessons, independent study and assessment preparation.  This module runs for one semester
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L	Ethical issues which relate to this module's teaching and assessment	
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The assessment is secondary research only, and if completed as such, contains no ethical issues and can be completed without an ethics proposal, as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief, you must contact your module tutor to discuss it before you start.

M	Methods of assessment	The module is non-compensatable.  <ol style="list-style-type: none"> <li>1. Presentation, 15 minutes (fail/pass/distinction) (50%)</li> <li>2. Critical incident analysis essay (fail/pass/distinction) linked to first lesson observation, 2000 words (50%)</li> </ol>
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N	Methods of reassessment (if different to M)	
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O	Rationale for assessment and reassessment	
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The presentation will give the trainees the opportunity to communicate in front of others on the learner journey, approaches to getting to know your learners and the range of support needs of learners. This will be the first presentation given by the trainees and will give them a chance to stand up in front of their peers to explain, in a confidential way, the needs of their learners and how they are met.

The critical incident analysis essay will allow trainees to explore what they learned from their first observation, linking their experiences to the needs of learners, the psychology and sociology of learning and using appropriate research. This will also ensure trainees start their own learning journey through the professional experience of observation as soon as possible in the programme.

P	Assessment Mapping				
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Assessment	Percentage	LO1	LO2	LO3	
1. Presentation	F/P/D 50%			X	
2. Critical Incident Analysis Essay	F/P/D 50%	X	X		

Q	Indicative content
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- Getting to know your learners
- Socio-economic and demographics of learner groups
- The learners journey
- Range of support needs
- Safeguarding/EDI

- Their wider expectations
- Psychology of learning
- Role of research and evidence
- Critical incident analysis

R	Core and indicative reading
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Core Reading

Bates, B., (2019). *Learning Theories Simplified*, 2<sup>nd</sup> ed. London: Sage.

Tripp, D., (2011). *Critical Incidents in Teaching*, London. Routledge

Tummons, J., ed, (2020). *PCET: Learning and Teaching in the Post Compulsory Sector*. London: Learning Matters.

Indicative Reading

Avis, J., Fisher, R. and Thompson, R., ed., (2019). *Teaching in Lifelong Learning: A Guide to Theory and Practice*, 3<sup>rd</sup> ed. London: Open University Press.

Bartlett. S., Burton. D. (2020). *Introduction to Education Studies*. London: Sage Publications Ltd.

Beck, C., (2021). *Classroom Teaching in the 21<sup>st</sup> Century: Directions, Principles and Strategies*. London: Open University Press.

Coffield, F., (2008). *Just Suppose Teaching and Learning Became the First Priority*. London: Learning and Skills Network.

Curzon, L.B. and Tummons, J., (2013). *Teaching in Further Education: An Outline of Principles and Practice*, 7<sup>th</sup> ed. London: Bloomsbury.

Dix, P., (2017). *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*. La Vergne: Independent Thinking Press.

James, D. and Biesta, G., (2007). *Improving Learning Cultures in Further Education*. 1<sup>st</sup> ed. London: Routledge.

Jones, K., (2018). *Love to Teach: Research and Resources of Every Classroom*. London: John Catt Educational Ltd.

Petty, G (2018). *How to Teach Even Better: An Evidence-Based Approach*. Oxford: Oxford University Press.

Robinson, D. (2019). *Classroom Behaviour Management in Further, Adult and Vocational Education: Moving Beyond Control*. London: Bloomsbury Academic.

Sherrington, T (2017). *The Learning Rainforest: Great Teaching in Real Classrooms*. London: John Catt Education Ltd.

Sherrington, T. and Caviglioli, O., (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Catt Educational Ltd.

Websites

<https://www.tes.com>

Journals

Journal of Further and Higher Education

Journal of Education for Teaching

Research in post-compulsory education

International Journal of Educational Development

S	Resource needs essential for delivery of this module		
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T	Minor Modifications		
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Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments MLO1, assessments and grading criteria.	09/06/25	09/06/25

TEC Partnership Module Specification		
A	Module title	Teachers and Teaching
B	Credits	15
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>Teachers need to have the mindset of a professional who cares about their learners and knows how to provide what each of their learners requires in order to succeed. It is important that teachers understand the importance of continual professional development to keep up to date with developments in the theory of teaching, as well as changes in digital technology and society at large.</p>		
H	Aims and distinctive features	
<p>In this module, the teacher trainees will be encouraged to understand the complex relationships between learners and learning and how teaching techniques and support can help learners to achieve. We will look at some of the more common barriers to learning and how the learners can be supported to overcome these, but also make it clear that the barriers to learning are as varied and unique as the learners themselves.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		1. Critically analyse the importance of the learner/teacher relationship.
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		2. How to assess and adapt to meet the needs of learners.
		3. Deploying ideas and techniques from their industry or subject specialism in their teaching practice, which may be at the forefront of that industry or subject.
J	Learning and teaching strategy	
<p>The module will be taught in the classroom, initially teacher-led but moving to a more trainee-led model. The trainees will also be supported by their mentors to give real-life experience of teaching their learners and adapting their teaching to meet the learners' needs.</p>		
K	Direct and indirect contact hours	This module is equivalent to 150 hours of learning. 30% of the time given to contact delivery and the remainder is preparation for lessons, independent study and assessment preparation.

		This module runs for one semester				
L	Ethical issues which relate to this module's teaching and assessment					
The assessment is secondary research only, and if completed as such, contains no ethical issues and can be completed without an ethics proposal, as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief, you must contact your module tutor to discuss it before you start.						
M	Methods of assessment	<p>The module is non-compensatable.</p> <p>Microteach, between 20 and 30 minutes, to be given to peers in ITT and to tutor(s), with peer feedback (pass/fail)</p> <p>Critical incident analysis podcast (10 minute maximum per learner) (fail/pass/distinction) 100%</p> <p>Annotated lesson plan and resources with verbal discussion (1500 words equivalent) pass/fail</p>				
N	Methods of reassessment (if different to M)					
O	Rationale for assessment and reassessment					
<p>The Microteach will allow trainees to develop and deliver a short session to their peers, demonstrating their ability to design teaching and learning and gain feedback on this from their peers.</p> <p>The annotated lesson plan, resources and verbal discussion on teaching and learning, what makes an excellent teacher, the Education Inspection Framework, and how they can integrate their industry or subject knowledge into teaching.</p>						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	
Microteach		P/F		X	X	
Critical incident analysis podcast		F/P/D	X	X	X	
Annotated lesson plan with resources and verbal discussion		P/F	X		X	
Q	Indicative content					
<ul style="list-style-type: none"> <li>• The role of a teacher</li> <li>• What makes an excellent teacher?</li> <li>• Working with and learning from other teachers</li> <li>• Other sources of support</li> <li>• Person-centred approach</li> </ul>						

- Planning and delivering sessions
- Individual support [including SEND, mental health]
- Teacher expectations of learners
- F2F & remote delivery
- Assessment
- Embedding EMD
- Courses and specifications
- Education Inspection Framework
- Critical incident analysis

R

Core and indicative reading

#### Core Reading

Bates, B., (2019). *Learning Theories Simplified*, 2<sup>nd</sup> ed. London: Sage.

Tripp, D., (2011). *Critical Incidents in Teaching*, London: Routledge

Tummons, J., ed, (2020). *PCET: Learning and Teaching in the Post Compulsory Sector*. London: Learning Matters.

#### Indicative Reading

Avis, J., Fisher, R. and Thompson, R., ed., (2019). *Teaching in Lifelong Learning: A Guide to Theory and Practice*, 3<sup>rd</sup> ed. London: Open University Press.

Coffield, F., (2008). *Just Suppose Teaching and Learning Became the First Priority*. London: Learning and Skills Network.

Curzon, L.B. and Tummons, J., (2013). *Teaching in Further Education: An Outline of Principles and Practice*, 7<sup>th</sup> ed. London: Bloomsbury.

Dix, P., (2017). *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*. La Vergne: Independent Thinking Press.

Holloway, W., (2022). *What They Don't Teach You: A Practical Guide for Classroom Management*. London: Integrated Community Education Consultants.

James, D. and Biesta, G., (2007). *Improving Learning Cultures in Further Education*. 1<sup>st</sup> ed. London: Routledge.

Knight, R., (2020). *Classroom Talk*. London: Critical Publishing.

McCourt, M., (2019). *Teaching for Mastery*. London: John Catt Educational.

O'Leary, M., (2020). *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*. 2<sup>nd</sup> ed. London: Routledge Ltd.

Petty, G (2018). *How to Teach Even Better: An Evidence-Based Approach*. Oxford: Oxford University Press.

Sherrington, T. and Caviglioli, O., (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Catt Educational Ltd.

Zafirakou, A (2002). *Those Who Can, Teach: What it Takes to Make The Next Generation*. London: Bloomsbury Publishing.

Websites

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Journals

Journal of Further and Higher Education

Journal of Education for Teaching

Research in post-compulsory education

International Journal of Educational Development

S	Resource needs essential for delivery of this module
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Podcast equipment

T	Minor Modifications
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Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to assessments and grading criteria.	09/06/25	09/06/25

TEC Partnership Module Specification		
A	Module title	Professional Practice
B	Credits	30
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>The professional formation of a trainee is central to their development as a Further Education and Skills teacher. Teachers must develop their own professional behaviours and be able to teach in practice. Teachers must be able to understand their own behaviours and how this can impact positively and negatively on learners and learner outcomes. Teachers must also be aware of the full context of the Further Education and Skills sectors, as practitioners, they will not teach in isolation, and the sector is constantly evolving.</p>		
H	Aims and distinctive features	
<p>This module aims to prepare trainees for their placement and ensure that trainees understand how the role of a teacher fits into education and the wider society. The main part of this module is for the trainee to undertake their professional practice, completing their work placements and observations, during the formation stage of their professional careers. The module will also aim to give trainees the tools to cope with negative images of teachers. There will also be an emphasis on ensuring teachers realise how their own behaviour will be modelled by their learners, which will affect their own learners' employability skills.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		1. Critically analyse the concept of professionalism within the teaching profession.
		2. Critically reflect on how their own behaviour can impact positively or negatively on stakeholders' perception.
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		3. Professionalism and how to demonstrate this in a manner that befits their teaching role whilst evidencing they have met the occupational standards
4. How to systematically deploy pedagogies and to critically reflect on own teaching practice.		
J	Learning and teaching strategy	

This module will be classroom-based, starting with teacher-led and moving to a learner-centred style as the trainees research the concept of professionalism and reflect on their own behaviour both in and out of the classroom.

The trainees bear responsibility for how they come across and have a professional responsibility to seek to promote a perception of themselves that is most conducive to their learners' progress. This module will encourage them to learn this and to build their own professional identity.

K	Direct and indirect contact hours	This module is equivalent to 300 hours of learning. 30% of the time given to contact delivery and the remainder is preparation for lessons, independent study and assessment preparation.  This module runs for two semesters.
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L	Ethical issues which relate to this module's teaching and assessment	
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The assessment is secondary research only, and if completed as such, contains no ethical issues and can be completed without an ethics proposal, as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief, you must contact your module tutor to discuss it before you start.

M	Methods of assessment	The assessment is non-compensatable.  Professional discussion (VIVA) with your tutor and mentor on an area of professionalism, fail/pass/distinction (30 minutes)  Teaching File, to include 10 Observations by tutors and mentors (Pass/Fail)  Both assessments are mandatory pass.
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N	Methods of reassessment (if different to M)	
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O	Rationale for assessment and reassessment	
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The ETF recommends a VIVA presentation, which has been included to allow trainees another opportunity to develop their teaching practice within a safe environment. The trainees have a professional responsibility to promote a perception of themselves which is most conducive to their learners' progress. As the trainees have a responsibility to promote a perception of themselves, undertaking another presentation in a safe working environment allows trainees to reflect and refine their persona they portray.

The completion of a teaching file is essential documentary evidence of their transition from trainee to teacher. The ongoing development of trainees through observation by the tutors and mentors is central to their development as early-stage professional teachers. The observations must be completed here as part of demonstrating that all teaching hours have been completed.

P	Assessment Mapping				
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Assessment	Percentage	LO1	LO2	LO3	LO4
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Professional discussion (VIVA) with tutor and mentor on an area of professionalism (30 minutes)	F/P/D 100%	X	X	X	
2. Teaching File, to include 10 Observations by tutors and mentors	P/F			X	X

Q	Indicative content
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- Micro teaches
- Preparation for placement
- Observation of other teachers
- Team teaching
- Teaching alone
- Placement log
- Developing expertise
- Updating and CPD
- Working with colleagues
- Professional Status
- Overview of FE & Skills Sector
- Education Inspection Framework
- Types of programmes
- Timetables
- Contracts
- Government policy and Regulations [legal and local]
- Funding
- Organisational and wider support
- Principles of assessment marking and feedback
- How to construct a professional portfolio
- Knowledge, skills and behaviours

R	Core and indicative reading
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Core Reading  
 Bates, B., (2019). *Learning Theories Simplified*, 2<sup>nd</sup> ed. London: Sage.

Tummons, J., ed, (2020). *PCET: Learning and Teaching in the Post Compulsory Sector*. London: Learning Matters.

Indicative Reading  
 Avis, J., Fisher, R. and Thompson, R., ed., (2019). *Teaching in Lifelong Learning: A Guide to Theory and Practice*, 3<sup>rd</sup> ed. London: Open University Press.

Boville, C. Jarvis. J, (2020). *Co-creating Learning and Teaching: Towards Relational Pedagogy in Higher Education*. London: Critical Publishing Limited.

Coffield, F., (2008). *Just Suppose Teaching and Learning Became the First Priority*. London: Learning and Skills Network.

Curzon, L.B. and Tummons, J., (2013). *Teaching in Further Education: An Outline of Principles and Practice*, 7<sup>th</sup> ed. London: Bloomsbury.

James, D. and Biesta, G., (2007). *Improving Learning Cultures in Further Education*. 1<sup>st</sup> ed. London: Routledge.

King, H., (2022). *Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development*. London: Routledge Ltd.

O'Leary, M., (2020). *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning*. 2<sup>nd</sup> ed. London: Routledge Ltd.

Petty, G (2018). *How to Teach Even Better: An Evidence-Based Approach*. Oxford: Oxford University Press.

Sherrington, T. and Caviglioli, O., (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Catt Educational Ltd.

Zafirakou, A (2002). *Those Who Can, Teach: What it Takes to Make The Next Generation*. London: Bloomsbury Publishing.

Websites

<https://www.tes.com>

Journals

Journal of Further and Higher Education

Journal of Education for Teaching

Research in post-compulsory education

International Journal of Educational Development

S	Resource needs essential for delivery of this module		
T	Minor Modifications		
Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to MLO4, assessments and grading criteria.	09/06/25	09/06/25

TEC Partnership Module Specification		
A	Module title	Evidence Informed Practice
B	Credits	30
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>A teacher in the Further Education and Skills Sector must be able to be an effective professional who undertakes practice informed by their own research and evidence gathering. The Further Education and Skills Sector is under constant development. It is vital that our trainees understand the importance of adapting to the many changes in education and society at large to ensure they are meeting the needs of their learners, therefore preparing them for the world of employment.</p>		
H	Aims and distinctive features	
<p>A trainee will be able to use evidence and research to develop their own pedagogic knowledge, to explicitly link theory to practice, and to develop their own professional educational contexts. By the end of this module, our trainees will be able to explain the importance of developing their teaching practice on a continuing basis. Trainees will demonstrate an awareness of current issues impacting pedagogic development, which at this time includes digital development and sustainability, whilst being mindful of the current education framework in practice. The trainees will also be able to explain how this impacts their own learners in their teaching practice.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		1. Critically evaluate current research and collaborate with others to disseminate their findings to a wider professional audience.
		2. Manage their own professional development, using research materials that demonstrate how they can develop their pedagogical practice
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		3. Deploying accurate, established techniques of analysis and enquiry in the development of their pedagogical practice.
		4. Uncertainty of the Further Education and Skills Sector, and the need for continuous professional development

		and how to use this knowledge to develop pedagogies to inspire their learners.
J	Learning and teaching strategy	
This module will run throughout the duration of the course. It will be initially teacher-led, with lectures and seminars. As trainees develop their evidence-informed project, the sessions will move towards being trainee-led, with the potential for trainee-led seminars and presentations. The trainees will carry out their own research, and this will culminate in the delivery of a presentation at the teacher education conference held each year by TEC Partnership.		
K	Direct and indirect contact hours	<p>This module is equivalent to 300 hours of learning. 30% of the time given to contact delivery, such as taught sessions and trainee-led seminars. The remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for two semesters.</p>
L	Ethical issues which relate to this module's teaching and assessment	
The assessment requires a minuted conversation with the module tutor before research should be conducted. There should be a guarantee of safe/legal data gathering and careful anonymity of the public or other students. It is not the responsibility of the TEC Partnership to be the final arbiter of what is legal or illegal. Moral and ethical judgements must be made about the way data will be obtained, stored and used, and if there are any concerns, then a full ethics proposal must be written and submitted. The Ethics Proposal form is available at <a href="https://grimsby.ac.uk/quality-and-standards-handbook-home/">https://grimsby.ac.uk/quality-and-standards-handbook-home/</a> , Section HE14		
M	Methods of assessment	<p>The module is non-compensatable.</p> <ol style="list-style-type: none"> <li>1. Presentation at Teaching Conference (15 minutes) (fail/pass/distinction) 50%</li> <li>2. Evidence-informed project paper (3500 words) (fail, pass, distinction) 50%</li> </ol> <p>The Presentation is a Mandatory Pass.</p>
N	Methods of reassessment (if different to M)	<ol style="list-style-type: none"> <li>1. Presentation to a panel of tutors and selected staff (15 minutes) 50%</li> <li>2. As above</li> </ol> <p>The Presentation is a Mandatory Pass.</p>
O	Rationale for assessment and reassessment	
The presentation to the conference will be to share the findings of their evidence-informed or research project, building on the continuous professional development of the trainees at this early stage in their careers. The conference presentation gives the trainees an opportunity to disseminate their findings and encourages collaboration with others and thereby helping them to build a supportive network with their peers.		

The project paper will allow the trainees to fully explore the project they have undertaken, linking their practice to key theories and previous research or other available evidence. This will allow trainees to fully demonstrate their knowledge of the adapting situation in the Further Education and Skills Sector.

P		Assessment Mapping			
Assessment	Percentage	LO1	LO2	LO3	LO4
Presentation at Teaching Conference	F/P/D 50%	X	X	X	
Evidence-informed project paper	F/P/D 50%	X	X		X

Q	Indicative content
	<ul style="list-style-type: none"> <li>• Primary Research</li> <li>• Secondary Research</li> <li>• Ethics</li> <li>• The importance of target setting for professional development</li> <li>• The importance of continuous professional development</li> <li>• Collaboration with others to inform practice</li> <li>• Presentation skills</li> <li>• Sustainability</li> </ul>
R	Core and indicative reading
	<p>Core Reading</p> <p>Scoffham, S., Rawlinson, S. (2022). <i>Sustainability in Education: A Classroom Guide</i>. Dublin: Bloomsbury Academic.</p> <p>Indicative Reading</p> <p>Cohen, M. J., (2021). <i>Sustainability (Short Introductions)</i>. Polity Press: Cambridge.</p> <p>Dixon, D., (2022). <i>Leadership for Sustainability</i>. Independent Thinking Press: Willston.</p> <p>Eaton, M., Hughes, H. J, MacGregor, J. (2017). <i>Contemplative Approaches to Sustainability in Higher Education: Theory and Practice</i>. Routledge: Oxon.</p> <p>Gamage, K. A. A. and Gunawardhana N. (2022). <i>The Wiley Handbook of Sustainability in Higher Education Learning and Teaching</i>. Wiley Blackwell: Hoboken.</p> <p>James, D. and Biesta, G., (2007). <i>Improving Learning Cultures in Further Education</i>. 1<sup>st</sup> ed. London: Routledge.</p> <p>Websites</p>

EarthEd (State of the World) (2017) : *Rethinking Education on a Changing Planet* Available at: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=1799176&site=eds-live&custid=s8115633>

Education and Training Foundation (2023). Available at: [Experiences of Education for Sustainable Development in the FE and Training Sector - The Education and Training Foundation \(educationandtrainingfoundation.co.uk\)](https://www.educationandtrainingfoundation.co.uk)

Fraser, N. (2014). *The Environmental Toolkit for Teachers : First Steps to Sustainability* Available at <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=709269&site=eds-live&custid=s8115633>

Wadialeski, D. (2020). *Sustainability* Available at <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=2356902&site=eds-live&custid=s8115633>

Weber, J. (2018). *Corporate Social Responsibility* Available at: <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=nlebk&AN=1695381&site=eds-live&custid=s8115633>

Journals

Journal of Further and Higher Education

Journal of Education for Teaching

Research in post-compulsory education

International Journal of Educational Development

S	Resource needs essential for delivery of this module
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Teaching and Learning Conference

T	Minor Modifications
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Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to MLO2, assessments and grading criteria.	09/06/25	09/06/25

TEC Partnership Module Specification		
A	Module title	Teaching my Subject
B	Credits	15
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>Ofsted has identified that it is important that teachers understand the complexities of their subject specialism. This module will emphasise the importance of appreciating the different subject specialisms, key points and any barriers to learning.</p>		
H	Aims and distinctive features	
<p>By the end of this module, the trainees will be confident and competent in understanding the complex needs of their subject specialist area. This will require input from a subject specialist. It is not enough for teacher training to be generic, as teaching in the further education and skills sector covers an almost limitless number of subjects and teaching situations. This module will assist teachers to not only know their own current subject specialism, but also how to recognise and adapt to the changes in their teaching environment over the length of their teaching career. It will cover how to adapt teaching methods to their subject area and how to assess learning that has occurred.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		<ol style="list-style-type: none"> <li>1. Critically analyse the importance of understanding their own specialist subject, through Intention, Implementation and Impact.</li> <li>2. Communicate effectively with a range of audiences in both rehearsed and unrehearsed settings.</li> </ol>
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		<ol style="list-style-type: none"> <li>3. Their own subject specialism and the needs of their learners.</li> </ol>
J	Learning and teaching strategy	
<p>The lessons will be 50% ITE classroom-based and 50% in placement. Lessons in this module will start as tutor-led, and will progress to being trainee-led, with the trainees bringing experience from placement and their subject specialism into their teaching and learning.</p>		

K	Direct and indirect contact hours	This module is equivalent to 150 hours of learning. 30% of the time given to contact delivery and the remainder is preparation for lessons, independent study and assessment preparation.  This module runs for one semester				
L	Ethical issues which relate to this module's teaching and assessment					
The assessment is secondary research only, and if completed as such, contains no ethical issues and can be completed without an ethics proposal, as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief, you must contact your module tutor to discuss it before you start.						
M	Methods of assessment	The module is non-compensatable.  1. Poster Presentation with Professional Discussion, (fail/pass/distinction) 50% 2. ILP video diary on subject-specific teaching based on primary placement (fail/pass/distinction) 50%				
N	Methods of reassessment (if different to M)					
O	Rationale for assessment and reassessment					
The poster presentation allows trainees to explain how they teach their subject and how their specialism interrelates with their pedagogic development and awareness of the curriculum. It is important that the trainees embed themselves fully in their specialist departments. The rationale behind this assessment is for them to demonstrate that they are building a relationship with other staff in their department and have developed an understanding of the individuality of their teaching situation.  The ILP video diary allows the trainee to demonstrate how they are reflecting on their teaching practice and setting appropriate development targets as they form their professional identity.						
P	Assessment Mapping					
Assessment		Percentage	LO1	LO2	LO3	
Poster Presentation with Professional Discussion		F/P/D 50%	X	X		
ILP video diary on subject-specific teaching based on primary placement		F/P/D 50%	X		X	
Q	Indicative content					
<ul style="list-style-type: none"> <li>• Teaching your subject</li> <li>• Curriculum development</li> <li>• Pedagogic content knowledge</li> <li>• Threshold concepts</li> <li>• Embedding Maths and English</li> </ul>						

- Particular approaches, tricks and tips
- Difficult areas
- Required wider/prerequisite knowledge
- Sustainability in your area
- Progression advice

**R** Core and indicative reading

Core Reading

Bates, B., (2019). *Learning Theories Simplified*, 2<sup>nd</sup> ed. London: Sage.

Tummons, J., ed, (2020). *PCET: Learning and Teaching in the Post Compulsory Sector*. London: Learning Matters.

Indicative Reading

Avis, J., Fisher, R. and Thompson, R., ed., (2019). *Teaching in Lifelong Learning: A Guide to Theory and Practice*, 3<sup>rd</sup> ed. London: Open University Press.

Curzon, L.B. and Tummons, J., (2013). *Teaching in Further Education: An Outline of Principles and Practice*, 7<sup>th</sup> ed. London: Bloomsbury.

Dix, P., (2017). *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*. La Vergne: Independent Thinking Press.

James, D. and Biesta, G., (2007). *Improving Learning Cultures in Further Education*. 1<sup>st</sup> ed. London: Routledge.

Petty, G (2018). *How to Teach Even Better: An Evidence-Based Approach*. Oxford: Oxford University Press.

Websites

<https://www.tes.com>

Journals

Journal of Further and Higher Education

Journal of Education for Teaching

Research in post-compulsory education

International Journal of Educational Development

**S** Resource needs essential for delivery of this module

**T** Minor Modifications

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to assessments and grading criteria.	09/06/25	09/06/25

TEC Partnership Module Specification		
A	Module title	Effective Digital and Online Pedagogies
B	Credits	15
C	Level	6
D	Professional, statutory or regulatory body requirements	ETF (2022)
E	Work Based/ Work Related	n/a
F	Pre-requisites AND Concurrent Modules	n/a
G	Rationale	
<p>There is a proven need for teachers and trainers to be digitally competent in order to engage learners, meet diverse needs and provide lessons when face-to-face delivery is not an option. Developing an online learning environment and electronic learning assets is central to Further Education and Skills teaching. The pandemic has both highlighted that need and also made apparent the benefits of a competent online delivery for those learners who cannot attend but are still able to engage. Teachers of the future will need to be able to engage, stretch and challenge, and support online learners as well as they can do so in the classroom, often at short notice.</p>		
H	Aims and distinctive features	
<p>The trainees will be able to demonstrate a minimal standard of digital competence both in the classroom and online. There are a multitude of online tools which can help make lessons more engaging and interactive than simple face-to-face delivery. These will be incorporated into Teacher Training lessons on a weekly basis. There are also more complex tools which can be used online or face to face, and in this module, trainees will be able to use these tools within the safe setting of their Teacher Training class environment until they are confident and competent enough to use them with their own learners. We will also encourage trainees to continue their development of online tools through obtaining any relevant Microsoft (or equivalent) qualifications.</p>		
I	Learning outcomes	Upon successful completion of this module, a trainee must be able to:
		1. Demonstrate competence in the use of IT for learning in further education and skills.
		2. Deploy innovative digital assets in learning across Further Education and Skills.
		Upon successful completion of this module, a trainee will have knowledge and understanding of:
		3. Approaches at the forefront of the education sector to digital learning in the physical and virtual learning environments.

J	Learning and teaching strategy				
<p>The module will be taught in the ITE classroom and will also require trainees to undertake the development of their digital skills in their placement learning.</p> <p>There may be involvement from relevant teams in the college who can deliver discrete training on IT and e-learning software, where it enhances the delivery from the course tutors.</p> <p>Teaching and learning may include the use of relevant online CPD by trainees in the time between taught classes, which can enhance their learning. Guidance on CPD is available from the course tutors.</p>					
K	Direct and indirect contact hours	<p>This module is equivalent to 150 hours of learning. 30% of the time given to contact delivery and the remainder is preparation for lessons, independent study and assessment preparation.</p> <p>This module runs for one semester</p>			
L	Ethical issues which relate to this module's teaching and assessment				
<p>The assessment is secondary research only, and if completed as such, contains no ethical issues and can be completed without an ethics proposal, as the work of others and/or intellectual property is clearly identified in the submission. Should you undertake research other than the way it is described in the assessment brief, you must contact your module tutor to discuss it before you start.</p>					
M	Methods of assessment	<p>The module is non-compensatable.</p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of an online asset or virtual learning environment for use in the classroom (Pass/Fail)</li> <li>2. Reflection on the use of digital pedagogies in own practice, 2000 words (fail/pass/distinction) 100%</li> </ol>			
N	Methods of reassessment (if different to M)				
O	Rationale for assessment and reassessment				
<p>Demonstrating an online asset or VLE allows the trainees to practice digital pedagogies and bring together their teaching practice with the key digital skills, such as accessibility, into one session. The ETF have the use of these digital skills as a key part of the Further Education and Skills Standards.</p> <p>A reflection is an important part of how the trainees will develop and form their professional identity, and being assessed on one for digital pedagogies will allow them to explore the digital pedagogy they have developed, the impact it has on their learners, and how it links to other key developments such as inclusivity and accessibility.</p>					
P	Assessment Mapping				
Assessment		Percentage	LO1	LO2	LO3

1. Demonstrate the use of an online asset or virtual learning environment for use in the classroom	P/F	X			
2. Reflective presentation on the use of digital pedagogies in own practice	F/P/D 100%		X	X	

Q	Indicative content
	<ul style="list-style-type: none"> <li>• How pedagogies develop with the use of e-learning</li> <li>• Use of Virtual Learning Environments</li> <li>• Online learning</li> <li>• Remote Learning</li> <li>• How digital and online pedagogies support inclusive learning</li> <li>• Accessibility tools</li> <li>• Use of online tools in teaching and assessment</li> <li>• Using digital and online pedagogies to build work related skills.</li> <li>• Critical incident analysis</li> </ul>
R	Core and indicative reading
	<p>Core Reading</p> <p>Amos, J. (2022). <i>Teaching As a Human Activity: Ways to Make Classrooms Joyful and Effective</i>: Available at <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=3017793&amp;site=eds-live&amp;custid=s8115633">https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=3017793&amp;site=eds-live&amp;custid=s8115633</a></p> <p>McTight, J. (2022). <i>Teaching for Deeper Learning : Tools to Engage Students in Meaning Making</i>, Available at: <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=2258612&amp;site=eds-live&amp;custid=s8115633">https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=2258612&amp;site=eds-live&amp;custid=s8115633</a></p> <p>Starbuck, D (2022). <i>Creative Teaching</i>. <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=450970&amp;site=eds-live&amp;custid=s8115633">https://search.ebscohost.com/login.aspx?direct=true&amp;AuthType=sso&amp;db=nlebk&amp;AN=450970&amp;site=eds-live&amp;custid=s8115633</a></p> <p>Tripp, D., (2011). <i>Critical Incidents in Teaching</i>. London: Routledge</p> <p>Websites  <a href="https://www.tes.com">https://www.tes.com</a>  JISC Digital Pedagogy Online Tool Kit <a href="https://www.jisc.ac.uk/full-guide/digital-pedagogy-toolkit">https://www.jisc.ac.uk/full-guide/digital-pedagogy-toolkit</a>  Education Inspection Framework <a href="https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</a></p> <p>Journals  Studying Teacher Education  Journal of Culture and Values in Education  Journal of Further and Higher Education</p>

Journal of Education for Teaching  
 Research in post-compulsory education  
 International Journal of Educational Development

**S** Resource needs essential for delivery of this module

Appropriate access to IT and a Virtual Learning Environment

**T** Minor Modifications

Version	Details of modification	Date of HEQA Approval	Date of approval by HECQS
1	Amendments to assessments and grading criteria.	09/06/25	09/06/25

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	6		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	6		Carolyn Appleby Helen Bourne Daniel Huntley	Microteach (P/F) Critical Incident Analysis Podcast (F/P/D) (100%) Annotated Lesson Plan and Resources with Verbal Discussion (P/F)	N	P	P	P		P	P		P	
Professional Practice	6		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	6		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	
Teaching my Subject	6		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	6		Carolyn Appleby Helen Bourne Daniel Huntley	Demonstrate use of an online asset or virtual learning environment for use in the classroom (P/F) Reflective 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 in 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	06/06/25
35	Signature of the Chair of HECQS	
36	Date	

For FAP Use

37	Date approved by HECQS	
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