

**PROGRAMME SPECIFICATION**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BA (Hons)
<b>4</b>	<b>Programme Title</b>	English Literature and History
<b>5</b>	<b>UCAS/Programme Code</b>	QV31
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	English and History
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Last updated</b>	18 November 2013

**10 Programme Aims**

(a) To produce graduates with

- (i) the knowledge, understanding, transferrable and subject-specific skills, and the general intellectual development required to make them employable in graduate positions in a wide range of employments, capable of undertaking a taught postgraduate programme, and equipped for lifelong learning.
- (ii) Have a sound knowledge and understanding of the subjects of English Literature and History and an in-depth knowledge of self-selected specialist areas within these subjects.
- (iii) Knowledge of world literature, creative writing and film in English from the medieval to the contemporary periods.
- (iv) An ability to address the cultural and political contexts in which texts are produced and read
- (v) A familiarity with a variety of literary genres and forms and the history of those forms.
- (vi) Experience of a range of critical practices and an ability to reflect on those practices
- (vii) An awareness of changing historical phenomena over a long period of space and time
- (viii) Comparative methodological and critical skills
- (ix) The ability to investigate historical problems in depth, use source materials critically and be able to assimilate and appreciate historiographical arguments and traditions
- (x) The ability to apply the techniques of literary analysis to written texts
- (xi) The ability to apply the complementary skills of literary and historical analysis in their research.
- (xii) The ability to synthesise historical and literary evidence when developing their research findings
- (xiii) The capacity for independent study

(b) To provide an integrated programme

- (i) for students interested in both English and History that guides them in the specific reading, research and writing skills that are required in each discipline and for interdisciplinary work.
- (ii) To provide students with the opportunity to study historical subjects alongside literary ones and to draw connections and comparisons between the two.
- (iii) in which teaching is informed by research, both in terms of research that is relevant to the discipline and with regard to research carried out by members of staff
- (iv) which consistently attracts highly qualified applicants
- (v) which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statements for both subjects and
- (vi) which fully meets the criteria for Level 6 of the Framework for Higher Education Qualifications

## 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 English and History.

### Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:

- A1 Varieties of literary texts, including film, in English from different chronological periods
- A2 A range of world histories covering different chronological periods
- A3 The complex relationship between text and context
- A4 The vocabulary and techniques of textual and literary-theoretical analysis and the ability to think critically about their application to literary texts.
- A5 The basic concepts, theories and methods underpinning history with an ability to think critically about practice and interpretation in history
- A6 The diverse sources of evidence used by historians (including documentary, representational and artefactual), and the nature of these forms of evidence
- A7 The methodologies by which data can be acquired, analysed and interpreted from such sources
- A8 The origins and development of the discipline of history.
- A9 How to synthesise the findings of literary and historical methodologies

### Teaching and Learning Methods

At Stage 1, the primary methods of imparting knowledge and understanding (A1-7) are lectures and seminars and in the case of A1, A3 and A6 by participation in peer-led study-groups. A4-5 and A7 are taught through the compulsory Stage 1 modules HIS1030 and SEL 1030. Seminars, workshops and study-groups help to amplify and put into practice learning and methodologies gained in lectures. At Stage 2 they are acquired via lectures, seminars, study groups, independent study and A3-4, A6-7 and A9 through interdisciplinary group project workshops on archival materials (SEL 2218). Independent study is a fundamental part of gaining knowledge and understanding at all three stages and students are given extensive support and guidance through provision of source materials and oral, written and web-based guidance on how to use and interpret these materials. At Stage 3, one third of the student's time will be dedicated to independent study, which will take the form of an interdisciplinary dissertation (SEL 3377) co-directed by a historian and a literary scholar in order to achieve A9.

### Assessment Strategy

Where there is a single assessment of knowledge and understanding on a module, it will normally be via an unseen examination of 3 hours or submitted work of 4000 (20 credit modules) or 10000 words (40 credit modules) in length. Many modules have mixed forms of assessment. Where this is the case, the lengths for exams and essays are determined on a pro rata basis.

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 essays and reports place more emphasis on critical analysis and understanding. Group project work gives students an opportunity to demonstrate their ability to work as a team to a specified brief and to employ appropriate research techniques. A joint English and History dissertation allows students to demonstrate individual ability to design, research and execute a project which exhibits the core skills of the historian and the literary critic.

### **Intellectual Skills**

On completing the programme students should be able to:

- B1 Critically evaluate different sorts of data and evidence
- B2 Critically evaluate a range of critical arguments from literary studies and history
- B3 Understand, evaluate and synthesise findings produced by each discipline's methodologies
- B4 Use appropriate evidence to support a sustained argument or line of reasoning
- B5 Capacity to design and appropriately research a project independently

### **Teaching and Learning Methods**

Intellectual skills B1-4 are taught and B5 is promoted through exercises and guidance in lectures, seminars, study groups and in the case of B1-5 through written feedback and group and one-to-one discussions with staff. Students employ and receive feedback on these skills through summative and formative assessments including peer-reviewed formative assessments at Stage 1 and Stage 2. A greater emphasis on interdisciplinary work at Stage 2 (SEL 2218) helps to develop B2-3 and prepare students to achieve B5 through designing and researching a case-study, which is supported by the taught elements of the dissertation module (SEL 3377) at Stage 3. B1-B4 are also taught and encouraged through debate in lectures and seminars.

### **Assessment Strategy**

Submitted and group work (including group and individual presentations) is key to the assessment strategy for intellectual skills. Submitted work enables students to demonstrate these skills, demonstrate a self-reflexive awareness of their approach and show they can use appropriate techniques and methodologies (B1-3). To ensure all these skills are fully assessed all students will by the end of Stage 2 have written at least one 3000 word piece of submitted work per subject (B1-2, B4), researched an interdisciplinary project based on archival material (B1-4). At Stage 3 students will be asked to demonstrate more advanced intellectual skills by designing, researching and completing an individual interdisciplinary project and giving an oral presentation at a dissertation workshop (B1-B5).

### **Practical Skills**

On completing the programme students should be able to:

- C1 Locate, retrieve and interpret a range of archival materials.
- C2 Organise and present ideas cogently and according to appropriate conventions in both written and oral formats
- C3 Appreciate different interpretations of past events and processes and be able to argue for and context particular theories and points of interpretation
- C4 Exercise and develop a sensitivity to verbal creativity

### **Teaching and Learning Methods**

Skill in writing and oral presentation are fostered on the compulsory Stage 1 modules HIS 1030 and SEL 1030 (C2 and C4) and developed through formative and summative assessments and written and oral peer- and staff-feedback at Stage 2 (SEL 2218). C1 is taught through the research skills element of SEL 2218 and SEL 3377 which involves master-classes delivered by Special Collections and archivists and curators from around the North-East. Subject-specific skills (C3-C4) are taught and learned in lectures, seminars and study groups and supported by assigned work (formative and summative).

**Assessment Strategy**

Individual submitted work and the final group project for SEL 2218 (C1); group presentation on SEL 2218 and individual presentations on SEL 3377 (C2); C2 and C3 is assessed as part of the research skills component of SEL 2218 and C3 and C4 through the preparation of the dissertation itself and in the course of dissertation supervisions.

**Transferable/Key Skills**

On completing the programme students should be able to:

- D1 Plan and complete essay and project work both independently and as part of a group
- D2 Write and speak to different audiences in a variety of media
- D3 Co-ordinate multiple projects to deadlines
- D4 Present information in a coherent and structured way
- D5 Communicate and debate effectively
- D6 Locate, critically evaluate and accurately summarise material
- D7 Adapt to varied working environments and challenges
- D8 Utilise a variety of IT skills
- D9 Listen and take notes effectively
- D10. Display an excellent knowledge of the English language and of its proper use, including a correct application of grammar, syntax and spelling rules.

**Teaching and Learning Methods**

D1-D7 are taught through subject-specific and jointly-run modules SEL 2218 and SEL 3377. On Stage 1 compulsory modules SEL 1030 and HIS 1030 students are taught elements of effective argumentation (D2, D4-6) and experience working independently and (in a non-assessed way) as part of a group. D1 is assessed at Stage 2, both at subject level and on SEL 2218. D9 is developed principally in lectures, seminars and through attendance and giving written formative feedback at other students' oral presentations (Stages 1-3) and D2 through oral and written assessments on SEL 2218 and SEL 3377 and at subject-specific level and on SEL 2218 through training students to use and interpret digital archives. D7 is learned both at a subject specific-level as students switch between each School and in other learning environments (archives, museums) through the archival training which forms part of SEL 2218.

**Assessment Strategy**

Assessment of key/transferable skills are developed through course-work at all stages although HIS1030 and SEL1030 particularly focus on D1 and D4-6. D1-6 and D9 are assessed principally at subject-specific levels through mixed assessment but D1 and D4-8 receive special emphasis at Stages 2 and 3 through SEL 2218 and SEL 3377.

**12 Programme Curriculum, Structure and Features****Basic structure of the programme**

The programme is studied over three years full-time. It is divided into modules which have a value of twenty credits or, in the case of the dissertation only, 40 credits (with every 10 credits representing 100 hours of student learning). Each year, a student is required to take 120 credits amounting to 360 credits over the course of three years. At Stages 1 and 2 students are entitled to select up to 40 credits of open elective modules from any area of study within the university (substituting for 20 credits from each subject). At Stage 2 they are required to take a 20-credit research project module and at Stage 3 they are required to take a 40-credit dissertation. For degree classification purposes, all Level 6 (that is Stage 2 and Stage 3) modules count. Stage 3 credits have twice the weight of Stage 2 credits in the final classification. Progression to the next stage of the programme relies on the student 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% to proceed.

Each student will take the compulsory modules HIS1030 Evidence and Argument and SEL 1030 Approaches to Reading which together give students an introduction to the aims, theories and critical practices specific to each subject and the research and writing skills needed for their effective application. Students then have the option of selecting up to four survey modules in History and Literature designed to give them a thorough introduction to a range of texts and historical periods. The accompanying tutorials and study groups give students the opportunity to practise, experiment with and develop these knowledges and skills. Stage One modules also begin the acquisition of knowledge and understanding and the development of intellectual and practical skills (A1-A8, B1-4 and C2-4)

At Stage 2 students begin to specialise within self-selected areas in both subjects. Students can choose history electives from countries and periods as far-ranging as Anglo-Saxon England and The Dark Ages to Japan since 1868 and History and Politics in Colonial India. English electives are period-based at Stage 2 and feature team-taught modules covering a wide range of texts from chronological periods from the sixteenth to the twenty-first century, as well as incorporating electives on theatre and performance and creative writing. Stage 2 modules are mainly on narrower topics than Stage One modules and are studied at a more intensive and demanding level than Stage One. At both Stages 2 and 3 students also have the choice of history and English Literature modules with clear affinities including modules on the English Revolution (HIS 3024 and SEL 3303); on early modern England's society and literature (HIS 2123 and SEL 2201); on eighteenth-century society and literature (SEL 2203; HIS 3278); on colonial and post-colonial India and South-East Asia (HIS 2133, SEL 2205, SEL 3370); the history and representations of medicine (SEL 3356, HIS 3203 and HIS 2078); twentieth-century American politics and culture (SEL 3374, HIS 3240). All modules at Stage 2 continue the acquisition of knowledge (A1-9) and the development of intellectual skills (B1-4) and practical skills (C2-4). At Stage 2 students start to learn and practice A9 and acquire B5 and C1 through the compulsory interdisciplinary module SEL 2218.

At Stage 3 students take an interdisciplinary 40 credit dissertation on a subject of particular interest (SEL 3377). In Semester 1 of Stage 3 they will receive preparatory dissertation research training, building on the skills introduced on SEL 2218, fostering generic independent research skills and culminating in a Dissertation Workshop where students will give a presentation on their research (D2, D4-D5). The dissertation, like all stage 2 and 3 modules develops A1-8, B1-4 and C2-4 but pays especial attention to the refinement and application of A9, B5 and C1.

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

The programme allows students to combine the study of English Literature and History in a manner that gives them both a thorough grounding in each subject but also consistently offers them the opportunity to combine their subject-specific knowledge and skills in their independent research. This is conducted primarily through the interdisciplinary modules SEL 2218 and SEL 3377 which are co-taught by staff from both schools and specifically encourage students to synthesise their literary-critical and historical skills in their independent research. By basing SEL 2218 on the rich archival holdings in the university and the North-East, the degree also gives students a valuable grounding in working with original materials and with other cultural institutions in the region and in working with digital archives. This promotes interdisciplinarity, intellectual flexibility and independence in thought and practice, something also fostered by the obvious intellectual affinities between the research areas of both schools, as well as connecting students' own research to the wider community. This commitment to interdisciplinary makes us unique amongst our comparator institutions who typically do not offer interdisciplinary modules on their English and History degrees.

All undergraduates in the School of English Literature, Language and Linguistics and The School of Classics, History and Archaeology may elect to study abroad for semester one of year two. Currently SELLL and SCHA has links with institutions in Europe and with universities in North America and can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia).

Students at Stage 3 may also apply to take SEL2065: The Cultural Industries: A Placement, a work-placement module, or may take NCL3007 Career Development Module.

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

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

**13 Criteria for admission**

**A Levels**

AAA-AAB including English Literature or English Language and Literature and History at grade A, not including General Studies.

**Scottish Qualifications**

AAAAB, including English and History at Grade A. Advanced Highers in English and History at Grade A is preferred. Combinations of Highers and Advanced Highers is accepted

**International Baccalaureate**

35-36 points with English A1 and History at Higher level, grade 6

**Irish Leaving Certificate**

A1A1A1AB-A1A1A1B1B at Higher Level, with minimum Grade A1 in English and History.

**Access Qualifications**

We will consider candidates on an individual basis, though a unit at level 3 in English is 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,D3-D3,D3,M2 in Principal Subjects including English and History at grade D3.

**Partners – A Levels**

ABB including English Literature or English Language & Literature and History at grade A, not including General Studies.

**PARTNERS - BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)**

Applicants will be considered on an individual basis.

**English Language Requirements**

For this degree you will need a **minimum score of IELTS 7.0 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 and Pastoral support*

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

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

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

### *Learning resources*

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

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

*Specific Support for Students of English Literature and History*

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 and literary 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. Students can also draw on the unparalleled literary archive held by the Wordsworth Trust at the Jerwood Centre in Cumbria (<https://wordsworth.org.uk/visit/jerwood-centre.html>) and the rich holdings of the Tyne and Wear Archives, Seven Stories: The National Centre for Children's Books and Northumberland Archives.

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

*Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

*Programme reviews*

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

*Student evaluations*

All modules and stages\* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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.

\*With the exception of intercalating years and the final stages of undergraduate programmes.

*Mechanisms for gaining student feedback*

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



### *Faculty and University Review Mechanisms*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. 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.

*Accreditation reports*

*Additional mechanisms*

## **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 are weighted 2:1 in favour of Stage 3 marks.

### *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, 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
HIS 1030	Compulsory	1,2,3,4,5, 6, 7,8	1, 2, 3, 4	2, 3	1, 2, 3, 4, 5, 6, 9
SEL 1030	Compulsory	1,2,3,4,5, 6, 7,8	1, 2, 3, 4	2, 3, 4,	1, 2, 3, 4,5, 6, 7, 8, 9
SEL 2218	Compulsory	1,2,3,4,5, 6, 7,8, 9	1, 2, 3, ,4 ,5	1, 2, 3, 4	1, 2, 3, 4,5, 6, 7, 8, 9
SEL 3377	Compulsory	1,2,3,4,5, 6, 7,8, 9	1, 2, 3, ,4 ,5	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9
HIS1025	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS1027	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS1044	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS1046	Optional	1, 3, 4	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
SEL1003	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL1004	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL1023	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
HIS2001	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2002	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2003	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2004	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2012	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2026	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2055	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2072	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2077	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2078	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2085	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2086	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2087	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2100	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2101	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9

HIS2103	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2114	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2123	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2124	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2126	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2128	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2131	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2132	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2133	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2138	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS2232	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
SEL2201	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2202	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2203	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2204	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2205	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2206	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2207	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2216	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL2217	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
HIS3000	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3035	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3131	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3181	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3203	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3204	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3205	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3206	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3208	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3212	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9

					8, 9
HIS3213	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3218	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3219	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3222	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3229	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3240	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3283	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3285	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3286	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3289	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
HIS3326	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9
SEL3368	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3376	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3379	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3383	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3301	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3373	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3340	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3356	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3384	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3308	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3338	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3346	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3359	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3309	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3319	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3378	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3339	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3315	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9

SEL3369	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3347	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3385	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
NCL3007	Optional	N/A	N/A	N/A	N/A
NCL3008	Optional	N/A	N/A	N/A	N/A
SEL3324	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
SEL3325	Optional	1, 3, 4	1, 2, 3, 4	2, 4	3, 4, 5, 6, 7, 8, 9
HIS3030	Optional	2, 5, 6,7, 8	1, 2, 3, 4	3	3, 4, 5, 6, 7, 8, 9