	PROGRAMME SPECIFICATION	

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	BA (Hons)
4	**Programme Title**	English Language & Literature
5	**UCAS/Programme Code**	Q300
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	English
8	**FHEQ Level**	6
9	**Date written/revised**	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 and analyse 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) a knowledge of the range of literary texts (including film) from past and present cultures
(ix) an introduction to world literatures, creative writing, and film in English
(x) an ability to address the cultural and political contexts in which texts are produced and read
(xi) a familiarity with a variety of genres and forms
(xii) experience of a range of critical practices and an ability to reflect on their critical practice
(xiii) an ability to reflect on the processes of creative writing.

(b) To provide a programme:
(i) in which teaching is informed by research, both in terms of research that is relevant to the discipline and with regard to 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 English

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 and its 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. Varieties of literary texts, including film, in English
    A9. Varieties of writing in English from different periods
    A10.The cultural and political contexts in which texts are produced and read
    A11.The complex relationship between text and context
    A12.A range of critical practices
    A13.Genre and generic conventions
    A14.The vocabulary of textual and theoretical analysis
    A15 The organization and analysis of data

Teaching and Learning Methods

At Stage 1 knowledge and understanding (A1 – 14) is acquired via lectures, seminars and student-led study groups (directed sessions where students meet to discuss set material without their seminar tutor). At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study, especially on the *Extended Study* in English Language or the *Independent Research Project* in English Literature. specially (A1 – 1415). At Stage 3, a third of a student's time is dedicated to independent work, which may take the form of an optional Dissertation, developing more advanced knowledge and understanding (A1 – 1415). At all stages, students are encouraged to supplement taught material through independent reading. Guidance on further reading will be provided by the module director and/or the seminar tutor.

Assessment Strategy

Where there is a single assessment of knowledge and understanding on a module, it will normally be via an unseen examination of 3 hours or submitted work of 4000, 5000 or 10,000 words in length. Many modules have mixed forms of assessments. Where this is the case, the lengths for exams and essays are determined on a *pro rata* basis.

Examinations provide students with the opportunity to demonstrate their knowledge and understanding in an unseen context. Submitted work enables students to further demonstrate knowledge and understanding; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. All students will have written at least one essay of at least 4000 words by the time they have completed Stage 2 (on either the *Independent Research Project* or the *Extended Study)*, a requirement that means every student will have been assessed on the extent to which they have developed in-depth knowledge and understanding (A1 – 14) before they start Stage 3.

At Stage 3 they will be asked to demonstrate more developed knowledge and understanding in the assessment of, in particular, *Extended Study* or *Dissertation* modules.

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 everyday life –and of English as a global language
B5. critically evaluate arguments and evidence
B6. develop an awareness of the complex interplay between text and context
B7. organize and present ideas as part of a structured written and/or oral argument
B8. design a research project and select and employ appropriate research methodologies.

Teaching and Learning Methods

Intellectual skills are promoted through seminars, study groups and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, evaluate arguments and evidence and present information to a group. In the Language seminars, emphasis is placed on the practical acquisition of skills for language and linguistic analysis (B1-3). In Literature, Skills B1 - 7 are introduced and practised at Stage 1 on *Academic Skills* and practised on *Introduction to Literary Studies 1 & 2*. These skills are developed further at Stage 2. Here a greater emphasis on small group work and the presentations that form the spine of the *Independent Research Project* give students the opportunity to refine their intellectual skills (B7 and B8 in particular). At Stage 3, more specialised modules and the greater emphasis on independent work (in either the *Dissertation* or the *Extended Study* modules) focus students on developing the skills identified in B8.

Assessment Strategy

Examinations provide students with the opportunity to demonstrate their intellectual skills by asking them to structure a clear, concise and well-reasoned argument in a limited time period and to address interpretive problems in an unseen context. Submitted work is also key to the assessment strategy for intellectual skills. It enables students to expand on these skills, demonstrate a self-reflexive awareness of their approach and show they can use appropriate techniques, theories and methodologies (B2, B3, B5, B7). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay of at least 4,000 words before they start Stage 3. At Stage 3 they will be asked to demonstrate more developed intellectual skills in the assessment of, in particular, *Extended Study* and *Dissertation* modules.

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. practice critical skills in the analysis of texts (literature, film and other media as appropriate)
C7. explore how literature and/or language produce and reflect cultural change
C8. engage imaginatively and critically in the reading of complex literary and non-literary texts
C9. exercise and develop a sensitivity to verbal creativity
C10.analyse a range of texts employing relevant theoretical/critical perspectives.

Teaching and Learning Methods

At Stage 1 practical skills are acquired via lectures, seminars, study-groups and tutorials (C1 – 10). Seminars, study groups and tutorials give students the opportunity to discuss ideas and critical practices introduced in the lectures. At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study (C1 – 10). At Stage 3 more

specialised modules and the increased emphasis on independent study offers students the chance to further refine all of these practical skills.

Assessment Strategy

Examinations provide students with the opportunity to demonstrate their practical skills by asking them to prepare and then produce a clear, concise and well-reasoned argument in a limited time period and engage in practical analysis in an unseen context (C1 – 10).

Submitted work enables students to expand on these practical skills; it also enables them to demonstrate their employment of appropriate research techniques and theoretical perspectives (C10). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay of at least 4,000 words before they begin stage 3. At Stage 3 they will be asked to demonstrate more developed practical skills in the assessment of, in particular, *Extended Study* or *Dissertation* modules).

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

Key/transferable skills are developed through tutorials, seminars, lectures and study groups. At Stage 1 students are given advice to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1 - 11 are introduced and practised on *Academic Skills* and *Introduction to Literary Studies 1 & 2*.

All of these skills are promoted further at Stage 2 with continued emphasis on small group work, and with increased opportunity for independent study. The *Independent Research Project*, for example, with workshops based on compulsory student presentations, will require students to draw on D1 – 11.

At Stage 3, students will refine their key/transferable Skills further, particularly in the course of studying more specialised modules and as they devote more time to independent work in taking either the *Dissertation* or two *Extended Study* modules (D1, D5, D8). The option to take work placement modules (particularly the school's own module *The Culture Industries: A Placement)* at Stage 3 gives students the chance to further refine their key/transferable Skills.

Assessment Strategy

Assessment of key/transferable 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 three years full-time; it is divided into modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits (with every 10 credits representing 100 hours of student learning).

At Stage 1 students are given a thorough introduction to a range of literatures (including film texts) on *Introduction to Literary Studies 1 & 2*. The accompanying tutorials give students the opportunity to practise, experiment with and develop this knowledge and these skills. Indeed, across Stage 1, there is an emphasis on small group teaching (tutorials and seminars) to enable the acquisition of academic, practical and key skills. Working alongside these modules, *Transformations* gives students a broader view of the inter-relationships between literary texts and a sense of the significance of mythologies and traditions in shaping literary discourses. Students' introduction to English Literature is ~~complimented~~ complemented by modules aimed at developing their understanding of key areas of English Language, on *Introduction to English Syntax, Introduction to Phonetics and Phonology, The Nature of Language* and *Introduction to Historical Linguistics.* In addition all students take *Academic Skills*, a module that teaches research skills and scholarly protocols.

At Stage 2, on the literature side, students must choose two modules, with the aim being to developing their knowledge of key areas of literary study in terms intended to give them a broad, contextual knowledge of the subject. Required to take at least one module from before 1900 and one post 1900, they will study a range of literature in their work on modules like *Writing the Renaissance, New Worlds, Victorian Passions, Fictions of Migration* and *Contemporary Cultures.* On the language side, they will be required to take at least two modules from the menu of specialist options available and through their studies develop in-depth expertise on particular subject areas. Beyond that, they will choose whether to make up another 20 credits by studying either a further literature module, or one from the English Language menu. In addition, all students will take 20 credits of independent work, choosing an *Extended Study* in English Language, or the *Independent Research Project* in English Literature.

At Stage 3, students must take four taught modules from a wide menu of specialist options offered in English Language and English Literature (choosing at least 40 credits from each). The aim at Stage 3 is to give students the chance to build on the experience they have gained in Stages 1 and 2 and to make choices that reflect their own particular interests, at the same time as it gives them the opportunity to study with staff teaching material that draws on their own particular research expertise. The menu of options is further enhanced by *The Cultural Industries: A Placement*, a module that allows students to take up a work placement as part of their studies. In addition to their 80 credits of taught modules, Stage 3 students may take either a further optional module from the English Language or the English Literature menus and a 20 credit *Extended Study,* or take 40 credits of independent study. This 40 credits may take the form of a 10,000 word *Dissertation* (40 credits), or two *Extended Study* modules (5,000 word essays that extend the work done in an individual module worth 20 credits each), or a *File of Original Literary Work* (40 credits). As with the taught modules at Stage 3, the emphasis here is on developing in-depth and advanced level knowledge and understanding and fostering cognitive and key skills. The *Extended Studies* and *Dissertation* also introduce students applying for postgraduate degrees to advanced research skills.

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

All undergraduates in the School of English Literature, Language and Linguistics may elect to study abroad for one semester, typically the second semester of year two or the first semester of year three. Currently SELLL has links with institutions in Europe and with universities in North America.

SELLL students can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia).

Students in Stage 3 of Q300 may also apply to take SEL2065: The Cultural Industries: A

Placement, a work-placement module or may take NCL3007, Career Development Module.

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

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13   Criteria for admission

Entry qualifications for 2008-9
GCSEs required
N/A
A-Level Subjects and Grades:

AAB. Excludes General Studies. A in English Literature or English Language & Literature is required.

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

AAAAB, including English at Grade A. Advanced Higher English at Grade A is preferred. A combination of Highers and Advanced Highers is acceptable.

Widening Participation:

B(Lit)BC plus Summer School pass. Excludes General Studies.

Mature and Overseas Students are dealt with on an individual basis.

Additional Requirements:

Level of English Language capability
IELTS 7.0

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14   Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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 Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. 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.

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.

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 3 will contribute to the final classification of the degree, in the ratio 1: 2 for students who entered Stage 2 in or after September 2010, and in the ratio 1:1 for students who entered Stage 2 before September 2010.

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

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

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

The School Brochure (email: es@ncl.ac.uk)

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, 15	1, 2, 3, 5, 7	1, 2, 3, 4, 5	4, 5, 6, 8, 10, 12
SEL1006	Compulsory	1, 2, 3, 15	1, 2, 3, 5, 7	1, 2, 3, 4, 5	4, 5, 6, 8, 10, 12
SEL1003	Compulsory	7,8,9,10,11,12,13,14	1,2,4,5,6,7	5,6,7,8,9	1,2,3,4,5,6,8,9,10
SEL1004	Compulsory	7,8,9,10,11,12,13,14	1,2,4,5,6,7	5,6,7,8,9	1,2,3,4,5,6,8,9,10
SEL1007	Compulsory	1, 2, 3, 4, 15	1, 2, 3, 5, 7	1, 2, 3, 4, 5	4, 5, 6, 8, 10, 12
SEL1012	Compulsory	1, 2, 3, 4, 15	1, 2, 3, 5, 7	1, 2, 3, 4, 5	4, 5, 6, 8, 10, 12
SEL1023	Compulsory	7,8,9,10,11,12,13,14	1,2,4,5,6,7	5,6,7,8,9	1,2,3,4,5,6,8,9,10
SEL1009	Compulsory		7	1	1,3,4,5,8
SEL2000	Optional	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	Optional	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
SEL3326	Optional	1,2,3,4,5,6,7,8,9, 10,11,12,13,14	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9, 10	1,2,4,5,6,8
SEL3327	Optional	1,2,3,4,5,6,7,8,9, 10,11,12,13,14	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9, 10	1,2,4,5,6,8
SEL3328	Optional	8, 13, 14	6,7, 8	8, 9, 10	1,2,5,6,8
SEL3329	Optional	1,2,3,4,5,6,7,8,9, 10,11,12,13,14	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9, 10	1,2,4,5,6,8
SEL3099	Optional	1,2,3,4,5,6,7,8,9, 10,11,12,13,14	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7,8,9, 10	1,2,4,5,6,8
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
SEL3320	Optional	7,8,9,10,11,12,13,14	1,2,3,5,6,7	6,7,8,9,10	1,2,3,4,5,6,7,8,9,10
SEL3321	Optional	8, 13	1,2,6,7,8	6,7,8,9,10	1,2,4,5,6,7,8,9,10,11
SEL3322	Optional	8, 13, 14	6,7	9, 10	1,2,3,5,6,7,8,10
SEL3323	Optional	7,8,9,10,11,12,13,14	1,2,3,5,6,7	6,7,8,9,10	1,2,3,4,5,6,7,8,9,10
SEL3324	Optional		5, 7		1,2,4,5,6,7,8,9, 10,11
SEL3325	Optional		5, 7		1,2,4,5,6,7,8,9, 10,11
SEL3330	Optional	7,8,9,10,11,12,13,14	1,2,3,4,5,6,7	6,7,8,9,10	1,2,3,4,5,6,7,8,9,10