

## 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>	Ancient History and Archaeology
5	<b>UCAS/Programme Code</b>	VV14
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Archaeology, Classics
8	<b>FHEQ Level</b>	Honours
9	<b>Date written/revised</b>	May 2012

### 10 Programme Aims

*The programme aims to produce undergraduates who:*

1. Have a sound knowledge and understanding of the subjects of archaeology and ancient history, and an in-depth knowledge and understanding of self-selected specialist areas within these subjects.
2. Have developed a range of subject-specific skills (including those needed to carry out archaeological investigations) as well as the intellectual and key skills to equip them for lifelong learning.
3. Are able to investigate historical problems in depth, can use source materials from the classical world critically, and are able to assimilate and appreciate historiographic arguments and traditions.
4. Show an awareness and understanding of archaeological remains and of their role in contemporary communities.
5. Have been provided with an opportunity to study archaeology and ancient history in an environment enhanced by research, and by the rich heritage resources of the British Isles (most particularly in the north-east of England).
6. Will be capable of going on to further study, or undertaking a wide variety of jobs in archaeology, history, industry, commerce and the public sector.

*The School of Historical Studies aims to provide a programme:*

7. In which teaching is informed by research, both relevant research in the disciplines of archaeology and history, and research carried out by members of staff
8. Which meets standards set out in university policies. Where courses of study takes place outside the university during ERASMUS exchanges the standards will comply with the appropriate university policies on placements.

### 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 Archaeology and Classics.

## **Knowledge and Understanding**

On completing the programme students should:

- A1 Be aware of the diverse sources of evidence used by archaeologists and ancient historians (including excavated, documentary, representational, artefactual, environmental and scientific data), knowledge of the nature of these forms of evidence, and a critical appreciation of the methodologies by which data can be acquired, analysed and interpreted from such sources
- A2 Demonstrate knowledge and understanding of the basic concepts, theories and methods underpinning ancient history and archaeology, with an ability to think critically about practice and interpretation in both subject areas
- A3 Have a broad and comparative knowledge of the history and archaeology of the Classical world, and of other selected geographical regions and chronological periods
- A4 Show knowledge and understanding at an intensive level of the sources and historiography, and/or the archaeological record and history of archaeological enquiry, relating to the Classical world and other selected periods, acquired through studying with scholars at the forefront of their fields, in a cutting edge research environment.
- A5 Demonstrate knowledge of the origins and development of the disciplines of ancient history and archaeology
- A6 Have acquired knowledge and understanding of national and regional archaeological remains and resources.

## **Teaching and Learning Methods**

The primary method of imparting knowledge and understanding (A1-A6) is lectures, supplemented by seminars and in the case of A1 and A6 by participation in excavations, or other forms of practical fieldwork. A2 and A5 are introduced through the core Stage 1 modules ARA1027, CAH1012 and CAH1013. A4 is developed through the Stage 2 core modules ARA2091, CAH2006 and CAH 2007 and by undertaking an independent dissertation at Stage 3. Seminars and workshops help to reinforce and amplify student learning gained in lectures. They also encourage independent study and throughout the programme students are encouraged to supplement taught material by independent study, for which they are given extensive support and guidance on source materials, including web-based material, and how to use these sources of information. A4 is taught both by lectures and seminars, and through the undertaking of an independent dissertation under staff supervision.

## **Assessment Strategy**

Knowledge and understanding of the subject is primarily assessed by unseen written examinations together with written assignments, notably essays, projects and reports (A1-A6). In the case of A4 this is supplemented by submission of an undergraduate dissertation. Examinations primarily assess core information, and provide students with an opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period. Submitted coursework places more emphasis on critical analysis and understanding. They enable students to demonstrate their employment of appropriate research techniques.

## **Intellectual Skills**

On completing the programme students should be able to:

- B1 Locate, extract, evaluate and analyse different sorts of data
- B2 Use analytical reasoning and critical skills in reading, writing and debating
- B3 Use appropriate evidence to support a sustained argument or line of reasoning
- B4 Adapt effectively to new and/or unexpected questions or problems
- B5 Demonstrate intellectual independence

**Teaching and Learning Methods**

Intellectual skills (B1-B5) are developed through exercises and guidance in lectures, in seminars, supplemented in the case of B1-B3 by written feedback and by discussion with staff. Students are encouraged to acquire such skills during the completion of a range of written assignments, notably essays and reports. Intellectual skills (B1-B5) are also encouraged by group and one-to-one discussion and debate in lectures and seminars, and (in the case of B2) through oral presentations. B1 and B4 are also developed in the course of fieldwork placements.

**Assessment Strategy**

Intellectual skills B1-B3 and B5 are assessed by written assignments, including unseen written examinations, and are also be assessed in the dissertation. B4 is primarily assessed by unseen written examination.

**Practical Skills**

On completing the programme students should be able to:

- C1 Produce clear, succinct, accurate, well-planned and coherent presentations in both written and oral forms
- C2 Appreciate different interpretations of past events and processes, and be able to argue for and contest particular theories and points of interpretation
- C3 Use practical and fieldwork skills in the observation and study of the physical remains of past societies, and the investigation, recording, collection, excavation and presentation of archaeological materials
- C4 Appreciate the political and social significance of archaeological remains, and take a responsible attitude to their study, interpretation, preservation and presentation
- C5 Apply the research skills required to process and evaluate historical and archaeological data, and produce thereby a dissertation or portfolio

**Teaching and Learning Methods**

Written and oral presentation techniques (C1) are initially fostered in the Archaeology core skills modules in Stage 1, and via the *WriteRight* course embedded in ARA 1030. They are developed via feedback on written and oral work throughout Stages 1-3, and via computer-cluster practical sessions in ARA 3001/3002. Oral presentation techniques are further developed (for example through question and answer sessions at the close of presentations) in core and elective modules at Stages 2 and 3. Aspects of many subject-specific skills (C2, C4, C5) are taught in lectures and in seminars, supplemented by assigned work. C1, C2 and C5 are further acquired through the research skills component of ARA 3001/3002 (which prepares students for their dissertation research), through preparation of the dissertation itself, and in the course of dissertation supervisions. C3 is taught through participation in excavations, ARA 1031, field trips, museum visits, and laboratory work and/or modules involving artefact handling and analysis. C4 is addressed initially through ARA1027, and supported in later stages through lectures, seminars and fieldwork (especially in ARA2100).

**Assessment Strategy**

The ability of students to deploy practical skills C1-C4 effectively is assessed primarily by means of unseen written examination, written assignments, and the dissertation or portfolio. C5 is assessed via the dissertation or portfolio. Artefact analysis and observational skills (C3) are assessed in a range of material-based modules (e.g. ARA2094 and ARA3033), and in part through submission of a fieldwork report under module ARA2093 Fieldwork, detailing the student's own experiences in the field. Supporting documentation on fieldwork is also completed by the director of the excavation (or similar) commenting on the student's performance in practical tasks.

<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Listen and take notes effectively</p> <p>D2 Work independently, both in completing directed reading and assignments and in pursuing, with guidance, a self-directed research trajectory - for example by writing a dissertation or portfolio.</p> <p>D3 Employ a variety of IT skills (including word-processing and spread sheet programmes, PowerPoint, email, Blackboard and the internet)</p> <p>D4 Communicate information and ideas in writing, verbally and through oral and graphic presentations</p> <p>D5 Adapt to varied working environments, problems and challenges</p> <p>D6 Work with others in producing written and oral reports and presentations, work as part of a team in a fieldwork environment, and respect the viewpoints of others</p> <p>D7 Manage their time effectively, and be able to meet deadlines</p>
<b>Teaching and Learning Methods</b>
<p>Listening and note-taking (D1) are developed principally in lectures but also in seminars, including attendance at the oral presentations of other students. Note-taking is also a feature of independent study (D2). D2 and D6 are fostered through the Stage I module ARA1027 Introduction to Archaeology, and through guidance provided in our comprehensive Degree Programme Handbook. At Stage 3, D2, D6 and D7 are further developed through dissertation research training and through preparation of the dissertation (ARA3001/3002). IT skills (D3) are practiced by the word-processing of written assignments and in the preparation of PowerPoint presentations. Web-based bibliographic research and the use of digitised resources is encouraged (for example via the University's Online Reading List facility and ARA 3001/3002), and many module leaders use the on-line <i>Blackboard</i> system for the provision of course materials. Communication skills (D4) are learnt and practiced in question-and-answer sessions in lectures, in the preparation of group assignments and presentations (both written and oral), and in the course of fieldwork. Adaptability (D5) and team working skills (D6) are especially developed in the course of fieldwork placements at Stages 2 and 3. Students undertaking fieldwork encounter entirely new working environments, people and problems, and develop interpersonal skills and a flexible, adaptive approach as a result.</p>
<b>Assessment Strategy</b>
<p>D4 (oral communication) and D6 are assessed by means of the grading of oral and written group presentations. D1, D2, D3, D4 (written communication) D5 and D7 are assessed by a combination of unseen examinations, written assignments, and the dissertation. IT skills (D3) are assessed as part of the process of grading written work.</p>

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>This degree programme allows students to combine Ancient History (the study of written sources from the Classical World) with Archaeology (the study of material culture) in exploring the human past. The programme focuses principally on the Classical world (BCE 800-CE 400), but opportunities are provided to explore the archaeology of both earlier and later periods, and also have the (elective) opportunity to learn Latin or Greek. Students take modules drawn mainly from the Archaeology, Ancient History and Classical Studies programmes within the School of Historical Studies, and undergo the same practical (fieldwork) training as Single Honours Archaeology students. The programme is studied over three years full-time.</p>

The programme is divided into three stages. Each year, or stage, requires the study of modules with a total credit value of 120. The three years of the degree therefore amounts to 360 credits. Each credit represents 10 hours of student effort, covering lectures, seminars, workshops, private study, completion of coursework and revision.

At Stages One and Two students select a 20 open elective module from any subject area across the University, and may do so again at Stage 3.

For degree classification purposes all Honours (that is, Stage Two and Stage Three modules) modules count. Stage 3 credits have twice the weighting of Stage 2 credits in the final degree classification.

Progression to the next stage of the programme is conditional on meeting the conditions laid down by the University for progression. Students are normally required to pass every module with a mark of at least 40% in order to proceed.

At Stage Three, all students must undertake a 40 credit dissertation.

All students are required to participate in approved excavations, fieldwork or other practical work of at least two weeks' duration at the end of Stage One and at least two weeks' duration at the end of Stage Two.

#### *Programme content*

At Stage One five compulsory modules (ARA1027 Introduction to Archaeology, CAH1012 West Meets East: Greek History and Society, CAH1013 Road to Empire and CAC 1012 Classical Art) introduce students to the basic aims, theories and methods in both archaeology and ancient history (A1-2, A5), and to practical skills and concepts (A2, A5, A6, C1-4). They select a further 20 credit elective module. Visits are made to local archaeological sites and museums (A6, C3-4). During the summer vacation at the end of Stage One, students participate in approved excavations, fieldwork or other practical work of at least two weeks' duration (A5, A6, C3-C4).

Stage One modules begin the development of all related intellectual and practical skills (B1-C5). Transferable skills (D1-D7) are also introduced and practiced.

At Stage Two four compulsory modules (ARA2091 Archaeologies of the Roman Empire, ARA2100 Fieldwork, CAH2006 Alexander's Footsteps: Greeks and Macedonians and CAH2007 Caesar's Gift: the Roman Emperors) expand knowledge and understanding of Greek and Roman history and introduce a European and international dimension for the study of Archaeology (A1-A3). Stage Two also provides opportunities for specialisation in both ancient history and archaeology, with students choosing electives from a list that ranges from Recent Developments in Archaeological Theory through Roman Pottery to Celluloid History and Greeks and their Gods. (A1, A4, C3). The fieldwork undertaken at the close of Stage One is assessed at Stage Two through the means of a fieldwork diary (A6, B4, C3-C4). The lectures and seminars that accompany the fieldwork module equip students to undertake a second excavation or fieldwork placement at the end of Stage Two.

Stage Two modules are mainly on narrower topics than Stage One modules, and are studied at a more intensive and demanding level than those at Stage One. Modules at Stage Two continue the development of intellectual skills (B1-B5) and practical skills (C1-C5) and Transferable skills (D1-D7) are also developed at Stage Two.

In Stage Three, the study of ancient history archaeology and is undertaken at a still more intensive level (A4). Students are free to choose 80 credits of available electives in archaeology and ancient history (for example ARA3021 Frontier Communities of Roman Britain, ARA3016 Byzantine Archaeology, CAH3015 Persian Empire, CAH3045 History of Greek and Roman Medicine), but must also undertake a 40 credit dissertation (ARA 3001 or ARA3002).

The dissertation, like all Stage-Two and Stage-Three modules develop intellectual skills (B1-5) and practical skills (C1-C4), but also provides students with the opportunity to develop research skills (C5) and produce an extended study. Transferable skills (D1-D7) are further developed at Stage Three.

#### **Programme regulations**

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

### **13 Criteria for admission**

#### *Entry qualifications*

The Admissions Tutor normally asks applicants for the degree for three A levels, with minimum grades of ABB-BBB.

Prospective entrants may also offer two AS levels of a similar standard in place of a third A level.

The Admissions Tutor welcomes Scottish qualifications and, although we consider all candidates with Scottish Highers/CSYS on an individual basis, a typical offer would be AABBB-BBBBB at Higher Grade.

#### *Admissions policy/selection tools*

Places are normally offered primarily on a combination of predicted grades at A and AS level and the student's personal statement.

Students to whom offers are made are invited to an Open Day to meet staff and students. Attendance is not compulsory.

Applicants with non-standard qualifications may be interviewed

#### *Non-standard Entry Requirements*

The School of Historical Studies is keen to encourage applications from mature students with A levels or other qualifications and each of these applicants is given individual consideration. Whatever their background or qualifications, the School welcomes applications from bright and enthusiastic people with a genuine interest in the subject(s) being studied.

Overseas students: appropriate overseas qualifications will be considered, as well as A levels. Evidence of English language skills that are adequate to complete the programme successfully is required (IELTS English Language proficiency test score of 6.5)

#### *Level of English Language capability*

Evidence of English language skills that are adequate to complete the programme successfully is required (IELTS English Language proficiency test score of 6.5)

### **14 Support for Student Learning**

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

During induction week, all students entering single and joint honours archaeology programmes take part in a practical skills day at Bede's World, where they are introduced to a variety of skills from the past (such as flint knapping and potting).

#### *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

#### *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.

#### *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.

#### *Resources specifically supporting learning in Ancient History & Archaeology*

Students have access to the library located at the Great North Museum — an unrivalled collection of works on archaeology, natural history and history. Good local history libraries are also available at the Newcastle Central Library and the library of the Literary and Philosophical Society.

Students also have access to the extensive artefact collections of the Great North Museum (the premier museum for the north-east of England and the 'gateway' to the Hadrian's Wall World Heritage Site), and the Beamish Museum Resources Centre.

Supporting materials for many modules are made available online via the Blackboard system. Additional study support materials are also provided on the 'Programme Resources for Archaeology' Blackboard site.

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 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, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching, Learning 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 Teaching, Learning 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 Teaching, Learning 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 resit opportunities, with certain restrictions.

### *Weighting of stages*

The marks from Stages 2 and 3 will contribute to the final classification of the degree. Stage 3 credits have twice the weighting of Stage 2 credits in the final degree classification.



*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 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

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
ARA1027	C	1, 2, 5	1, 2, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6, 7
ARA1030	C	1, 2, 3, 6	1, 2, 3, 4, 5	1, 2,	1, 2, 3, 4, 5, 6, 7
CAC1012	C	1, 2, 3, 5	1, 3, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 7
CAH1012	C	1, 2, 3, 5	1, 3, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 7
CAH1013	C	1, 2, 3, 5	1, 3, 5	1, 2, 3, 4	1, 2, 3, 4, 5, 7
ARA2091	C	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
ARA2100	C	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6, 7
ARA2001	E	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
ARA2011	E	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
ARA2097	E	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 3, 4	1, 2, 3, 4, 6, 7
ARA2101	E	1, 2, 3, 6	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
CAH2006	C	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
CAH2007	C	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
CAH2010	E	1, 2, 3, 5	1, 2, 3, 4, 5	1, 2, 4	1, 2, 3, 4, 6, 7
ARA3001	C	1, 2, 4, 6	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 7
ARA3002	C	1, 2, 4, 6	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 7
ARA3021	E	1, 2, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 5	1, 2, 3, 4, 5, 6, 7
ARA3022	E	1, 2, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
ARA3025	E	1, 2, 3, 5, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
ARA3029	E	1, 2, 3, 4, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
ARA3031	E	1, 2, 3, 4, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
ARA3100	E	1, 2, 3, 4, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
ARA3114	E	1, 2, 3, 4, 6	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
CAH3009	E	1, 2, 4, 5	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
CAH3030	E	1, 2, 4, 5	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7
CAH3033	E	1, 2, 4, 5	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 5, 6, 7