PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Master of Education
4	**Programme Title**	Master of Education (plus pathways indicated below)
5	**Programme Codes**	5838F - MEd (Educational Leadership & Management) 5839F - MEd (Inclusive Education) 5840F - MEd (Information, Communication & Entertainment Technology) 5841F - MEd (International Development & Education) 5842F - MEd (Pedagogy & Learning) 5828F – MEd
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Masters
9	**Date written/revised**	18 March 2008

10	**Programme Aims**

The programme offers local, national and international perspectives on key issues in education and education related topics. The programme encourages students to reflect upon the implications of the theory and research underpinning policy and practice developments for their own context. The programme builds on a strong research base in the School of Education, Communication and Language Sciences and the experience of tutors involved in supporting the postgraduate professional development of educators and education-related professionals in regional, national and international contexts.

The programme aims:

1. To provide students with learning environments that enhance their personal, professional and academic development by offering intellectually stimulating and challenging experiences.
2. To enhance students' professional skills to interpret, analyze and exercise critical judgement in the evaluation of educational theories, and concepts, international and contemporary perspectives in education and related fields.
3. To enable students to apply theories and concepts to the field of education and education related study, and to promote evidence-based professional practice through engagement in and with research.
4. To enable students to investigate problems and generate solutions by selecting and employing the most appropriate research methods and analytical frames and carrying out a research study.
5. To enhance students' transferable intellectual, professional and interpersonal skills as appropriate to their personal and professional contexts.
6. To provide a suite of alternative, closely related pathways that enable students to design a course of study relevant to their working context, as appropriate.
7. To ensure that the programme conforms to University policies and meets the requirements of a Master's Level qualification as defined by the Framework for Higher Education Qualifications.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should, dependent upon the pathway followed, have:

A1 In-depth knowledge and understanding of key theories, concepts and perspectives in the fields of Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and Education, Pedagogy and Learning; and an understanding of how to critically evaluate this knowledge.

A2 In-depth knowledge and understanding of education and education related policies and management systems in a range of contexts and cultures, with particular reference to Educational Leadership and Management, Inclusive Education, International Development and Education.

A3 Extensive and up to date knowledge of education practices and applications, with particular reference to Inclusive Education, Information, Communication and Entertainment Technology, Pedagogy and Learning; and an understanding of how to critically evaluate those and their impact and relevance for a range of contexts and cultures.

A4 In-depth knowledge of individual and environmental characteristics and factors that influence learning identities and experiences and an understanding of how those relate to theory and research evidence.

A5 In-depth knowledge of research methodologies and evaluative techniques appropriate to a range of professional contexts and cultures; and an in-depth understanding of the theoretical frameworks associated with those.

Teaching and Learning Methods

A1-A5 are achieved primarily through lectures delivered by academics with national and international expertise in their field of study. These are supplemented by seminars (A1-A5), visits (A1-A5), tutorials (A1-A5), computer assisted learning (A1-A5), practical sessions and computer lab work (A3),and research supervision (A1-A5).
Students' knowledge and understanding is further developed through conducting a research study and producing a dissertation or action research portfolio.

Assessment Strategy

Knowledge and understanding are assessed by a means of written assignments (including portfolios),seminar preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.

The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.

Intellectual Skills

On completing the programme students should, depending upon the pathway followed, be able to:

B1 Interpret, analyze and exercise critical judgement in understanding and evaluation of major theoretical perspectives, concepts, and evidence presented in the fields of Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and

Education, Pedagogy and Learning.

B2   Recognise how different theoretically informed perspectives contribute to different knowledge, understanding and learning and teaching practices in a range of contexts.

B3   Apply theoretical perspectives to understand and explain how individual institutions, classes and students learn, function and evolve.

B4   Engage in abstract thinking and concept building when applying knowledge to factual and practical situations.

B5   Adapt existing theories, concepts and explanations to exploration of specific areas of interest in their professional lives, and particularly in relation to Educational Leadership and Management, Inclusive Education, Information, Communication and Entertainment Technology, International Development and Education or Pedagogy and Learning.

Teaching and Learning Methods

Students' intellectual skills to interpret, analyze and exercise critical judgement are enhanced through lectures (B1-B3), seminars and tutorials which enable students to discuss, evaluate and demonstrate their skills (B1–B4). Specific teaching strategies such as group and individual problem solving sessions (B1-B4), computer assisted learning (B1-B 4), research supervision (B1-B4) also facilitate students' critical appreciation and application of theories and concepts in the field. Email fora are also encouraged to continue to expand and deepen debate and understanding.
Case studies, role play and consideration of students' individual professional contexts assist the application of theories and concepts to 'real life' examples (B3-B5).
Students' skills are further developed through conducting a research study and producing a dissertation

Assessment Strategy

Intellectual skills are assessed by a means of written assignments (including portfolios), seminar preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.

The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.

Practical Skills

On completing the programme students should be able to:
C1   produce and implement policies and practices appropriate to their professional context and particularly in relation to Educational Leadership and Management, Inclusive Education and International Development and Education.
C2   design learning and teaching initiatives appropriate to their professional context (e.g. interventions, schemes of work, curriculum plans, lesson plans, teacher development programmes) and particularly in relation to Inclusive Education, Information, Communication and Entertainment Technology, Pedagogy and Learning.
C3   use the major available educational technologies (if following the ICET pathway)

Teaching and Learning Methods

C1-C2 are achieved primarily through lectures delivered by academics with national and international expertise in their field of study. These are supplemented by seminars (C1-C2), visits (C1-C2), practical sessions and lab work (C2-C3), tutorials (C1-C3), computer assisted learning (C1-C3) and research supervision (C1-C3).
Students' skills are further developed through conducting a research study and producing a dissertation or action research portfolio.

Assessment Strategy

Practical skills assessed by a means of written assignments (including portfolios), seminar

preparation and individual and group presentations, and the production of a research proposal and dissertation or action research portfolio.

The coursework enables students to explore their knowledge and understanding. Teaching learning and assessment methods encourage the development of critical understandings of knowledge, theory and concepts. Presentations enable students to demonstrate their knowledge and understanding in a different medium. Research led assessment encourages deeper understanding and sustained engagement with particular knowledge, theories and concepts.

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate effectively
- Written
- Oral

D2 Teamwork/ interpersonal
- Work with others
- Planning and coordination
- Resolving conflicts
- Leadership

D3   Planning and organising
- Setting objectives
- Determining priorities
- Scheduling and deadlines
- Managing personal time

D4 Problem solving
- Assimilate information
- Critical thought
- Breadth of thought
- Implement action

D5 Initiative
- Independent learning skills
- Set demanding personal goals
- Rise to challenges
- Decision making

D6 Adaptability
- Respond appropriately to changes
- Recognise possible improvement
- Pro-act not react
- Manage stress

D7 Numeracy/Statistics

D8 ICT skills

Teaching and Learning Methods

Teaching methods and strategies that are employed to achieve these objectives are both standard lectures (D1, D2, D3, D4, D7), ICT based lectures (D2-D8), workshop sessions (D2, D4, D5), Seminars (D1,D2, D5, D8), Web based learning (D1, D2, D7). Tutorials and research supervision focus on solving problems and working independently (D5, D3).

Optional modules and Students into Schools initiative involve the direct application of theories, concepts and perspectives to educational settings.
Seminars, where appropriate, involve presentations and micro teaching opportunities, discussion and analysis of research/case study explorations.
The Graduate Skills Enhancement Programme offers students support and opportunities to discuss, understand, rehearse and practise key skills.

Assessment Strategy

Key skills are assessed through: *Coursework:* Written assignments and portfolios (D1-D8), Seminar preparation (D1-D8); *Presentations*: Individual presentations (D1,D2,D3,D6, D7,D8) Group presentations (D1, D2, D3, D6, D7, D8); *Research Led*: Research Proposals (D1,D4, D5,D6,D7,D8) and Research Project Report (D1,D4,D5,D6,D7,D8)

The aim of the *coursework* enables students to practise and hone their key skills constituting a broader process of the degree. Such methods encourage more sophisticated and critically inflected understanding of knowledge, theory and concepts. *Presentations* enable students to demonstrate their knowledge and understanding in a different mediums, whilst the *Research led* assessment encourages deeper understanding and sustained engagement with particular knowledge, theories, applications and concepts and enables students to demonstrate reflective practice.

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12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme offers pathways in:

- Educational Leadership and Management
- Inclusive Education
- Information, Communication and Entertainment Technology
- International Development and Education
- Pedagogy and Learning

There is also flexibility to offer a more generic award (MEd) to those candidates who prefer not to specialise in one of the pathways.

(a) Candidates may be admitted as full-time students only.
(b) The period of study is normally 12 months full-time.
(c) All candidates shall take modules to a total of 180 credits.
(d) All candidates shall take the following compulsory modules, to the value of 80 credits:

Compulsory Modules
EDU 8095 Research Strategies and methods (20 credits)
EDU 8019 Research Project Report (60 credits)

(e) Candidates shall select modules from one of the five following pathways to a minimum value of 40 credits and maximum value of 60 credits; or candidates may follow a more generic route. The research project shall normally be thematically linked to the pathway followed. The module choices for 2008-2009 are listed. The modules may be subject to change in subsequent years.

-------5 Pathways-------					Generic Route
Educational Leadership and Management	Inclusive Education	Information, Communication and Entertainment Technology	International Development and Education	Pedagogy and Learning	
EDU8028 Management of Change in Educational Organisations (20 credits) plus EDU8170 Leadership and Strategic Management in Education (20 credits), or	EDU8046 Developing Thinking Skills (20 credits), plus	EDU 8213 Educational Technology for Development (20 credits), plus	EDU 8211 Educational Policy and Entrepreneurship for Development (20 credits), plus	EDU8046 Developing Thinking Skills (20 credits), plus	EDU8046 Developing Thinking Skills (20 credits), plus
	EDU8117 Counselling Children and Young People (20 credits), or	CSC8008 Information Systems (20 credits), or	EDU 8214 Economics for Development: Competition, Innovation and Entrepreneurship (20 credits), or	EDU 8035 Policy and Practice of Assessment (20 credits)	EDU8028 Management of Change in Educational Organisations (20 credits) Or EDU8170 Leadership and Strategic Management in Education (20 credits),
EDU 8033 Investigating Educational Leadership (40 credits)	EDU 8040 Managing and Supporting Learning (20 credits)	CSC 8004 Networks and Web Technology (20 credits)	EDU 8213 Educational Technology for Development (20 credits)	EDU8124 Investigating Learning (40 credits)	AND EDU 8213 Educational Technology for Development (20 credits) Or EDU 8211 Educational Policy and Entrepreneurship for Development (20 credits)

(f) All candidates shall select modules from the following options to a minimum value of 40 credits and maximum value of 60 credits

Optional modules
EDU 8042 Counselling, Culture and Communication (20 credits)
EDU 8015 Policy, Planning and Effectiveness
EDU 6000 Emotional Intelligence and Educational Leadership (20 credits)
EDU 8112/EDU8113 Middle Management in Education (20 credits)
EDU8028 Management of Change in Educational Organisations (20 credits)
EDU8046 Developing Thinking Skills (20 credits)
EDU8170 Leadership and Strategic Management in Education (20 credits)
EDU8124 Investigating Learning in the Classroom(40 credits)
EDU 8119 British Studies (20 credits)
NCL4001/NCL4002 Students into Schools (20 credits)
EDU 8035 Policy and Practice of Assessment (20 credits)
EDU 8040 Managing and Supporting Learning (20 credits)
EDU8212 Placement (40 credits)
EDU 8211 Education Policy & Entrepreneurship for Development (20 credits)
EDU 8213 Educational Technology for Development (20 credits)
EDU 8012 Research Skills (20 credits)
20 of the optional credits can also be selected from other modules currently available in ECLS, or from elsewhere in the University, subject to the agreement of the Degree Programme Director.

Key features of the programme (including what makes the programme distinctive)

The programme offers International Studies in Education with local, national and international perspectives on key issues in education and education related topics. The programme encourages students to reflect upon the implications of the theory and research underpinning policy and practice developments for their own context. The diversity of the student cohort is key to assist the exploration of culturally situated knowledge and intercultural understanding.

Within this context, the programme offers a suite of alternative, closely related pathways leading to different named awards.   There is also flexibility to offer a more generic award to those candidates who prefer not to specialise in one of the pathways.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/

13	Criteria for admission

(a) Candidates will be a graduate of this or another approved University, or other approved degree-awarding body, or hold another qualification approved by the Dean of Postgraduate Studies as equivalent to a degree of a university in the United Kingdom.

(b) Candidates would 'normally' be expected to have attained a minimum of a 2.2 Honours degree

(c) have been awarded the Advanced Diploma in Education or the Diploma in Advanced Educational Studies of this University (or a qualification approved as equivalent by the Dean of Postgraduate Studies); *and*

(i) have shown a capacity for academic work at higher degree standard,

(ii) have demonstrated an appropriate level of competence in the English language. Candidates whose first language is not English are expected to have obtained a score of 6.5 or above in the IELTS English language test, or its equivalent. Candidates who have not obtained this standard shall be interviewed and may only be admitted to the programme with the approval of the Dean of Postgraduate Studies.

(iii) have been approved by the Degree Programme Director as a candidate for the degree of Master of Education.

In addition, relevant professional experience would be advantageous but not essential.

(d) The Degree Programme Director may accredit prior learning of up to 40 credits and grant exemption from certain parts of the programme of study. The Dean of Postgraduate Studies may also grant limited exemption of more than 40 credits and up to 60 credits to an individual candidate from certain parts of the programme of study: *either*

(i) in recognition of equivalent work undertaken at other approved institutions of higher education in accordance with the principles of credit transfer; *or*

(ii) by the accreditation of other forms of prior learning, for which formal assessment will be required.

14	Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Postgraduate students are offered a Graduate Skills Enhancement Programme. This is particularly aimed at international students but is also open to Home/EU students. This programme is intended to enhance the skills of taught postgraduate students within the Faculty and provide opportunities to meet and work with students from other schools and disciplines. It is designed particularly to provide skills updating and a discursive environment in which students can unpack and understand the expectations of postgraduate study,

particularly aimed at those who are new to the UK academic environment. The programme begins with an Induction Conference and offers extended support with drop-in and skills sessions throughout the academic year.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer

The University's online Student Services portal is available at: http://www.ncl.ac.uk/students/

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities

All new students whose first language is not English are required to take an English Language test with INTO the Newcastle University Centre. Where they offer a wide range of courses designed to help our international students improve their English language skills. See http://www.into.uk.com/newcastle/home.

15	**Methods for evaluating and improving the quality and standards of teaching and learning**

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to

these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

Additional mechanisms
In accordance with ECLS school development plan, colleagues teaching on this programme are encouraged to take part in peer observation of teaching.

16	Regulation of assessment

Pass mark
The pass mark is 50

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

Weighting of stages

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:
> See and approve examination papers
> Moderate examination and coursework marking
> Attend the Board of Examiners
> Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:
The University Prospectus (see http://www.ncl.ac.uk.postgraduate/)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/regulations/docs/)

The Degree Programme Handbook

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004.
A2	**EDU82028; EDU8211; EDU8019;** EDU8170; EDU8214; EDU8033; EDU8040; EDU8035; EDU8112/EDU8113; EDU8119;EDU8015..
A3	**EDU8046; EDU8213; EDU8019;** CSC8008; CSC8004; EDU8117; EDU8040; EDU6000; EDU8042; EDU8015; EDU8035; NCL4001/NCL4002; EDU8124; EDU8212.
A4	**EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU6000; EDU8040; EDU8042; CSC8008; CSC8004; EDU8015; NCL4001/NCL4002; EDU8124; EDU8112/EDU8113; EDU8035; EDU8119; EDU8212; EDU8211.
A5	**EDU8095; EDU8019;** EDU8012; EDU8124.
B1	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
B2	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; EDU8012.
B3	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212: EDU8012.
B4	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; EDU8012.
B5	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211; EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.

C1	**EDU8028; EDU8211;** EDU8170; EDU8033; EDU8214; EDU8040; EDU8015; EDU8035; EDU8124.
C2	**EDU8095; EDU8046; EDU8213; EDU8028;** EDU8040; NCL4001/NCL4002; EDU8024; EDU8035; EDU8212; EDU8170; EDU8117; EDU8015; CSC8008; CSC8004; EDU8214; EDU8112/EDU8113.
C3	**EDU8213;** CSC8008; CSC8004.
D1	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** **EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D2	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212.
D3	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** **EDU8019;** EDU8170; EDU6000; EDU8015; EDU8028; EDU8035; EDU8042; EDU8040; EDU8119; NCL4001/NCL4002; EDU8012; EDU8124.
D4	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** **EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D5	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D6	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** **EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.
D7	**EDU8095;** EDU8012; EDU8214; EDU8211; CSC8008.
D8	**EDU8095; EDU8046; EDU8028; EDU8213; EDU8211;** **EDU8019;** EDU8117; EDU8040; EDU8170; EDU8033; EDU8008; EDU8004; EDU8214; EDU8042; NCL4001/NCL4002; EDU8015;EDU6000;EDU8112/EDU8113; EDU8035; EDU8119; EDU8124; EDU8212; CSC8008; CSC8004; EDU8012.