

UCL Academic Manual 2020-21

Chapter 11: Teaching and Learning

Initial Teacher Education (ITE) Regulations

These regulations apply to professional practice experience on Initial Teacher Education (ITE) programmes run by the UCL Institute of Education and apply in addition to the main taught regulations within the UCL Academic Manual. Dependent upon the type of ITE programme, professional practice may take the form of placement(s) within an applicable professional environment (e.g. school or early years setting) or experience gained through employment in an applicable professional environment (e.g. school or college) whilst studying on the programme.

1. REGULATIONS GOVERNING ITE PLACEMENTS ARRANGED BY UCL INSTITUTE OF EDUCATION

Definitions & Abbreviations

Term	Definition
School Experience	School-based or other appropriate setting Placements
Setting Experience	Early Years setting Placements
Teaching Experience	Further Education setting Placements (including adult education, technical and vocational education)
Placement(s)	For ease of reference the term 'Placement' will be used in this document to refer to School Experience, Setting Experience, Professional Practice Placements and Teaching Experience.
New Placement	An alternative Placement arranged by UCL Institute of Education in line with the regulations set out in this document.

Term	Definition
Professional Practice Module(s)	A generic term for the Placement module within the programme structure. Placement module titles are listed within the applicable Programme Handbook.
ITE	Initial Teacher Education
Lead School	Applicable only to the School Direct Tuition Fee programme for the purposes of this document
EYTS	Early Years Teacher Status
QTS	Qualified Teacher Status
QTLS	Qualified Teacher Learning and Skills

Scope

- a. These regulations apply to Placements on ITE programmes that are arranged by UCL Institute of Education or by the Lead School on the School Direct Tuition Fee programme.
- b. These regulations also apply to students undertaking Placements on the Employment Based Route of the EYITT programme.
- c. These regulations do not govern Employment-based Professional Practice Experience on the Teach First, SCITT, School Direct Salaried or Employment Based Route of the EYITT programme.

Programme Design and Structure

- a. When designing an ITE programme the Faculty must ensure that the programme structure meets the [UCL Threshold Qualification Requirements](#). These set out the minimum credit and academic UK Framework for Higher Education Qualifications (FHEQ) level requirements for UCL to be able to award a particular qualification.
- b. In addition the structure of ITE programmes must meet the requirements of the applicable governing Professional, Regulatory or Statutory Body (PSRB).
- c. The programme structure should include at least one compulsory Professional Practice Module which will be the assessment mechanism for the Placement. Professional Practice Modules are ordinarily zero-credit weighted, but must be passed in order to meet the minimum requirements for the qualification.

Additional Support for ITE Students on Placement

- a. If, during their Placement, a student is identified by their UCL Tutor or setting based

Mentor as requiring support in addition to that which has already been provided, the programme team will direct the student to appropriate sources of further support and/or will implement the applicable Student Teacher Support Framework as appropriate.

- b. Failure of a student to adequately engage with the Student Teacher Support Framework may result in a Professional Practice Panel being convened.

Assessment of Professional Practice Modules

- a. The assessment of Professional Practice Modules is conducted in line with UCL's [Assessment Framework for Taught Programmes](#) which are supplemented by these UCL Institute of Education ITE Regulations.
- b. Professional Practice Modules are assessed against marking criteria on a pass/fail basis only. The marking criteria for professional practice take into account the requirements of the applicable professional standards and are made available to students in the Programme Handbook.
- c. The ITE Policy on Attendance also applies to the assessment of Professional Practice Modules.

Fitness to Practise and Placements

- a. The UCL Fitness to Study Procedure does not apply to ITE programmes.
- b. If concerns are raised as to a student's Fitness to Practise during their Placement the ITE Fitness to Practise Policy will apply.
- c. The ITE Fitness to Practise Policy has been developed in line with UCL's Fitness to Study Procedures.

Early Termination of a Placement

- a. The early termination of a Placement may occur as a result of one or a combination of the following circumstances:
 - i. Withdrawal of the Placement by the school, college or other applicable setting;
 - ii. Removal or suspension of the Placement as a result of the application of UCL's regulations, policies and procedures;
 - iii. A student withdrawing themselves early from a Placement.
- b. All cases of the early ending (termination) of a Placement must be considered by an ITE Professional Practice Panel except where early termination is as a result of:
 - i. Termination of the student's registration at UCL under the ITE Fitness to Practise

Policy;

- ii. An authorised break or pause in the student's programme of study through an extenuating circumstances or interruption request approved by UCL.
 - iii. Permanent expulsion from UCL under the UCL Disciplinary Code and Procedure.
- c. The ITE Professional Practice Panel (PPP) makes a decision as to the consequences of the early termination of a Placement. In cases where the PPP decides that a student has failed their First Attempt at the Professional Practice Module the decision must pass through the applicable Board of Examiners who will also determine whether to permit a Second Attempt at the Module based upon the PPPs recommendations. Where a Second Attempt is not permitted the student will be deemed to have failed the Professional Practice Module.

Consequences of Failure of a Professional Practice Module

- a. Students on ITE programmes who fail the Professional Practice Module at the first attempt do not have an automatic right to a second attempt at assessment (reassessment). It is for the Board of Examiners to determine whether a second attempt is permitted.
- b. In line with UCLs academic regulations, third or any subsequent attempts at assessment are not permitted.
- c. When permitted, reassessment may take the form of either a Resit or a Repeat. A Resit means a New Placement as part of a Second Attempt at the module will take place within the same academic year. A Repeat means a New Placement as part of a Second Attempt at the module will take place the following academic year.
- d. With the exception of the EYITT programme, a fee of £875 may be charged to the student to cover the costs associated with the New Placement. Students will be notified by the programme team in the event of this fee being charged.
- e. If an assessment or a Placement has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a 'new first attempt' or a 'new second attempt'.
- f. If the Board of Examiners does not permit a second attempt or when a permitted second attempt also results in failure the student will be deemed to have failed their professional practice and must exit from their programme. In such cases students may be eligible for an interim PG Cert award subject to meeting the qualification requirements.
- g. UCL's Initial Teacher Education programmes do not use Condonement. This is because ITE programmes require certain compulsory elements to be passed in order to achieve the applicable professional qualification e.g. QTS.

New Placements following Early Termination of a Placement

- a. UCL Institute of Education or the Lead School will attempt to source a suitable New Placement for students dependent upon the decision of the PPP.
- b. Efforts made by the UCL Institute of Education or Lead School to source a New Placement are not always successful. The success of attempts to source a suitable New Placement are dependent upon the:
 - i. Availability of a suitable Placement with an appropriate provider.
 - ii. Agreement by the potential New Placement provider to accept the student for a Placement.
 - iii. Decision of the UCL Institute of Education or Lead School that any New Placement found is suitable and will enable the student to meet the requirements of their programme.
- c. A number of factors will determine the length of time UCL Institute of Education is able to commit to sourcing a New Placement including: which of the Placements was terminated early, how much time on Placement is still needed to meet programme requirements and the availability of an alternative Placement.
- d. In some cases it may be possible to find and start a New Placement within the same term, whereas in others it may be possible to search for a New Placement for up to two terms after the early termination of the original Placement. Students will be notified of the length of time UCL Institute of Education will attempt to source a New Placement following the decision of the Professional Practice Panel.
- e. If applicable, when searching for a New Placement UCL will give equal priority with the main cohort in the allocation of placements.
- f. If a New Placement is found, the time at which the Placement will take place may impact upon the completion date of the programme. Students will be notified if a New Placement will impact upon the completion date of the programme prior to the New Placement commencing.
- g. For the purposes of securing a New Placement, when in contact with potential New Placement providers the UCL Institute of Education or Lead school will disclose to them information pertaining to the student's progress to date.
- h. Students may be placed on a three week probationary period at the start of the New Placement. The Professional Practice Panel will recommend whether a probationary period is required and will determine the appropriate method of target setting for any probationary and the remainder of the New Placement period. Targets will be provided to

the student and the New Placement provider by the UCL Institute of Education or the Lead School.

- i. If the student is not deemed to be showing clear signs of progress and improvement against set targets during the New Placement, the student may be withdrawn from the New Placement by UCL Institute of Education or the Lead School and will be deemed to have failed the Professional Practice Module.
- j. If the UCL Institute of Education or Lead School is unable to secure a suitable New Placement following the decision of the Professional Practice Panel the student will be deemed to have failed the Professional Practice Module.

Award & Professional Accreditation

- a) Information on ITE Award and Professional Accreditation requirements can be found on the IOE Student Helpdesk website

2. REGULATIONS GOVERNING PROFESSIONAL PRACTICE ON EMPLOYMENT-BASED ITE PROGRAMMES AT UCL INSTITUTE OF EDUCATION

Abbreviations

Term	Definition
School Experience	Professional Practice Component of the SCITT and School Direct Salaried programmes
Setting Experience	Early Years Placements (used on the EYITT programme)
Professional Practice	For ease of reference the term Professional Practice will be used in this document to refer to School Experience and Professional Practice Placements
Professional Practice Module(s)	A generic term for the Placement module within the programme structure. Individual module titles specific to each programme are listed within the applicable Programme Handbook.
ITE	Initial Teacher Education
SCITT	School Centered Initial Teacher Training
EYITT	Early Years Initial Teacher Training
Trainee	Students enrolled on the Teach First Programme

Scope

- a. These regulations apply to the employment-based Professional Practice of applicable ITE programmes at the UCL Institute of Education.

Programme Design and Structure

- a. When designing an ITE programme the Faculty must ensure that the programme structure meets the [UCL Threshold Qualification Requirements](#). These set out the minimum credit and academic UK Framework for Higher Education Qualifications (FHEQ) level requirements for UCL to be able to award a particular qualification.
- b. In addition the structure of ITE programmes must meet the requirements of the applicable governing Professional, Regulatory or Statutory Body (PSRB).

- c. The programme structure should include at least one compulsory Professional Practice Module, which is the assessment mechanism for the Professional Practice. Professional Practice Modules are ordinarily zero-credit weighted, but must be passed in order to meet the minimum requirements for the qualification.

SCITT Programme

- a. All aspects of the School Experience of the SCITT programme, including its assessment, are the responsibility of the SCITT provider.
- b. In the event of failure of the School Experience and/or the early termination of the student's employment contract with the SCITT provider, either by the provider or the student themselves, UCL Institute of Education will consider this a failure of the programme and terminate the students enrolment with immediate effect.
- c. It is for the SCITT provider to determine the impact on the student's employment in the event of the early termination of a student's enrolment at UCL Institute of Education either by the student themselves or as a result of the application of UCL's regulations, policies and procedures.

School Direct Salaried Programme

- a. The lead school in the School Direct alliance has primary responsibility for the School Experience.
- b. The Professional Practice Module is assessed jointly by the UCL Institute of Education and the employing school and is awarded on a pass/fail basis only. Further details of the assessment process are detailed in the programme handbook.
- c. UCL Tutors conduct supervision visits of School Direct students during their School Experience.
- d. If the Lead School, the employing school or UCL Tutor identify that the student requires additional support during their School Experience the Student Teacher Support Framework may be implemented;
- e. Students must pass the Professional Practice Module and the Programme in order to be recommended to the Department for Education for QTS.
- f. The UCL Institute of Education ITE Policies on Attendance and Fitness to Practise apply to the School Direct Salaried Programme.
- g. The UCL Institute of Education ITE Professional Practise Panel Policy does not apply to the School Direct Salaried Programme.

- h. UCL Institute of Education considers the early termination of the students' employment contract with the lead school, either by the school or the student themselves, as a failure of the programme.
- i. Failure of the programme results the termination of the student's enrolment at UCL with immediate effect and no recommendation will be made to the Department for Education for QTS.
- j. Failure of the Professional Practice Module does not result in a second or any further attempts at the Professional Practice Module and will result in failure of the programme.

EYITT Programme

- a. Students on the EYITT programme undertake some of their Setting Experience with their employer. Setting Experience is recognised and awarded through the UCL Institute of Education Professional Practice Module.
- b. The employment setting and UCL Institute of Education are jointly responsible for assessing the Setting Experience undertaken within the employment setting.
- c. Students are monitored and supported in their Setting Experience by UCL Supervision Tutors and Employment Setting Mentors.
- d. The early termination of employment by the employer or the student may result in a referral to a Professional Practise or Fitness to Practise Panel in accordance with the relevant policies.
- e. The failure of a student to engage with the Student Teacher Support Framework may result in a Professional Practise Panel being convened.
- f. Professional Practice Modules are assessed against marking criteria on a pass/fail basis only and must be passed in order for UCL to award a PGCE and to make the recommendation for EYTS. The marking criteria is available through the Mentor Guides and Programme documentation.
- g. In the event of the failure of a Professional Practice Module a student will be deemed not to have met the Early Years Teachers' Standards required for the award of a PGCE qualification or for UCL Institute of Education to make a recommendation for EYTS.
- h. Professional Practice Modules cannot be condoned. In the event of failure at the first attempt it is for the Board of Examiners to determine whether a second attempt is permitted. In these circumstances the Board of Examiners may:
 - i. Grant permission for a second attempt at the Professional Practice Module.
 - ii. Exit the student from the PGCE programme with an interim award (PG Cert) subject to meeting all other requirements for interim awards.
 - iii. Exit the student from the PGCE programme without an interim award due to failing to meet

all other requirements for interim awards.

- i. UCL academic regulations do not permit a third or any subsequent attempts at submission.
- j. UCL Institute of Education will not make the recommendation to the Department for Education for EYTS in the event of failure of a Professional Practice Module.
- k. The particulars of the agreements between the Employing Setting and UCL Institute of Education are outlined within the Memorandum of Agreement between both parties.

Teach First Programme

- a. The professional practice component of the programme is arranged by Teach First and managed jointly by Teach First and UCL Institute of Education through the Professional Practice Modules.
- b. The Professional Practice Module is assessed by UCL Institute of Education in collaboration with Teach First. In the event of a disagreement between the two parties the final grade is decided by UCL.
- c. Students are monitored and supported in their professional practice by UCL, Teach First and school-based staff. If a student is identified as requiring additional support the Trainee Support Framework may be implemented jointly by UCL and Teach First in collaboration with the school.
- d. The failure of a student to engage with the Trainee Support Framework may result in a Professional Practise Panel being convened.
- e. Failure to make progress against targets agreed within the Trainee Support Framework may result in the student's place on the programme being terminated by Teach First and UCL.
- f. UCL Institute of Education ITE Attendance, Fitness to Practise and Professional Practise Panel Policies apply to the Teach First Programme.
- g. Students must pass the Professional Practice Module assessed at the end of the first year in order to be recommended to the Department for Education for QTS. Further details of the assessment process are detailed in the programme handbook.
- h. UCL Institute of Education considers the early termination of the student's' contract of employment with the school, either by the school or the student themselves, as a failure of the Professional Practice Module.
- i. In exceptional cases Teach First may determine that it should seek an alternative school for the student. In such cases, if Teach First is able to source an alternative school, UCL Institute of Education will permit a Second Attempt at the Professional Practice Module.
- b) If an alternative school is not considered appropriate by Teach First or one cannot be found, the student teacher's enrolment with UCL Institute of Education will be terminated.