

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MA
4	Programme Title	Human Geography Research
5	UCAS/Programme Code	4025
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	May 2011

10 Programme Aims

1. To meet the aims of the ESRC's postgraduate training guidelines by providing high quality research training at Masters level.
2. To provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in the social sciences in general and in human geography in particular.
3. To contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates and enhancing their key skills and employability.
4. To produce graduates who can proceed to careers in research in universities, the public sector, the voluntary sector or the private sector.
5. To provide a qualification which fully meets the learning outcomes at Level 7 of the national qualifications framework.

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 Geography

Knowledge and Understanding

On completing the programme students should have:

A General research skills

A1 Bibliographic and Computing Skills

- (i) The skills to identify and retrieve relevant materials relating to research, including annals, books, journals, theses, conference proceedings and resources available electronically and on the world-wide web.
- (ii) The skills to maintain a personal research bibliography and use EndNote.
- (iii) IT skills, comprising word processing and other basic computing skills, including spreadsheets and database management, SPSS, Nudist and Powerpoint.
- (iv) Evaluation procedure skills for undertaking book reviews, literature reviews and dissertations.

<p>A2 Ethical Issues</p> <ul style="list-style-type: none"> (i) A knowledge and understanding of matters relating to privacy and confidentiality in research. (ii) An awareness of the political context of research. (iii) An awareness of professional codes of practice. (iv) A knowledge and understanding of the power relations inherent in research field work. (v) An awareness of the ethical responsibilities that a researcher has towards the researched.

Teaching and Learning Methods

Teaching strategy

Bibliographic and Computing Skills (A1 i-ii) are taught through workshops and practical classes in the HSS8002 Introduction to Information Skills module. A1 (iii) IT skills are taught through a combination of workshops, practical classes, tutorials and lectures in the modules HSS8002 Introduction to Information Skills, HSS8005 Introduction to Quantitative Methods, HSS8004 Introduction to Qualitative Methods and GEO8015 Doing Geographical Research. Evaluation procedure skills (A1 (iv)) are taught through student seminars (GEO8016 Philosophies of Human Geography) and student exercises (HSS8003 Dissertation Preparation).

Ethical issues (A2 i-v) are taught by lectures and workshops in HSS8001 Thinking about Research and HSS8004 Introduction to Qualitative Methods.

Learning strategy

Students learn bibliographical skills (A1 i - ii) by developing an initial (and final) bibliography for their Research Dissertation (GEO8089). IT Skills (A1iii) are learnt through a series of workshops, data practicals, the production of a Powerpoint presentation and completion of the Research Dissertation. Evaluation procedures (A1 iv) are practiced in seminars dedicated to analysis of material pertaining to 'landmark books/debates' and teamwork exercises and presentations linked to key stages in a MA dissertation.

Students acquire knowledge of ethical issues (A2 i-v) through teamwork exercises and presentations, case studies and independent reading.

Assessment Strategy

General research skills are assessed by means of a range of coursework and, ultimately, the Research Dissertation. Assessment for the HSS8002 Introduction to Information Skills Module requires the construction of a bibliography, incorporating bibliographic search strategies and professional design and layout. IT skills are assessed by the bibliographic exercise, data practicals in the HSS8005 Introduction to Quantitative Methods and the delivery of a Powerpoint presentation in GEO8015 Doing Geographical Research. Ethical issues are assessed as part of the 3,000 word critical methodological review in HSS 8004 Introduction to Qualitative Methods, and the 3,000 word essay set for the module HSS8001 Thinking About Research.

Intellectual Skills

The programme will enable the student to acquire, develop and demonstrate the following intellectual skills:

B Training in Research Methods

B1 Principles

- (i) An ability to define and formulate research problems, questions and hypotheses.
- (ii) An understanding of the rationale for research methods, and the ability to select and evaluate appropriate research methods.
- (iii) An understanding of sampling, sampling error, and biases in results.
- (iv) An understanding of, and ability to apply, concepts of generalisability, validity, reliability and replicability.

B2 Data collection and analysis

- (i) A knowledge and understanding of the application of selected methods of data collection.
- (ii) An understanding of strengths and weaknesses of different types of data and the development of a critical approach to the use of different data sources.
- (iii) An understanding of the use of research methods and tools to analyse data.
- (iv) Proficiency in a range of both qualitative and quantitative data analysis techniques.

Teaching and Learning Methods

Teaching strategy

B1 (i) and (ii) are delivered through the modules HSS8001 Thinking About Research, HSS8003 Dissertation Preparation and GEO8015 Doing Geographical Research. B1 (iii) and (iv) are delivered through the HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods modules. Teaching for B2 (i - iv) will be delivered principally through the HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods modules. B2 (i-ii) are covered also in GEO8017 Human Geography: Concepts in Action and GEO8015 Doing Geographical Research.

The teaching strategy for B1 (i-iv) is a combination of lectures, workshops, research seminars and both discipline specific and multi-disciplinary teamwork. The teaching strategy for B2 (i - iv) is a combination of lectures, workshops, teaching and research seminars and data analysis practicals.

Learning strategy

For B1 (i - ii) students learn through team-based problem solving exercises, the individual preparation of a research proposal and attendance at research seminars. B1 (iii-iv) is learnt through research seminars, workshops and data practicals. For B2 (i - iv) students learn principally through data practicals and attendance at research seminars. Overall, all B1 and B2 are undertaken through the completion of the Research Dissertation.

Assessment Strategy

B1 and B2 are assessed through the production and presentation of a Research Proposal (HSS8003), the completion of a series of data practicals (HSS8005), the production of a critical methodological review (HSS8004), a group report and presentation in HSS8001 Thinking About Research and the Research Dissertation (GEO8089).

Practical Skills

On completing the programme students should have received instruction in, and be able to demonstrate proficiency in the following practical skills.

C Subject-related outcomes

- C1 Understanding of a range of philosophical, epistemological and theoretical social science debates within human geography.
- C2 Understanding of a range of key concepts and theoretical issues in human geography.
- C3 Knowledge of the distinctive contribution of human geography to the social sciences.
- C4 Recognition of the roles and relevance of geography and geographers within the public arena.
- C5 Understanding of a range of quantitative and qualitative methods for collecting, and sources of, data and evidence for geographical enquiry.
- C6 Understanding of a range of quantitative and qualitative methods of analysing and interpreting evidence as part of geographical enquiry.

Teaching and Learning Methods

Teaching strategy

C1 and C3 are delivered principally in the module GEO8016 Philosophies in Human Geography and GEO8015 Doing Geographical Research and are elements of the combination of discipline and multi-disciplinary student exercises undertaken in HSS8001 Thinking About Research and HSS8003 Dissertation Preparation. C2 and C4 are delivered through the modules GEO8017 Human Geography: Concepts in Action and GEO8015 Doing Geographical Research. Teaching for C5 and C6 takes place in HSS8005 Introduction to Quantitative Methods, HSS8004 Introduction to Qualitative Methods, HSS8002 Introduction to Information Skills and GEO8015 Doing Geographical Research.

Learning strategy

C1 and C3 are learnt through teaching seminars through GEO8016 Philosophies in Human Geography, and through participation in Geography discipline area research seminars and dedicated dissertation workshops in GEO8015 Doing Geographical Research. In HSS8001 Thinking About Research and HSS8003 Dissertation Preparation, C1 and C3 are practiced in team exercises and presentations and in a mixture of disciplinary and multi-disciplinary groups. C2 and C4 are learnt through lectures, teaching seminars and through solo student presentations in the module GEO8017 Human Geography: Concepts in Action. C4 is learnt in GEO8015 Doing Geographical Research through sessions on human geography and academic praxis. Additionally, C2 and C4 are learnt through participation in research seminars and dissertation workshops in GEO8015 Doing Geographical Research. C5 and C6 are learnt through lectures, data practicals and workshops in HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods including discipline-specific workshops and curriculum streams. HSS8002 Introduction to Information Skills includes workshops on data sources and the availability of individual assistance for postgraduate students through a one-to-one tutorial with the relevant Liaison Librarian to discuss specialist information needs. Additionally, C5 and C6 are learnt through participation in Geography discipline area research seminars and dissertation workshops as part of GEO8015 Doing Geographical Research.

Assessment Strategy

C1, C2, C3, C5 and C6 are jointly assessed in the production and presentation of a research proposal for HSS8003 Dissertation Preparation and the research dissertation itself (GEO8089). C1 and C3 are assessed through the completion of an extended 5000 word essay based on extensive reading for GEO8016 Philosophies in Human Geography. C2 is assessed through a 15-minute student presentation and a 4000 word essay for GEO8017 Human Geography: Concepts in Action. C4 is not directly assessed. C5 and C6 are assessed through data practicals, a critical methodological review and presentation of a research proposal for HSS8003 Dissertation Preparation, HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods.

Transferable/Key Skills

On completing the programme students should have acquired and should be able to demonstrate competence in the following key skills.

D Key skills

- D1 The skills to disseminate research findings effectively to specialist and non-specialist audiences.
- D2 The skills of effective written communication and presentation.
- D3 The skills to manage research, including writing proposals, planning the research project, and implement the research and complete it on time.
- D4 The skills to work effectively as a member of a team that is both subject specific and multi-disciplinary.

Teaching and Learning Methods

Teaching strategy

D1 is taught across a number of modules including HSS8003 Dissertation Preparation, HSS8001 Thinking About Research, GEO8017 Human Geography: Concepts in Action, GEO8016 Philosophies in Human Geography and GEO8015 Doing Geographical Research. D2 is taught through a range of written assessments and presentations across all modules. D3 is a major component of HSS8001 Thinking about Research, HSS8003 Dissertation Preparation and GEO8015 Doing Geographical Research. Teamworking (D4) takes place across a number of modules (subject specific and multi-disciplinary) in a variety of exercises, particularly HSS8001 Thinking About Research and GEO8015 Doing Geographical Research.

Learning strategy

Students learn a variety of dissemination skills (D1) through, for example, an introduction to the REGARD database in HSS8002 Introduction to Information Skills, individual and team presentations and document production (subject specific and multi-disciplinary), Powerpoint presentations to external peers (Part Two: Geographical Imaginations in GEO8015 Doing Geographical Research), production of a student presentation around a chosen concept in GEO8017 Human Geography: Concepts in Action and the 'Pick-A-Text' component of GEO8016 Philosophies in Geography. Many of these activities develop D2 (skills of effective written communication and presentation) over and above the range of written assessments produced and culminating in the Research Dissertation (GEO8089). D3 is developed explicitly through the production of research proposals and the completion of a Research Dissertation inclusive of dissertation workshops and individual meetings with supervisors. D4 is learnt throughout the course in a number of contexts including lectures, teaching seminars, workshops, problem-solving exercises and presentations.

Assessment Strategy

D1 is assessed through a Powerpoint presentation for GEO8015 Doing Geographical Research and in oral presentations for the GEO8017 Human Geography: Concepts in Action and HSS8003 Dissertation Preparation modules. The latter presentations is team-based and assess D4, as does a group-based report delivered in HSS8001 Thinking About Research. D2 (written communication) is assessed through the variety of written coursework submitted across all the modules. D3 is assessed in HSS8003 Dissertation Preparation, HSS8001 Thinking About Research and GEO8015 Doing Geographical Research as students progress through an iterative process of writing their research proposal.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a one year full-time or two-year part time modular MA programme. It consists of two stages: a taught component and a (supervised) research dissertation. This programme has been designed to meet the ESRC's 2005 *Postgraduate Training Guidelines*. These guidelines emphasize the need for students to acquire key generic and subject-specific skills in the Masters year prior to embarking on a doctoral programme.

In the full-time programme, the student shall pursue a programme of full-time study comprising modules to a credit value of 180 studied over a period of 12 months in Semester 1, Semester 2 and the research semester of a single academic year. A full-time candidate shall study taught modules to a credit value of not more than 70 and not less than 50 in each of the first two semesters, such that the total credit value of the modules studied in Semester 1 and Semester 2 shall be 120. The research semester will comprise the completion of a 60 credit research dissertation.

In the part-time programme, the student shall pursue a programme of part-time study, in two stages, comprising modules to a credit value of 180 studied over a period of 24 months in Semester 1, Semester 2 and the research semester of each of two academic years. Before proceeding from Stage 1 to Stage 2 a part-time student must satisfy the examiners in the assessment specified for each module of that Stage.

The taught component of the course comprises 50 compulsory credits (two 20 credit modules and one 10 credit module) taught by Geography discipline area staff in the School of Geography Politics & Sociology, and 70 compulsory credits (two 20 credit modules and three 10 credit modules) taught by staff from across the Faculty of Humanities, Arts & Social Sciences (HASS) through the Faculty's Postgraduate Research Training Programme. The research dissertation (60 credits) is supervised by Geography discipline area staff within the School of Geography Politics & Sociology. This highly integrated mix of School and Faculty teaching, in both discipline-specific and multi-disciplinary contexts, is an innovative feature of the course. A further innovative feature is the joint teaching of Geographical Imaginations (Part One and Two) with the University of Durham Geography Department as elements of two modules, GEO8016 Philosophies in Human Geography and GEO8015 Doing Geographical Research.

Curriculum and Structure

Through high quality research training at Master's level the curriculum provides learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in the social sciences in general and in human geography in particular. The development of subject-specific and multi-disciplinary knowledge takes place in parallel throughout Semester 1 and 2 across Geography and HASS modules which are all compulsory.

In Semester 1 students complete three 10 credit HASS modules (HSS8001 Thinking About Research, HSS8003 Dissertation Preparation and HSS8002 Introduction to Information Skills) and the first half of three Geography modules (two 20 credit modules – GEO8016 Philosophies in Human Geography and GEO8017 Human Geography: Concepts in Action – and one 10 credit module, GEO8015 Doing Geographical Research). Taught credits in Semester 1 total 55.

In Semester 2, students complete the second half of the three Geography modules (GEO8015, GEO8016 and GEO8017, a total of 25 credits) and study two 20 credit HASS modules, HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods. Total taught credits in Semester 2 equals 65. The Research Dissertation (60 credits, GEO8089) is completed in the research semester.

The teaching of all learning outcomes begins in Semester 1. The majority of *General Research Skills* (A1) are taught early in Semester 1 in HSS8002 Introduction to Information Skills for continued application and development for the duration of the course. Development of 'early stage' outcomes in *Training in Research Methods* (B1 i-ii, B2 i-ii) begins with HSS8001 Thinking about Research and is intensified as HSS8003 Dissertation Preparation commences mid-Semester 1. Both of these modules are delivered intensively over a two-day period. Both these modules use discipline-specific and multi-disciplinary work groups and in combination with the discipline specific modules, GEO8016 Philosophies in Human Geography and GEO8017 Human Geography: Concepts in Action, begin the delivery of *Subject-Related Outcomes* C1 - C4. Throughout all these Semester 1 modules, *Key Skills* (D1-D4) are developed and demonstrated through a variety of teaching and assessment formats. Finally, in Semester 1 GEO8015 Doing Geographical Research comprises predominantly student attendance at Geography discipline area research seminars which exemplify the critical ability to combine the learning outcomes A, B, C and D that encompass the programme aim of high quality research training and the ability to undertake advanced research in the social sciences and in human geography in particular.

In Semester 2, the modules HSS8005 Introduction to Quantitative Methods and HSS8004 Introduction to Qualitative Methods deliver the 'later stage' outcomes in *Training in Research Methods* (B1 iii-iv, B2 iii-iv), *General Research Skill A2* and the remaining *Subject-Related Outcomes C5-C6*. Other subject-related outcomes, training in research methods and key skills from Semester 1 continue to be developed and demonstrated in the on-going modules GEO8016 Philosophies in Human Geography, GEO8017 Human Geography: Concepts in Action and GEO8015 Doing Geographical Research. In particular, GEO8015 Doing Geographical Research moves to a more intensive format of dissertation workshops and research proposal presentations.

The research semester comprises the completion of a supervised research dissertation. This major piece of geographical enquiry enables the application and progression of learning outcomes A, B, C and D delivered in the taught element of the programme.

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

The programme follows the ESRC's 2005 *Postgraduate Training Guidelines*, and thus accords with the requirements for generic and subject-specific research training required of any ESRC-recognised Research Training Masters programme.

Programme regulations (link to on-line version)

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

13 Criteria for admission

Entry qualifications

The normal entry requirement will be a good second class honours degree in geography or a related social science. Geography at A/AS level or equivalent, or evidence of having studied geography during the first degree, is expected.

Admissions policy/selection tools

Upon receipt of a completed application form, UK-based applicants may be invited to visit the School for an Open Day and Interview. Normally, an offer of places to suitably qualified candidates is conditional upon the applicant having achieved the normal entry requirement and the receipt of two references. Any funding awards made on a competitive basis will be awarded taking in to account existing (or expected) qualifications, references and interview performance.

Non-standard Entry Requirements

Applicants who hold non-standard qualifications, and/or have relevant experience, will be encouraged to apply and considered on an individual basis.

Additional Requirements

Normally, applicants not based in the UK will have the requirement to attend an Open Day and Interview waived.

Level of English Language capability

Applicants for whom English is not a first language must provide evidence of a satisfactory command of English by means of a TOEFL score of 575 or greater, or by an IELTS score of 6.5 or greater.

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. 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.

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

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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-session 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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual 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 Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Quality Assurance and Enhancement Framework for Research Degree Programmes. This provides Schools with an opportunity to reflect on practice and a forum for enhancement of the student experience through the sharing of good practice and feedback from external sources. An Annual Review of Research Degree Programmes provides a formal opportunity to monitor the effectiveness of provision. The Annual Review is supplemented by a Review Visit every six years. The outcome of the Annual Review and the Review Visit are considered by the Graduate School Committee and the outcomes reported to the University Learning, Teaching and Student Experience Committee.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark for all modules 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. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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

<50	Fail
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

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

The External Examiner for the Faculty modules (HSS8001-5) and the External Examiner for the Geography modules (GEO8015-7, GEO8089) report to separate Boards of Examiners. The Faculty Board meets in June, the final MA Human Geography Research Exam Board meets in October.

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

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

Intended Learning Outcome	Module codes
A1	HSS8002, HSS8005, HSS8004, GEO8015, GEO8016, HSS8003, HSS8001
A2	HSS8001, HSS8004
B1	HSS8001, HSS8003, GEO8015, HSS8005, HSS8004
B2	HSS8005, HSS8004, GEO8017, GEO8015
C1	GEO8016, GEO8015, HSS8001, HSS8003
C2	GEO8017
C3	GEO8016, GEO8015, HSS8001, HSS8003
C4	GEO8017
C5	HSS8005, HSS8004, GEO8015
C6	HSS8005, HSS8004, GEO8015
D1	All modules
D2	All modules
D3	HSS8001, HSS8003, GEO8015
D4	All modules