



UCL Academic Manual

Chapter 8: Derogations and Variations

UCL Institute of Education

UCL IOE PGCE/ PgCE Regulations 2015-16

Effective from 1 September 2015.

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

1. Introduction

- 1.1 These regulations cover the conduct and award of the Postgraduate Certificate in Education and the Professional Graduate Certificate in Education.
- 1.2 These regulations cover recommendations by University College London Institute of Education (UCL IOE) for Qualified Teacher Status (QTS) and Early Years Teacher Standards (EYTS) to the National College for Teaching and Leadership (NCTL).
- 1.3 These Regulations are made subject to the General Academic Regulations of University College London (UCL) and all other appropriate regulations, policies and procedures of UCL IOE.

2. Scope of Application

- 2.1 These regulations apply, as appropriate, to the PGCE, PgCE, School Centred Initial Teacher Training (SCITTs), Early Years Initial Teacher Training (EYITT), and School Direct Salaried arrangements that UCL IOE has with schools.

3. Definitions

3.1 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 (www.gov.uk/organisations/department-for-education). It oversees ITE for schools and QTS.
Department for Business, Innovation and Skills (BIS)	The Department for Business, Innovation and Skills is the department for economic growth. The department invests in skills and education to promote trade, boost innovation and help people to start and grow a business. BIS is a ministerial department supported by forty five agencies and public bodies (www.gov.uk/organisations/department-for-business-innovation-skills). It oversees ITE for the post-compulsory sector and QTLS.
EYITT	Early Years Initial Teacher Training (www.gov.uk/early-years-teacher-training-a-guide-for-providers)
EYTS	Early Years Teacher Status award from Early Years Initial Teacher Training (www.gov.uk/early-years-teacher-training-a-guide-for-providers)
H level	Level 6 as nationally indicated in the Framework for Higher Education Qualifications (FHEQ) at the time that these regulations were approved (www.qaa.ac.uk/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf)
M Level	Level 7 as nationally indicated in the Framework for Higher Education qualifications (FHEQ) at the time these regulations were approved (www.qaa.ac.uk/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf)
NCTL	National College for Teaching and Leadership (www.gov.uk/organisations/national-college-for-teaching-and-leadership)
PGCE	Postgraduate Certificate in Education
PgCE	Professional Graduate Certificate in Education
Phase	The 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 (https://getintoteaching.education.gov.uk/explore-my-options/training/scitt)
SDS	School Direct Salaried are courses designed by groups of schools with a university or SCITT (https://getintoteaching.education.gov.uk/explore-my-options/training/school-direct).
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 (www.ucl.ac.uk/srs/academic-regulations)

4. Awards and Recommendations to NCTL

- 4.1 The award of the Post Graduate Certificate in Education and the Professional Graduate Certificate in Education, offered and managed by UCL Institute of Education, is made with a recommendation to NCTL for Qualified Teacher Status, for Primary and Secondary (provider-led) and School Direct Tuition Fee route. Failure successfully to achieve the requirements of the PGCE or the PgCE would mean that recommendation for QTS status would not be made by UCL Institute of Education to NCTL.
- 4.2 For School Centred Initial Teacher Training (SCITT) the award of a PGCE by UCL Institute of Education is independent of the recommendation for QTS to NCTL which is made by the SCITT itself. UCL IOE will not award a PGCE in the event of a candidate failing to meet the requirements for QTS.
- 4.3 For Early Years Initial Teacher Training (EYITT) UCL Institute of Education is responsible for making the PGCE or PgCE award together with the recommendation to NCTL for Early Years Teacher Status (EYTS).
- 4.4 There are two routes for School Direct with awards made as follows:
- (a) School Direct Tuition Fee Route: UCL Institute of Education is responsible for making the recommendation to NCTL for QTS. The recommendation for Qualified Teacher Status can only be made when the PGCE has also been achieved.
- (b) School Direct Salaried Route: UCL IOE is responsible for making the recommendation to NCTL for QTS. The award of a PGCE is an option which can be applied for separately. QTS can be awarded without the PGCE being achieved.
- 4.5 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

5. Admissions

5.1 Post Graduate Certificate in Education including the Professional Graduate Certificate in Education

In order to be admitted to the PGCE a candidate shall normally:

- 5.1.1 On entry, possess qualifications recognised by the Department for Education as conferring graduate status. To satisfy this requirement a candidate must:
- (a) be a graduate of a UK university or other higher education institution with degree awarding powers; or
 - (b) possess an overseas degree qualification judged by UCL Institute of Education to be of equivalent standard; or
 - (c) have an equivalent qualification which is not an aggregation of a number of separate qualifications.
 - (d) In the case of the Post-compulsory PGCE, have satisfied UCL Institute of Education 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.
- 5.1.2 Demonstrate on entry that he or she has attained the standard required to achieve a Grade C or higher in GCSE examinations in Mathematics and English Language for the Primary and Secondary phases. Candidates for the Early Years and Primary phases must also achieve the same standard in Science. Candidates for the Post-Compulsory ESOL and Literacy courses must demonstrate Level 3 in English.
- 5.1.3 On entry, have passed the Professional Skills Tests.
- 5.1.4 Demonstrate that there is nothing in his or her previous conduct that would put children or young people at risk or would indicate a lack of suitability for the teaching profession. This will require Enhanced Disclosure from the Disclosure and Barring Service prior to the start of the course with UCL Institute of Education. Students who have been living outside the UK must provide an appropriate alternative. The responsibility for obtaining this information for candidates for Employment Based Routes rests with the employing school, college or setting, and not with UCL Institute of Education. In addition, those placed in a relevant childcare setting will have been made aware of the legislation, including disqualification “by association” under Regulation 9 of the Childcare (Disqualification) Regulations 2009.
- 5.1.5 Demonstrate that he or she meets 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.
- 5.1.6 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.
- 5.1.7 Communicate well in spoken and written English. This will be assessed through the application form and at interview. Applicants may in addition be required to pass an approved English language test at a specified level. The normal minimum level of pass required in the International English Language Testing System (IELTS) will be 7.0 overall, with minimum scores of 6.5 for reading and 6.0 for writing; or 114-115 in the internet-based test; or 280 in the computerised TOEFL test.

5.2 Post-Compulsory

5.2.1 For the Post-Compulsory phase, the requirements of Regulations 5.1 will apply except that:

- (a) Applicants for the pre-service course offering a degree will be required to have a good first degree in subjects relevant to teaching in the lifelong learning sector;

(b) Applicants for the in-service course 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 course must provide evidence of previous teaching hours to ensure that this requirement can be met.

5.2.2 Satisfaction of requirements in 5.1 and/or 5.2 does not of itself secure admission.

5.2.3 Admission will be to a single phase of the course.

5.2.4 Where previous study at UCL Institute of Education or elsewhere is taken into account at the discretion of UCL Institute of Education, the requirements of the Regulations will be appropriately reduced.

5.2.5 Application for admission must be made by the means determined by the Director of Initial Teacher Education.

5.3 School Direct Salaried

5.3.1 The employing school is responsible for taking the lead on recruitment with involvement from appropriate staff at UCL institute of Education. For the concurrent admission to the PGCE, UCL Institute of Education would refer to the admissions criteria given in 5.1 above.

5.4 SCITTS

5.4.1 Students taken onto a QTS programme by a SCITT may also be offered a place to study for a UCL IOE PGCE, subject to meeting the admissions criteria given in 5.1 above.

5.5 Early Years Initial Teacher Training (EYITT)

5.5.1 The admissions criteria and requirements for the Early Years Initial Teacher Training course are those given in 5.1 above.

6. Registration

6.1 All persons seeking registration with UCL Institute of Education shall be required to produce original and/or certificated documentary evidence that they meet the appropriate admissions requirements set out in Section 5 of these regulations.

7. Programme of Study

7.1 Post Graduate Certificate in Education (PGCE)

7.1.1 The PGCE course 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.

7.1.2 The duration of the course of study for the Primary and Secondary phases shall not normally exceed a maximum of four academic years, and for the Post-Compulsory phase a maximum of five academic years, from the initial period of registration.

7.1.3 UCL Institute of Education will publish annually the approved curriculum for each phase of the course.

7.1.4 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 Teach First, each student will be required to take and pass three 20 credit M Level assignments and two 20 credit H level assignments, and the Professional Practice module.

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.

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.

- (c) 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 course 120 credits.
- (d) All candidates 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.

8. Attendance

- 8.1 In order to be assessed, a student shall normally be required to have attended all elements of the course, as set out in Section 7 above, and have completed the required number of days in school for the primary and Secondary phases, and the required hours in college for the Post-Compulsory phase.

9. Medical Fitness On-course

- 9.1 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 UCL Institute of Education or the school, college or setting where the trainee is employed by a school, college or setting.
- 9.2 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.
- 9.3 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 course 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.

10. Assessment

10.1 General considerations

- 10.1.1 The timing of any formal assessment will be in accordance with schedules published annually by UCL.

- 10.1.2 UCL shall issue to candidates sitting written examinations an examination timetable and an admissions notice in advance of the date of assessment each year, and this notice will be used as identification for attendance at the examinations.
- 10.1.3 In exceptional circumstances, a candidate may be granted permission for an extension to submission dates or for deferment of formal assessment, subject to relevant UCL guidelines and procedures.
- 10.1.4 A candidate who is prevented by illness or by any other cause judged sufficient by the Director of Initial Teacher Education from completing at the normal time, the assessment or part of the assessment for which he or she has entered may normally enter for formal assessment in relation to those elements in which he or she was not able to be assessed on the next occasion when the assessment is held. At the discretion of the Board of Examiners concerned, such a candidate may instead undertake a special assessment in those elements missed and/or be permitted to submit any prescribed assignment at a date specified by the Board. The special assessment will normally be undertaken in the same form as the assessment that was missed.
- 10.1.5 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 an attempt.
- 10.1.6 Viva voce examinations may exceptionally be held where the examiners cannot otherwise reach a decision. Such an examination shall be conducted by no fewer than two examiners acting together, who shall decide the mark.
- 10.1.7 Only examiners and the candidate shall be present at the viva voce examination.
- 10.1.8 A certificate will be sent to each candidate who has been awarded the PGCE or PgCE following the final meeting of the Board of Examiners. The date of award will normally be 1 August or 1 January following that meeting.

10.2 Professional practice/practical teaching component

- (a) The following regulations apply to students on the PGCE, PgCE Early Years, Primary, Secondary and Post-Compulsory programmes where the professional practice/practical teaching component is arranged and managed by UCL Institute of Education.
- 10.2.1 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.
- 10.2.2 Students are monitored, supported and helped with their professional practice by both UCL Institute of Education staff and staff in the practice placement area. 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. This is used where the Student Teacher is not responding to support mechanisms that have been put in place by UCL IOE and the placement provider.
- 10.2.3 If the implementation of the Cause for Concern policy for the student is regarded as not resulting in 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 given in Annex 1. The Professional Practice Panel may decide to remove the student from her/his teaching practice placement before the placement period has been completed.
- 10.2.4 A student who is removed from a professional practice placement before 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.

- 10.2.5 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 placement being found.
- 10.2.5 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.
- (a) 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.
- (b) For School Direct Tuition Fee Route and 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.

11. Awards

- 11.1 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. Candidates for Post-Compulsory who pass all modules but attain 30 credits or more at Level 5 will be eligible for the award of a Diploma in Education and Training.
- 11.2 Candidates awarded the PGCE (or PgCE) in the Early Years, Primary and Secondary phases will, subject to satisfying all other necessary conditions, be recommended for QTS by UCL Institute of Education.
- 11.3 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 recommendation.
- 11.4 Students who successfully complete the taught components of the Post Compulsory phase of their programme of studies but fail the practical teaching component will be awarded a Postgraduate Certificate (PGCert).

12. Consequence of Failure

- 12.1 Candidates who, at their first attempt, do not complete the whole examination for the PGCE successfully, or who are referred in the taught elements, may be re-assessed. A re-assessment fee will be payable.
- 12.2 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.
- 12.3 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.

- 12.4 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 UCL Institute of Education otherwise determines.
- 12.5 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.
- 12.6 The level at which candidates may be re-assessed in the taught elements of the course will be specified by the Board of Examiners.
- 12.7 Candidates who wish to request a reconsideration (academic appeal) of a decision of a Board of Examiners may do so under the procedures set out in the UCL Academic Manual, Chapter 1, Section 12: Student Complaints Procedure.

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