

These programme regulations should be read in conjunction with the University's [core regulations for taught postgraduate programmes](#), and the [marking and classification conventions for taught postgraduate programmes](#).

MA Education (Qualified Teacher Status) – Secondary (X5K207)

1. Location: Durham City or Queen's Campus
2. Mode of study: part-time (24 months) mode of study with a minimum of 30 credits taken per year.

Admissions

3. English language requirements: IELTS 7.0 or above with no component below 6.5; TOEFL PBT 600 or above; TOEFL IBT 100 or above with no element below 25; or equivalent qualification.
4. Candidates must have attained in Mathematics and English Language the standard required to achieve a Grade C in the GCSE examination.
5. Candidates must hold a Postgraduate Certificate in Education (Secondary) with QTS awarded by Durham University and completed the previous academic year to their admission to the MA programme and will be permitted to transfer these 90 credits of the PGCE programme on to the MA programme.
6. Candidates must satisfy the Chair of the Board of Studies that they are suitable candidates to undertake a programme of initial teacher training for the teaching profession.

Programme Structure

7. Candidates shall transfer 90 credits from the PGCE (P/S) with QTS programme as follows:

	Credit value
Teaching and Learning in the Curriculum – Generic Issues in School Based Education	EDUC40030 30
Self Directed Study – Subject Specific Issues in School Based Education	EDUC43230 30
Professional Issues in School Based Education	EDUC31730 30
8. Candidates shall study and be assessed in modules to the value of 90 credits from List A <u>or</u> 60 credits from List B with 30 credits from List C	
9. List A	
Evaluating Educational Research	EDUC59430 30
Dissertation	EDUC56660 60
10. List B	
Supervised Independent Study	EDUC50630 30
Educational Research in Action	EDUC59430 30
11. List C	
Arts in Education	EDUC40830 30
21 st Century Technology: Implications for Teaching and Learning	EDUC59330 30
Assessment	EDUC40130 30
Curriculum Analysis	EDUC40230 30
Psychology of the Learner	EDUC40330 30
SEN and Inclusion: Rhetoric or Reality?	EDUC40430 30
Enhancing Teaching and Learning through Fostering Productive Thought	EDUC43530 30
Teaching and Learning in Science	EDUC42230 30
Intercultural and International Education	EDUC40530 30
Bilingualism and Bilingual Education	EDUC40930 30

Policy Studies
Management, Leadership and Change

[EDUC40630](#)

30

[EDUC59230](#)

30