

Certificate in Education (Professional  
Diploma in Teaching – Further  
Education and Skills)

2026

## 1. Programme Summary

Title of Programme	Certificate in Education (Professional Diploma in Teaching – Further Education and Skills)
Award Types	Certificate in Education
Contained Awards	n/a
Awarding Body	TEC Partnership
UCAS Codes	C247 (Grimsby) C2E7 (ERC) CES2 (Scarborough)
HECOS Codes	Adult Education 100454 – 33% Education Studies 100459 – 33% Further Education 100460 – 34%
References used in the design of the programme	<a href="#">Subject Benchmark Statement - Education Studies</a>
Accrediting Professional or Statutory Body (if applicable)	Education and Training Foundation
Mode of study (full and part time)	Part time
Duration of study (in years)	2 years part time
Number of weeks per academic year	34 This programme is taught over 34 weeks. Two semesters of 15 weeks and 4 assessment weeks.
Location of Delivery and Faculty	All locations in TEC Partnership
Minimum numbers to start the programme	10 in total across the Certificate in Education and Professional Graduate in Education

## 2. Entry Requirements

Academic requirements:

Applicants will require a level 3 qualification in subject specialist area (where the subject area is not related to the degree) and a minimum of 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 a minimum of GCSE English and Maths at Grade 4 (or equivalent or functional skills Maths and English at level 2).

Copies of all certificates must be seen at enrolment and stored in the teaching file of the trainee within 4 weeks of starting the course.

#### Employer/Placement requirements:

Applicants must be working in a teaching position (paid or otherwise) delivering substantial teaching or training in a related sector to participate in this programme. Their organisation must support the programme through the provision of time to attend the sessions and for the trainee to complete the 250 placement hours as set out in the statutory guidance. In addition to this, the organisation is required to supply a subject specialist mentor for the trainee. TEC Partnership will provide the mentor with training to support them in undertaking the mentoring role. Mentors are required to meet with the trainee for 30 minutes per week, as set out in the statutory guidance, and undertake teaching observations. A pastoral mentor will be provided for the trainee by TEC Partnership.

All applicants must be assessed according to the safer recruitment practices of their employer (this normally includes an Enhanced DBS check) and assessed according to the health requirements in the Education Act 2002. The employer must share this information with the college as the ITE provider at enrolment. Trainees will be required to undertake mandatory training, which includes safeguarding and Keeping Children Safe in Education (KCSiE).

#### 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.

### 3. Degree Classification Weightings

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

### 4. Aims of the Programme

The Further Education Initial Teacher Education (FE ITE) programme is designed to ensure that all trainees meet the expectations set out in the Further Education Initial Teacher Education statutory guidance (2026).

The Further Education and Skills sector plays a critical role in supporting economic growth, social mobility and the development of a skilled workforce. High-quality teaching is the most significant factor in improving learner outcomes, and therefore, strengthening Initial Teacher Education is central to improving standards across the sector.

This programme is underpinned by the principles set out in the statutory guidance, particularly the need for:

- A carefully sequenced and integrated curriculum that builds trainees' knowledge over time
- Explicit links between theory and practice, ensuring that trainees can apply what they learn in real teaching contexts
- Structured opportunities for practice, rehearsal and feedback
- High-quality mentoring, focused on accelerating trainee development
- A focus on inclusion and meeting learner needs

The programme places strong emphasis on developing reflective, evidence-informed practitioners, equipping trainees to critically engage with research and adapt their teaching to the dynamic and diverse nature of the FE sector. This reflects the expectation that teachers continually evaluate and improve their practice to meet evolving learner, employer and policy needs.

Through a combination of taught sessions, applied practice, and mentoring, trainees develop secure knowledge and practical competence across the core areas specified in the statutory curriculum content guidance, including pedagogy, curriculum, assessment, behaviour management and professional behaviours.

The programme also ensures that trainees understand their role within the wider professional and regulatory context, including safeguarding responsibilities, equality and inclusion, and sector expectations such as those set by the ETF, Ofsted and awarding organisations. This prepares trainees not only to teach effectively, but to contribute positively to their organisations and communities.

The programme is designed to be responsive to local and regional needs, working in partnership with employers, mentors and stakeholders to develop a workforce of skilled teachers who understand their communities and can support learner progression and economic prosperity.

Aims of the Programme:

- Develop trainees' knowledge, skills and professional behaviours in line with FE ITE statutory guidance (2026)
- Support trainees to become critically reflective, evidence-informed practitioners
- Build secure understanding of pedagogy, curriculum, assessment, behaviour management and inclusive practice
- Provide a sequenced curriculum with high-quality training, practice, feedback and mentoring
- Develop understanding of the wider professional role, including safeguarding, inclusion, equality and accountability
- Prepare trainees to teach in diverse FE contexts, meeting learner needs and supporting positive outcomes.

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.

5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes <i>By the end of this programme students will be able to:</i>	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.	4.5SSK 1.1, 1.4, 1.8, 4.5PPS 2.3
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.	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 systematically assess their development, identifying misconceptions and providing clear and direct feedback.	4.5SSK 1.4, 1.10,
4.	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	4.5SSK 1.2, 1.3, 1.5, 1.6 4.5TS 3.1, 3.5
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.	4.5SSK 1.1, 1.3, 1.9 4.5PPS2.1, 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.	4.5SSK 1.5,
7.	Use educational technology to enhance the teaching and learning experience within classrooms and beyond, and critically evaluate its impact on teaching, learning and assessment.	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.	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

## 6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	Duty 1 Promote a passion for learning and set high expectations of all students and support their personal and skills development	K5 K9 S10
2.	Duty 2 Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them	K5 K6 K8 K9 S1 S3 S10 S11
3.	Duty 3 Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice	K2 K5 K6 K9 K14 K15 K16 K19 K20 S2 S3 S4 S7 S9 S15 S25 B2 B3
4.	Duty 4 Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning	K3 K5 K6 K7 K9 K17 K18 K20 S1 S3 S4 S7 S11 S15 S17 S18 S19 S20 S22 S25
5.	Duty 5 Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students	K4 K7 K10 K15 K16 S6 S8 S13 S18 S19 S22 B5
6.	Duty 6 Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training	K11 K12 K15 K16 S14 S18 S19 S20 B4
7.	Duty 7 Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students	K10 S13 S17 S18 S19 S24
8.	Duty 8 Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change	K1 K2 K4 K19 S23 B1 B2 B3 B6
9.	Duty 9 Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance	K7 K8 K13 S1 S5 S12 S14 S16 S21

## 7. Graduate Attributes and Threshold Characteristics

A trainee achieving level 5 of the programme will have demonstrated the following knowledge, skills, behaviours and threshold characteristics:

- The ability to analyse the key theoretical ideas of the discipline of teaching in the Further Education and Skills sector.
- 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.

- The academic research skills to be able to use existing knowledge of 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.
- Demonstrate professionalism in all relevant situations.
- Use innovative and creative technology within their teaching situation.

## 8. Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Teachers and Teaching	C	15	4	Y1 S1
Learners and Learning	C	15	4	Y1 S2
Professional Practice	C	30	5	Y1 S1 & S2
Evidence Informed Practice	C	30	5	Y2 S1 & S2
Teaching my Subject	C	15	5	Y2 S1
Effective Digital and Online Pedagogies	C	15	5	Y2 S2

## 9. Teaching and Learning Strategy

Delivery will occur once a week during term time, in a twilight period and with a hybrid delivery of face to face, online and blended teaching, totalling 6 hours per week for 30 weeks. Trainees will have a minimum of one face to face taught session per month with the remaining sessions being delivered online/blended. 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.

The online sessions will follow a strict etiquette that all trainees will be expected to adhere to during online sessions. This includes:

### Preparation

- Access materials and instructions before sessions
- Check your technology (camera, microphone, internet)
- Join sessions on time and ready to participate
- Prepare a workspace that allows you to focus, being mindful of safeguarding and confidentiality

### Engagement

- Cameras must be switched on during all sessions
- Participate in activities (chat, polls, breakout rooms)
- Avoid distractions and stay focused during sessions
- Meet deadlines for online activities

### Respect

- Give everyone the chance to speak
- Follow the agreed rules of the session (e.g. cameras on and muting microphones when needed)
- Be supportive in peer discussions and feedback
- Engage with sessions as you would in a classroom

### Technology

- Use digital tools as directed by your tutor
- Seek help if you experience technical difficulties
- Be patient if issues arise during sessions

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 weekly with the trainee.

Each trainee will be provided with access to pastoral support on the programme who will be able to support the trainees with any pastoral concerns, including the use of technology during online sessions.

The trainees will be observed in their own teaching practice ten times over the two years, usually five times by their mentor and five times by a tutor from TEC Partnership, each lasting a minimum of 45 minutes plus preparation and feedback time of not less than one hour (minimum of 1 hour 45 minutes in total). 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

## 10. Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students 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 students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Each student is entitled to one tutorial per trimester 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 provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

## 11. Quality and Standards Indicators

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 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 student, 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 Curriculum Manager (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.

## 12. Methods for evaluating and improving the quality of learning.

All students 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 modification 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 should 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.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses, student opinion may be gathered by other survey means. Student 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.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and its remit is to:

- Consider matters relating to the student experience within Higher Education.

- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

### 13. Management of Ethical issues within the programme.

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.

### 14. Management of Work Based Learning Opportunities

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 bi-weekly support and guidance to the trainee throughout the programme, a minimum of 18 hours over the course. All trainees will also be provided with a pastoral mentor who will cater for their emotional and support needs.

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 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 over the course, 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.

15. Resources needed to pass the programme.



n/a

16. Resources supplied to the student.

n/a

The completed validation document must be submitted electronically to [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk) for final approval.

17. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	09/06/26
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	09/06/26
Date approved by ELT	09/06/26

18. Revision history

Version	Details of Major Modification	Date of Approval
1		
2		
3		
4		
5		
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7		

