

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	PGCE
4	Programme Title	Postgraduate Certificate in Education
5	UCAS/Programme Code	Primary 5-11 X100 Primary 5-11 (French) XR11 Secondary (English with Drama) QX31 Secondary (Mathematics) G1X1 Secondary (Biology) C1X1 Secondary (Chemistry) F1X1 Secondary (Physics) F3X1 Secondary (History) V1X1 Secondary (Geography) F8X1 Secondary (Religious Education) V6X1 Secondary (French) R1X1 Secondary (French with German) RX11 Secondary (French with Spanish) RXD1 Secondary (German with French) RX21 Secondary (Spanish with French) RX41
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	May 2010

10 Programme Aims

- a) To provide a graduate route into teaching that includes a theoretical and practical grounding in approaches to teaching and learning
- b) To ensure students can demonstrate the attributes, skills, knowledge and understanding that make up the Standards for Qualified Teacher Status as set out by the Training and Development Agency for Schools
- c) To enable students to develop as critical and analytical teachers through their reflective practice and engagement with research
- d) To allow students to acquire the teamwork skills and professional values necessary for them to work successfully with a range of colleagues and agencies
- e) To provide students with the opportunity to gain the knowledge, skills and understanding required to continue with further graduate/post graduate qualifications and continuing professional development
- f) To enable students to enter the teacher profession with the capacity to explore educational issues and their societal, cultural, historical and political contexts
- g) To ensure that the programme conforms to University policies and meets the requirements of a Level 7 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

- A1 Understand theoretical approaches to teaching and learning and have a critical grasp of relevant research in the field
- A2 Understand the debates concerning the nature and purpose of education from a variety of disciplinary perspectives
- A3 Be familiar with a range of teaching approaches relevant to their subject/curriculum area(s) and understand their potential for pedagogy
- A4 Understand the potential of action research for the development of professional practice
- A5 Know and engage with the wider governmental context with regard to statutory legislation and policies
- A6 Have the requisite knowledge and understanding as specified in the QTS Standards for Qualified Teacher Status

Teaching and Learning Methods

Students will gain knowledge and understanding in all the outcome areas through a combination of lectures, seminars, workshop sessions, self directed and problem based learning. Throughout the programme students are encouraged to read widely and comprehensive bibliographies are supplied. Students will use a wide range of learning resources, such as books, journal articles, on line databases (e.g. ERIC) available through the Robinson Library. (A1 - 6)

An introduction to the procedures of action research and school based enquiry will also be delivered. (A4) School based placements and training provide opportunities to develop knowledge and understanding (A3 and A4) through reflection upon practice and experiential approaches.

All students take the Thinking Through Teaching Module (EDU 8001 or EDU 8002). The focus is on the examination of theory, research and practice and their inter relationship (A3, A4, and A5).

Professional Learning in Context (EDU 8131 or EDU 8132)

This module contains action research and other enquiries that are carried out whilst on placement. These enable the students to combine particular investigations relating to their own professional practice (A6) with the wider academic and governmental context. (A1, A2, A3, A4, A5)

Assessment Strategy

All sections of the Thinking Through Teaching (A1, A2, A3 and A5) and the Professional Learning in Context (A3 and A4) modules are given feedback throughout the course and are summatively assessed on final submission.

Evaluation of students' progress and success in meeting the Standards for Qualified Teacher

Status takes place on regular occasions and is a collaborative exercise between university staff and school colleagues. This involves lesson observations and the scrutiny of supporting evidence.(A6)

Intellectual Skills

On completing the programme students should be able to:

- B1 Design and carry out small scale research projects in educational contexts
- B2 Gather information and evaluate its validity and usefulness for particular enquiries
- B3 Critically review and debate the relationship between policy, practice, theory and research and the implications for professional development and pedagogy
- B4 Self evaluate and apply learning to the enhancement of practice
- B5 Engage in an informed and critical fashion with literature in order to discuss the main themes and alternative interpretations
- B6 Synthesise and apply pedagogic theory and practice

Teaching and Learning Methods

Input from university staff (lectures and seminars) relating to research methodology and practice enables students to carry out the group and individual enquiries for the Professional Learning in Context and Thinking Through teaching modules (B1 and B2). The course as a whole examines the role of theory and research to inform practice. These learning opportunities take the form of lectures, workshops, group activities and individual study (B3, B4, B5 and B6).

Dialogue and joint action with peers and school colleagues facilitates the development of skills B3 and B4.

Assessment Strategy

All written pieces of work in the taught modules require students to gather, evaluate, analyse, and interpret research evidence and relate this to their classroom experiences (B 1 - 6)

The submission of completed work within the module guidelines for Thinking Through Teaching and Professional Learning in Context allows a final, summative assessment against the PGCE marking criteria. (B1 - 6)

Progress with regard to classroom and professional practice is monitored and reviewed throughout the course by school based staff and university colleagues. (B4 and B6)

Practical Skills

On completing the programme students should be able to:

- C1 Improve professional practice through observation, reflection, evaluation and enquiry
- C2 Meet the Professional Skills Standards for Qualified Teacher Status through successful school based experience
- C3 Undertake small scale action research to extend an understanding of pedagogy
- C4 Demonstrate the requisite Professional Attributes that are required to meet the QTS Standards
- C5 Communicate effectively with a range of colleagues and partners in a variety of

settings

C6 Work alongside other colleagues in a multi or inter professional context

Teaching and Learning Methods

All taught modules include lectures and seminars delivered by a range of professional educationalists including current classroom practitioners. The University based component of the course is research led. (C3) Contributors bring a wealth of practical and theoretical expertise to the programme.

Throughout the PGCE programme, students undertake placements in schools where they have the opportunity to teach both with and independently of their school based tutor/mentor. This allows them to improve practice through a process of collaboration and evaluation. (C2, C4, C6) These experiences offer students the opportunity to further develop their understanding of pedagogy and their ability to link theory with practice (C1, C6)

Assessment Strategy

Collaboration and partnership with school based colleagues enables a continuous formative assessment of students' practical skills. Placement experience during the year requires students to demonstrate increased capability and competence. (C2, C4)

The students carry out a regular self evaluation against the TDA Standards. A process of auditing against these Standards is carried out by university staff and school based colleagues. This results in a final decision as to whether students are recommended for the award of QTS. (C2, C4, C5 and C6).

The submission of the Thinking Through Teaching portfolio/assignment enables students to demonstrate the impact of reflection upon professional learning and understanding. (C1, C2)

Professional Learning in Context is assessed through the written outcomes of their research projects and other evidence presented. (C3)

Transferable/Key Skills

On completing the programme students should be able to:

D1 Communicate ideas and argument in a lucid and balanced fashion whether in writing or orally

D2 Work successfully and productively as a member of a team both in the university and whilst on placement

D3 Plan and prepare in a professional and effective fashion

D4 Exercise skills of time management and organisation

D5 Employ a range of Information and Communication Technology in their academic and professional practice

D6 Problem solve in the immediate and the longer term

D7 Act using own initiative in an independent and autonomous manner

Teaching and Learning Methods

In Professional Learning in Context students are taught how to execute a piece of extended educational research. (D1, D2, D3 and D4)

ICT features prominently on the PGCE course. This includes appropriate use of email, Virtual

Learning Environments such as Blackboard, the PGCE websites and interactive whiteboards. (D5)

Effective interpersonal/oral communication and presentation techniques are required in order to gain a place on the PGCE course. Similarly, a good standard of written communication is also a prerequisite. Seminars and school based placements offer opportunities to further enhance these skills. (D1 and D5)

Teamwork, effective planning and organisation and time management are necessary prerequisites for entry to the teaching profession. Students practise and develop these crucial skills through keeping to programme deadlines, planning and organizing their own work both in the University and whilst out on placement. (D4, D6 and D7)

Students improve their problem solving skills through seminars, which feature problem based learning activities. This is continued whilst on placement when decision making and problem solving become the hallmarks of effective practice. (D2, D6 and D7)

Assessment Strategy

These skills are embedded in all aspects of the work undertaken in the course. Written communication is assessed in each of the modules that make up the programme. (D1 and D5)

Students are expected to work with peers and school colleagues in a productive fashion. (D2) Meeting deadlines for university assignments and tasks together with successful placement experience are indicators of skills D3, D4 and D6.

Computer literacy and the use of appropriate technology is an important element in university and school based work. Student competence is assessed through demonstrated ability to meet the appropriate QTS Standards.(D5)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The one year programme may be taken on a full time basis only. All students complete the same assignments with the eventual outcome judged firstly against the Masters level criteria and subsequently against the Undergraduate Pass criteria if appropriate.

Students following a course of study in the Primary age range take the following compulsory modules:

Title	Code	Year	Semester	Credit
Professional Learning in Context (Primary)	EDU8131	1	1	20
Thinking Through Teaching (Primary)	EDU8001	1	2	40

Students following a course of study in the Secondary age range take the following compulsory modules:

Title	Code	Year	Semester	Credit
Professional Learning in Context (Secondary)	EDU8132	1	1 + 2	20
Thinking Through Teaching (Secondary)	EDU8002	1	1 + 2	40

All students will receive a module handbook at the start of the year which contains full details of lectures, lecturers, methods of assessment, seminar themes and set reading. Extra teaching and learning support material will be provided, e.g. through Blackboard and supported self study materials.

All students take:

Either

[a] EDU8131: Professional Learning in Context (Primary) [20 credits].

This module prepares students to undertake small-scale action research that requires them to reflect on their teaching of literacy and numeracy. It requires students to engage with a range of perspectives and integrate learning from experience in schools with the relevant research and professional literature. This module will provide training in key research skills.

Or

[b] EDU8132: Professional Learning in Context (Secondary) [20 credits].

The module requires students to engage with a range of governmental and theoretical perspectives and integrate learning from experience in schools with the relevant research and professional literature. This module will provide induction and training in key research skills. It includes a group based enquiry on a whole school issue as well as the undertaking of action research with a particular emphasis on subject pedagogy.

All students take:

Either

[a] EDU8001: Thinking Through Teaching: The Reflective Practitioner [40 credits]

This module provides trainees with the opportunity to develop a knowledge and understanding of, as well as locate themselves as teachers in, the wider historical, social, political and cultural contexts of schooling. This requires not only an awareness and capacity to engage with various theoretical ideas and concepts, but importantly the opportunity to debate and reflect on the meaning and implications of such ideas for their own situation and practice. Students complete a *Reflective Diary* during the module to record the key ideas and their views in relation to the issues explored. Through this process students are better able to address particular QTS standards in a more informed and reflexive way.

Or

[b] EDU8002: Thinking Through Teaching in the Subject Classroom [40 credits]

This module focuses on the development of subject specific pedagogy and skills. Students examine their own practice in the light of published literature and research outcomes. The emphasis is on a critical engagement with professional practice informed by enquiry and reflection. Through this process students are better able to address particular QTS standards in a more informed and reflexive way.

Qualified Teacher Status (QTS)

While formal PGCE assessment contributes to some of the Standards, many must be addressed through the demonstration of successful classroom practice. Students following the PGCE course will be supported in meeting all the Standards through placement experience and associated learning opportunities.

In order for a student to be recommended for the award of QTS they must meet the Standards outlined in the Training and Development Agency for Schools document *Qualifying to Teach: Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training*. A web version of the Standards can be found at:

http://www.tda.gov.uk/upload/resources/pdf/q/qts_itt_req.pdf

Students need to achieve Pass marks in their two modules as well as meet the Standards for Qualified Teacher Status (apart from Q 16 which is externally assessed by the TDA) in order to be awarded the PGCE. Any individuals who have demonstrated sufficient evidence for the award of Qualified Teacher Status but whose submissions have not met the Pass criteria may be considered for recommendation for QTS alone. In exceptional circumstances students who

have successfully completed the compulsory modules but who will not be recommended for Qualified Teacher Status may transfer to the Post Graduate Certificate in Practitioner Enquiry at the discretion of the Degree Programme Director.

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

The PGCE programme is distinctive in that it provides the opportunity for a Masters level route into Qualified Teacher Status. The philosophy of the course is underpinned by Practitioner Enquiry and it thereby links coherently to other modules in that pathway. Work undertaken by the students is the result of placement experience which is reflected upon to inform practice. The wider context, whether governmental, social or theoretical is also called upon to provide meaning and opportunities for discourse.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/>

13 Criteria for admission

Entry qualifications

Candidates should normally hold a 2:2 Honours degree (lower second class) or recognised equivalent qualification. Those students who wish to teach at key stage 3 or above must hold a degree cognate to their specialised area of study.

In addition all entrants must have achieved a standard equivalent to a grade C in the GCSE examination in English and mathematics, and that all who intend to teach pupils aged 3 - 11 additionally have achieved a standard equivalent to a Grade C in the GCSE examination in a science subject. These requirements can be found at

<http://www.tda.gov.uk/Recruit/thetrainingprocess/basicrequirements.aspx>

Entrants to the Primary French Course must normally have attained at least grade B in the GCSE Examination, or equivalent, in French, before application. An 'A' level or degree level in French is particularly welcomed.

Admissions policy/selection tools

In line with the Admissions Policy for the PGCE (Newcastle University, School of Education, Communications & Language Sciences PGCE and QTS Route Admissions and Selection policy) candidates are selected for the interview process by university staff including subject tutors. All interviewees give a presentation, undertake written tasks and have an individual interview. At Secondary level there is also a group task that forms part of the selection process. School based colleagues make a major contribution to the decision making process with regard to the offering of places on the PGCE course.

Non-standard Entry Requirements

Additional Requirements

All applicants are expected to have spent some time gaining experience and observing in the age range school that they wish to train for.

All offers of acceptance are conditional on students successfully gaining a CRB Enhanced Disclosure Certificate. In addition all entrants must have met the Secretary of State's requirement for 'health and fitness to teach' as detailed in Education (Health Standards) (England) and the Disability Discrimination Act 2005. These requirements are detailed in Fitness to Teach Guidance for Employers and Initial Teacher Training Providers 2007.

Level of English Language capability

The TDA requirements state that entrants can 'read effectively and are able to communicate

clearly and accurately in Standard English'.

Entrants to the Primary French course must indicate at interview their willingness to undertake a placement in France.

14 Support for Student Learning

Pre Induction

Before the course begins regular contact with potential students is established. Material regarding pre course tasks and reading is made available electronically and serves to enable students to begin focused and targeted preparation.

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. The International Office offers an additional induction programme for overseas students (see

<http://www.ncl.ac.uk/postgraduate/international>

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 or Curriculum tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.htm>

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, see <http://www.ncl.ac.uk/students/wellbeing/finance>

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, see <http://www.ncl.ac.uk/library>

Students are provided with a significant number of educational resources (CDs, DVDs and paper based) made available by the TDA and DfES. It is likely that Teachers' TV will increasingly play a major role in the education of all teachers by providing:

1. access to informed topical debate within the profession;
2. examples of exemplary classroom practice;

3. training in areas such as behaviour management

Students are also able to take advantage of the ECLS Resource Centre which holds a computer cluster as well as a range of educational and teaching materials and texts.

15 Methods for evaluating and improving the quality and Standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires and other feedback mechanisms 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.

The External Examiner is expected to:

1. See and approve course assignments;
2. Moderate internal assessment of written assignments;
3. Conduct lesson observations and other appropriate activities to verify judgements made regarding student progress and outcomes
4. Visit a sample of schools to examine the effectiveness of partnership processes and procedures
5. Meet with a representative group of students to monitor the quality of training and support
6. Attend the June Board of Examiners
7. Report to the University on the overall standards of the programme

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires and surveys. 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. Evaluations of course provision are carried out during the year at regular intervals and help to inform immediate and longer term planning. PGCE students are asked for their feedback on school placements and university based sessions with a particular focus on the end of particular phases.

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

Additional mechanisms

Periodic review and revision of the course is informed by student feedback together with partnership schools' evaluation. This takes place during and at the end of each academic year and involves school based colleagues who work in partnership with the university on the delivery of training.

Self Evaluation Document

Each year a comprehensive and detailed review of recruitment, student progress and outcomes is completed. This is undertaken in accordance with the TDA's SED guidance and associated template. This enables a thoroughgoing evaluation of all aspects of provision regarding teaching and learning. The SED itself serves to inform the regular (three yearly) Ofsted scrutiny of the quality of every aspect of the PGCE programme.

Ofsted inspections

On all inspections management and quality assurance is inspected. The registered inspector examines the provider's self-evaluation and improvement plans, their selection procedures, the management of the programme and the procedures for quality assurance. On full inspections the standard of the student's classroom practice would also be examined in order to ascertain the impact of training. Further details of the scope and remit of Ofsted inspections is given at

<http://www.ofsted.gov.uk/>

16 Regulation of assessment

Pass mark

The pass mark is either 50 (Postgraduate programme) or 40 (Undergraduate programme)

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/regulations/docs/2009.html>) and Examination Conventions for Taught Masters Degrees

<http://www.ncl.ac.uk/regulations/docs/2009.html>

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

Summary description applicable to postgraduate Masters programmes

<50	Fail at Masters Level
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

Exit Award at Undergraduate Level 6

40 – 49	Pass at Level 6
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Students who do not achieve level 7 in either or both of the two level 7 modules, having firstly been assessed against level 7 criteria, will have their work assessed at level 6 using level 6 criteria and the elaborated grade descriptors.

Failure in the Level 7 modules

If the student has failed to reach Level 7 and also fails to reach Level 6 in the assessments then the student, subject to examination board decisions, would have the opportunity to be referred in the module at Level 7 and again the work could be assessed at Level 6 if the work fails to achieve the Level 7 at the second attempt.

Failure of the programme

If a student fails to achieve Level 6 in any of the modules at the second attempt the student would fail the programme and no award would be given.

NB If a student chooses to, and is allowed to be referred at level 7 after passing the module at level 6 that level 6 pass is null and void. A student is NOT allowed to 'bank' a level 6 pass at first attempt and then undertake a level 7 refer in that module.

For Level 7 outcomes which are the usual assessment route:

A Distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module. The work will be consistently well structured and sharply focused. There will be evidence of the capacity to generalise and transfer principles to take account of the wider context. It will demonstrate critical analysis and coherence of argument. Connections between theory, practice and research will be discussed from an informed and highly reflective perspective. A high level of critical engagement will be echoed in the sustained coherence and quality of discussion.

A Merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments and relevant literature. The work will be well structured and will demonstrate an understanding of the different perspectives of evidence from research, practice and theory. Only some aspects of these will be fully integrated conceptually. Literature cited will be used judiciously to identify, interpret and substantiate the main themes.

A Pass level mark (50%-59%) will be awarded for work that is adequately structured and displays some integration of the focus into wider contexts and perspectives. Some links will have been made between different aspects without a sustained conceptual integration and development. Work will draw upon more than one type of evidence and display some critical thinking.

A Fail at Masters Level mark but outcomes deserving of a Pass at Undergraduate level (40 - 49%) will be given to work that uses a narrow range of evidence from a limited range of sources. Though there will be some evaluation and analysis the work will be characterised by informed exposition and reflections on experience. There will be occasional rather than sustained connections to literature with some recognition given to the wider context.

A Fail at Undergraduate Level (< 40%) will be given to work where discussion will be heavily descriptive with no consideration of the wider context. There will be little attempt to develop an argument or present information coherently. The focus of the work will be unclear and show little relevance to the question posed.

Students whose work does not meet the Masters level criteria for a Pass but does satisfy the Undergraduate demands may be awarded the Professional Graduate Certificate in Education rather than the Post Graduate Certificate in Education. This distinction is understood and accepted by the TDA and all HEI providers of Initial Teacher Education/Training. Any PGCE award is also dependent upon student success at meeting the QTS Standards apart from Q16 which relates to the externally administered Skills Tests.

Students who fail an assignment will be allowed to resubmit the work within a four week period. Students may only resubmit work once and this can be awarded a maximum mark of 50%. The % that represents the actual quality of the work will however also be communicated to the

student though the 50% will remain as the mark awarded for a resubmission. Should this second submission fail to reach the required standard for both level 7 and level 6, then the student is deemed to have failed the PGCE and will be offered advice and support. Where appropriate the student may proceed to a recommendation of QTS without the award of PGCE when work submitted does not meet the level 7 or level 6 criteria but all Standards apart from Q16 have been met to at least a satisfactory level.

In addition, information relating to the programme is provided in:

The University Prospectus

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

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU 8001 EDU 8002	Comp/Core	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
EDU 8131 EDU 8132	Comp/Core	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6