PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	Linguistics with Chinese & Japanese
5	**UCAS/Programme Code**	Q1T4
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	English
8	**FHEQ Level**	H
9	**Last updated**	19/05/2011

10	**Programme Aims**

1(a) To produce graduates with:
(i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
(ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
(iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena
(iv) an ability to organise complex data and assess its significance;
(v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;
(vi) a metalinguistic awareness of their native language;
(vii) an awareness of the social and stylistic significance of linguistic variants.
(viii) some knowledge of Chinese or Japanese language and culture.
(b) To provide a programme:
(i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
(ii) which consistently attracts highly qualified applicants;
(iii) which fully meets the requirements of the relevant Quality Assurance Agency (QAA) Benchmark statement, and
(iv) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within 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. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:
A1. The nature of human language
A2. Essential linguistic terminology and methodology
A3. The structure of English, its history and relation to other languages
A4. Varieties of English, and the geographical, social and contextual factors which produce

them
A5. Computational models of language
A6. The acquisition of language
A7. The intellectual context in which the English language is studied
A8. The lexis, grammatical structures, registers and usage of the Chinese or Japanese language.
A9. Aspects of the history, society, culture and linguistic development of China or Japan.
A10.Intercultural awareness and understanding (an appreciation both of the internal diversity and transcultural connectedness of cultures).

Teaching and Learning Methods

At Stage 1 knowledge and understanding is acquired via lectures and seminars and, for Chinese or Japanese language work, practical classes and workshops. At Stages 2 and 4 they are acquired via lectures and seminars and further practical classes in the Chinese or Japanese language, while Stage 3, spent abroad, enhances intercultural awareness and understanding. More advanced knowledge and understanding is developed with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Assessment of knowledge and understanding is via written continuous assessment, class tests and aural and oral examinations in Chinese or Japanese, unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. During the year abroad, a personal learning record and/or an intercalatory project is also part of the assessment.

Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, to address linguistic problems and engage in practical analysis in an unseen context. Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate knowledge of the foreign language and the year-abroad work allows them to demonstrate intercultural awareness and understanding.
 All students will have completed at least one independently research submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

Intellectual Skills

On completing the programme students should be able to:
B1. collect, analyse and evaluate data;
B2. analyse and critically evaluate argumentation;
B3. compare and evaluate differing intellectual frameworks and theories;
B4. apply a developed appreciation of the role of language in our daily lives - and of the English as a global language.

Teaching and Learning Methods

 At Stage 1 intellectual skills are acquired via lectures and seminars, and, for Japanese or Chinese, practical language classes. Seminars give students the opportunity to discuss ideas and methodologies introduced in lectures. At Stages 2 and 4 intellectual skills are developed via lectures, seminars, project work and practical language classes. More advanced intellectual skills, especially research skills and independent thinking, are developed at Stage 3 through an Extended Study (20 credits) or Dissertation (20 credits

Assessment Strategy

Assessment of intellectual skills is via unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen

context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

All students will have completed at least one independently research submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

Practical Skills

On completing the programme students should be able to:

C1. practise critical argumentation in language study;

C2. gather, analyse and evaluate linguistic data;

C3. compare different linguistic frameworks and their motivation;

C4. understand the relation between data and theory in English Language study

C5. address specific analytical, psychological and cultural issues posed by language and English in particular.

C6. Use the Chinese or Japanese language for communication and/or as linguistic data.

Teaching and Learning Methods

At Stage 1 Subject-specific/professional skills are acquired via lectures and seminars - and, for the Chinese or Japanese language, language laboratory work and practical classes. At Stages 2 and 4 they are acquired via lectures and seminars, and formal grammar instruction including drills and exercises, practical classes and oral discussion in Chinese or Japanese. More advanced knowledge and understanding is developed via independent study with the Extended Study or Dissertation at Stage 4. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

Assessment Strategy

Assessment of knowledge and understanding is via continuous written assessment, class tests evaluating student progress, aural and oral examinations covering listening and speaking skills in Chinese or Japanese, unseen examination of 3 hours or submitted work of 4000 or 5000 words in length. Many modules have multiple 'mixed' assessments, in which case the lengths above are used on a *pro rata* basis. Some modules also assess intellectual skills in part by oral presentations. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques. Written continuous assessment, class tests, and aural and oral examination provide the opportunity to demonstrate the practical ability to use the foreign language.

All students will have completed at least one independently research submission (an Extended Study or Dissertation of 5,000 words) by the end of their final year.

Transferable/Key Skills

On completing the programme students should be able to:

D1. plan and complete essays and project-work

D2. write and speak to different audiences

D3. co-ordinate multiple projects

D4. use information technology (word processing; the internet)

D5. gather, evaluate and organise material

D6. summarise and assimilate information

D7. communicate and debate effectively

D8. work to deadlines or within specified time-limits

D9. work and negotiate with others

D10. work effectively both in a team and independently

D11. present information to a group in a structured and coherent way

D12. analyse complex data effectively and present it concisely

Teaching and Learning Methods

Transferable/Key skills are promoted through seminars and tutorials. At Stage 1 students are

given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 6, 7, 8, 9, 10, 11 in particular are introduced and practised on *SEL1009: Academic Skills* and/or practised in the weekly tutorials. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 3.

Assessment Strategy

Assessment of key skills is implicit in course work at all levels, although *Academic Skills* focuses on these particularly. Presentation skills are formally assessed (by tutor and peers) in those modules which have an oral presentation as part of the summative assessment.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or in the case of the Personal Learning Record, 100 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits. Stage 3 is an intercalatory year during which the students spend at least 30 weeks in a Chinese or Japanese-speaking country, and at each of Stages 1, 2 and 4 students must take at least 40 credits from modules offered in the School of Modern Languages.

At each Stage the student is required to take and be assessed in modules to the value of 120 credits. At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 4. The module *Academic Skills* introduces students to academic skills: written English, preparing an essay and a presentation. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. All students take the core 40-credit Level A language module in either Chinese or Japanese or the level B lang module (20 credits) and one other in Chinese or Japanese.

Stages 2 and 4 of Q1T4 are designed to provide academic progression and an increasing range of choice. Stage 2 comprises intermediate modules which build on the Stage 1 experience, with higher level work in Japanese or Chinese (Level B, 40 credits) and modules covering major areas within Linguistics. Students are required to take Syntactic Theory and Phonological Theory, as well as a further two Stage 2 modules in Linguistics. These in turn prepare students for the more specialised optional modules at Stage 4, which provide an opportunity for students to pursue their particular interests and to acquire advanced knowledge and skills. All students at Stage 4 take final-year Japanese or Chinese (Level D, 40 credits), 60 credits of taught modules in Linguistics and either an Extended Study relating to Linguistics or a Dissertation relating to the foreign language (both 20 credits, 5000 words). This cultivates skills in independent research and in the planning and writing of extended pieces of work, which enhance students' employability and/or prepare them for postgraduate work. Key skills D1-11 are practised across Stages 2 and 4

At Stage 3 students spend the year in a China or Japan, studying at an approved university. Newcastle has links with Fukuoka in Japan and Remnin University in Beijing. The year abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus either an intercalary project (20 credits) or marks achieved at the host university (20 credits). While all aspects of knowledge, understanding and language skills will be developed at Stage 3, there will be particular opportunities for increasing intercultural awareness and understanding.

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

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

13   Criteria for admission
Entry qualifications for 2008-9 **GCSEs required** N/A **A-Level Subjects and Grades** ABC/BBB. Excludes General Studies and Critical Thinking. A foreign language or maths/science subject is desirable but not essential. *Admissions policy/selection tools* Students to whom offers are made are invited to an open day to meet staff and students and to see the department. Attendance is not compulsory. *Scottish Highers Entry Requirements* AABBB. A foreign language or mathematical/science subject is desirable but not essential. A combination of Highers and Advanced Highers is acceptable. *Admissions policy/selection tools*   *Non-standard Entry Requirements*   *Additional Requirements*   *Level of English Language capability* IELTS 7 (or equivalent)

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/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) *Study skills support* Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Aspects of the transition to degree-level study are covered both in Induction Week activities and in the module Academic Skills 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. Details of the personal tutor system can be found at http://www.ncl.ac.uk/undergraduate/support/tutor.phtml

A Senior Tutor oversees all pastoral matters (including Personal Extenuating Circumstances) in the School.

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/undergraduate/support/welfare.phtml

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/undergraduate/support/acfacilities.phtml

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

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| 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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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. Module leaders respond to these by posting end-of-module reviews on Blackboard and questionnaires and reviews are monitored by HOS and DPD. Module leaders also consult students informal during the course of the module.

The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School

/ institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies. Student opinion is also obtained informally through a School Forum and through focus groups on specific issues.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

16	Regulation of assessment

Pass mark
The pass mark is 40%

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

Weighting of stages
The marks from **Stages 2 and 4** will contribute to the final classification of the degree
The weighting of marks from Stage 2 and 4 contributing to the degree for **is *1: 2***

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	**Modules not used for degree classification**
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good

70+	First Class	Excellent

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

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

The University Prospectus: http://www.ncl.ac.uk/undergraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/)

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

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
SEL1005	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1006	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1007	Compulsory	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1009	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1012	Compulsory	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1019	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL1020	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
CHN/JPN1003	Compulsory	8, 9, 10	5	6	2,4,6,7,8,9,10,12
CHN/JPN1004	Compulsory	8, 9, 10	5	6	2,4,6,7,8,9,10,12
SEL2000	Compulsory	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2001	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2008	Optional	1, 2, 3, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2011	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2084	Optional	1, 2, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2086	Optional	1, 2, 3, 6	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2089	Compulsory	1, 2, 3, 6	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2091	Optional	1, 2, 3, 4, 6, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL2092	Optional	1, 2, 3, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2210	Optional	1, 2, 3, 5, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL2212	Optional	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
CHN/JPN2001	Compulsory	8, 9,10	5	6	2,4,6,7,8,9,10,12
SML3004	Compulsory	8,9,10	5	6	1, 2, 4, 5, 6, 7, 8, 9, 10
SML3005	Optional	8,9,10	5	6	1, 2, 4, 5, 6, 7, 8, 9, 10
SML3006	Optional	8,9,10	5	6	1, 2, 4, 5, 6, 7, 8, 9, 10

SEL3005	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3006	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3008	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3009	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL3010	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3012	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3019	Optional	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
SEL3025	Optional	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3053	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3099	Optional	1,2,3,4,5,6,7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3326	Optional	1,2,3,4,5,6,7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3327	Optional	1,2,3,4,5,6,7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3329	Optional	1,2,3,4,5,6,7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3331	Optional	1, 2, 7	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3341	Optional	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3343	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
SEL3352	Optional	1, 2, 3	1, 2, 3, 4	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
CHN/JPN4001	Compulsory	8, 9, 10	5	6	2,4,6,7,8,9,10,12