

**MA EDUCATION (WITH QUALIFIED TEACHER STATUS)
(PRIMARY X5K307; SECONDARY X5K207)
POSTGRADUATE CERTIFICATE EDUCATION
(PRIMARY X6K114; SECONDARY X7K214; STOCKTON X7K314)**

1. Programme offered at: Durham Campus (PGCE only)
2. Mode of study: MA (12 months full-time + 24 months part-time); Postgraduate Certificate full-time (12 months)
3. All students will be initially registered for the Postgraduate Certificate Education and will take either the Primary or Secondary route.
4. Candidates must:
 - a) have attained in Mathematics and in English Language, the standard required to achieve a grade C in the GCSE examination;
 - b) satisfy the Chair of the Board of Studies in Education that they are suitable candidates to undertake a programme of initial teacher training for the teaching profession.
 Candidates for the Primary route must also have attained in science the standard required to achieve a grade C in the GCSE examination.
5. Programme of study:
 - a) For the award of MA Education (QTS), candidates must study and be assessed in:
 - (i) Modules to the value of 170 credits from Section A or Section B (as appropriate)
 - (ii) Either route one: Evaluating Educational Research and Dissertation (Section F) – 90 credits or route two: Educational Research in Action (Section F) and Supervised Independent Study (Section E) plus one module from Section C or D. Students must take at least 30 credits a year during the part-time period of study.
 - b) For the award of Postgraduate Certificate Education (Primary), candidates must study and be assessed in modules to the value of 170 credits from Section A.
 - c) For the award of Postgraduate Certificate Education (Secondary), candidates must study and be assessed in modules to the value of 170 credits from Section B.
 - d) The minimum requirements for the award of the MA Education (QTS) with Distinction shall be as follows:
 - (i) the achievement of an average of 65% across all Level 4 modules and either Understanding Primary Schools ([EDUC3932](#)) or Understanding Secondary Schools ([EDUC3912](#)).
 - (ii) the achievement of 70% or more in Level 4 modules to the value of 90 credits including the dissertation for route one or Educational Research in Action and the Supervised Independent Study modules for route 2.
 - e) Students commencing prior to October 2003 may exit with a Postgraduate Certificate or Postgraduate Diploma with module marks of at least 40%.

Module	Code	Credits	Core (C) or Optional (O)	Level
<u>SECTION A (PRIMARY ROUTE)</u>				
Teaching and Learning in the Curriculum	EDUC40030	30	C	4
Self Directed Study	EDUC40120	20	C	4
Understanding Primary Classrooms	EDUC3922	40	C	3
Understanding Primary Schools	EDUC3932	40	C	3
Final Primary Placement	EDUC1931	20	C	1
Initial Primary Placement	EDUC1921	20	C	1
Initial Primary Placement (French)†	EDUC1941	20	C	1
<u>SECTION B (SECONDARY ROUTE)</u>				
Teaching and Learning in the Curriculum	EDUC40030	30	C	4
Self Directed Study	EDUC40120	20	C	4
Understanding Secondary Schools	EDUC3912	40	C	3
Initial Secondary Placement	EDUC1911	20	C	1
Final Secondary Placement	EDUC1901	20	C	1
Modules to the value of 40 credits from the following, as appropriate to subject specialism				
Understanding Secondary Classrooms (English)	EDUC30140	40	C	3
Understanding Secondary Classrooms (Geography)	EDUC30240	40	C	3
Understanding Secondary Classrooms (History)	EDUC30340	40	C	3
Understanding Secondary Classrooms (Mathematics)	EDUC30440	40	C	3
Understanding Secondary Classrooms (PE)	EDUC30540	40	C	3
Understanding Secondary Classrooms (RE)	EDUC30640	40	C	3

Understanding Secondary Classrooms (Biology)	EDUC30740	40	C	3
Understanding Secondary Classrooms (Physics)	EDUC30840	40	C	3
Understanding Secondary Classrooms (Chemistry)	EDUC30940	40	C	3
Understanding Secondary Classrooms (MFL)	EDUC31040	40	C	3
Understanding Secondary Classrooms (Music)	EDUC31140	40	C	3
SECTION C				
Arts in Education	EDUC40830	30	O	4
21 st Century Technology: Implications for Teaching and Learning	EDUC59330	30	O	4
Assessment	EDUC40130	30	O	4
Curriculum Analysis	EDUC40230	30	O	4
Psychology of the Learner	EDUC40330	30	O	4
SEN and Inclusion: Rhetoric or Reality?	EDUC40430	30	O	4
SECTION D				
Intercultural and International Education	EDUC40530	30	O	4
Bilingualism and Bilingual Education	EDUC40930	30	O	4
Policy Studies	EDUC40630	30	O	4
Management, Leadership and Change	EDUC59230	30	O	4
SECTION E				
Indicator Systems	EDUC40730	30	O	4
Supervised Independent Study	EDUC50630	30	C*	4
SECTION F				
Educational Research in Action	EDUC41330	30	C*	4
Evaluating Educational Research	EDUC59430	30	C#	4
Dissertation	EDUC56660	60	C#	4

Compulsory with route one.

* Compulsory with route two.

† Module taken by students eligible for additional TDA money to fund their compulsory placement in France.

6. The mode of assessment is by written assignments. During the full-time PGCE year, students will submit assignments on specified dates as set out by the Programme Leader.
7. Candidates meeting the requirements for the award of the Postgraduate Certificate Education or Graduate Diploma Education (Professional Graduate Certificate in Education), at the conclusion of the first year of the course, will be recommended to the GTC for the award of Qualified Teacher Status, subject to passing any other requirements set by the DfES. They are not awarded with distinction. The Graduate Diploma Education (Professional Graduate Certificate in Education) is awarded to students who fail the Level 4 modules required for the award of Postgraduate Certificate Education.
8. A candidate whose performance in school practice or aspects of whose general conduct are judged by the Chair of the Board of Studies in Education, after consultation with the Course Director, appropriate members of the School of Education and any relevant teachers and head teachers, to be indicative of unsuitability for Qualified Teacher Status, shall be regarded as having failed to Keep Term and may ultimately be required by the Deputy Dean (Postgraduate) in the Faculty of Social Sciences and Health, on the recommendation of the Chair of the Board of Studies in Education, to withdraw from the programme.
9. Where termination of a candidate's programme under the above regulation is being considered, the Deputy Dean (Postgraduate), on the recommendation of the Chair of the Board of Studies in Education, shall be able to suspend a candidate at the time when the candidate is informed that the Deputy Dean (Postgraduate) will be considering termination of his or her programme. Such a suspension shall be imposed only if, in view of the Deputy Dean (Postgraduate) and the Chair of the Board of Studies in Education, the general conduct of the candidate was such that, had the candidate been a member of staff in a school, the Head Teacher would have suspended the individual concerned.
10. Candidates must have attained the standards for recommendation to the GTC for Qualified Teacher Status in order to exit with a Postgraduate Certificate Education or proceed to a Postgraduate Diploma/MA Education.
11. Candidates who have completed at least the two Level 4 modules Teaching and Learning in the Curriculum and Self Directed Study and a further Level 1 or 3 module may exit without QTS with a Postgraduate Certificate in the Theory of Education (X9K414).
12. Candidates for the Postgraduate Certificate Education who are unsuccessful in the Practical part of the examination [School Placement] may, at the discretion of the examiners, present themselves for re-examination on one occasion only, after a period of supervised teaching practice, the duration and timing of which is at the discretion of the Board of Examiners. Wherever the Board of Examiners

exercises discretion in this way, the candidate's opportunity for re-examination is subject to the Chair of the Board of Studies being able to find a school which he/she deems appropriate, for the periods specified by the Board of Examiners.

13. The school placement, including supervised teaching practice, will be undertaken in partnership schools or other institutions approved for that purpose in the first year of the programme. School-based experience, including supervised teaching practice, shall be in accordance with the requirements of the DfES, and any requirements specified by the Board of Studies. The experience will be not less than 18 weeks for the Primary route and 24 weeks for the Secondary.
14. In the course of the school placement, and in the context of lessons observed, candidates must demonstrate that they have reached a level of attainment, in relation to a range of professional standards, appropriate to a newly qualified teacher. The examiners, in assessing a candidate's progress and performance in the school-based part of the examination shall take into consideration reports on a candidate's teaching from school-based tutors (teachers) in the partnership schools in which the supervised experience has been undertaken and from tutors in the School of Education.
15. Candidates who wish to proceed to the MA Education (QTS) programme must have successfully completed the requirements of the Postgraduate Certificate Education (QTS).
16. Candidates in their final year for the MA must submit, by no later than 12 September 2008, a dissertation ([EDUC56660](#)) of not more than 15,000 words, (excluding footnotes and bibliography).
17. Students during the PGCE year who achieve a mark of less than 50% in any taught module at the first attempt will resubmit at the next occasion as stated on a date stipulated in the course handbook.