

Initial Teacher Education (ITE) Regulations, Policies and Procedures 2023/2024

Initial Teacher Education (ITE) programmes are governed by UCL's regulations, policies and procedures as set out in the UCL Academic Manual.

ITE programmes are also governed by complementary IOE, UCL's Faculty of Education and Society (henceforth referred to as UCL- IOE), regulations, policies, and procedures for ITE as set out below in order to ensure the applicable teaching standards are met.

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1. AWARD INFORMATION

UCL's award requirements define how many credits and modules students need to pass to be awarded a UCL qualification. ITE programmes use the Postgraduate Certificate and Postgraduate Diploma Award Requirements in the UCL Academic Manual, ([Chapter 4, Section 9: Progression and Award](#)). ITE programmes also have additional award requirements to ensure the applicable teaching standards are met.

The table below details the Exit Awards available and the minimum requirements for each qualification. Details of the full requirements for each programme can be found in programme handbooks and programme summaries.

PGCE (except post-compulsory PGCE)

Award	Minimum of 120 credits at level 7	Minimum of 60 credits at level 7	Professional Practice Module(s)
PGCE	N/A	Must Pass	Must Pass
PG Cert (interim) ¹	N/A	Must Pass	N/A

Post-compulsory PGCE

Award	Minimum of 60 credits at level 7	Minimum of 60 credits at level 6	Professional Practice Module(s)
PGCE	Must Pass	N/A	Must Pass
PgCE (interim)	N/A	Must Pass	Must Pass
PG Cert (interim) ²	Must Pass	N/A	N/A

¹ Details of the requirements for PG Cert (interim) qualifications applicable to each ITE programme are available in Programme Summaries.

² Ibid.

2. PROFESSIONAL ACCREDITATION AWARDS

2.1. Abbreviations

Abbreviation	Definition
EYTS	Early Years Teacher Status
ITE	Initial Teacher Education
PGCE	Post Graduate Certificate in Education
QTS	Qualified Teacher Status
QTLS	Qualified Teacher Learning and Skills

2.2. Award of Professional Accreditation by ITE programme

2.2.1. PGCE Primary, PGCE Secondary and School Direct Tuition Fee

The UCL-IOE Faculty of Education and Society makes a recommendation to the Department for Education for QTS upon successful completion of the PGCE qualification. Note that UCL-IOE does **not** make a recommendation for QTS unless all three modules are passed.

2.2.2. Early Years Initial Teacher Training (EYITT)

UCL-IOE makes a recommendation to the Department for Education for EYTS upon successful completion of the PGCE qualification. Note that UCL-IOE does **not** make a recommendation for EYTS unless the PGCE is passed.

2.2.3. PGCE Post-Compulsory, PGCE Further Education

QTLS status is independent of the UCL-IOE and is not integrated into the Post-Compulsory PGCE programme or the new PGCE Further Education. Students who wish to gain QTLS must apply independently through the Society for Education and Training.

2.3. Professional Accreditation Award Recommendation and the Consequences of Failure

Students who fail to meet the professional award requirements as stipulated in this document will not have a recommendation for EYTS or QTS made by UCL-IOE to the Department for Education as applicable.

3. ITE ATTENDANCE POLICY

3.1. Introduction

- 3.1.1 This Policy should be read in conjunction with the UCL regulations on attendance which can be found on the main [Students webpages](#); if there is a discrepancy between the two, the ITE policy takes precedence.
- 3.1.2 The UCL-IOE expects students to take a professional approach to attendance, in line with the relevant Teachers' Standards, which outlines the expectation that teachers demonstrate consistently high standards of personal and professional conduct.
- 3.1.3 ITE students are expected to attend **all** programme activities, whether face to face or online, and are expected to be in attendance in their placement for the hours agreed with the placement provider. Students may only be absent in cases of serious illness or emergencies. For Covid-19 cases the current guidance is try to stay at home and avoid contact with other people: <https://www.gov.uk/guidance/people-with-symptoms-of-a-respiratory-infection-including-covid-19#what-to-do-if-you-have-a-positive-covid-19-test-result>
Students will be advised separately of any changes in line with a change in the government guidance.

3.2. Non-attendance

Cases of non-attendance may:

- i. Require a student to explain any absence to their programme administrator. This may identify specific support to be put in place.
- ii. Require a student to attend a departmental meeting to discuss their absence with their Programme Leader, Subject Leader or Tutor.
- iii. Trigger a Student Teacher Support and Concern Procedure.
- iv. Require a student to attend a Mandatory Faculty Interview with the Head of ITE.
- v. Constitute a fitness to practise issue for investigation through formal Fitness to Practise procedures.
- vi. Lead to students becoming ineligible for recommendation for QTS or equivalent.

3.3. Absence from Institute of Education sessions

- 3.3.1 Any absences should be reported in accordance with the Faculty's procedures for absence reporting by students.
- 3.3.2 In the unlikely event students are absent from sessions, after following appropriate notification procedures for their programme, they must ensure they catch up on the missed sessions, related readings and directed activities.

3.4. Absence from placement/experience

Students are required to undertake a specified amount of time on placement, as outlined in the Programme Handbook. Students must let their placement setting know if they are absent for any reason and follow the Placement Settings absence procedure to avoid an unauthorised absence. Placement providers may be flexible where students have been absent for unavoidable reasons, but students who fail to achieve the necessary time may be required to undertake an additional placement. There may be a charge for this and/or their accreditation may be delayed. Students should refer to their programme handbook for details.

4. REGULATIONS GOVERNING ITE PLACEMENTS ARRANGED BY UCL-IOE

These regulations apply to professional practice experience on Initial Teacher Education (ITE) programmes run by the UCL-IOE. 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

4.1. 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-IOE in line with the regulations set out in this document
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
Lead School	Applicable only to the School Direct Tuition Fee programme for the purposes of this document

4.2. Scope

- 4.2.1 These regulations apply to Placements on ITE programmes that are arranged by UCL-IOE or by the Lead School on the School Direct Tuition Fee programme.
- 4.2.2 These regulations also apply to students undertaking Placements on the Employment Based Route of the EYITT programme.
- 4.2.3 These regulations do not govern Employment-based practice on the Employment Based Route of the EYITT programme.

4.3. Programme Design and Structure

- 4.3.1 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. Programmes awarding QTS must also meet the DfE criteria for ITT.
- 4.3.2 In addition, the structure of ITE programmes must meet the requirements of the applicable governing Professional, Regulatory or Statutory Body (PSRB).
- 4.3.3 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 to meet the minimum requirements for the qualification.

4.4. Additional Support for ITE Students on Placement

- 4.4.1 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 outlined in UCL's Student Support Framework and/or will implement the three-stage Student Teacher Support and Concern Procedure.
- 4.4.2 Failure of a student to adequately engage with Stage 2 of the Student Teacher Support and Concern Procedure may result in a Professional Practice Panel or Fitness to Practise Panel being convened.

4.5. Obtaining Placements

- 4.5.1 If UCL-IOE is unable to secure a placement for a student, then the Academic Programmes Office will initiate the Delayed Placements Procedure within three days of placements being confirmed for the cohort.

- 4.5.2 In the unlikely event that it is not possible to secure a placement for a new student within one month of the placement period commencing the personal tutor will meet the student to discuss their possible options, including taking an interruption of study.
- 4.5.3 For students returning from an interruption of study, deferral or repeat of the Professional Practice module, if in the unlikely event it is not possible to secure a further placement in an adequate timeframe, they may be advised by their tutor to take a further interruption of study.
- 4.5.4 A student returning from an interruption of study will be given equal opportunity to be placed as all other students in the current cohort.
- 4.5.5 If in the unlikely event that UCL-IOE or Lead School is unable to secure a suitable placement, the student will be unable to remain on the programme and a meeting will be arranged with the programme lead to discuss interruption or withdrawal. The outcome of this meeting will be shared with APO colleagues who will process the change in student status.

4.6. Assessment of Professional Practice Modules

- 4.6.1 The assessment of Professional Practice Modules is conducted in line with UCL's Assessment Framework for Taught Programmes which are supplemented by these UCL-IOE ITE Regulations.
- 4.6.2 Professional Practice Modules are assessed against professional standards on a pass/fail basis only. The marking criteria for professional practice consider the requirements of the applicable professional standards and are made available to students in the Programme Handbook.
- 4.6.3 The ITE Policy on Attendance also applies to the attendance requirements of the assessment of Professional Practice Modules.

4.7. Fitness to Practise and Placements

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

4.8. Early Termination of a Placement

- 4.8.1 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 by UCL-IOE as a result of the application of UCL's regulations, policies and procedures as set out in the Academic Manual.
 - iii. When the programme team deem it necessary to terminate the placement.
 - iv. A student voluntarily withdrawing themselves early from a Placement or resigning from their contract of employment.
 - v. Failure to engage with the Student Teacher Support and Concern Procedure.
- 4.8.2 All cases of the early ending (termination) of a Placement require a Termination of Placement Form to be completed. Wherever possible, this form should be completed by the Placement and passed via email to IOE Quality.
- 4.8.3 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.
 - iv. Exceptional circumstances and after agreement between the Chair of the PPP and the Head of ITE, a PPP may not be required.
- 4.8.4 Tutors should complete the [ITE Professional Practice Panel Referral Form](#) for all cases of the early ending (termination) of a Placement requiring an ITE Professional Practice Panel.
- 4.8.5 The ITE Professional Practice Panel (PPP) considers the circumstances of the early termination of the placement to recommend to the Board of Examiners if an alternative placement should be offered. The PPP also recommends to the Board of Examiners when the student has failed their first attempt at the Professional Practice Module and to recommend to the Board of Examiners if a second attempt should be permitted. In the case of an early termination of employment for an Employment Based (GEB) student of the EYITT PGCE, the

ITE PPP makes a recommendation on the length of time permitted for seeking new employment.

- 4.8.6 Where a second attempt is not permitted or the PPP recommend failure of a second attempt due to early termination of the placement, students will be deemed to have failed the Professional Practice Module and enrolment should be terminated.

4.9. Consequences of Failure of a Professional Practice Module

- 4.9.1 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 (re-assessment). It is for the Board of Examiners to determine whether a second attempt is permitted.
- 4.9.2 In line with UCLs academic regulations, third or any subsequent attempts at assessment are not permitted.
- 4.9.3 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, which will take place within the same academic year. A Repeat means a New Placement as part of a Second Attempt at the module, which will take place the following academic year.
- 4.9.4 With the exception of the EYITT programme, a fee 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. Students should refer to their programme handbook for details of fees.
- 4.9.5 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.' In this case, students should follow UCL's usual process for applying for an EC.
- 4.9.6 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 the Professional Practice Module 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.
- 4.9.7 UCL's Initial Teacher Education programmes do not use Condonement. This is because ITE programmes require certain compulsory elements to be passed to achieve the applicable professional qualification e.g., QTS.

4.10. New Placements following Early Termination of a Placement

4.10.1 UCL-IOE or the School Direct Lead School will attempt to source a suitable New Placement for students dependent upon the decision of the Board of Examiners following the recommendation of the PPP.

4.10.2 Efforts made by the UCL-IOE or the School Direct 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-IOE or the School Direct Lead School that any New Placement found is suitable and will enable the student to meet the requirements of their programme.

4.10.3 A number of factors will determine the length of time UCL-IOE 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.

4.10.4 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-IOE will attempt to source a New Placement following the decision of the Board of Examiners. This would typically be no longer than two months.

4.10.5 When searching for a New Placement UCL will give equal priority with the main cohort in the allocation of placements.

4.10.6 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.

4.10.7 For the purposes of securing a New Placement, when in contact with potential New Placement providers the UCL-IOE or Lead school will disclose to them information pertaining to the student's progress to date.

4.10.8 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-IOE or the School Direct Lead School.

4.10.9 If the student is not deemed to be showing clear signs of progress and improvement against set targets (including during the probationary period, if applicable) during the New Placement, the student may be withdrawn from the New Placement by UCL-IOE or the Lead School. In this case, the Chair of the PPP, and the Head of ITE will decide whether a further PPP will be needed or whether a referral should be made to the Fitness to Practise Panel.

4.10.10 If the UCL-IOE or Lead School is unable to secure a suitable New Placement within two months following the decision of the Board of Examiners the student will be deemed to have failed the Professional Practice Module.

4.11. Award & Professional Accreditation

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

5. REGULATIONS GOVERNING PROFESSIONAL PRACTICE ON EMPLOMENT-BASED ITE PROGRAMMES

5.1. Abbreviations

Term	Definition
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.
EYITT	Early Years Initial Teacher Training
GEB	General Employment Based

5.2. Scope

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

5.3. Programme Design and Structure

5.3.1 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.

5.3.2 In addition, the structure of ITE programmes must meet the requirements of the applicable governing Professional, Regulatory or Statutory Body (PSRB).

5.3.3 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 to meet the minimum requirements for the qualification.

5.4. EYITT Programme

5.4.1 Students on the EYITT (GEB) programme undertake some of their Setting Experience with their employer. Setting Experience is recognised and awarded through the UCL-IOE Professional Practice Module.

5.4.2 The employment setting and UCL-IOE are jointly responsible for assessing the Setting Experience undertaken within the employment setting.

5.4.3 Students are monitored and supported in their Setting Experience by UCL Supervision Tutors and Employment Setting Mentors.

5.4.4 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.

5.4.5 The failure of a student to engage with the three-stage Student Teacher Support and Concern Procedure may result in a Professional Practise Panel being convened.

5.4.6 Professional Practice Modules are assessed against marking criteria on a pass/fail basis only and must be passed 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.

- 5.4.7 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-IOE to make a recommendation for EYTS.
- 5.4.8 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.
- 5.4.9 UCL academic regulations do not permit a third or any subsequent attempts at submission.
- 5.4.10 UCL-IOE will not make the recommendation to the Department for Education for EYTS in the event of failure of a Professional Practice Module.
- 5.4.11 The particulars of the agreements between the Employing Setting and UCL-IOE are outlined within the Memorandum of Agreement between both parties.

6. THE CONSEQUENCES OF FAILURE

6.1. Taught Modules (Level 7)

Students on Initial Teacher Education programmes who fail the assessment of Taught Modules at the first attempt will be eligible for a second attempt at assessment (Resit or Repeat). In line with the UCL academic regulations, third or any subsequent attempts at submission are not permitted.

6.2. Professional Practice Modules (Level 6)

6.2.1 Students on Initial Teacher Education programmes who fail the assessment of Professional Practice Modules at the first attempt do not have an automatic right to a second attempt at assessment. It is for the Board of Examiners to determine whether a second attempt is permitted. In line with the UCL academic regulations, third or any subsequent attempts at submission are not permitted.

6.2.2 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.

6.3. Reassessment of Taught Modules (Level 7)

6.3.1 When permitted, reassessment may take the form of either a Resit, which usually takes place in the Late Summer Assessment period, except for the professional practice module, or a Repeat in the following academic session. Repeats include attendance in the following academic session, and tuition fees in line with the number of credits being repeated.

6.3.2 The marks for modules successfully completed at the Second Attempt will be capped at the pass grade – Grade C for PGT modules (Level 7).

6.4. Deferred Assessment

If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e., a 'new first attempt' or a 'new second attempt.' If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e., they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e., the existing cap will not be removed).

7. FITNESS TO PRACTISE POLICY AND PROCEDURE 2023/24

7.1. Outline

7.1.1 Policy and Procedure for the management of concerns about students' Fitness to Practise.

7.1.2 Designed to inform students, staff, and practice providers about UCL-IOE's procedure for addressing Fitness to Practise issues.

7.1.3 This Policy applies to Initial Teacher Education (ITE) programmes leading to professional qualification and/or eligibility to apply to a professional register that requires students to undertake periods of experience in practice settings. UCL, in conjunction with the professional and regulatory bodies, has a duty to ensure the student is fit to practise during and up to the point of registration/awarding of qualification.

7.1.4 The Policy should be used in conjunction with the relevant professional body code and Fitness to Practise standards and requirements, the UCL Academic Manual, the Student Disciplinary Code and Procedure in Respect of Students, Student Teacher Support and Concern Procedure, Disclosure and Barring

Service Process, and any other relevant policies and procedures as deemed necessary.

- 7.1.5 The Policy should be read in conjunction with the ITE policies and procedures 2023-24.

7.2. Introduction

This Policy is used by the UCL-IOE to assess Fitness to Practise when considering whether students meet the professional standards of conduct for the awards on all ITE programmes at the IOE.

7.3. Definition of Fitness to Practise

- 7.3.1 Being fit to practise means having the knowledge, understanding and skills to practise safely and effectively in relevant professional roles.
- 7.3.2 In addition to conferring appropriate qualifications, UCL must be satisfied that students entering certain professions are safe, are suitable entrants to the chosen profession, and are fit to practise. Fitness to Practise is monitored and assessed throughout a student's time on the programme.
- 7.3.3 Fitness to Practise concerns may arise from aspects of the student's health or personal conduct (including, without limitation, unsatisfactory professional progression, behavioural issues, and other issues external to their academic progression and performance).

7.4. Scope

- 7.4.1 The purpose of this policy is to provide a framework for investigating and addressing concerns as to a student's Fitness to Practise while enrolled on an ITE programme at UCL-IOE.
- 7.4.2 This policy applies to students enrolled on all programmes of Initial Teacher Education at UCL. These students are required to demonstrate professional characteristics in keeping with the requirements of the relevant regulatory body or successor body as in the [Teachers' Standards](#), [Early Years Teachers' Standards](#), and the [Professional Standards for FE Teachers](#).
- 7.4.3 These characteristics and requirements are in addition to [UCL's general requirements of satisfactory conduct and academic progression](#).

7.5. Purpose of the Fitness to Practise Policy

- 7.5.1 The purpose of the Fitness to Practise Policy is to:
- i. Protect and safeguard the public, individuals, students, and pupils.
 - ii. Ensure students are appropriately prepared for entry to the profession, including developing professional attitudes and clearly demonstrable and understood professional behaviour.

- iii. Adhere to the standards set out by relevant regulatory bodies.
- iv. Identify students who are unfit to practise (e.g., through Safeguarding and DBS investigations before and during a course).
- v. Protect UCL against significant risk during the student's professional training.

7.6. Use of this Policy

- 7.6.1 This Policy is not intended to deal with a student's academic performance (except as a result of a physical or mental health problem), extenuating circumstances, or complaint. However, if during consideration of a student's alleged disciplinary offence under UCL's disciplinary procedure, information or evidence emerges which raises questions about a student's Fitness to Practise, those issues may be referred for consideration under this Policy.
- 7.6.2 Under this Policy, any named officer may delegate his or her responsibilities to another appropriate member to guard against any conflict of interest and in the interests of progressing the panel in a timely manner.
- 7.6.3 Where this Policy provides for actions to be carried out within certain time periods, IOE will use all reasonable efforts to comply with these time limits.
- 7.6.4 Where this is not possible the student will be notified as soon as possible of reasons for any delay together with a deadline by which the action will be carried out.
- 7.6.5 In considering issues of Fitness to Practise under this Policy, IOE shall pay due regard to relevant legislation and guidelines issued by relevant regulatory bodies. Additionally, in cases relating to a student's health, IOE shall act in accordance with its duties under the Equality Act 2010 and the Special Educational Needs and Disability Act 2001.
- 7.6.6 Information on the Fitness to Practise requirements specific to the programme, including any requirements to notify the regulatory body, along with reference to this document are included in:
 - i. Information provided during the application and admissions process.
 - ii. Information sessions during induction/phase induction.
 - iii. The Programme Handbook, as appropriate.
- 7.6.7 The procedure will be operated with consideration to student confidentiality.

7.7. Fitness to Practise Process

7.7.1. Raising a concern

- 7.7.2 Concern regarding a student's Fitness to Practise can be raised relating to a wide range of behaviours, including, but not limited to:
 - i. Criminal conviction, caution, reprimand or equivalent.
 - ii. Drug or alcohol misuse.

- iii. Aggressive, violent, or threatening behaviour.
- iv. Persistent inappropriate attitude or behaviour.
- v. Academic misconduct.
- vi. Dishonesty or fraud (whether, or not, linked to the professional role).
- vii. Unprofessional behaviour or attitudes.
- viii. Health concerns and lack of insight or management of these concerns.

7.7.3 Reports of any issues of Fitness to Practise shall be submitted to the Head of ITE via a Fitness to Practise referral form as soon as possible after the act, incident or behaviour complained of or, in the case of repeated acts, incidents or behaviours, as soon as possible after the most recent instance.

7.7.4 A Fitness to Practise referral form may be submitted by any person. Fitness to Practise referral forms submitted anonymously will not normally be considered, except in exceptional circumstances, for example those concerning matters of potential health and safety of the reporter.

7.7.5 The Fitness to Practise referral form should:

- i. Note the reason(s) for referral. Information should be provided in chronological order and should be factual
- ii. Note any actions taken prior to the referral.
- iii. Be accompanied by evidence of the concern(s).
- iv. Be provided to the student.

7.7.6 In cases involving allegation of serious Fitness to Practise issues, the Head of ITE may recommend to UCL's Executive Director of Student Services and Registrar that the student is suspended immediately, pending consideration of the report under this Policy.

7.7.7 In instances where a student is on Placement, relevant information from the Fitness to Practise referral form will be shared with Placement leaders so that they can follow up any allegations in line with their own policies and procedures.

7.7.8 In instances where a practice setting has withdrawn a placement, or a placement is suspended, any subsequent placement will be dependent on the outcome of the FTP process. A separate decision may be made on whether the student may attend sessions at the IOE.

7.7.9 The process, from raising a concern to the outcome, should conclude within 8 working weeks, however, in exceptional circumstances it may take longer. The student will be informed of the reasons for any delays.

7.7.10 Initial investigation

7.7.11 The purpose of an initial investigation is to determine whether there is a case to answer as to whether the Fitness to Practise of the student is impaired. The initial investigation shall be carried out by the Head of ITE or their nominee (the “Investigating Officer”). The Investigating Officer will be supported by a “Secretary” from the IOE Academic Programmes Office.

7.7.12 The Secretary will write to the student to make them aware that a Fitness to Practise referral form has been submitted and supply a copy of the form to the student’s UCL email address. The student will be made aware that they have a right to respond to the referral form in writing, and to make the Secretary aware of any extenuating circumstances that they consider pertinent to the case, to be returned to the Secretary within five working days via their UCL email address. All documentation will be passed through the Secretary and there will be no direct communication, either written or oral, between the Panel and either the student or the member or members of staff concerned.

7.7.13 In all cases the student has the opportunity to seek support from UCL Occupational Health Services, UCL Student Support and Wellbeing Services and the Student’s Union prior to responding to the referral form.

7.7.14 The student should confirm to the Secretary whether they envisage any delay in returning a written response within 5 working days.

7.7.15 All students of IOE are entitled to seek impartial advice and guidance from [Students’ Union UCL Support Service](#) and from the [UCL Student Mediator](#). Information on a comprehensive range of health and wellbeing support services is accessible at the following link: [Student Support and Wellbeing](#).

7.7.16 The Investigating Officer will consider the Fitness to Practise referral form, whether further investigation is necessary for clarification, and any response from the student.

7.7.17 They should consider, in their assessment of the case, behavioural issues and impacts, in particular:

- i. The seriousness of the behaviour in question and impact on student and others.
- ii. Whether it is part of a pattern of behaviour.
- iii. The year of study of the student and his/her experience of higher education and/or professional practice.

7.7.18 They should consider, in their assessment of the case, risk management, in particular:

- i. How likely a repeat of the behaviour may be.
- ii. How well the student might respond to support.

7.7.19 The Investigating Officer shall produce a Fitness to Practise initial investigation report outlining the concerns raised, details of the investigation undertaken and concluding one of the following:

- i. There is no case for impaired Fitness to Practise; and UCL should attempt to find an alternative placement.
- ii. There is a case for impaired Fitness to Practise and the matter should be referred to the Fitness to Practise Panel.

7.7.20 If any support needs are identified in the initial investigation, the Head of ITE should ensure that these are implemented or that the student is made aware of where they can seek advice or guidance. The on-going Fitness to Practise of the student should be monitored as normal.

7.7.21 The employer or relevant regulators may be notified of an investigation being undertaken under the ITE Fitness to Practise Policy and whether the student is being withdrawn from any non-employment-based setting pending the outcome of the investigation.

7.7.22 If it is decided there is no case to answer, the student should be informed formally and promptly by the Investigating Officer via the Secretary. The student's programme leader and programme administrator should also be informed.

7.7.23 The investigation must normally be concluded within 15 working days of receipt of the referral form.

7.8. Fitness to Practise Hearing

7.8.1. Arranging a Fitness to Practise Panel

7.8.2 If the Investigating Officer makes a referral to the Fitness to Practise Panel the Secretary will make arrangements for the Panel to take place.

7.8.3 On receipt of the Fitness to Practise report of the initial investigation, the Secretary will write to the student, enclosing the report, and supporting information. The notification will inform the student of the procedure to be followed and the date and time of the meeting. It shall also include:

- i. The names of any witnesses, based on the Investigating Officer's report, the Panel proposes to call to give evidence at the meeting.

- ii. Copies of any documents, including those which have been obtained during the Investigating Officer's investigation, and that are to be submitted to the Panel as evidence.
- iii. Information that the student is entitled to bring a companion at their own expense (if travelling to an on-site meeting). The role of the companion is to provide moral support to the student and to be mindful of their wellbeing. An appropriate companion could be a close friend, fellow student, or staff member from Students' Union UCL or UCL Wellbeing and Support Services. This person cannot be a legal representative and they cannot be a member of the organisation where the student has been on a placement. The student may confer with their companion during the panel meeting. The companion does not have the right to present evidence or address the panel and may only do so at the request of the Chair.
- iv. Information on relevant student support services they may find useful to access. In certain cases, it may be appropriate for the Secretary to find out specific details from the student in advance of the meeting so that the Panel can provide necessary support to the student, if needed.

7.8.4 Fitness to Practise Panels should not take place on a Friday.

7.8.5 The student shall be asked to inform the Secretary by the deadline given whether s/he intends to attend the Panel meeting, and whether s/he wishes to be accompanied to the meeting. The student shall also give the full name of the companion and note the capacity in which they will attend. This person may not be a legal representative and may not attend without the student.

7.8.6 The student should forward to the Secretary any documents they wish to submit to the Panel as evidence by the deadline given before the meeting.

7.8.7 The Secretary shall forward the information and documents received from the student to the members of the Panel. Any documents submitted after the deadline given before the meeting will not be included or distributed to the panel, and no further communications of any sort will be accepted for consideration by the Panel after this time except at the discretion of the Chair.

7.8.8 Fitness to Practise Panel membership and attendance

7.8.9 The IOE will establish a 'Panel Pool' of members for the Fitness to Practise Panel on an annual basis.

7.8.10 The membership of the Panel will be drawn from the IOE ITE academic/programme/teaching team. It will comprise three core members, as follows:

- i. A Chair – Head of ITE or nominee.
- ii. An academic member of staff from the student's programme.

- iii. A member of staff from a different programme in the ITE area who does not know the student.

7.8.11 A Secretary will be appointed to the Panel from the IOE Academic Programmes Office.

7.8.12 Further panel members may be enlisted by decision of the Chair as required, such as:

- i. In instances involving concerns regarding a student's health, the Panel might also include a member with knowledge of matters relating to student health.
- ii. The Panel may seek advice or guidance from an adviser/expert on specific questions or regulations.
- iii. An individual external to the IOE coming from the same profession as the programme on which the student is registered.

7.8.13 An observer may be present at the Panel meeting. They will be a member of UCL staff outside the student's programme of study and shall not be part of the Panel membership.

7.8.14 No member of the Panel shall have been previously involved with the investigation and/or otherwise involved in the allegation giving rise to consideration of the particular student's conduct under this Policy.

7.8.15 The Investigating Officer is required to attend the panel hearing to present their report.

7.8.16 The student has the right to attend the panel hearing, and to be accompanied by a companion (see 7.8.3 iii).

7.8.17 The student has the right to call witnesses to attend the panel hearing but must inform the Secretary of their details at least 48 hours prior to the meeting.

7.8.18 If the student does not attend the panel hearing and fails to submit to the Panel in advance an explanation for their non-attendance the Panel, may, at its discretion, proceed with the meeting provided it is first satisfied that due notice of the meeting was given.

7.8.19 Fitness to Practise Panel meeting proceedings

7.8.20 The Fitness to Practise Panel meeting is responsible for considering matters of Fitness to Practise and for imposing appropriate conditions or sanctions on those students found to be unfit to practise.

7.8.21 The date and time of the Panel hearing will be set as soon as possible following the referral from the Investigating Officer. The Panel will be provided with the same set of documents as the student. The Secretary will keep a written record of the proceedings and of evidence given to the Panel. The Panel deliberations following the meeting shall be held in private.

7.8.22 The procedure for the consideration of allegations under this Policy shall be prescribed by the Panel, but may typically include the following stages:

- i. Panel members meet without the student present to consider matters of process.
- ii. The student and companion (where accompanied) will join the meeting.
- iii. The Investigating Officer shall state the case for consideration of the student's Fitness to Practise and may call witnesses. Such witnesses may be questioned by the student.
- iv. The student shall state their case and may call witnesses who may be questioned by the Investigating Officer; The witnesses will then be asked to withdraw.
- v. The Investigating Officer at the close of the evidence shall address the Panel.
- vi. The student at the close of the evidence shall address the Panel.
- vii. The panel may direct questions at the Investigating Officer or the student.
- viii. The Investigating Officer and the student (and companion) shall withdraw.
- ix. The Panel will consider the case in private and communicate the outcome in writing to the student within 10 working days of the hearing.

7.8.23 The Secretary will take minutes at the meeting. No audio recording of the meeting is to be taken by anyone in attendance except for the Secretary who may make use of an audio recording to assist with preparing the notes. Audio recordings used by the Secretary for this purpose will be saved in a secure confidential location with restricted access and will be deleted once the notes are completed. The Chair will inform the meeting if the Secretary is using an audio recording for this purpose.

7.8.24 The meeting will normally be conducted online via MS Teams. The secretary will send invitations to participants. If required, with the agreement of the Chair, the meeting may be held on site.

7.8.25 Decisions open to the Panel

7.8.26 The Panel shall have authority to reach the following decisions:

- i. The student is fit to practise and is permitted to continue on the programme.
- ii. The student is fit to practise and is permitted to continue on the programme subject to conditions, and/or any other action which the Panel considers appropriate to enable the student to complete the programme.

- iii. The student is not fit to practise and is required to suspend their studies for a specified period of time, at the expiry of which the Panel shall review the situation and decide whether to re-admit the student to the programme.
- iv. The student is not fit to practise and the student's registration at UCL should be terminated. In such cases, the Head of ITE will make the recommendation for termination of enrolment to the Executive Director of Student Services and Registrar in writing following the decision of the Panel.

7.8.27 The decision of a Panel will be reached by a majority vote of the members of the Panel and shall be announced as the decision of the Panel.

7.8.28 The votes of individual Panel members shall always be treated as confidential and there shall be no disclosure either of such votes or of information showing whether the decision was reached by a unanimous or a majority vote.

7.8.29 In cases involving the termination of a student's registration on a programme, the IOE shall advise the student of any recognition they may be eligible to receive for studies already undertaken.

7.9. After the Fitness to Practise Panel Meeting

7.9.1 Follow the Panel's decision, the programme leader will meet with relevant members of the programme team, e.g., subject leader or tutor, to update them on the decision of the Panel and to review any conditions agreed by the Panel prior to any letter being sent to the student.

7.9.2 The decision of the Panel hearing, and a letter outlining the reasons for the decision and any conditions that need to be met, will be sent to the student, normally within 10 working days of the meeting. If the Panel decides a student is not fit to practise, this discussion will first be communicated to the student by the Chair and Programme Leader in a meeting. Other relevant parties, such as the school or employer and relevant regulators may also be notified of the decision of the Panel. The Head of ITE and programme leader should also receive a copy of this letter.

7.9.3 A copy of the findings, decision and conditions will be placed on the student's record in Portico as a module minute in accordance with the Data Protection Act 2018.

7.9.4 Where applicable, if a student's registration has been terminated on the grounds that they are not fit to practise, the findings and/or decision may be communicated to the relevant regulatory body. If appropriate, the Head of ITE may make a barring referral to the Disclosure and Barring Service (DBS) in line with UCL-IOE's [legal duty to refer](#). This decision would be taken in consultation

with the Executive Director of Student Services and Registrar and/or UCL's Director of Student Support and Wellbeing.

- 7.9.5 Where the student is deemed not fit to practise, the decision will be noted in any reference requested for the student.
- 7.9.6 Where the student is deemed fit to practise, the student may remain on the programme and UCL will attempt to find a new placement if required. The programme leader will work with the programme team to ensure that there is an agreed and understood plan for how the student teacher will be reintegrated back into IOE sessions and/or placement. This should include as a minimum an integration meeting taking place between the student teacher, programme leader and subject lead (if relevant). This will involve the creation of any Student Support Plan should this be a condition of the Panel.
- 7.9.7 If a student is permitted to remain on the programme subject to conditions and these are not met, the Head of ITE will make the recommendation for termination of enrolment to the Executive Director of Student Services and Registrar in writing.

7.10. Appeals

- 7.10.1 A student may request that a review of his/her case be undertaken by submitting an appeal via UCL's [Student Complaints Procedure](#)
- 7.10.2 Where a student is dissatisfied with the actions of UCL in their case, a formal complaint should be submitted via the UCL Student Complaints Procedure [Application Form](#) to the Student Casework Team within 28 days of receipt of the Fitness to Practise Panel's notification letter.
- 7.10.3 The student is welcome to contact the Student Support and [Wellbeing](#) Service at any point for confidential advice.
- 7.10.4 UCL subscribes to the Office of the Independent Adjudicator (OIA) scheme, and this Policy and associated Regulation is therefore subject to its review. UCL is committed to complying with any formal decision and/or recommendation(s) issued by the OIA arising from a student complaint considered by the OIA, noting that the student complainant is not bound to comply with the OIA decision.
- 7.10.5 Further information: Legislation and professional body information
- i. [Keeping Children Safe in Education](#) (DfE Statutory guidance).
 - ii. Teaching Regulation Agency [collection of information](#) about regulating the teaching profession and the process for dealing with cases of serious misconduct.
 - iii. Society for Education and Training [code of practice](#).

The information in this document is correct at the time of review in June 2023. UCL-IOE reserves the right to make amendments to the policy provided that such amendments are:

- i. As a result of changes to Professional, Statutory and Regulatory Body regulations.*
- ii. As a result of unforeseen events or circumstances beyond UCL-IOEs control.*
- iii. Are deemed reasonably necessary by UCL.*

If amendments are made, UCL shall take reasonable steps to notify students as soon as possible. The Policy will be operated in accordance with UCL's duties under the Equality Act 2010, the Data Protection Act 2018, and Freedom of Information Act 2000.

8. INITIAL TEACHER EDUCATION PROFESSIONAL PRACTICE PANEL POLICY 2023-24

8.1. Definitions and Abbreviations

Term	Definition
FtP	Fitness to Practice Policy and Procedures
ITE	Initial Teacher Education
New Placement	An alternative Placement arranged by UCL-IOE in line with the rules set out in this document.
Placement(s)	For ease of reference the term 'placements' will be used in this document to encompass School Experience (including employer-based experience contributing to a placement), Professional Practice Placements and Teaching Experience.
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.
PPP	Professional Practice Panel
School Experience	School-based placements (used on the PGCE Primary & Secondary programmes).
Setting Experience	Early Years placements (used on the Early Years Initial Teacher Training programme).
Student	A generic term used to encompass all Student Teachers and Trainees enrolled on ITE programmes at the UCL-IOE.
Teaching Experience	Further Education placements (used on the PGCE Post-Compulsory programmes).

8.2. Scope

- 8.2.1 The purpose of this policy is to state the rules governing the operation of PPPs at the UCL-IOE.
- 8.2.2 This Policy is effective from 1 September 2023 for new and continuing students enrolled on all ITE programmes at UCL-IOE.

8.2.3 This policy should be read in conjunction with UCL Academic Manual, other UCL policies and regulations and the complementary UCL-IOE regulations, policies, and procedures for ITE.

8.3. Purpose of the PPP

8.3.1 In the event of an early termination of a placement, to make a recommendation to the Board of Examiners on whether the student should or should not be offered an alternative placement.

8.3.2 In the event of failure to engage with the three-stage Student Teacher Support and Concern Procedure to identify if the relevant action plan is reasonable and justified, and if not to identify appropriate next steps to ensure the student has appropriate opportunity to make progress.

8.3.3 In the event of an early termination of employment of an EYITT (GEB) student, to make a recommendation to the Board of Examiners on an appropriate time limit for seeking new employment, and whether the student should be permitted to continue with their Professional Practice placements whilst seeking new employment.

8.4. Responsibilities of the PPP

8.4.1 To consider the circumstances leading to the early termination or failure to engage with the Student Teacher Support and Concern Procedure.

8.4.2 To determine whether:

- i. An alternative placement, or employment setting, will provide sufficient opportunity for the student to meet the appropriate Teacher's Standards required to be awarded the relevant professional accreditation, including the required number of teaching hours.
- ii. The students' support plan is reasonable and justified and that the student should be required to sign the document and engage with the plan to remain on a Placement.

8.4.3 To make a recommendation to the Board of Examiners that the student should or should not be offered an alternative placement.

8.4.4 To take account of the consequences of the recommendation. Where an alternative placement is not recommended, the student fails the Professional Practice Module and exits the programme.

8.5. PPP Membership

- 8.5.1 Only UCL staff can be members of the PPP.
- 8.5.2 A PPP is constituted by the following membership:
- i. The Chair, who is nominated by the Head of ITE at the UCL-IOE.
 - ii. Programme Leader for the student's programme.
 - iii. A second member of UCL staff from the student's programme, usually the student's tutor and/or subject lead.
 - iv. An independent member of ITE staff.
- 8.5.3 The Head of ITE at the UCL-IOE will designate an appropriate nominee to act as the Chair of the PPP.
- 8.5.4 The Programme Leader may designate an appropriate nominee in circumstances where they are unavoidably unable to attend the PPP. The nomination must be approved by the Chair.
- 8.5.5 The second member of UCL staff from the student's programme is ordinarily a staff member who has had direct contact with the student and is more aware of the details of the circumstances which have led to the PPP. For example, this may be the student's tutor.
- 8.5.6 The Chair has the discretion to determine appropriate panel members where there may be a conflict of interest.
- 8.5.7 The fourth PPP member provides professional expertise and judgment. If the student is known to them this should be declared at the start of the meeting.
- 8.5.8 If the fourth PPP member has had any direct or indirect contact with the student in a professional or personal capacity, or where they are unavailable, they may nominate another appropriately qualified and experienced colleague to assume their role on the PPP. The Chair of the PPP must approve this nomination. Direct contact would involve having met face to face or communicated via email or telephone; indirect contact could involve circumstances whereby the fourth PPP member had been working with the applicable placement school but not directly with the student.
- 8.5.9 All the members of the PPP named above in 8.5.b must be present for quoracy.
- 8.5.10 In the case where a student is called to a second PPP, the membership of the panel will be different from the first occasion as determined by the Head of ITE, to ensure impartiality.

8.5.11 The PPP meeting shall be held via video link such as MS Teams. The secretary will set up the virtual meeting and invite the panel members, the student, and their nominated companion for the agreed date.

8.6. Additional PPP Attendees

8.6.1 The PPP Secretary will attend the meeting for the purposes of taking notes and assisting with arrangements. Subject to the approval of the Chair, a nominee may be used where the PPP Secretary is unavoidably absent or when other work commitments prevent their attendance. This is to ensure the PPP is not delayed by their absence.

8.6.2 The student will be invited to attend the PPP by the Secretary. The meeting will normally be conducted online via MS Teams. In some circumstances, upon agreement by the Chair, the meeting may be held on site.

8.6.3 The Secretary will make reasonable efforts to arrange the PPP at a time at which the student is able to attend. If the student is unable to attend, dependent upon the circumstances of their absence, the Chair will determine whether to proceed with the PPP in their absence or to postpone.

8.6.4 The student is entitled to bring a companion to the PPP at their own expense (if travelling to attend the meeting on-site). The role of the companion is to provide moral support to the student and be mindful of their wellbeing. An appropriate companion could be a fellow student, a staff member from the Students' Union UCL or UCL Wellbeing and Support Services, a close friend, or a family member. They cannot be a member of the organisation where the placement in question took place. The student may confer with their companion during the PPP. The companion does not have the right to present evidence or address the PPP and may only do so at the request of the Chair.

8.6.5 All students are entitled to seek impartial advice and guidance from the [Students' Union UCL Advice Service](#) and from the UCL Student Mediator. Information on a comprehensive range of health and wellbeing support services is also accessible on the UCL website and via the Students' Union UCL.

8.7. Circumstances for convening a PPP

- 8.7.1 A PPP will be convened in the event of one of the following circumstances:
- i. Early termination of a placement by the School, College, or setting.
 - ii. Removal or suspension of a placement by UCL-IOE as a result of the application of UCL Regulations, Policies and Procedures set out in the Academic Manual.
 - iii. When the programme team deem it necessary to terminate the placement.
 - iv. A student voluntarily withdrawing from a placement or resigning from their contract of employment.
 - v. The termination of a contract of employment, by the employer, for employment-based routes.

vi. Failure to engage with the Student Teacher Support and Concern Procedure.

8.7.2 If the early termination of a Placement, or contract of employment, is the result of alleged professional misconduct, it would normally be dealt with under the UCL-IOE Fitness to Practise Policy and Procedures.

8.7.3 A PPP is sometimes convened in cases where an Interruption or Deferral results in the early termination or suspension of a Placement. In these circumstances the Programme Leader will discuss and agree with the Chair as to whether a PPP is required and when it may take place, or whether the student will have adequate opportunity to meet the Teacher Standards during the remaining of their programme in which case a PPP is not needed.

8.8. Process for convening a PPP

8.8.1 In the event of the early termination of a placement, or contract of employment, due to the occurrence of one or more of the circumstances outlined above in 8.7.1.a, the student's Tutor will make a referral to the Secretary and Chair using the [ITE Professional Practice Referral Form](#).

8.8.2 Upon receipt of a referral, the Chair will determine whether to convene a PPP in line with the criteria set out above in 8.7.1.a, or to recommend that the circumstances meet 8.7.1.b and should be dealt with under Fitness to Practise. Subject to meeting the criteria the Chair will ask the Secretary to arrange a meeting. The PPP Chair will supervise and approve meeting arrangements including PPP membership and evidence requirements.

8.8.3 All documentation relating to the PPP will be passed through the Secretary and there will be no direct communication, either written or oral, between the panel and either the student or the member or members of staff concerned.

8.8.4 During correspondence, the Secretary will ask the student what evidence they may wish to submit to the meeting and confirm the submission deadline for relevant paperwork. For example, and dependent upon the circumstances that led to the PPP, the evidence may be expected to show from the student's perspective:

- i. That the early termination of the placement by the school, or educational setting, was not justified.
- ii. That the early termination of the placement by UCL-IOE was not justified.
- iii. Why the voluntary withdrawal from the placement by the student was necessary.

- iv. Whether any bullying or harassment occurred; in such cases the university needs to be notified in advance and documentary evidence provided.
 - v. That the student had not failed to engage with the support framework, or the support framework action plan was unjustified or unreasonable.
- 8.8.5 During correspondence with the Secretary regarding arrangements for the meeting, the student should ensure the Secretary is made aware of any reasonable adjustments they or their companion may require to facilitate their attendance at the meeting. This information will be treated as confidential by UCL and will only be shared with other UCL staff members for the purpose of making the arrangements for the meeting.
- 8.8.6 If the Chair determines that a PPP is not required, they will recommend that the Programme Leader either provides further evidence or that an alternative support mechanism is more appropriate to the student's circumstances.
- 8.8.7 Evidence gathered by the Programme Leader and the student must be submitted to the Secretary by the deadline given prior to the PPP. No further communications of any sort will be accepted for consideration by the Panel after this time except at the discretion of the Chair.
- 8.8.8 Evidence gathered by the Programme Leader should include the following:
- i. Placement Provider correspondence and information.
 - ii. UCL-IOE documentation such as Support Plans (if applicable), minutes of any related meetings and relevant emails, and recent progress records.
- 8.8.9 The Secretary will make available all evidence to the PPP Members and the student prior to the PPP.
- 8.8.10 The student should confirm their attendance and that of a companion (if applicable) by the deadline given prior to the PPP meeting. However, where the student fails to engage with this procedure, by not providing satisfactory documentation and/ or non-attendance at meetings, the panel reserves the right to convene a meeting and reach a decision based on all available evidence.

8.9. Conduct of the PPP meeting

- 8.9.1 The Chair is responsible for the conduct of the meeting.
- 8.9.2 The PPP members will convene for the meeting at the time (and location if it is to be held on-site) arranged by the Secretary.
- 8.9.3 The Chair will begin the meeting, ask the Secretary to begin note taking and welcome all panel members, asking them to introduce themselves to the meeting.

- 8.9.4 If the Secretary is making an audio recording for the purposes of note taking the Chair will inform the meeting. The student and, if applicable, their accompanying companion, will be informed of this by the Chair when they join the meeting. (Refer to section 8.8.t for further details on audio recording).
- 8.9.5 The Chair will ask the Programme Leader to explain the circumstances which have led to the PPP. The second programme staff member may provide more detail at the request of any of the other panel members. Panel members may ask questions of the programme team members present to ensure they feel fully apprised of the situation.
- 8.9.6 The student will then be invited to join the meeting. A companion may join them at this time if they so wish (as per section 8.6.d. of this document).
- 8.9.7 The Chair will welcome the student and their companion and introduce the panel members to them.
- 8.9.8 The Chair will then give a brief overview of how the panel will proceed, including outlining the agenda and timings. The student will then be given the opportunity to ask any questions to clarify the procedures of the panel.
- 8.9.9 The Chair will ask relevant staff to explain to the student the circumstances, as they understand them, which have led to the convening of the panel.
- 8.9.10 The student will then be asked by the Chair to explain any evidence that may have been submitted to the PPP and for their reflections on any lessons that may have been learned from the experience in terms of their professional development.
- 8.9.11 The Chair will invite the PPP members to ask the student questions.
- 8.9.12 In addition to reviewing the written and verbal evidence already provided to the PPP, by asking the student questions, the PPP members will be looking to:
- i. gain greater insight into the circumstances leading up to the PPP.
 - ii. assess whether the behaviour of the student was professional and met the standards expected of teachers as set out in the Teacher's Standards (QTS), Early Years Teacher's Standards (EYTS) or Qualified Teacher Learning and Skills (QTLS) for post-16 education and training.
 - iii. understand what support was provided to the student by the placement provider and UCL and whether due process was followed in the organisation of that support.
 - iv. find out more about how the student interacted and engaged with support during their placement and across the wider programme.
 - v. understand the motivation and aspirations of the student and discover how they might reflect on their experiences and approach a new placement.
 - vi. assess whether the student could succeed in a new placement with appropriate support in place.

- vii. explore whether the student has capacity to undertake another placement.
 - viii. assess whether there were any mitigating circumstances which should be considered.
 - ix. assess the role, if any, of the placement provider in the early termination of the placement and whether any further action is required to address wider issues or concerns relating to their provision of placements for ITE students at UCL. The student may ask clarifying questions at any point during this part of the meeting if they are unsure what the panel member is asking.
- 8.9.13 Should the student wish to confer with their companion at any point during the meeting they should indicate this to the Chair who will ensure they are given the opportunity to do so.
- 8.9.14 At any point should the student, their companion or any other panel member require a break they should indicate this to the Chair who will pause the meeting for an appropriate period of time.
- 8.9.15 The Chair will determine the appropriate point at which the exchange of questions between PPP members and the student will end in keeping with the timings of the meeting agenda.
- 8.9.16 The Chair will then summarise what has taken place at the meeting, inform the student of next steps and ask the student and their companion to leave the meeting.
- 8.9.17 In a case where the student is in dispute with their tutor, the Chair will ask the tutor to withdraw from the Panel deliberations.
- 8.9.18 The PPP members will then deliberate its decision and conclude on a recommendation to make to the applicable Board of Examiners.
- 8.9.19 During the meeting, the Secretary will take a single set of minutes to provide a factual record. The minutes will not be verbatim and will not include the panel deliberations or confidential information regarding the recommendations of individual PPP members or whether the decision was reached unanimously or by a majority.
- 8.9.20 No audio recording of the PPP meeting is to be taken by anyone in attendance except for the Secretary who may make use of an audio recording to assist with preparing the notes. Audio recordings used by the Secretary for this purpose will be saved in a secure confidential location with restricted access and will be deleted once the notes are completed. The Chair will inform the meeting if the Secretary is using an audio recording for this purpose.

8.10. Decisions of the PPP

- 8.10.1 The decision(s) of the PPP are recommendations to the Board of Examiners. The PPP makes a recommendation to the Board of Examiners via the Chair of the Board of Examiners, the Head of ITE and External Examiner.
- 8.10.2 Considering the written and verbal evidence presented to the PPP, the members will use their professional judgment to determine whether the early termination by the School, College or setting or UCL-IOE, or voluntary withdrawal by the student from the placement, or the employment, in the case of Employment Based EYITT, was reasonable.
- 8.10.3 In circumstances where a PPP is convened due to the failure of the student to engage with the Student Teacher Support and Concern Procedure the members will use their professional judgment to determine whether the failure to engage was reasonable.
- 8.10.4 Following a decision as to the reasonableness of the early termination of the placement, considering the written and verbal evidence that has been presented to them, the PPP will use their professional judgment to decide whether to recommend that UCL-IOE should seek a new placement for the student.
- 8.10.5 Following a decision as to the reasonableness of the early termination of employment, for an EYITT employment-based student, considering the written and verbal evidence that has been presented to them, the PPP will decide whether to recommend that the student be permitted to continue with the Professional Practice Module whilst seeking new employment. The PPP will determine whether any time limits be recommended for securing new employment, to meet the programme requirements.
- 8.10.6 Following a decision as to the reasonableness of the failure to engage with the student support framework, considering the written and verbal evidence that has been presented to them, the PPP will use their academic judgment to recommend whether the student should remain on the programme.
- 8.10.7 The PPP may consider the following factors as part of their decision-making process:
- i. Will remaining on the programme continue to provide the student with the opportunity to meet the applicable standards required of teachers in the profession and subsequently gain an ITE qualification?

- ii. What support was made available to the student, how did they engage with that support and were the expectations placed on the student by the placement provider reasonable?
- iii. Is there further support available that might help the student to remain on the programme? Could their support needs be met through a new placement? Is the student demonstrating a willingness to engage with future support mechanisms that could be put in place?
- iv. Does the student demonstrate that they meet or are willing to work towards meeting the required standards of professionalism?
- v. Is the student willing to continue to engage with the programme team and potential new placement providers or employers as appropriate?
- vi. What, if any, mitigating circumstances should be considered?
- vii. What is the likelihood of the success of a new placement or place of employment?
- viii. Are there any constraints on the student's capacity to be successful in a new placement or employment including health concerns?
- ix. Is there any fitness to practise concerns that should be looked at under the Fitness to Practise policy?
- x. Any other circumstances pertaining to the ability of the student to meet the appropriate teaching standards if they remain on the programme.

8.10.8 As part of their final recommendation the PPP may specify support or conditions to be put in place in cases where they have recommended that the student remain on the programme. Examples of this include suggesting additional support mechanisms, such as a three-week probationary period or specifying how long the search for a new placement should take.

8.10.9 Dependent upon the circumstances, the PPP may also specify what communications should take place by the programme team with the original placement provider following the PPP outcome.

8.10.10 If the PPP determines that there is insufficient evidence to make an informed decision it may request further evidence and a reconvening of the PPP.

8.10.11 The following recommendations are available to the PPP for all programmes:

- i. A New Placement should be sought by UCL-IOE as part of the First Attempt at the Professional Practice Module.
- ii. A New Placement should be sought by UCL-IOE as part of the Second Attempt at the Professional Practice Module.
- iii. Failure of the First Attempt at the Professional Practice Module with no permission granted for a Second Attempt.

- iv. Failure of the Second Attempt at the Professional Practice Module meaning the student's enrolment should be terminated.
- v. Suspension of the PPP to permit either the gathering of further evidence or to allow an alternative UCL policy or procedure to be implemented such as Fitness to Practise policy or an Occupational Health Assessment.
- vi. For the EYITT employment-based route, the student should be permitted to continue with the Professional Practice Module, for a specified period of time, while seeking new employment.
- vii. For the EYITT employment-based route, the student should request a deferral assessment of the Professional Practice Module through the Extenuating Circumstances procedure, to enable new employment to be secured.

And/or:

- i. The student remains on the programme and must engage with the Student Teacher Support and Concern Procedure.
- ii. The failure of the student to engage with the Student Teacher Support and Concern Procedure was unreasonable and the student's enrolment on the Programme should be terminated by UCL.

8.11. Next steps following a PPP

8.11.1 Following the PPP, the Administrator of the Board of Examiners will be formally notified by the PPP Secretary of its decision and recommendations. The minutes of the PPP shall be made available to the Chair of the Board of Examiners, External Examiner and Head of ITE, should they be required.

8.11.2 The PPP makes a recommendation to the Board of Examiners via the Chair of the Board of Examiners, the Head of ITE and External Examiner. Once the recommendation of the PPP is received, the Chair of the Board of Examiners, the Head of ITE and the External Examiner will determine whether the recommendation of the PPP will be accepted or not. In cases where there is a disagreement, the majority decision will be approved.

8.11.3 In order that a timely decision is taken by the Board of Examiners, this may be dealt with by Chair's Action

8.11.4 The student will receive a letter from the PPP Secretary within 15 working days of the PPP stating the findings and recommendations of the PPP and confirmation from the Board of Examiners. This will be communicated via email to the student's formal UCL email address. The Programme Leader will also be informed of this correspondence.

8.11.5 The Secretary of the PPP will provide minutes approved by the Chair to all members of the PPP within 15 working days of meeting.

8.11.6 In rare circumstances where the majority decision reached by the Chair of the Board of Examiners, the Head of ITE and the External Examiner does not agree with the recommendation of the PPP, their decision is final. In these circumstances, the Head of ITE will communicate this decision to the Chair of the PPP who will then reconvene the PPP Panel. This is to allow the Panel to agree any support for the student or conditions to be put in place prior to the student receiving the letter from the PPP stating the findings and recommendations as outlined in 8.10c.

8.12. Appeals

A student may appeal against the decision of the Board of Examiners under the UCL [Academic Appeals Procedure](#).