PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	LL.B
4	**Programme Title**	Bachelor of Laws with Honours
5	**UCAS/Programme Code**	M101
6	**Programme Accreditation**	Programme validated by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree giving exemption from the first (academic) part of professional training
7	**QAA Subject Benchmark(s)**	Law
8	**FHEQ Level**	Honours
9	**Date written/revised**	02.05.01, 01.05.02, 09.10.02, 14.04.03, 07.07.04 and 25.04.07

10	**Programme Aims**

1   To provide a programme which
- delivers a rigorous liberal education in the discipline of law informed by scholarship and research;
- enables students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development;
- develops students' analytical, problem-solving and critical skills in relation to how law is made, interpreted, applied and developed;
- provides students with opportunities to study a range of specialist law modules often linked to specific research interests of teaching staff, approved non-law modules and, where appropriate, to engage in extended research;
- develops intellectual and key skills to equip students for future learning and employment;
- produces graduates who are equipped for training and employment in the legal professions and in other fields of employment or to undertake postgraduate study.

2   To fully
- satisfy the requirements of the Joint Announcement for qualifying law degrees including the need to teach 'The Foundations of Legal Knowledge'.
- meet and, in Stage 3, exceed the requirements of the QAA Benchmark Statement for Law degrees;
- conform to the criteria for an honours degree laid down in the FHEQ and comply with University policies.

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 Law.

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:
A1   The major concepts, values, policies, principles and rules of the Foundations of Legal Knowledge, these being Public Law, Contract, Land Law, Criminal Law, Tort, European Union Law and Equity;
A2   The principal institutions and processes of the law;
A3   Legal topics, from a range of options, beyond the Foundations of Legal Knowledge;

A4	Multi-disciplinary and / or theoretical perspectives used to analyse the law and legal processes.

Teaching and Learning Methods

The Law School teaching and learning methods to enable knowledge and understanding are as follows:

First, to enable students to acquire a basic level of knowledge and understanding through lectures. Beyond the Foundations, although lectures are still used, there is more diversity of approach within seminars and, at Stage 3, workshops are used within some modules.

Secondly, to take the basic exposition further by the universal requirement for students to engage in independent learning, using reading lists directing them to primary and secondary sources.

Thirdly, to deliver seminars so as to provide opportunities for students to engage in problem-solving exercises, the discussion of legal principles and theoretical issues, and to check their learning and understanding.

Finally, in all modules there is a requirement to submit written work this gives a further opportunity to develop and demonstrate knowledge and understanding.

Assessment Strategy

At Stage 1 knowledge and understanding is assessed formatively by means of seminar essays submitted at regular stages across the year and by a mid-sessional unseen examination. Summative assessment of knowledge and understanding consists largely of unseen examinations. At Stage 2, each Foundation of Legal Knowledge is assessed 33% by coursework and 67% by examination. At Stage 3 there is a mix of methods extending from modules employing the same regime as for Stage 2 to those assessing solely on the basis of examination, coursework, a research paper or a dissertation.

Intellectual Skills

On completing the programme students should be able to:
B1   analyse: to identify and order issues by relevance and importance;
B2   synthesise materials derived from diverse sources;
B3   exercise critical judgement by discriminating between the merits or otherwise of particular arguments; and
B4   exercise skills of evaluation in making a reasoned choice between competing solutions or arguments.

Teaching and Learning Methods

B1 to B4 are primarily developed and demonstrated through seminar discussions, problem-solving and in researching and writing seminar essays and assessed coursework essays, research papers, dissertations, examinations, preparing for and delivering oral presentations and preparing for and participating in mooting and client-interviewing.

Assessment Strategy

B1 to B4 are formatively assessed by seminar essays and an unseen mid-sessional examination at Stage 1 and summatively at all Stages by examinations; assessed coursework is used for summative assessment at Stages 2 and 3. In addition, research papers and dissertations are used to assess these skills.

Practical Skills

On completing the programme students should be able to:
C1   engage in legal problem-solving by identifying relevant issues, applying relevant concepts, principles and rules, identifying evidence needed, making judgements and reaching supported conclusions on the basis of sound and informed reasoning;
C2   write, speak and think with care and precision in the analysis and synthesis of the law;
C3   structure argument and analysis; and
C4   identify issues for research and to retrieve accurately relevant legal and other sources in, as appropriate, primary and secondary form, both in paper and digital formats.

Teaching and Learning Methods

C1 is developed initially through the Legal Institutions and Method module and then further developed and demonstrated *via* seminar assignments, examinations and, compulsory written work. C2 and C3 are inculcated by means of regular seminar work, examinations and compulsory written work. Induction activity, Law School intranet guides and the Legal Institutions and Method module specifically address C2 and C4 and the latter skill is further developed *via* seminars and compulsory written work. C1-C4 are further developed and demonstrated through oral presentations and client-interviewing. Students can enhance their development of these skills by pursuing research based assessed coursework and dissertation modules at Stage 3 and, throughout the programme, by voluntary participation in mooting and client-interviewing competitions within and outside of the Law School.

Assessment Strategy

At Stage 1, formative assessment is by means of seminar essays and summative assessment is largely by means of unseen examinations. At Stage 2, each Foundation of Legal Knowledge is assessed 33% by assessed coursework and 67% by unseen examinations. At Stage 3 there is a mix of methods. This extends from modules assessed 33% by coursework and 67% by unseen examination to those assessed entirely by examination, coursework, a research paper or a dissertation.

Transferable/Key Skills

On completing the programme students should be able to:
D1 (a) read, interpret and understand English language accurately in relation to complex technical texts and (b) present argument intelligibly and accurately;
D2 word process essays and other academic work in an appropriate form, use the internet and email and demonstrate some competence in digital information retrieval;
D3 (a) act independently in organising time, tasks and meeting deadlines (b) undertake independent research both in areas already studied and those investigated without prior study and (c) reflect on the learning process using feedback; and
D4 work in teams.

Teaching and Learning Methods

D1, D2 and D3 are introduced in induction programming at Stage 1. Under D1, the ability to argue orally is developed primarily through seminars or interactive lectures and further developed in modules in which oral presentations are formally assessed. Students may, finally, develop oral skills by participation in voluntary mooting. Again under D1, literacy is developed through seminar essays and course work assessments. D1 and D2 are developed further in induction at Stage 2. Coursework provides the opportunity for students to develop and demonstrate IT & C literacy (D2). D3 is developed by preparation for seminars and researching and writing coursework essays, research papers and dissertations. D4 is developed through group exercises in seminars and workshops in particular modules. Students may develop team work skills further by participation in mooting and client-interviewing.

Assessment Strategy

D1 is assessed through seminar essays, assessed coursework, unseen examinations, oral presentations and an optional research paper and dissertation. There is no formal assessment for D2 but it is indirectly assessed through coursework essays, research papers and dissertations. There is no formal assessment for D3 but it is indirectly assessed through coursework essays, team work exercises, oral presentations, research papers and dissertations. D4 is not formally assessed but the product of a team work exercise is assessed on an individual basis in the form of an oral presentation.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied full time over three years based on 30 weeks attendance per year.

Each year of study is known as a Stage. Each Stage must have modules to a total credit value of 120. Every 10 credits of a module's value is designed to take 100 hours of student time inclusive of contact time in lectures and seminars, independent learning, completion of compulsory written work and preparation for examination assessment. Modules in the programme vary from 10 credits to 40 credits. There are three stages in total, giving an overall requirement of 360 credits.

Stage 1 consists of a compulsory diet in which students are introduced to Legal Institutions and Method and in which three Foundations of Legal Knowledge are studied: Public Law, Contract and Land Law. For academic reasons, due to the progressive nature of the programme and the need to prepare students for later subject study, the three substantive subjects are designated as core. They, together, provide the context within which legal techniques of thinking and expression are developed.

Stage 2 comprises a compulsory diet of core modules that progress from Stage One and complete the Foundations of Legal Knowledge, conferring not only the essential core knowledge but also further development in legal skills.

Stage 3 allows students to select modules from the prevailing options list. A feature of this Stage is that, apart from the 40 credit dissertation, Law module options are of 20 credits in value. This means that finalists will often study across six subjects thus offering the opportunity for greater breadth whilst also allowing students to specialise in areas of particular interest that link to career aspirations and/or academic development. Stage 3 modules extend students to develop depth of understanding and, in several instances, cross-disciplinary study (eg through the use of sociological, philosophical, economic, medical and ethical perspectives). The Law School allows, subject to approval, final year students to select up to 40 credits outside of the Law list of options. This facility is used by a relatively small group who, for example, wish to resume language study, or take up a subject relevant to prospective employment (e.g. marketing or business enterprise) or academic interests (e.g. history or sociology).

The pattern of study is set out below.

Stage 1	Module	Credits	Comp	Core
LAW1010	Legal Institutions and Method	30	Y	N
LAW1020	Public Law	30	Y	Y
LAW1021	Contract Law	30	Y	Y
LAW1022	Land Law	30	Y	Y

Stage 2	Module	Credits	Comp	Core
LAW2060	Criminal Law	30	Y	Y
LAW2061	General Principles of Tort	30	Y	Y
LAW2062	EC Law	30	Y	Y
LAW2063	Equity	30	Y	Y

Stage 3	Module	Credits	Comp	Core
LAW3004	Intellectual Property and Competition Law	20	N	N
LAW3005	Banking Law	20	N	N
LAW3010	Company Law	20	N	N
LAW3013	Criminology	20	N	N

LAW3015	Environment and Conservation Law	20	N	N
LAW3016	Evidence	20	N	N
LAW3036	Family Law	20	N	N
LAW3017	Foundations of Public International Law	20	N	N
LAW3020	Labour Law	20	N	N
LAW3021	Law, Society and Social Change	20	N	N
LAW3024	Medicine and the Law	20	N	N
LAW3025	Private International Law	20	N	N
LAW3026	Religion and English law	20	N	N
LAW3027	Research Topic in Law	20	N	N
LAW3028	Revenue Law	20	N	N
LAW3031	Succession	20	N	N
LAW3032	Legal Theory	20	N	N
LAW3034	Human Rights Law	20	N	N
LAW3035	Terrorism and Counter-Terrorism	20	N	N
LAW3098	Dissertation in Law	40	N	N

Note: Students may select non-law modules in Stage 3 having up to 40 credit value, subject to approval of the Degree Programme Director. Such modules are neither core nor compulsory.

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

The programme is validated by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree giving exemption from the first (academic) part of professional training.

Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/m101.php

13	**Criteria for admission**

Entry qualifications

GCSEs required
No Specific requirement beyond the University's General Entrance Requirements.

A Levels
AAA excluding General Studies.

Scottish Qualifications
AAAAB at Higher Grade at one sitting. Combinations of Highers and Advanced Highers accepted.

International Baccalaureate
Minimum of 38 points in the IB Diploma, with three subjects at Higher Level grade 6 or above.

Irish Leaving Certificate
AAAAB at Higher Level.

Access Qualifications
Applicants offering Access to HE courses are welcomed and considered on an individual

basis.

BTEC Higher National Diploma
Applicants offering a BTEC Higher National Diploma will be considered on an individual basis.

BTEC National Diploma
BTEC National Diploma at overall DDD

Alternative entry qualifications
Six points may be offered from AVCE or two AS levels as long as two A levels also offered. Other A level equivalent qualifications are acceptable on an individual basis. Overseas students with appropriate qualifications are considered on an individual basis and, particularly in view of the nature of legal studies, the application must demonstrate a good command of English.

Admissions policy/selection tools

We seek to recruit students of above average academic ability who can respond to the academic rigour of the programme and may reasonably be able successfully to complete the programme. Whilst academic achievement is the principal measure for entry, we also look for evidence of participation in extra - curricular activities of an intellectual, sporting, artistic or voluntary nature, whilst being mindful of possibly limited opportunities in this area. Students offered a place are invited to an Open Day where an opportunity is given to meet staff and undergraduates and to learn more about the programme and the Law School, together with other practical issues. It is Law School policy to interview non-standard applicants considered for a place.

Non-standard Entry Requirements

Non-standard applicants are considered individually and must demonstrate ability to cope with academic study of law at degree level. Those taking accredited access courses are normally expected to pass at Merit level in all units taken.

Additional Requirements

There are no additional requirements.

Level of English Language capability

IELTS 7.0 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 principal 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 and seminars. 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. Some of this material 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 Year Tutors and 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
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
Finally, the University Careers Service provides extensive and very well received support in close co-operation with the Law School in guiding and informing students on career issues principally by means of a series of talks facilitated by the Law School. Individual advice is also available on careers issues from the Careers Service.

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
The Robinson Library services, including a dedicated Law Library housed in the Law School and partly funded by the Law School. Extensive University Computer network across campus and in halls of residence, including a cluster of PCs housed in the Law School.
Law module teaching materials, including module outlines and reading lists, are on the Law School intranet and a hard copy is supplied to students. Newcastle Law School Online resources include Degree Programme Handbook, guides on Legal Writing, Problem Solving and Legal Information Retrieval, access to electronic legal information services and past examination papers.

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/Socrates exchange. See http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml

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

Module reviews
Law module leaders are required to conduct an annual module review taking into account the experience during the year, evaluation questionnaires and assessment results. Issues arising are included in an action plan. The reviews are considered in detail by the Law School's Teaching and Learning Committee. The Board of Studies receives a report on any problems and general issues. Where necessary, such issues are referred to Staff-Student Committee for further consideration.
All modules are subject to yearly review by questionnaires which are considered by the Law School's Teaching and Learning Committee and 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 student representatives, through the Board of Studies and staff-student committee.

Student evaluations
LAW modules, other than the research based Dissertation, are the subject of regular evaluation by students in a standard format. Such evaluation extends to lectures and seminars on an alternating yearly cycle and each teacher is the subject of a separate evaluation. Additionally, Stage Questionnaires and Programme Questionnaires are annually issued to students to evaluate Stages and the Programme as a whole. The results are considered in detail by the Law School Teaching and Learning Committee in conjunction with the Module Review exercise. The Board of Studies receives a report on any problems and general issues. Where necessary, such issues are referred to Staff-Student Committee for further consideration. 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 the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback
The Law School formally feeds back quality evaluation and other related issues *via* Staff-Student Committee and the Board of Studies. Both bodies have student representation from the degree programme

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

Accreditation reports
The programme is subject to validation by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree.

Additional mechanisms
Peer Review of Teaching
Each member of Law School staff is regularly subject to a structured review of teaching. Large group teaching is reviewed in one yearly cycle and small group teaching in another cycle. The review is in the form of teaching observation, coupled with a briefing in advance and a de-brief after the observation. The review is conducted by a member of the Law School's Teaching and Learning Committee. Results are relayed to the Degree Programme Director and Head of School and fed back to staff on an individual basis. A report on any general issues is made to the Board of Studies. Where necessary, such general issues are referred to Staff-Student Committee for further consideration.

Progress Reviews
As well as the Degree Programme Director and Year Tutors conducting progress checks on individual students in each semester, the Personal Tutorial provides a routine mechanism for checking progress. The Board of Studies annually reviews progression rates, distribution of degree classes and graduate employment statistics.

| 16 | Regulation of assessment |

Pass mark
The pass mark is 40.

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations
(http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf) and Undergraduate Examination
Conventions (http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf). 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 resit opportunities, with certain restrictions.

Weighting of stages
Stage 1 is a preliminary examination and carries no weight for the eventual honours class. The
marks from Stages 2 & 3 will contribute to the final classification of the degree. Stage 2 counts
for 40% of the final degree class whilst Stage 3 counts for 60%.

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

	Honours	**Non-honours**
70+	First Class	Excellent
60-69	Second Class, First Division	Very Good
50-59	Second Class, Second Division	Good
40-49	Third Class	Basic
<40	Fail	Failing

Less than 40% is a failing mark except that for "non-core" modules in the first year, a mark of
35% will allow a pass provided that the student has achieved an average of 40% across all
modules.

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

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

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

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

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

The Degree Programme Handbook (see http://www.ncl.ac.uk/nuls/internal/dph.htm)

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

The table below maps the intended learning outcomes onto the compulsory and optional modules available in the LLB curriculum. Inclusion of an intended learning outcome for any individual module may represent the whole or part of that module and does not necessarily indicate that it is an assessed outcome.

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
LAW1010	Comp	2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW1020	Comp	1, 2	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW1021	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW1022	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW2060	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW2061	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW2062	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW2063	Comp	1, 2, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3004	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3005	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3010	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3013	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3015	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3016	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3017	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3020	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3021	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3024	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3025	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3026	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3027	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3028	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3031	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3032	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3034	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
LAW3035	Optional	3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3036	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3
LAW3098	Optional	3	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3