



UCL Academic Manual

Chapter 8: Derogations and Variations

UCL Institute of Education

# Initial Teacher Education Regulations 2017-18

*Effective from 1 September 2017 for new and continuing students.*

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**Regulations for the Postgraduate Certificate in Education (PGCE), Professional Graduate Certificate in Education (PgCE), Postgraduate Diploma in Education (PGDE), and recommendations to the National College for Teaching and Leadership (NCTL) for Qualified Teacher Status (QTS) or equivalent and Early Years Teacher Status (EYTS)**

## 1. Introduction

- 1.1. The following regulations apply to Initial Teacher Education students at the IOE students **in addition** to the main taught regulations in the UCL Academic Manual and in particular [Chapter 1: Admissions, Registration and Student Conduct](#) and [Chapter 4: Assessment Framework for Taught Programmes](#).
- 1.2. These Regulations are made subject to the General Academic Regulations of University College London (UCL) and all other appropriate regulations, policies and procedures of IOE.
- 1.3. These Regulations cover recommendations by University College London Institute of Education (IOE) for Qualified Teacher Status (QTS) and Early Years Teacher Status (EYTS) to the National College for Teaching and Leadership (NCTL).
- 1.4. These regulations apply, as appropriate, to the PGDE (Teach First), PGCE, School Centred Initial Teacher Training (SCITTs), Early Years Initial Teacher Training (EYITT) and School Direct Salaried route, and to the relevant exit awards.

## 2. Definitions

2.1. In these regulations, terms have the meanings identified in the table below unless otherwise stated in the text of this document:

Term	Explanation/meaning of the term
Compulsory course/core module	A course or module that is a mandatory part of the programme of study being undertaken by the student
Department for Education (DfE)	The Department of Education is responsible for education and children's services in England. It is a ministerial department supported by nine agencies and public bodies. It oversees ITE for schools and QTS.
EYITT	Early Years Initial Teacher Training
EYTS	Early Years Teacher Status
H level	Level 6 as nationally indicated in the Framework for Higher Education Qualifications (FHEQ) at the time that these regulations were approved
M Level	Level 7 as nationally indicated in the Framework for Higher Education qualifications (FHEQ) at the time these regulations were approved
NCTL	National College for Teaching and Leadership
PGCE	Postgraduate Certificate in Education
PgCE	Professional Graduate Certificate in Education. This is an exit qualification for those not attaining a pass at Level 7 on QTS/EYTS programmes.
PGDE	Professional Graduate Diploma in Education
Phase	The Early Years, Primary, Secondary or Post-compulsory division of a programme/course
QTLS	Qualified Teacher, Learning and Skills
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training ( <a href="https://getintoteaching.education.gov.uk/explore-my-options/training/scitt">https://getintoteaching.education.gov.uk/explore-my-options/training/scitt</a> )
SDS	School Direct Salaried are courses designed by groups of schools with a university or SCITT ( <a href="https://getintoteaching.education.gov.uk/explore-my-options/training/school-direct">https://getintoteaching.education.gov.uk/explore-my-options/training/school-direct</a> ).
Teach First	Teach First is an employment-based programme which leads to an IOE PGDE, or PGCE and QTS
UCL General Academic Regulations	The academic regulations of University College London in force for the time being and applicable to all students enrolled with UCL ( <a href="https://www.ucl.ac.uk/srs/academic-manual">https://www.ucl.ac.uk/srs/academic-manual</a> ).

## 3. Awards and Recommendations to NCTL

3.1. The award of the **Post Graduate Certificate in Education** and the **Professional Graduate Certificate in Education**, offered and managed by IOE, is made with a recommendation to NCTL for Qualified Teacher Status, for Primary and Secondary (provider-led) and School Direct Tuition Fee routes. Failure to achieve the requirements of

the PGCE or the PgCE would mean that recommendation for QTS would not be made by IOE to NCTL.

- 3.2. For **School Centred Initial Teacher Training (SCITT)** the award of a PGCE or PgCE by IOE is independent of the recommendation for QTS to NCTL which is made by the SCITT itself. IOE will not award a PGCE in the event of a candidate failing to meet the requirements for QTS.
- 3.3. For **Early Years Initial Teacher Training (EYITT)** IOE is responsible for making the PGCE or PgCE award, together with the recommendation to NCTL for Early Years Teacher Status (EYTS).
- 3.4. There are two routes for **School Direct** with awards made as follows:
  - 3.4.1. School Direct Tuition Fee Route: IOE is responsible for making the recommendation to NCTL for QTS. The recommendation for Qualified Teacher Status can only be made when the PGCE or PgCE has also been achieved.
  - 3.4.2. School Direct Salaried Route: IOE is responsible for making the recommendation to NCTL for QTS. The award of a PGCE is an option which can be applied for and undertaken in a subsequent academic year, normally the year following QTS. QTS can be awarded without the PGCE being achieved.
- 3.5. The award of the **Post Graduate Diploma in Education (Teach First)**, offered and managed by UCL IOE, is made with a recommendation to NCTL for Qualified Teacher Status; for Early Years and Primary, Primary, and Secondary routes. Failure to achieve the requirements of the PGDE (or the PGCE exit route) would mean that recommendation for QTS would not be made by UCL IOE to NCTL. In exceptional circumstances, it is possible to be awarded QTS if all of the Teachers' Standards are met but all of the academic requirements are not fulfilled.
- 3.6. QTLS is not integrated into the **Post-Compulsory PGCE programme**, and students who wish to gain it must apply independently through the Society for Education and Training.

## 4. Admissions

### 4.1. Initial Teacher Education

- 4.1.1. The general entry requirements can be found on the UCL webpage at: [www.ucl.ac.uk/prospective-students/graduate/taught/requirements](http://www.ucl.ac.uk/prospective-students/graduate/taught/requirements)
- 4.1.2. In addition, there are specific entry requirements as follows:
  - a. Normally the degree will be at least 2:2 class (or equivalent). For shortage subject programmes lower degree classification may be accepted. These will be examined on a case-by-case basis.

- b. Applicants normally need to have an equivalent qualification which is not an aggregation of a number of separate qualifications.
- c. Candidates shall normally demonstrate that they meet the Secretary of State's requirements for health and physical capacity to teach. This will be assessed through submission of a confidential health questionnaire for consideration by appropriately qualified Occupational Health personnel. In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained.
- d. Candidates shall normally attend a group and/or individual interview and perform satisfactorily in the judgment of the interviewers, and take part in a rigorous selection process designed to assess suitability to teach, including appropriate qualities, attitudes, ethics and values.
- e. Satisfaction of the requirements under Section 5 does not of itself secure admission.
- f. Admission will be to a single phase of the programme.
- g. Where previous study at IOE or elsewhere is taken into account, at the discretion of IOE the requirements of the Regulations will be appropriately reduced.
- h. Application for admission must be made by the means determined by UCL (see [UCL Academic Manual, Chapter 1, Annex 1.1.2: Graduate Admissions Policy](#)).

## 4.2. Post-Compulsory

- 4.2.1. For the Post-Compulsory phase, the requirements of Regulations 4.1 will apply except that:
  - a. In certain cases, applicants will have satisfied IOE that, though not a graduate, his or her previous education experience qualifies him or her to rank on the same level as graduates for the purpose of admission. These will be examined on a case-by-case basis. Candidates satisfying these conditions will enter on the PgCE pathway.
  - b. Applicants for the in-service programme must be teaching in the lifelong learning sector, and must undertake a minimum of 150 hours teaching during the course. The place of employment must be a college, training provider or similar, which falls within a Government regulatory framework for Quality Assurance inspection. Applicants entering directly into Year 2 of the programme must provide evidence of previous teaching hours to ensure that this requirement can be met.

#### 4.3. **School Direct Salaried and SCITTS**

- 4.3.1. The employing school is responsible for taking the lead on recruitment with involvement from appropriate staff at IOE. For the concurrent admission to the PGCE, IOE would refer to the admissions criteria given in 5.1 above before a formal offer can be made.

#### 4.4. **Early Years Initial Teacher Training (EYITT)**

- 4.4.1. The admissions criteria and requirements for the Early Years Initial Teacher Training programme are those given in 4.1 above.

#### 4.5. **Postgraduate Diploma in Education (PGDE)**

- 4.5.1. For the PGDE programme, the requirements of Regulations 4.1 will apply, except that normally the degree will be at least 2:1 class (or equivalent), and in addition:
- a. Application for admission must be made by the means determined by UCL in conjunction with Teach First.
  - b. Teach First students are recruited and selected by the Teach First organisation. Teach First programme applicants must only be admitted with the agreement of the Teach First organisation.

### 5. Programme of Study

#### 5.1. **Post Graduate Certificate in Education (PGCE)**

- 5.1.1. The PGCE programme of study will normally be not less than one academic year if undertaken on a full-time basis, and not less than one academic year and one term if undertaken on a part-time basis.
- 5.1.2. The duration of the programme of study for the Primary and Secondary phases shall not normally exceed a maximum of three academic years, and for the Post-Compulsory phase a maximum of five academic years, from the initial period of registration.
- 5.1.3. IOE will publish annually the approved curriculum for each phase of the programme.
- 5.1.4. Each student will be required to take and pass the required number of modules at the required level to achieve the PGCE as follows:
- a. For the Early Years, Primary and Secondary PGCE programmes, each student will be required to take and pass two taught 30 credit modules, which have been approved at level 7, and the Professional Practice module.

- b. For School Direct Salaried each student will be required to take and pass two taught 30 credit modules, which have been approved at level 7 and have already been awarded QTS.
- c. For SCITT PGCE each student will be required to take and pass two taught 30 credit modules, which have been approved at level 7 and have been recommended for QTS by the SCITT.
- d. For the Post-Compulsory phase, two modules are taught at Level 6 (H Level) and two modules are taught at Level 7, and the practical teaching element will be embedded in all four modules. Each module will be valued at 30 credits, and the total programme 120 credits.
- e. All candidates (apart from Post-Compulsory) must also demonstrate competence in each of the Standards required for the recommendation of EYTS for the Early Years Phase and QTS for the Primary and Secondary phases.

## 5.2. Post Graduate Diploma in Education (PGDE)

- 5.2.1. The PGDE programme of study will normally be not less than two academic years on a full-time basis.
- 5.2.2. The duration of the programme of study for the Early Years and Primary, Primary, and Secondary routes shall not normally exceed a maximum of 4 academic years from the initial period of registration.
- 5.2.3. UCL IOE will publish annually the approved curriculum for each phase of the programme.
- 5.2.4. Each student will be required to take and pass the required number of modules at the required level to achieve the PGDE as follows:
  - a. Each student will be required to take and pass four 30 credit M Level assignments and Module 1, and the Professional Practice module.
  - b. All candidates must also demonstrate competence in each of the Standards required for the recommendation of QTS for the Early Years and Primary, Primary, and Secondary phases.

## 6. Attendance

- 6.1. In order to be assessed, a student shall normally be required to have attended all elements of the programme, as set out in Section 6 above, and have completed the required number of days in an early years setting for the Early Years phase, in school for the Primary and Secondary phases, and the required hours in an appropriate setting for the Post-Compulsory phase.

## 7. Medical Fitness On-course

- 7.1. Health status will be assessed in terms of implications for continuing training or for teaching in the future. The responsibility for ensuring that appropriate health assessment is made lies either with IOE, or the school, college or setting where the trainee is employed by a school, college or setting.
- 7.2. Due consideration will be given to any help which might enable the trainee to meet the required standards for Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS). Adjustments will meet the requirements of appropriate and current legislation.
- 7.3. Students on all phases of the PGCE (PgCE) will be required to consult the UCL Occupational Health provider if a significant health issue arises whilst on the programme or if there is evidence that health issues are affecting performance. Health status will be assessed in terms of implications for continuing training or for teaching in the future.
- 7.4. Where appropriate, a student will be considered through the Fitness to Practise Policy and Procedures.

## 8. Assessment

### 8.1. General considerations

- a. The timing of any formal assessment will be in accordance with schedules published annually by UCL, and in accordance with the [assessment requirements for taught programmes](#).
- b. In exceptional circumstances, a candidate may be granted special consideration due to Extenuating Circumstances, as defined in the UCL Academic Manual.
- c. Students who do not have permission for an extension, deferment or notice of withdrawal and who do not submit to assessment at the proper time will normally be regarded as absent from it, and this will count as a fail.

### 8.2. Late Submission Penalties

- 8.2.1. Students who fail to meet assessment deadlines will be penalised in accordance with the IOE penalties for late submission.
- 8.2.2. These penalties apply to all IOE Postgraduate Taught programmes and are a derogation of the UCL penalties as specified in Chapter 4 of the UCL Academic Manual.
- 8.2.3. Where a student is ill or has other Extenuating Circumstances (ECs) preventing them from meeting the published deadline, they should refer to the UCL Academic Manual [Section 6: Extenuating Circumstances](#). If the EC is accepted, the student may

be granted an extension or other mitigation affecting the deadline. If the deadline has already passed, the below penalties will not apply.

8.2.4. For all other students, the following penalties apply:

- a. The grade for coursework received up to two working days after the published date and time will be lowered by one grade (grades will not be lowered below the pass mark at this stage).
- b. The grade for coursework received more than two working days and up to five working days after the published date and time will be capped at the pass mark.
- c. Work submitted more than five working days after the published date and time will receive a fail grade.
- d. Programme/module teams must clearly communicate to students when coursework results will be published. Submissions will not be accepted or marked after this date. Students failing to meet this deadline will be required to resubmit the failed component(s).
- e. In the case of coursework that is submitted over- or under-length and is also late, the greater of any penalties will apply.

8.2.5. There is no technical support for online submissions at weekends or after working hours. As a consequence, penalties are based on the number of working days. Deadlines should be set with the following considerations in mind:

- a. A deadline set for a Thursday will begin to incur the higher penalties on a Monday.
- b. A deadline set for a Friday will begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days.
- c. The deadline should be set using the relevant date, plus time in hours, minutes and seconds, and time zone should be stated.

8.2.6. Hard copy only submissions, such as artefacts and models, should not be scheduled at weekends. As a consequence, penalties are based on the number of working days. Deadlines should be set with the following considerations in mind:

- a. A deadline set for a Thursday will begin to incur the higher penalties on a Monday.
- b. A deadline set for a Friday will begin to incur the higher penalties on a Tuesday, or longer in the case of bank holidays or UCL closure days.

### 8.3. **Word Count Penalties**

8.3.1. A minimum or maximum word count will be specified as part of the assessment criteria for a component or module. Abstract, footnotes, bibliography/references list, appendices, tables, figures will not be included in the word count.

8.3.2. Work that is above or below the word count by more than 10% will be reduced by one grade (no more than one grade will be deducted).

- 8.3.3. Where there is a word count range specified (e.g. 2,000-2,500 words), the length of the coursework must fall into this range. Penalties will apply where the word count falls above or below the range.
- 8.3.4. The mark will not be reduced below the pass mark.
- 8.3.5. In the case of coursework that is submitted over- or under-length and is also submitted late, the greater of any penalties will apply.

#### 8.4. **Professional practice/practical teaching component**

- 8.4.1. For the **PGCE/PgCE Early Years, Primary, Secondary and Post-Compulsory programmes**, where the Professional Practice/practical teaching component is arranged and managed by IOE:
- a. The Professional Practice/practical teaching component is assessed on a pass/fail basis only. Students must pass this component to be eligible for the PGCE or PgCE and to be recommended for EYTS or QTS where appropriate.
  - b. Students are monitored, supported and helped with their Professional Practice by both IOE staff and staff in the practice placement area. If a student is regarded as not developing sufficiently in relation to stated professional standards IOE may use the 'Cause for Concern' policy and procedure or similar support plan. This is used where the Student Teacher is not responding sufficiently to support mechanisms that have been put in place by IOE and the placement provider.
  - c. If the implementation of the Cause for Concern policy (or similar) for the student is regarded as not resulting in sufficient improvement then IOE may arrange for a Professional Practice Panel to be convened. The terms of reference and constitution of The Professional Practice Panel are provided on the UCL website. The Professional Practice Panel may decide to remove the student from her/his teaching practice placement before the placement period has been completed.
  - d. A student who is removed from a Professional Practice placement before it is due to be completed will normally be deemed to have failed this component of the programme. It is for the Board of Examiners to confirm (or otherwise) such a decision.
  - e. A student who fails the Professional Practice component of the programme does not have the automatic right to retake the Professional Practice component. The Board of Examiners may, if sufficient justification is given, permit one further attempt at assessment for the Professional Practice component. This decision is also dependent upon a suitable placement being found.
  - f. A student permitted to retake the Professional Practice component of the programme will automatically be placed on a three week probationary period at the

start of the placement. If the student is not deemed to be showing clear signs of progress and improvement, the student will be withdrawn from the Professional Practice placement and not allowed to continue with the retake opportunity. The decision to withdraw the student from the retake of the Professional Practice placement can only be made by the Professional Practice Panel or by the student.

- g. For programmes where the placements are not arranged by IOE the following arrangements apply:
  - i. For SCITTs, who make the recommendation for QTS, it is for the school to determine matters concerning continuing on their programme. In consequence the Professional Practice Panel would not normally apply, and policy and procedures internal to the SCITT/school would operate.
  - ii. For School Direct Salaried Route it is for the school to determine matters concerning continuing to teach as a member of staff at the school. In consequence, the Professional Practice Panel would not normally apply, and policy and procedures internal to the school would operate.
  - iii. For School Direct Tuition Fee route, IOE makes the recommendation for QTS. However, the school can decide to terminate a placement in consultation with IOE.

8.4.2. For the **PGDE Early Years and Primary, Primary, and Secondary routes** where the professional practice component is arranged by Teach First and managed by UCL IOE, the following regulations apply:

- a. The Professional practice component is assessed on a pass/fail basis only. Students must pass this component to be eligible for the PGDE and to be recommended for QTS where appropriate.
- b. Students are monitored, supported and helped with their professional practice by both UCL IOE staff, Teach First staff, and school-based staff. If a student is regarded as not developing sufficiently in relation to stated professional standards UCL IOE may use the 'Cause for Concern' policy and procedure or similar support plan in consultation with Teach First. This is used where the Student Teacher is not responding sufficiently to support mechanisms that have been put in place by UCL IOE, Teach First, and the employing school.
- c. If the implementation of the Cause for Concern policy for the student is regarded as not resulting in sufficient improvement then UCL IOE may arrange for a Professional Practice Panel to be convened. The terms of reference and constitution of The Professional Practice Panel are provided on the UCL website. The Professional Practice Panel may decide to remove the student recommend removal of the student from her/his teaching practice placement before the placement period has been completed.

- d. A student who is removed from their employing school before the placement period it is due to be completed will be deemed to have failed this component of the programme. It is for the Board of Examiners to confirm (or otherwise) such a decision.
- e. A student who fails the professional practice component of their programme does not have the automatic right to retake the professional practice component. The Board of Examiners may, if sufficient justification is given, permit one further attempt at assessment for the professional practice component. This decision is also dependent upon a suitable employing school being found.
- f. A student permitted to re-start the professional practice component of the programme will have a transfer plan at the start of the placement.
- g. For the PGDE Teach First programme, the employing school determines all matters concerning whether a student teacher continues to teach as a member of staff at the school. UCL IOE determines matters in relation to the academic assignments and registration on the PGDE programme.

## 9. Awards

### 9.1. Award Requirements

- 9.1.1. In order to qualify for a PGCE, candidates shall be required to satisfy the examiners that they have passed all modules, with at least two modules passed at Level 7 (M level). Candidates who pass all modules but attain fewer than 60 credits at Level 7 (M level) will be eligible to leave with the award of the PgCE.
- 9.1.2. In order to qualify for a PGDE, candidates shall be required to satisfy the examiners that they have passed all 6 modules, with Modules 2, 3, 4, and 5 at Level 7 (M level). Modules 1 and 6 must be passed at Level 6. Candidates who pass 60 M level credits and Modules 1 and 6 at Level 6 and pass the remaining modules at Level 6 will be eligible to leave with the award of the PGCE at the end of the second year.

### 9.2. QTS/EYTS Requirements

- 9.2.1. Candidates awarded the PGCE, PgCE in the Early Years, Primary and Secondary phases will, subject to satisfying all other necessary conditions, be recommended for QTS/EYTS by IOE.
- 9.2.2. Candidates awarded the PGDE (or PGCE) in the Early Years and Primary, Primary, and Secondary routes will, subject to satisfying all other necessary conditions, be recommended for QTS by UCL IOE.

### 9.3. **Exit Awards**

- 9.3.1. Students who successfully complete the taught Level 7 modules on the Primary or Secondary phase but fail the Professional Practice module will be awarded a Postgraduate Certificate (PGCert). The PGCert does not include a QTS/EYTS recommendation.
- 9.3.2. Students who successfully complete the taught components on the Post Compulsory phase but fail the practical teaching component will be awarded a Postgraduate Certificate (PGCert).
- 9.3.3. Students who successfully complete Modules 2 and 3 at Level 7 in Year 1 of the PGDE programme but fail the Professional Practice module will be awarded a Postgraduate Certificate (PGCert). The PGCert does not include a QTS recommendation.

## 10. **Consequence of Failure**

### 10.1. **PGCE and PgCE**

- 10.1.1. Candidates who, at their first attempt, do not pass the whole examination for the PGCE may be re-assessed.
- 10.1.2. Candidates will be permitted one further attempt at assessment for the non-Professional Practice or non-practical teaching components of the PGCE, or PgCE programme.
- 10.1.3. For the Professional Practice module in the Early Years, Primary and Secondary phase, and the practical teaching component in the Post-Compulsory phase, reassessment will be at the discretion of the Board of Examiners. Candidates permitted to retake the module/component will be required to undertake a further period of supervised teaching practice, and to be examined therein. The length of this period of further supervised teaching practice will be determined by the Board of Examiners.
- 10.1.4. For the PGCE or PgCE re-assessment is permitted on one occasion only and must be made at the next examination for which the candidate is eligible unless IOE otherwise determines.
- 10.1.5. Candidates who are not permitted to re-enter the Professional Practice module for the Primary and Secondary phases, and the practical teaching component of the programme for the Post-compulsory phase will not be eligible for the award of PGCE or PgCE.
- 10.1.6. The level at which candidates may be re-assessed in the taught elements of the programme will be specified by the Board of Examiners.

## 10.2. **PGDE**

- 10.2.1. Candidates who, at their first attempt, do not complete the whole examination for the PGDE successfully, or who are referred in the taught elements, may be re-assessed.
- 10.2.2. Candidates will be permitted one further attempt at assessment for the non-Professional Practice components of the PGDE programme.
- 10.2.3. For the Professional Practice module, reassessment will be at the discretion of the Board of Examiners and is only normally possible when an employing school has been de-selected by Teach First or there are approved Extenuating Circumstances.
- 10.2.4. For the PGDE or PGCE re-assessment is permitted on one occasion only and must be made at the next examination for which the candidate is eligible unless UCL IOE otherwise determines.
- 10.2.5. Candidates who are not permitted to re-enter the Professional Practice module for the Early Years and Primary, Primary, and Secondary phases will not be eligible for the award of PGDE or PGCE.
- 10.2.6. The level at which candidates may be re-assessed in the taught elements of the programme will be specified by the Board of Examiners.