

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	BA (Hons)
4	<b>Programme Title</b>	Classical Studies and English
5	<b>UCAS/Programme Code</b>	QQ83
6	<b>Programme Accreditation</b>	--
7	<b>QAA Subject Benchmark(s)</b>	Classics, English
8	<b>FHEQ Level</b>	6
9	<b>Last updated</b>	

### 10 Programme Aims

1. To enable students to develop knowledge of and insight into the classical world, and the influence which that world has had on western culture
2. To enable students to develop knowledge of and insight into a wide range of literature written in English
- 3 To promote students' insight into and ability to analyse the interrelationships between literature written in English (and, optionally, other aspects of western culture) and the literature and other cultural products of the classical world
- 4 To foster students' intellectual and core skills and thus:  
to equip them for further, independent intellectual and personal development  
to enhance their employability
- 5 To encourage students to approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding
- 6 To provide a programme:
  - in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
  - which promotes the study of the classical languages and provides the opportunity to pursue and apply that study;
  - which meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Classics and English degrees;
  - which fully meets the criteria for an honours degree laid down in the QAA's 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 Classics and English.

#### **Knowledge and Understanding**

On completing the programme students should have acquired:

- A1 a broad knowledge of and insight into the classical world
- A2 a thorough knowledge of and insight into a range of specific classical texts and of disciplines concerned with the classical world on which students have specialised
- A3 a knowledge of the ways in which the ancients, and English writers of various periods, thought about and presented their world in literary texts
- A4 a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies

A5 a particular knowledge of aspects and periods of English literary studies in which classical influence is most apparent

### **Teaching and Learning Methods**

A1–A4: The primary method of imparting knowledge and understanding is through lectures and language classes, backed up by handbooks and/or lecture handouts and recommended reading. Knowledge and understanding of both classical and English topics are reinforced by interactive sessions within lectures and classes, seminars and discussion groups, and assignments.

The proportion of sessions involving interactive learning, particularly seminars, increases from Stage 1 to Stages 2 and 3. In Stages 2 & 3 there is increasing emphasis on students' independent development of knowledge and understanding, in independent study projects and in the Classics Stage 3 modules where the assessment requirements are designed to involve an enhanced element of independent study.

A5: Knowledge of classical influence in English literature and related fields is imparted through lectures etc. in certain modules, but the primary teaching and learning method here is through the Stage 2 and 3 independent study projects, backed up by individual guidance from the modules leaders.

### **Assessment Strategy**

In order to assess the students' attainment in the objectives of the Classical Studies and English programme, a combination of types of assessment is employed:

- examinations
- submitted essays and other assignments
- independent study projects

A broad knowledge of and insight into the classical world (A1), a thorough knowledge of and insight into certain specific aspects of the classical world (A2), a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies (A4), and the other objectives which involve the grasp of essential issues involved in Classics and English Literature (A3, A5), are assessed by all the assessment methods used. A1-4 are particularly assessed by examination and submitted assignments:

Examinations are used to assess retention of knowledge (the students' unassisted retention of the essential facts and features of their subject area) and their grasp of a range of the issues in the module

Submitted assignments are used to assess students' understanding of and skills in collecting relevant information and evidence for themselves in support of their arguments.

Independent Study Projects assess similar attributes to those required for submitted assignments, but are also designed to enable students to demonstrate subject knowledge and understanding, which either goes beyond that of other modules or is more detailed and explored at length. This method is particularly important in assessing learning outcome A5

### **Intellectual Skills**

On completing the programme students should have:

- B1 developed skills of comprehension, analysis and interpretation of:
  - texts by classical authors and by authors writing in English
  - aspects of visual culture (e.g. film, classical art and architecture)
- B2 acquired the ability to relate such texts to their literary and historical context
- B3 developed an awareness of a range of different possible methodologies for approaching the subjects studied, and the capacity for critical analysis of various methodologies
- B4 acquired the ability to approach the study of the classical world from a range of perspectives
- B5 developed an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity

B6 acquired an appreciation of and the ability to explore the significance of the Classical tradition in western civilisation  
 B7 acquired the ability to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures  
 B8 developed skills and interpretative tools involved in assessing the influence of one culture upon another

**Teaching and Learning Methods**

Skills B1–B4, and in certain modules B6–B8, are demonstrated and promoted in lectures, language classes and seminars. Students' application of skills is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.  
 Development of an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity (B5) is encouraged by the range of approaches to classical topics demonstrated in lectures, and by tasks (for seminars, discussion sessions, assignments etc.) requiring students to reflect for themselves on such topics. Optional study of the classical languages makes a particular contribution to students' development of such an approach.  
 Skills relating to the study of classical influence operating in English literature and related fields (B6–B8) are primarily developed through the Stage 2 and 3 independent study projects, backed up by individual guidance from the modules leaders.

**Assessment Strategy**

Skills B1–B.8 are again assessed, in the context of different topics, by a variety of the methods of assessment listed. There is, however, often particular (although not exclusive) emphasis for each method on particular aspects:  
 Examinations are used in particular to assess students' ability to apply skills of comprehension, analysis and interpretation to texts, language tasks and visual culture (B1–2).  
 Submitted assignments, including language-based exercises, and independent study projects are used in particular to assess awareness of a range of possible different viewpoints and methodologies (B3) and flexibility in the application of skills to new material.  
 The Special Studies at Stages 2 and 3 (CLA2099 and CLA3099) aim to assess especially the analytical and interpretative skills involved in studying the influence of one culture on another (B8), and students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (B7).

**Practical Skills**

On completing the programme students should have:  
 C1 acquired a range of applied intellectual skills, including skills in identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought  
 C2 developed the independence of judgment required critically to analyse various points of view, approaches and methodologies  
 C3 developed skills of comprehension, analysis and interpretation of literary texts

**Teaching and Learning Methods**

Skills C1–C3 are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students enhance their skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments

**Assessment Strategy**

Skills C1–C3 are again assessed, in the context of different topics, by a variety of the methods of assessment listed. There is, however, often particular (although not exclusive) emphasis for each method on particular aspects:

Examinations are used in particular to assess students' capacity for analytical thought and flexibility (C1), and the ability to apply skills of comprehension, analysis and interpretation to texts, language tasks and visual culture (C3).

Submitted assignments, including language-based exercises, and independent study projects are used in particular to assess independence of judgement (C2), awareness of a range of possible different viewpoints and methodologies (C2) and flexibility in the application of skills to new material.

The Special Studies at Stages 2 and 3 (CLA2099 and CLA3099) assess students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (C3).

### **Transferable/Key Skills**

On completing the programme students should have acquired skills of:

- D1 written communication
- D2 interpersonal communication
- D3 oral presentation
- D4 problem-solving
- D5 organisation & time management
- D6 initiative
- D7 use of information technology (word processing, information tools)
- D8 flexibility in applying skills learnt to new material and in different contexts.
- D9 teamwork

### **Teaching and Learning Methods**

Key aspects of skills D1 and D4–7 are introduced to students through induction sessions, supported by the Student Handbooks and by materials on the School web-sites.

D1 Skills of written communication are particularly promoted at Stage 1 in the English modules SEL1003-1004 (Introduction to Literary Studies I & II), and in the Classics modules CAC1014 (Tragedy, Comedy, History: The World of Greek Literature) and CAC1013 (Love and Life in Rome and Verona). In Stages 2 & 3 these skills are further promoted through assignments and the guidance and feedback given on these.

D2 Skills of interpersonal communication are promoted by all types of interactive learning.

D3 Oral presentation skills are introduced and practised in SEL1003-1004 (Introduction to Literary Studies I & II); they are further promoted through all seminars.

D4 Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.

D5 Time management is encouraged by class preparation and the assignment work-load; it is particularly developed by the independent study project modules (CLA2099 & 3099, etc.) and by the optional advanced language modules CLA2001/CAG2001 and CLA3001/CAG3001.

D6 Initiative is promoted by all modules involving an assessed assignment, and particularly by independent study projects.

D7 I.T. skills are promoted through the requirement for all submitted assignments to be word-processed. Certain optional modules include assessed elements which require use of the internet and of on-line technology.

D8 Flexibility in applying skills is promoted by setting tasks (for discussion sessions, seminars and/or assignments) where students are required to apply skills and approaches encountered in their degree to passages, topics etc. not explicitly covered in the taught syllabus

D9 Teamwork skills are introduced and practised in group-work/seminar activities within certain modules, e.g. SEL1023 (Transformations), CAC2052/3052

## **Assessment Strategy**

Skills of written communication, adaptability, and initiative (D1, 6, 8) are also assessed by all methods described above:

Examinations require in particular skills of selection and conciseness in assembling arguments or exposition, and the ability to 'think on one's feet' and to be flexible in applying knowledge (D8). They also require students to exercise skills of time-management and organisation (D5).

Submitted assignments in particular are used to assess initiative and skills in independent investigation (D4, D6) and in correlating a discrete range of approaches and evidence (D8).

Independent study projects lay particular emphasis on initiative in choosing and researching topics independently (D6)

All independent study projects, and Stage 2 and 3 translation modules, involve planning and organisational skills (D5).

Information technology skills (D7) are not in most cases assessed separately, but are involved wherever modules are assessed in whole or in part by submitted assignments, independent study projects etc. since all such work must be word-processed.

Teamwork skills (D9) are assessed in the English module SEL1023.

Skills of oral and interpersonal communication (D2–3) are introduced and practised in many modules throughout the degree, but are not in most cases currently assessed. Skills of interpersonal communication do not in any case lend themselves to formal methods of assessment. With oral presentation skills, the assessment question is kept under review by School teaching and learning committees. In general, it is felt that the opportunity for students to develop and practice oral skills in a non-threatening environment is more important than that such skills should be comprised in the assessment procedure at Honours level. Current practice is determined by the widely-recognised difficulties in evolving, for Honours-level modules, a system for assessing oral skills which is objective, fair to the students, and does not inhibit students' willingness to contribute to debate. In some modules submitted assignments are directly based on a student's presentation in a seminar. Similarly, teamwork skills are introduced and practised in some modules, but at the moment these are not assessed within Classics.

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

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

The programme is designed to cover a wide range of literary and related topics in both English Literature and the classical world, and to promote consideration of the interrelationships between these two fields, especially in terms of influence, but also in terms of broader comparative studies. Students are required to take at least one-third of their modules in each Stage in each of English Literature and Classics. Study of the close relationship between the two parts of the programme is explicitly assured through the two individually supervised 'Special Studies' (one in each of Stages 2 & 3) on an aspect of classical influence in English literature; issues and illustrative material relevant to studying the classical tradition are introduced in certain Stage 1 modules, such as CAC1014.

In Stage 1 students gain essential foundation knowledge and a range of essential skills. They are also introduced to the diversity of the fields concerned in the degree and to some of the ways in which classical influence has operated in western culture. In English, they take 60 compulsory credits: the English Literature introductory modules (SEL1003/1004), covering a selection of texts (and latterly film) across the chronological range from the Renaissance to the present day; and the module Transformations (SEL1023), which explores the influence in English literature of classical and biblical texts and is therefore especially relevant to this degree. In Classics students choose 60 credits selected from modules on Roman and Greek literature (CAC1013 & CAC1014), Ancient Philosophy (CAC1015) and from language options in Latin or Greek (at least 40 credits must be selected from these), with further options in art & architecture (CAC1012) and Ancient History (CAH1012 & CAH1013). With the Degree Programme Director's approval, another 20-credit module may be included in the choices.

In Stage 2 students take a 20-credit Special Study "on an aspect of classical influence in English literature" (CLA2099). This is designed to help students focus on the close relationship between the two parts of the degree programme, and to give students the opportunity to pursue a topic of personal interest independently. In English, students then select between 40 and 60 credits of modules from the menu of Stage 2 English modules. In Classics, students choose between 40 and 60 credits from modules covering literature, philosophical culture, material culture, history, linguistic topics and 'interdisciplinary' topics such as historiography or study of the classical tradition. They may also choose to begin study of Latin or Greek at beginners' level, or to continue such study by taking more advanced options in either language.

**NB:** For students currently (2012/13) in Stage 1, the Stage-2 programme structure will differ from the current one.

In Stage 3 students take a further 20-credit Special Study "on an aspect of classical influence in English literature" (CLA3099), similar to that undertaken in Stage 2 but in which students are expected to apply the appropriate skills and approaches at a more advanced level than in the previous Stage. Then 40 or 60 credits are taken from English modules. In Classics, students again choose 40 or 60 credits from modules covering the range of fields listed for Stage 2, with the option of beginning or continuing study of one of the classical languages. There is also the opportunity to undertake 20 credits of further independent study, leading to an extended essay or dissertation, in either English or Classics. In Classics, modules taught to Stages 2 and 3 together have differential assessment: assessment of the Stage 3 version of such modules is designed to require an advanced level of application of the skills and approaches encountered and/or application of skills and approaches to additional, independently studied material relevant to the module topic.

**NB:** For students currently (2012/13) in Stage 1, the Stage-3 programme structure will differ from the current one.

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

Classical Studies and English is an exciting degree which allows students to combine the study of the rich variety of texts written in English with study of the culture of the classical world, and at the same time to explore the connections between the two. The degree is highly flexible, especially in Stages 2 and 3, permitting students to choose topics to suit their own particular interests. There is a wide range of modules to choose from, covering English literature of all genres and periods, film, creative writing, classical literature, material culture, thought, history, historiography and classical influences on western culture.

A key feature of the degree, and one which assures study of the close relationship between the two parts of the programme, are the independent projects which students undertake in each of Stages 2 and 3, exploring the influence of the classical world on English literature with regard to specific writers, texts, films etc. At Stage 3 there is also the opportunity, within the scope of the project, to explore the influence of the classical world more broadly in terms of art, architecture and heritage culture.

Issues and illustrative material relevant to studying the classical tradition are introduced in the Stage 1 English option SEL1023 (Transformations), and in certain optional Classics modules throughout the degree, such as CAC1014 and CAC2052/3052. In all of these students have the opportunity to explore this aspect within at least some aspects of the assessment.

#### **Programme regulations (link to on-line version)**

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

## **13 Criteria for admission**

### *Entry qualifications*

A-Level: AAB, including A level English and excluding General Studies.

### [Scottish Qualifications](#)

AAABB at Higher Grade including English. Advanced Higher in English preferred.  
Combinations of Highers and Advanced Highers accepted.

### [International Baccalaureate](#)

A minimum of 35 points with English grade 6 at Higher Level.

### [Irish Leaving Certificate](#)

A1A1A1B1B at Higher Level, including English.

### [Access Qualifications](#)

At least 30 level 3 credits at Distinction and in addition at least 15 level 3 credits at a minimum of Merit. Units in English Literature and/or English Language at level 3 are essential.

### [BTEC Level 5 HND](#)

Applicants will be considered on an individual basis.

### [BTEC Level 3 Extended Diploma \(formerly BTEC National Diploma\)](#)

Applicants will be considered on an individual basis.

### [Cambridge Pre-U](#)

D3,D3,M2 in Principal Subjects including English

### *Admissions policy/selection tools*

Offers are made on the basis of the UCAS form. All those to whom offers are made are invited to an Open Day. Attendance is not compulsory.

### *Non-standard Entry Requirements*

Non-standard entrants are encouraged to contact the School and will normally be interviewed.

### *Additional Requirements*

none

### *Level of English Language capability*

IELTS 6.5 (or equivalent)

## 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 support*

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

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the 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 Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-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 Learning, Teaching and Student Experience Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

*Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 Staff-Student Committee.

*Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*

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

**16 Regulation of assessment**

*Pass mark*

The pass mark is 40%

*Course requirements*

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

#### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree  
The weighting of marks contributing to the degree for Stages 2 and 3 is one-third for Stage 2 and two-thirds for Stage 3.

#### *Common Marking Scheme*

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

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

#### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Learning, Teaching and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

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

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

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

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
SEL1003	Compulsory	3, 4	1-3	1, 3	1, 2, 4-7
SEL1004	Compulsory	3, 4	1-3	1, 3	1, 2, 4-7
SEL1023	Compulsory	3-5	1, 2, 6-8	1, 3	1
SEL2201	Optional	3-5	1-3, 6, 8	1-3	1-9
SEL2202	Optional	3, 4	1-3, 8	1-3	1-3, 5-7
SEL2203	Optional	3, 4	1-3	1-3	1-3, 5-9
SEL2204	Optional	3, 4	1-3	1-3	1-9
SEL2205	Optional	3, 4	1-3, 8	1-3	1-9
SEL2206	Optional	3, 4	1-3	1-3	1-9
SEL2207	Optional	3, 4	1-3	1-3	1-7, 9
SEL2209	Optional	4	3	1-3	1-6, 8, 9
English group A					
SEL3301	Optional	3-5	1-3, 7	1-3	1-8
SEL3303	Optional	3-5	1-3, 7	1-3	1-8
SEL3340	Optional	3-5	1-3, 7	1-3	1-8
SEL3345	Optional	3-4	1-3, 7	1-3	1-8
SEL3354	Optional	3-5	1-3, 7	1-3	1-8
SEL3358	Optional	3-5	1-3, 7	1-3	1-8
SEL3366	Optional	3-5	1-3, 7	1-3	1-8
English group B					
SEL3309	Optional	3, 4	1-3	1-3	1-8
SEL3315	Optional	3, 4	1-3	1-3	1-8
SEL3319	Optional	3, 4	1-3	1-3	1-8
SEL3330	Optional	3, 4	1-3	1-3	1-8
SEL3336	Optional	3, 4	1-3	1-3	1-8
SEL3338	Optional	3, 4	1-3	1-3	1-8
SEL3339	Optional	3, 4	1-3	1-3	1-8
SEL3346	Optional	4	1-3	1, 2	1-8
SEL3347	Optional	4	1-3	1, 2	1-8
SEL3353	Optional	4	1-3	1, 2	1-8
SEL3355	Optional	3, 4	1-3	1-3	1-8
SEL3356	Optional	3, 4	1-3	1-3	1-8
SEL3357	Optional	3, 4	1-3	1-3	1-8
SEL3359	Optional	3, 4	1-3	1-3	1-8
SEL3333	Optional	4	3	1,2	1-8
SEL3334	Optional	4	3	1,2	1-8
SEL3324	Optional	4	2, 3	1, 2	1-9
SEL3325	Optional	4	2, 3	1, 2	1-9
SEL3364	Optional	3, 4	1-3	1-3	1-8
SEL3365	Optional	3, 4	1-3	1-3	1-8
CLA2099	Compulsory	2, 5	1-8	1-3	1, 4-8
CLA3099	Compulsory	2, 5	1-8	1-3	1, 4-8
CAC1012	Optional	1	1, 4-5	1	1, 4
CAC1013	Optional	1, 3	1, 2, 5	1, 3	1, 2, 4, 7, 8
CAC1014	Optional	1, 3	1, 2, 4-6	1, 3	1, 2, 4, 7, 8

CAC1015	Optional	1, 3	1, 2, 4, 5	1, 3	1, 2, 4, 8
CAC2045	Optional	2, 3	1-5	1-3	1, 2, 4
CAC2046	Optional	2, 3	1-5	1-3	1-4, 6
CAC2050	Optional	2, 3	1-5	1-3	1-8
CAC2052	Optional	2, 3	1, 2, 5, 6	1-3	1-4, 8
CAC2057	Optional	1, 2	1-5	1-3	1-4, 6, 8
CAC3003	Optional	2	1, 2, 5	1-3	1, 4-8
CAC3099	Optional	2	1, 2, 5	1-3	1, 4-8
CAC3044	Optional	2	1, 3-5	1-3	1, 2, 4-6
CAC3045	Optional	2, 3	1-5	1-3	1, 2, 4
CAC3046	Optional	2, 3	1-5	1-3	1-4, 6
CAC3050	Optional	2, 3	1-5	1-3	1-8
CAC3052	Optional	2, 3	1, 2, 5, 6	1-3	1-4, 8
CAC3057	Optional	1, 2	1-5	1-3	1-4, 6, 8
CAG1001	Optional		1, 5	1, 3	1, 2, 4-6, 8
CAG1002	Optional		1, 5	1, 3	1, 2, 4-6, 8
CAG1011	Optional	1, 3	1, 5	1, 3	1, 2, 4-6, 8
CAG1012	Optional	2, 3	1, 2, 5	1, 3	1, 2, 4-6, 8
CAG2001	Optional	1-3	1, 2, 5	1-3	1, 2, 4-8
CAG2002	Optional	2, 3	1-3, 5	1-3	1, 2, 4-8
CAG3001	Optional	1-3	1, 2, 5	1-3	1, 2, 4-8
CAG3002	Optional	2, 3	1-3, 5	1-3	1, 2, 4-8
CLA1001	Optional		1, 5	1, 3	1, 2, 4-6, 8
CLA1002	Optional		1, 5	1, 3	1, 2, 4-6, 8
CLA1011	Optional	1, 3	1, 5	1, 3	1, 2, 4-6, 8
CLA1012	Optional	2, 3	1, 2, 5	1, 3	1, 2, 4-6, 8
CLA2001	Optional	1-3	1, 2, 5	1-3	1, 2, 4-8
CLA2002	Optional	2, 3	1-3, 5	1-3	1, 2, 4-8
CLA3001	Optional	1-3	1, 2, 5	1-3	1, 2, 4-8
CLA3002	Optional	2, 3	1-3, 5	1-3	1, 2, 4-8
CAH1012	Optional	1, 3	1-5	1, 3	1, 2, 4, 5
CAH1013	Optional	1, 3	1-5	1, 3	1, 2, 4, 5
CAH2006	Optional	2, 3	2-4	1-3	1, 2, 4-8
CAH2007	Optional	2, 3	2-4	1-3	1, 2, 4-8
CAH20??:tbc	Optional				
CAH3009	Optional	2, 3	1-5	1-3	1, 2, 4, 6-8
CAH3030	Optional	2	3-5	1, 2	1, 2, 4-8
CAH3033	Optional	2, 3	1-5	1-3	1, 2, 4, 6-8
CAH30??:tbc	Optional				