

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	MSc
4	<b>Programme Title</b>	Innovation, Creativity and Entrepreneurship
5	<b>UCAS/Programme Code</b>	5117
6	<b>Programme Accreditation</b>	No, but standards are similar to other externally accredited Masters' programmes in Business & Management (MA HRM, accredited by the CIPD, and MBA, accredited by AMBA)
7	<b>QAA Subject Benchmark(s)</b>	Business Management
8	<b>FHEQ Level</b>	7
9	<b>Date written/revised</b>	May 2009

### 10 Programme Aims

To provide learning opportunities which enable course participants to acquire the following:-

- The capability to understand and analyse the strategies and business processes which promote innovation and creativity within organisations, and the fundamental features of enterprise development and entrepreneurship.
- The knowledge, understanding, skills and attributes required for assuming strategic responsibilities in private and public sector organisations and for leading organisational transformation through innovation.
- The ability to apply the knowledge, skills and understanding gained on the programme to a specific empirical focus within an individual project or dissertation.
- The skills necessary to successfully enhance their CPD activity, self-directed

learning, or pursue further postgraduate study.

To contribute to the University's objectives by increasing the number of graduate students and enhancing their key skills and employability, diversifying the teaching portfolio and developing alternative modes of delivery, and responding to the CPD agenda.

To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework, and the suggestions contained within the QAA Benchmark Statement, *Masters Awards in Business and Management*, specifically those referring to Type 1, Specialist Masters' degrees.

To provide a programme that conforms to University policies and QAA Codes of Practice.

## **11 Learning Outcomes**

The programme provides students with opportunities to demonstrate disciplinary competency by developing the key principles and theories in their subject area and combines theory with the application of skills required to generate solutions within their discipline.

### **Knowledge and Understanding**

This is a research and practice-led programme drawing upon expertise within and beyond the school, including commercial and public sector organisations. Strategies for learning, teaching and assessment of all learning outcomes require a relatively high contact time, and relatively high assessment load. This is in common with most Masters programmes in Business & Management, nationally and internationally, many of which are externally accredited by e.g. The Association of MBAs and the Chartered Institute for Personnel Development.

This is a 'specialist' Masters programme, as defined by the QAA Benchmark Statement, and hence has a strong focus on career-entry and career-development. Employers look for a high degree of both rigour and variety in the assessment of such programmes. The assessment strategy for this programme has been consequently been designed to be both rigorous and varied. A matrix of the assessment and is shown at Appendix 2

The programme provides opportunities for the students to develop and demonstrate:

- A1. An advanced understanding of the significance of innovation, creativity and enterprise within the general field of management and organisation.

A2. An advanced understanding of the social, political, economic and national and global business environmental contexts within which innovation and creativity are managed

A3. An advanced understanding of current research and scholarship on the enterprising management of innovation and creativity within one or two specific industries or technology clusters.

A4. An advanced appreciation of the nature of developments in intellectual property rights and the management of those rights within a strategic framework.

A5. An advanced understanding of the leadership requirements for developing new enterprises, and leading organisational transformations, which are based upon technological innovation and/or creative endeavours.

#### **Teaching and Learning Methods**

The primary means of imparting knowledge and understanding is a combination of lectures (A1-5), a variety of different seminar modes (A1-5), case study visits to organisations (A3, A5), the utilisation of external (academic and practitioner) speakers (A2-5), supervision in the development of project proposals (A1-3), and tutorial supervision of an individual project or dissertation (A1-5). Each seminar mode is interactive and student-focused, including discussion of taught and read material (A1-5), individual and group projects (A1, A2, A3, A5), case study analyses (A3, A5) and practical projects (A1, A3, A5), external (practitioner) speakers (A1, A3, A5) and field study visits (A3, A5).

Throughout the taught components of the course, students are encouraged and expected to engage in independent reading and are supported in this by the provision of extensive and prioritised reading lists.

Students are enabled to learn through their active participation in the different modes of course seminar (A1-5), group project work (A1, A2, A3, A5), and through the supervision given to individual project work (A1, A3, A5).

#### **Assessment Strategy**

Knowledge and understanding are assessed by a range of approaches, chosen to accurately assess student capabilities. These comprise essays (A1, A2, A4), short briefing reports (A1),

individual and group project reports (A1-5), a literature review and research proposal (A1, A2, A3), individual audio-visual presentations with accompanying notes (A1, A3, A4, A5), and formal sit-down seen and unseen exams (A1-5). For example, the module *Enterprise and Entrepreneurship* is a compulsory 20-credit module assessed via a 3,500 word group project report (A1, A2), and a 1 hour exam (A1, A3, A4, A5). Some, or all, of A1-5 (depending upon the topic), but especially A3, are also assessed by means of an extended individual project or dissertation focused within one or two specific industries or technology clusters.

### **Intellectual Skills**

The programme provides opportunities for the students to develop and demonstrate:

- B1. The ability to critically engage with contemporary debates on the significance of innovation, creativity and enterprise for the general field of management and organisation.
- B2. The ability to critically engage with contemporary debates on the social, political and economic context for innovation, creativity and enterprise.
- B3. The ability to critically evaluate current research and scholarship on the enterprising management of innovation and creativity within one or two specific industries or technology clusters.
- B4. The ability to deal with complex issues both systematically and creatively, and to make sound judgements in the absence of complete data.

### **Teaching and Learning Methods**

Cognitive skills are developed through seminar discussion groups (B1-4), short individual projects (B1, B2, B4), group projects (B1-4), short consultancy projects (B3, B4). All the cognitive skills (B1-4) are exercised significantly at an advanced level during the preparation and execution of the individual project or dissertation, supported by the *Research Methods*, and tutorial supervision for individual students.

### **Assessment Strategy**

Cognitive skills are assessed using short briefings (B1), essays (B1, B2, B4), exams (B1-4), a literature review and research project proposal for *Research Methods* (B1-3), individual short

project reports (B1-4), short group reports (B1-4), and individual audio-visual presentations with accompanying notes (B3, B4). Some, or all, of B1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

### **Practical Skills**

The programme provides opportunities for the students to develop and demonstrate:

- C1. The ability to deploy the main analytical techniques in the management of innovation and creativity and an advanced capability with some of these techniques.
- C2. The ability to demonstrate numeracy (where relevant) by applying the appropriate computational techniques and interpreting or critically assessing the quality of the analytical data generated by these techniques, and to synthesise and present relevant data, conclusions and recommendations to both specialist and non-specialist audiences
- C3. The ability to exercise responsibility and leadership in developing proposals for practical projects in the enterprising management of innovation and creativity.
- C4. The ability to apply, with originality and creativity, the knowledge, skills and understanding gained on the programme to complex issues within one or two specific industries or technology clusters.
- C5. The ability to identify ethical problems in a case and make recommendations for appropriate courses of action,

### **Teaching and Learning Methods**

Subject specific and practical skills are taught through lectures and seminars (C1-4), presentations by visiting academic and practitioner speakers (C1, C2), supervision of the development of individual and group projects (C4), supervision of small live consultancy projects for external clients (C1-4), and feedback about consultancy projects from clients (C1-4). Apart from the lectures, all of these teaching methods are also designed to further enable students learning and to complement their independent study and group-work. Such learning is reinforced and further developed as students apply their new skills in their extended individual project or dissertation (C1-4) under the guidance of their supervisor.

**Assessment Strategy**

Subject specific and practical skills are assessed by means of short individual project reports (C1, C2), short group project reports (C1-4), individual audio-visual presentations with accompanying notes (C2), essays (C1, C2), exams (C1, C2), and the literature review and project proposal for *Research Methods* (C2, C4). Some, or all, of C1-4 (depending upon the topic) are also examined by means of an extended individual project or dissertation.

**Transferable/Key Skills**

The programme provides opportunities for the students to develop and demonstrate the following key skills:-

- D1. The ability to use appropriate verbal/written communication to clearly convey information tailored in content, style and presentation to the needs of their intended audience.
- D2. The ability to appropriately use library and information sources, and IT resources and applications.
- D3. The ability to organise and prioritise work activities and manage time effectively.
- D4. The ability to work independently and within a team contributing appropriately and effectively towards the team based activity). with professional responsibility, creative initiative and originality.
- D5. The ability to deal appropriately with complex and unpredictable problems.
- D6. The ability to manage their own continued professional development and self-directed learning.
- D7. The ability to work collaboratively with client organisations on live consultancy projects.

**Teaching and Learning Methods**

To promote learning, students are encouraged to acquire, develop and utilise key skills in seminars involving individual and group projects – with both audio-visual presentations and written reports (D1, D3, D4) – and individual and group projects requiring information search, analysis and interpretation (D2, D3). Planning, organisation and prioritisation and effective

time management (D3) are promoted by means of a strictly enforced coursework submission timetable. Participation in external speaker-based seminars and field study visits encourage the learning and practice of key communication skills (D1). Opportunities for the students to develop key skills exist in each of the components of the extended individual project or dissertation and associated supervision: identification of issue and construction of research plan (D5, D7), literature review and method development (D2, D4-7), primary and secondary research (D1-7) and analysis and final write-up (D1-7).

### **Assessment Strategy**

Key skills are not independently assessed. However, all the key skills (D1-7) are indirectly assessed by the main modes of assessment for the other learning outcomes (A-C inclusive) (essays, exams, short briefings, individual and group project reports, individual audio-visual presentations, the literature review and project proposal). Some, or all, of D1-7 (depending upon the topic) are also assessed by means of an individual project or dissertation.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

This modular MSc programme is offered for full-time study over one full year. It consists of two stages: a taught component and a supervised individual project or research dissertation. The programme has been designed to meet the demand for a specialist postgraduate course in the management of innovation creativity and enterprise, and fully conforms to the QAA Benchmark. A distinctive feature of the programme is that students specialise in the innovation management issues relevant to one or two specific industries or technology clusters, and/or broader issues in the management of innovation and creativity. The specific industries and technology clusters include creative industries and E-business. Broader issues include the management of complex projects, technology transfer from university research, the assessment of the risks and benefits of innovation, and the social and political impact of new digital technologies. Students specialising in an industry or technology cluster will have considerable opportunities for practical engagement in companies and organisations; throughout the programme there is considerable external input, and students are further able to complete an extended individual project or dissertation based upon their specialist area.

The programme aims to produce graduates who understand the fundamentals of strategies and business processes to promote innovation and creativity in organisations, and the fundamentals of enterprise development and entrepreneurship. The aim is to produce graduates who aspire to take on strategic responsibilities in private and public sector organisations and lead the transformation of organisations through innovation. The course is primarily aimed at graduates or those at graduate level who have a background either in technological areas or in business management, but are interested in a management career with a strong emphasis on innovation.

The programme directly meets the needs of the region as identified by One North East (ONE), by a study of the region's science and industrial base by A.D. Little, and research which identified innovation management as a key skill shortfall in the region. Regional

agencies such as ONE, and local centres of excellence in particular technologies and industries work closely with the programme team to provide a range of appropriate practical opportunities for students. The programme also meets a demand for the integration of the teaching of business innovation and the teaching of the management of creativity and design

The student pursues 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. Candidates study compulsory taught modules of 50 credits in the first semester.

In the second semester they study compulsory taught modules of 40 credits, and up to three 'ICEm Elective' modules of 10 or 20 credits each from a list annually approved by the DPD. The research semester will comprise the completion of a 60 credit extended individual project or research dissertation. The student will need to have gained the 120 credits of taught modules before being allowed to proceed to the 60 credit research dissertation.

The taught component of the course comprises 120 compulsory credits taught within the Newcastle University Upon Tyne Business School. The extended individual project or research dissertation (60 credits) is supervised within the Business School. A distinctive feature of the programme is the inclusion of external practitioner speakers and the external case study visits. These provide a close linkage between the course programme content and the 'real world' of contemporary practitioner and case study practice.

Diplomas (120 credits) will be available in cases where students have undertaken the requisite credits and want to exit the programme with their participation accredited. Students may re-enter the programme subject to achieving a satisfactory performance and the Board of Examiners decision upon the surrender of their previously accredited modules (i.e. a student re-entering the programme with a Certificate must surrender this before continuing to Diploma or Masters level).

#### **Curriculum and Structure:-**

ICE Modules

Compulsory

Semester 1

*Understanding & Managing Creativity (NBS8035 – 20 credits)*

Semesters 1 & 2

*Enterprise & Entrepreneurship (NBS8036 – 20 credits)*

*Research Methods (NBS8062 – 20 credits)*

Semester 3

*The ICE Dissertation (NBS8039 – 60 credits)*

*Stream A – Innovation, Creativity and Entrepreneurship*

Semester 1

*Understanding Organisations (NBS8007 – 10 credits)*

*Innovation and Technology Strategy – (NBS8214 – 10 credits)*

Semester 1 & 2

*A further 40 credits of elective modules to be taken in Semester 2 or across Semester 1 & 2 from a list approved annually by the DPD.*

*Stream B – Enterprise and Entrepreneurship*

Semester 1

*Marketing (NBS8088 – 10 Credits)*

Semester 1 & 2

*Business Enterprise for PG Students (NBS8033 – 20 credits)*

Semester 2

*Finance and Financing for Entrepreneurs (NBS8237 – 10 credits)*

*A further 20 credits of elective modules to be taken in Semester 2 from a list approved annually by the DPD*



Through high quality research-led teaching at Masters level the curriculum provides learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary prepare them senior roles in the enterprising management of innovation and creativity. The development of subject-specific and multi-disciplinary knowledge takes place in parallel throughout the year.

In Semester 1 students take the 10 credit *Understanding Organisations*, which introduces them to the key contemporary themes in management and organisation studies; these themes are those of most relevance to the enterprising management of innovation and creativity, and are taught by a wide range of research-active specialists within the Business School, co-ordinated by the DPD for this programme. UO is not running except as part of ICE stream.

This section needs to be amended in line with the streams

Also in this first semester, students begin the first part (10 Credits) of Research Methods, a 20-credit compulsory module.

In Semesters 1&2, students take three compulsory 20-credit modules of the programme with teaching and assessment time spread evenly between the semesters. *Understanding and Managing Innovation, Understanding and Managing Creativity, and Enterprise & Entrepreneurship* have each again been specifically designed for this programme and are taught by research-active specialists, with extensive utilisation of external practitioners and visiting speakers.

In Semester 2 students are required to choose up to three 'ICEm Electives' from a list annually approved by the DPD; which may include *NBS8033 Business Enterprise for PG students and NBS8040 Creative Industries*.

Commencing in Semester 2 and completed in the research semester, the 60-credit module *The ICEm Extended Individual Project* is fully commensurate with the focus of the programme upon the practical application of current scholarship on the enterprising management of innovation and creativity. The module gives students the choice between two different but equivalent means of demonstrating originality in the application of knowledge, and enables students to conduct and report on the enterprising management of innovation and creativity via 1) report on a practical project through sustained engagement with an organisation, or 2) research dissertation.

In terms of the stated outcomes of the programme, in Semester 1 students gain a rapid grounding in key themes in management and organisation studies with relevance for the enterprising management of innovation and creativity (compulsory module *Understanding Organisations*, outcomes A1 & B1). Their knowledge and understanding of the substantive content of the programme (A2-5) is developed within the three compulsory modules *Understanding and Managing Innovation, Understanding and Managing Creativity, and Enterprise & Entrepreneurship*. These modules also enhance cognitive skills (B1-4), subject-specific/practical skills (C1-4), and some of the key transferable skills (D4, D5, D7).

In Semester 2 both the breadth and depth of knowledge of the substantive content of programme are refined through the compulsory modules *Understanding and Managing Innovation, Understanding and Managing Creativity*. It is in this semester that students begin to focus their studies on one or two specific industries or technology clusters (A3, B3, C4), as they are required to take at least one of the Primary ICEm electives. It is also in this semester that students begin work on *The ICEm Extended Individual Project*, which gives students the opportunity to develop advanced knowledge and understanding (A1-3, A5), and to further refine their cognitive skills, subject-specific/practical skills, and key transferable skills (B1-4, C1-4, D1-7). The individual supervision given to students during semester 2 and the research semester ensure continued progress with these outcomes. A full mapping of outcomes against modules is given in Appendix 1.

<b>Key features of the programme (including what makes the programme distinctive)</b>
A special feature of this programme is the opportunity (through your choice of electives) to develop interests around particular technologies or industries (these include ICT and creative industries). You can also choose to work with a team of other entrepreneurially-minded students running your own business on the Business Enterprise for Postgraduate Students elective.
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/docs/">http://www.ncl.ac.uk/regulations/docs/</a>

<b>13 Criteria for admission</b>
<b>Education Requirements</b> <b>Acceptable</b> Accept Honours Bachelor Degree 2:1 (or above), or overseas equivalent or Postgraduate/Higher Degree. 2:2 or above from Newcastle University with no module marks <40% in any year. Selector is happy to accept indian students that have less than 60% overall if they have 65% in the final year. <b>Not Acceptable</b> Reject 3rd Class Honours (or lower) or pass, or ordinary degrees. <b>Refer to Selector</b> Those in the 'grey area' to be referred back to selectors. <b>Country Specific Notes</b> 75 % from Top 100 (Project 211) Chinese Universities. 80% from other Universities as recognised by HASS Graduate School. <b>Experience Requirements</b> <b>Acceptable</b> None <b>English Language Requirements</b> <b>Pre-Sessional</b> IELTS 6.0 + 10 weeks pre-sessional <b>Degree Entry</b> IELTS 6.5 or equivalent <b>Reference Requirements</b> <b>Acceptable</b> References are required by the Degree Programme Director

## **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/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see <http://www.ncl.ac.uk/international/prearrival>)

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal 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/postgraduate/support/pgtutor.htm>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/postgraduate/support/>

### *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/postgraduate/facilities/>

All new students whose first language is not English are required to take the University English Language Assessment with the INTO Newcastle University Centre. Where appropriate, in-session language training can be provided. See the In-Sessional English web pages for further details:-

<http://www.ncl.ac.uk/students/insessional/>

The Newcastle University Open Access 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/langcen/>

## **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 School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

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

### *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 Postgraduate Taught Experience Survey (PTES) is run by Newcastle University together with the Higher Education Academy and is sent out every year to students on taught postgraduate degrees at Newcastle University. PTES is an anonymous online survey aimed at identifying, at both local and national level, areas where improvements could be made and efforts targeted to further enhance the provision of postgraduate taught degree. programmes.

*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, see [http://www.ncl.ac.uk/agss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/agss/qsh/internal_subject_review/index.php)

*Accreditation reports*

*Additional mechanisms*

## **16 Regulation of assessment**

*Pass mark*

The pass mark is 50 (Postgraduate programmes)

*Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees (see University Regulations online <http://www.ncl.ac.uk/regulations/docs/>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

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

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		
<p><i>Role of the External Examiner</i></p> <p>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.</p> <p>The External Examiner is expected to:</p> <ul style="list-style-type: none"> <li>See and approve examination papers</li> <li>Moderate examination and coursework marking</li> <li>Attend the Board of Examiners</li> <li>Report to the University on the standards of the programme</li> </ul>			

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

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

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <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.

## Annex

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062
A2	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062
A3	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062
A4	NBS8007
A5	NBS8035, NBS8034
B1	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
B2	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
B3	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
B4	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
C1	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
C2	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
C3	NBS8035
C4	NBS8039
C5	NBS8007, NBS8036, NBS 8059, NBS8062, NBS8213,
D1	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062,



	NBS8039
D2	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
D3	NBS8007. NBS8034, NBS8035, NBS8036, NBS8062, NBS8039
D4	NBS8034, NBS8035, NBS8062
D5	NBS8039
D6	NBS8039
D7	NBS8039