

**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 with Creative Writing
<b>5</b>	<b>UCAS/Programme Code</b>	QW38
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	English
<b>8</b>	<b>FHEQ Level</b>	6
<b>9</b>	<b>Date written/revised</b>	17/04/14

**10 Programme Aims**

- (a) To produce graduates with:
- (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme
  - (ii) a knowledge of the range of texts from past and present cultures
  - (iii) an introduction to world literature, creative writing, and film in English
  - (iv) an ability to address the cultural and political contexts in which texts are produced and read
  - (v) a familiarity with a variety of genres and forms
  - (vi) experience of a range of critical practices and an ability to reflect on those practices
  - (vii) an ability to reflect on the processes of creative writing and to foster an understanding of the traditions from which their own writing emerges.
- (b) To provide a programme:
- (i) attractive to students with an interest in creative writing who would like to combine it with a more traditional English literature discipline
  - (ii) 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
  - (iii) which consistently attracts highly qualified applicants
  - (iv) which fully meets the requirements of the relevant Quality Assurance Agency (QAA) Benchmark statement, and
  - (v) which fully meets the criteria for the different levels of award (certificate, intermediate or honours level diploma) within 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.

### **Knowledge and Understanding**

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

- A1. Varieties of texts, including film, in English
- A2. Varieties of writing in English from different periods
- A3. The cultural and political contexts in which texts are produced and read
- A4. The complex relationship between text and context
- A5. A range of critical practices
- A6. Genre and generic conventions
- A7. The vocabulary of textual and theoretical analysis.

### **Teaching and Learning Methods**

At Stage 1 knowledge and understanding (A1 – 7) is acquired via lectures, seminars and student-led study groups (directed sessions where students meet to discuss set material without their seminar tutor). At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study, especially the Independent Research Project (A1 – 7). At Stage 3, a third of a student's time is dedicated to independent work, which, in the case of those following the creating writing pathway, will normally take the form of a file of original creative work (A1 - 7). At all stages, students are encouraged to supplement taught material through independent reading. Guidance on further reading will be provided by the module director and/or the seminar tutor.

### **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, 5000 or 10,000 words in length. In the case of creative work, for example, poetry, the submission will be of a portfolio of poems the number and length to be agreed in advance with the module tutor. Many modules have mixed forms of assessments. Where this is the case, the lengths for exams and essays are determined on a *pro rata* basis.

Examinations provide students with the opportunity to demonstrate their knowledge and understanding in an unseen context. To ensure these elements of the degree are assessed, all students will be required to take at least one examination during both Stage 1 and Stage 2 (A1 – 7).

Submitted work enables students to further demonstrate knowledge and understanding; it also enables them to demonstrate their knowledge of the scholarly protocols of the discipline. All students will have written at least one essay of 4000 words by the time they have completed Stage 2 (on the *Independent Research Project*), a requirement that means all students will have been assessed on the extent to which they have developed in-depth knowledge and understanding (A1 – 7) before they start Stage 3. At Stage 2 all creative writing students will also have produced an independent piece of creative work in the form of prose, poetry or drama. At Stage 3 they will be asked to demonstrate deeper knowledge and understanding in the assessment of both specialised option modules and independent study modules (particularly on *Extended Study* and *The File of Original Work*).

### **Intellectual Skills**

On completing the programme students should be able to:

- B1. critically evaluate arguments and evidence
- B2. develop an awareness of the complex interplay between text and context
- B3. organise and present ideas as part of a structured written argument
- B4. organise and present ideas as part of a structured oral presentation
- B5. design a research project and select and employ appropriate research methodologies.

### **Teaching and Learning Methods**

Intellectual skills are promoted through seminars, study groups and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, evaluate arguments and evidence and present information to a group. Skills B1, 2, and 3 are introduced and practised on *Academic Skills* and practised on *Introduction to Literary Studies 1 & 2*. These skills are developed further at Stage 2. Here a greater emphasis on small group work and the presentations that form the spine of the *Independent Research Project* become key to refining a student's intellectual skills (B3 and B4 in particular). At Stage 3, more specialised modules and the greater emphasis on independent work (in either the *Dissertation* or the *Extended Study* or *The File of Original Work* modules) focus students on developing the skills identified in B5.

### **Assessment Strategy**

Examinations provide students with the opportunity to demonstrate their intellectual skills by asking them to structure a clear, concise and well-reasoned argument in a limited time period and to address interpretive problems in an unseen context. The degree's assessment strategy means that all students will be assessed by exams at least once at Stage 1 and again at Stage 2 (B1 and B3).

Submitted work is also key to the assessment strategy for intellectual and creative skills. Submitted work enables students to expand on these skills, demonstrate a self-reflexive awareness of their approach and show they can use appropriate techniques, theories and methodologies (B2, B3, B5). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay of 4,000 words before they start Stage 3 and will have completed creative work in the form of prose, poetry or drama.

At Stage 3 they will be asked to demonstrate more advanced intellectual and creative skills in the assessment of both specialised option modules and independent study modules (particularly on *Extended Study*, *File of Original Work*, and *Dissertation* modules).

### **Practical Skills**

On completing the programme students should be able to:

- C1. practise critical skills in the analysis of texts (literature, film and other media as appropriate)
- C2. engage imaginatively and critically in the reading of complex texts
- C3. exercise and develop a sensitivity to verbal creativity
- C4. analyse a range of texts employing relevant theoretical perspectives.

### **Teaching and Learning Methods**

At Stage 1 practical skills are acquired via lectures, seminars, study-groups and tutorials (C1 – 4). Seminars, study groups and tutorials give students the opportunity to discuss ideas and critical practices introduced in the lectures. At Stage 2 they are acquired via lectures, seminars, study groups, tutorials and independent study (C1 – 4). At Stage 3 more specialised modules and the increased emphasis on independent study offers students the chance to further refine all of these practical skills.

### **Assessment Strategy**

Examinations provide students with the opportunity to demonstrate their practical skills by asking them to prepare and then produce a clear, concise and well-reasoned argument in a limited time period and engage in practical analysis in an unseen context. The degree's assessment strategy means that all students will sit an exam at least once at Stage 1 and again at Stage 2, ensuring that practical skills, particularly C1 – 3 are assessed.

Submitted work enables students to expand on these practical skills; it also enables them to demonstrate their employment of appropriate research techniques (C4). To ensure these skills are assessed fully, all students, by the time they have completed Stage 2, will have written at least one essay of 4,000 words before they begin stage 3.

At Stage 3 they will be asked to demonstrate more advanced practical skills in the assessment of both specialised option modules and independent study modules (particularly on *Extended Study*, and *Dissertation* and *File of Original Work* modules).

### **Transferable/Key Skills**

On completing the programme students should be able to:

- D1. plan and complete essays and project-work
- D2. write and speak to different audiences
- D3. co-ordinate multiple projects
- D4. use information technology (word processing; the internet)
- D5. gather, evaluate and organise material
- D6. summarise and assimilate information
- D7. communicate and debate effectively
- D8. work to deadlines or within specified time-limits
- D9. work and negotiate with others
- D10. work effectively both in a team and independently
- D11. present information to a group in a structured and coherent way.
- D12. 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**

Key/transferable skills are developed through tutorials, seminars, lectures and study groups. At Stage 1 students are given advice to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1 - 11 are introduced and practised on *Academic Skills* and *Introduction to Literary Studies 1 & 2*.

All of these skills are promoted further at Stage 2 with continued emphasis on small group work, and with increased opportunity for independent study. The *Independent Research Project* with workshops based on compulsory student presentations is key to the teaching and learning strategy for key/transferable Skills and will require students to draw on D1 – 11.

At Stage 3, students will refine their key/transferable Skills further, particularly in the course of studying more specialised modules and as they devote more time to independent work in taking the *File of Original Work*, or the *Dissertation* or two *Extended Study* modules (D1, D5, D8). The option to take work placement modules (particularly the school's own module *The Culture Industries: A Placement*) at Stage 3 gives students the chance to further refine their key/transferable Skills.

### **Assessment Strategy**

Assessment of key/transferable skills is implicit in course work at all levels, although *Academic Skills* focuses on these particularly at Stage 1. At Stage 2 all students will take the *Independent Research Project*, a module that assesses many of the skills listed above and in particular D7 and D11. At Stage 3 *Extended Study* and *Dissertation* modules work in particular to assess D1, D6 and D8.

## 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 20 credits, or, in the case of the File of Original Work or the Dissertation only, 40 credits (with every 10 credits representing 100 hours of student learning).

At Stage 1 students are given a thorough introduction to a range of literatures (including film texts) and the skills required for their study on *Introduction to Literary Studies 1 & 2*, *Literary Theory* and *Academic Skills*. They are also introduced to ways of approaching creative writing (*An Introduction to Creative Writing*) and to reading and making performance (*Drama, Theatre & Performance*). The accompanying tutorials give students the opportunity to practise, experiment with and develop this knowledge and these skills. Indeed, across Stage 1, there is an emphasis on small group teaching (tutorials and seminars) to enable the acquisition of academic, practical and key skills. Working alongside these modules, *Transformations* gives students a broader view of the inter-relationships between texts and a sense of the significance of mythologies and traditions in shaping literary discourses.

At Stage 2, students are required to take *The Poetry, Prose or Script Workshop*, and *Creative and Critical Writing*, which gives students the chance to develop their experience in their preferred mode and also to explore the relationship between critical and creative writing. They also choose from a range of modules that are aimed at developing their knowledge of key areas of literary study in terms intended to give them a broad, contextual knowledge of particular areas. Required to take at least two modules from before 1900 and at least two post 1900, they will study a range of literature from across the periods in their work on *Writing the Renaissance*, *New Worlds*, *Revolutionary Britain*, *Victorian Passions*, *Modernisms*, *Fictions of Migration* and *Contemporary Cultures*. They will also be expected to complete the *Independent Research Project*, a module that allows them to specialise in a topic of their own choosing (and design) and fosters the skills needed to plan their work effectively and write at length.

At Stage 3, students choose four taught modules from a wide menu of specialist options. The aim at Stage 3 is to give students the chance to build on the experience they have gained in Stages 1 and 2 and to make choices based on their own particular interests, at the same time as it gives them the opportunity to study with staff teaching material that draws on their own particular research expertise. The only restriction imposed upon students is that some of their choices must focus on the earlier periods, a requirement that ensures they have coverage of the subject. The menu of options is further enhanced by *The Cultural Industries: A Placement*, a module that allows student to take up a work placement as part of their studies.

In addition to their 80 credits of taught modules, Stage 3 students take 40 credits of independent study. This will normally take the form of a *File of Original Literary Work* (40 credits).

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

All undergraduates in the School of English Literature, Language and Linguistics may elect to study abroad for one semester, typically the second semester of year two or the first semester of year three. Currently SELLL has links with institutions in Europe and with universities in North America.

SELLL students can also take advantage of University and Faculty-led programmes (including exchanges with universities in Canada and Australia).

Students in Stage 3 of Q306 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**

**Entry Requirements for 2013-2014**

**A levels**

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

**Scottish Qualifications**

AAAAB at Higher Grade including English at grade A. Advanced Higher English at grade A is preferred. Combinations of Highers and Advanced Highers accepted.

**International Baccalaureate**

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

**Irish Leaving Certificate**

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

**Access Qualifications**

Candidates are considered on an individual basis, though a unit at level 3 in English Literature 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 in Principal Subjects including English.

**Partners – A Levels**

ABB including English Literature or English Language and Literature, 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**

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.

## **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, in the ratio 1: 2 for students who entered Stage 2 in or after September 2010, and in the ratio 1:1 for students who entered Stage 2 before September 2010.

### *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
SEL1003	Compulsory	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,
SEL1004	Compulsory	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,
SEL1030	Compulsory	5,6,8,9,10,11	5	5,6,8	1,2,4,5,7,8
SEL1031	Compulsory	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,
SEL1023	Compulsory	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,
SEL1000	Compulsory	1,5,6	2,3	1,2,3	1,2,3,4,5,6,7,8
SEL2216	Compulsory	1,3,5,6,7,8,10,11	1,2,3,5	1,2,4,8	1,5,6,7,
SEL2215	Compulsory	5,6,8,9,10,11	5,6	5,6,8	1,2,7,8,11,12
SEL2201	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2202	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2203	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2204	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2205	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2206	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2207	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL2210	Optional	1,2,3,4,5,6,7	1,2,3,4,5	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL2217	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3333	Compulsory	8,9,10,11	5,6	5,6,7,8	1,2,5,8,
SEL3326	Optional	1,2,3,4,5,6,7	1,2,3,5	1,2,3,4	1,2,4,5,6,8
SEL3327	Optional	1,2,3,4,5,6,7	1,2,3,5	1,2,3,4	1,2,4,5,6,8
SEL3368	Optional	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3376	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3379	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3383	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3301	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3373	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3340	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3356	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3384	Optional	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3308	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3338	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3346	Optional	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3359	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3309	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3319	Optional	1,2,3,4,5,6,7	1,2,3,4	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3378	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3339	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10
SEL3315	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3369	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3347	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3385	Optional	1,2,3,4,5,6,7	1,2,3	1,2,3,4	1,2,3,4,5,6,7,8,9,10,11
SEL3324	Optional		3		1,2,3,4,5,6,7,8,9,10,11
SEL3325	Optional		3		1,2,3,4,5,6,7,8,9,10,11
NCL3007	Optional				
NCL3008	Optional				