



## **TAUGHT PROGRAMMES AT UNIVERSITY COLLEGE LONDON**

### **ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS (for Postgraduate Certificate in Education (PGCE) programmes)**

This leaflet contains the following information:

- Key to the grades used on transcripts produced by UCL
- Information regarding the course requirements for the PGCE and PgCE programmes taught at the UCL Institute of Education.
- Recommendations for Qualified Teacher Status and Early Years Teacher Status.
- A description of Higher Education in England, Wales and Northern Ireland

## TRANSLATION OF GRADES

<b>Grade Used</b>	<b>Explanation</b>
<b>1</b>	Pass (for Professional Practice Modules)
<b>2</b>	Pass (for Professional Practice Modules)
<b>3</b>	Pass (for Professional Practice Modules)
<b>4</b>	Fail (for Professional Practice Modules)
<b>A</b>	PASS - Grade A
<b>B</b>	PASS - Grade B
<b>C</b>	PASS - Grade C
<b>D</b>	FAIL - Grade D
<b>AB / AZ</b>	Absent
<b>F / F1 / F3</b>	FAIL
<b>FAIL</b>	Fail (for Professional Practice Modules)
<b>FQ / FZ</b>	Failure to Qualify
<b>IR</b>	Result not yet available
<b>LA</b>	Deferred / Late Assessment expected
<b>NC / NZ</b>	Incomplete
<b>NX</b>	Result not expected
<b>PASS</b>	Pass (for Professional Practice Modules)
<b>WD</b>	Withdrawn
<b>WH</b>	Result Withheld
<b>ZZ</b>	Ineligible for Assessment

## QUALIFIED TEACHER STATUS AND RECOMMENDATIONS TO NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP (NCTL)

The award of the Postgraduate Certificate in Education (PGCE) and the Professional Graduate Certificate in Education (PgCE) is made with a recommendation to the Teaching Regulation Agency (TRA) for Qualified Teacher Status (QTS) for Primary and Secondary (provider-led) and School Direct routes. Failure to achieve the requirements of the PGCE or PgCE would mean that recommendation for QTS status would not be made.

For School Centred Initial Teacher Training (SCITT) the award of PGCE is independent of the recommendation for QTS to the TRA which is made by the School itself. In the event of a candidate failing to meet the requirements for QTS, the PGCE award will not be made.

For Early Years Initial Teacher Training (EYITT) the PGCE award will be made to successful candidates along with a recommendation to the TRA for EYTS (Early Years Teacher Status).

There are two routes for School Direct with awards:

### **School Direct Salaried Route**

UCL IOE are responsible for making the recommendation to the TRA for QTS to successful students. The PGCE is an option which these students may apply for separately via the Tuition Fee Route.

### **School Direct Tuition Fee Route**

UCL IOE are responsible for making the recommendation to the TRA for QTS to successful students. The recommendation for QTS can only be made when the PGCE has also been achieved.

Students who have passed the Post-Compulsory PGCE programme and wish to gain Qualified Teacher, Learning and Skills status (QTLS) must apply for this independently through the Society for Education and Training.

### **REQUIREMENTS FOR PGCE AND PgCE AWARD**

All candidates must demonstrate competence in each of the standards required for the recommendation of QTS (for the Primary/Secondary/Teach First/School direct – Tuition Fee Route Phases) or EYTS (for the Early Years Phase).

<b>Award/Programme</b>	<b>Requirements for Award</b>
PGCE (Early Years, Primary, Secondary School direct – Tuition Fee Route, Teach First)	Pass two 30 credits modules at M level*, plus the professional practice module.
PGCE Post-Compulsory	Pass two 30 credit modules at M level* and two 30 credit modules at H level*, plus pass teaching practice (the practical teaching element being embedded in all four modules).
QTS only (School direct - Salaried Route)	Not eligible for the PGCE award on this route. QTS only.
PGCE (School direct – Salaried Route – Top-Up)	Pass two 30 credit modules at M level*, plus previous recommendation for QTS.
PGCE - School Centred Initial Teacher Training (SCITT)	Pass two 30 credits modules at M level*, plus recommendation for QTS by the School.
PgCE (Professional Graduate Certificate in Education)	Candidates who pass all modules but attain fewer than 60 credits at M Level*.
Postgraduate Certificate in Education Studies	PGCE Early Years, Primary, Secondary, Teach First and SCITT phase students who successfully complete the taught modules at M Level* but fail the Professional Practice module.  Post-Compulsory PGCE students who successfully complete the taught components of the programme at M Level* but fail the teaching practice component.
Graduate Certificate in Education Studies	PGCE Early Years, Primary, Secondary, Teach First and SCITT phase students who successfully complete the taught modules at H Level* but fail the Professional Practice module.  Post-Compulsory PGCE students who successfully complete the taught components of the programme at H Level* but fail the teaching practice component.
Certificate of Higher Education	Post-Compulsory PGCE students who successfully complete the taught components of the programme at INTERIM Level* but fail the teaching practice component.

\*Nationally agreed Module/Attainment Levels are set out in the Framework for Higher Education Qualifications

(FHEQ) (<http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf>)

*M Level is equivalent to FHEQ Level 7, H Level is equivalent to FHEQ level 6 and INTERIM Level is equivalent to FHEQ Level 5.*

## Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

### Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework

adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf>)

### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

<sup>1</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).