Programme specification

BA (Hons) Creative Writing and English Language

School:	Humanities, Religion & Philosophy
Entry in:	September 2018
Awarding Institution:	York St John University
Teaching Institution:	York St John University
Delivery Location:	York St John University
Programme/s Accredited by:	Not applicable
Exit Awards:	BA (Ord) Creative Writing and English Language Diploma of Higher Education Creative Writing and English Language Certificate of Higher Education Creative Writing and English Language
UCAS Code / GTTR / Other:	Q390
Joint Honours Combinations:	Not applicable
QAA Benchmark Group(s):	English Linguistics
Mode/s of Study:	Full-time for 3 years Part-time for 6 years
Language of Study:	English

Introduction and Special Features

The study of English Language provides the Creative Writing Joint Honours student with the opportunity to explore the construction of the language they are manipulating in their creative practice. An understanding of register, audience and linguistics enriches their creative practice. Creative Writing modules demonstrate language 'in action' in literary texts, and in the production of their own creative compositions. English Language also provides the opportunity to focus on relevant social, cultural and psychological contexts, which in turn illuminate creative works and the contexts for their production.

Creative Writing is a thriving subject area at YSJU, with student and staff numbers quadrupling over the last four years. Exploration of a wide range of forms and genres and the production of original writing remains at the heart of the BA Creative Writing programme. But such practice-based study comes with a strong critical underpinning: Good writing doesn't happen without good reading. As a producer and consumer of literature, you will see for yourself how a deep engagement with a range of texts can inform and inspire your creative practice. Literature modules and the development of strong critical habits are key aspects of the degree; and we use a variety of assessments to encourage different modes of learning. Overall, the degree will allow you to explore new possibilities and refine your creative practice, while developing the broader skills to prepare you for a career within the arts industry or beyond.

The teaching team for Creative Writing are all practising, published prose writers, scriptwriters, or poets, who are also active scholars with a range of research specialisms. All teaching on the programme is therefore supported by a wealth of practical experience and expertise in the theoretical, social and cultural contexts of writing. The course is further enhanced by a range of visiting writers and literary professionals, whose masterclasses and events offer you an opportunity to engage with the wider world of the professional writer. YSJU's Arts Faculty also has strong links with the York Literature Festival and Aesthetica Short Film Festival, for which we host major public events each year.

The course's public website provides another bridge to that bigger world, gathering news, events and publishing opportunities for students across all levels. As part of the employability module, Publication, Production, and Performance, you will be involved in various projects offering real professional experience, including event and competition management, and the production, editing, marketing, and launch of our annual Beyond the Walls anthology. The aim is to foster an exciting community in which you can fulfil your own ambitions as a writer.

Joint Honours programmes give students the opportunity to combine two subjects from a range of areas in a structured way. The selected pairings are designed to complement one another and allow students to have a significant amount of choice and flexibility in relation to their learning experience. In addition, the Joint Honours pairings involve students engaging in a range of learning and teaching experiences and assessment opportunities.

English Language/Linguistics concerns the study of language from a broad range of perspectives, including the way speech is articulated, how language is structured and related to meaning, and how it relates to speakers' intentions and purposes in social interaction. As well as studying how speakers and writers use language, Linguists also study social attitudes to language, and the way language functions to express identities and cultural values. New forms of communication, such as email, texting and instant messaging, have opened up new and interesting fields for the study of Language as a form of social behaviour.

The English Language programme at York St John is distinctive in its focus on real-world applications for language study. Taking a workshop approach, we offer students ways to apply theoretical knowledge to real data, and show how Linguistic concepts and issues have vocational relevance in the working world. Graduates of the programme go on to careers in many varied fields where language use is of paramount importance – for example, teaching, speech and language therapy, journalism, marketing and PR, publishing and administration – as well as to do postgraduate research.

Students on the programme will be able to tailor their choices to suit their interests and needs, following pathways that are more scientific and technical, more social and cultural, or more creative and media-oriented. Where a student is interested in developing an area of interest outside of the normal programme, it may be possible to offer them the opportunity to take an Independent Learning Unit, depending on staff availability and expertise.

The programme is supported by a dedicated Linguistics Lab, where students can analyse speech using digital software, and by the creative use of web-based teaching and learning spaces, including a programme website where staff and students have built a virtual learning community. There are opportunities to take a semester's study abroad in Europe, Mexico, Japan or in Canada; it is also possible to take a work placement module that involves study for a short period in the USA.

Students wishing to study abroad may take a 'Study Abroad' module, allowing a more flexible approach to the work students do while they are on international exchange. Students will do a combination of modules at the host institution and independent work negotiated with the Head of Programme at YSJ. This module is designed to complement the existing arrangements for study abroad and not replace them.   JH students wishing to take up the opportunity to take this 'Study Abroad' module will be subject to the agreement of the Head of Programme for both subject areas.

Admissions Criteria

This programme adheres to the University's general entry criteria for [undergraduate](#) study

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University. Please contact Admissions for more information.

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior (Experiential) Learning (APL/APEL)](#). We also consider applications for entry with advanced standing.

Programme Aims

The aim of the Joint Honours Framework is:

To provide a set of principles for the design and delivery of distinctive, high quality and marketable joint subject combinations which will enable the University to increase and widen participation in its undergraduate provision.

English Language

- To develop an understanding of the theories, trends, philosophies and practical applications of the fields of study related to English Language and Linguistics.
- To enable students to understand how the component topics of their degree subject relate to each other and are underpinned by a set of core linguistic concepts
- To enable students to place their chosen area of study into the wider context of academic study
- To provide opportunities for students to relate their field of study to their particular needs, interests, circumstances and present or future employment
- To foster in the students a lasting interest and enjoyment in the study of English Language and Linguistics
- To provide progressive opportunities for students to develop as co-operative and independent learners
- To enable students to develop competence in key transferable skills, such as information-gathering, understanding, analysing and evaluating theories and their practical applications
- To enable students to develop their skills in communication, team-work, self-management and organisation and problem-solving so that their personal and work-related experiences are significantly enhanced thereby
- To provide students with recognised qualifications to undertake further academic study and to compete successfully in a diverse employment market

In addition the following Creative Writing programme-specific aims apply:

- To provide opportunities for the production of original, creative writing.
- To encourage students to read in critically informed ways and 'as writers'.
- To develop an understanding of the various modes, forms and genres within the field of creative writing.
- To introduce students to, and develop, technical creative writing skills.
- To develop a regular writing practice.
- To develop an ability to reflect critically on the creative process.
- To provide a supportive learning environment which meets the needs of a diverse set of learners.

- To promote and develop a vibrant creative writing community in the university through events, workshops and visiting speakers, including partnerships with local arts events such as the York Literature Festival.
- To encourage critical as well as creative thinking and practice.
- To introduce students to the world of writing in various professional contexts.
- To enhance students' development as independent learners and practitioners.

- To develop appropriate skills in communication, collaboration and self-management

Programme Learning Outcomes

Level 4
Students who gain the award specified will have demonstrated the following learning outcomes:

English Language
- Within the field of Linguistics demonstrate an appreciation of the nature of a theory and of what constitutes an explanation
- Specify and illustrate some of the core analytical concepts relevant to areas of linguistic analysis
- Recognise the ethical issues involved in the collection of data from informants in the field or from subjects in the experimental laboratory
- Demonstrate an understanding of some of the issues involved in the basic techniques of data analysis
- Demonstrate an understanding of argumentation
- Cite evidence appropriately
- Communicate effectively using a range of basic skills appropriate to the audience and purpose
- Demonstrate a range of basic key skills including numeracy, ICT and study skills appropriate to both life-long learning and employment in communication related contexts.
- Reflect upon past and present experiences and learn from them, with a view to lifelong learning

Creative Writing
- Demonstrate awareness of key concepts in Creative Writing, including historical and theoretical perspectives.
- Demonstrate awareness of formal and generic conventions.
- Demonstrate competence in the production of their own, original compositions.
- Communicate effectively with an awareness of audience, register and readership.
- Evaluate their own creative process.
- Understand the process of giving and receiving constructive critical feedback on work in progress.

Level 5
Students who gain the award specified will have demonstrated the following learning outcomes:

English Language
- Demonstrate an understanding of alternative analyses of a given data set.
- Demonstrate an understanding of selected issues and problems and the type of data that are relevant to their solution.
- Identify the technical issues involved in the collection of reliable data.
- Present and interpret different forms of information, evidence and data appropriately for academic purposes.
- Communicate effectively using a range of basic skills appropriate for academic audiences and purposes.
- Demonstrate an understanding of professionalism and employability
- Demonstrate a range of basic key skills including numeracy, ICT digital literacy and information literacy appropriate to both lifelong learning and employment in communication related contexts.

Creative Writing
- Develop, redraft and edit original creative writing.

- Demonstrate a technical proficiency in specific forms of writing.
- Effectively communicate within the constraints of convention, register and audience/readership.
- Reflect critically on their own creative process.
- Demonstrate a critical awareness of both the historical precedents and the contemporary forefront of their chosen genres.
- Develop professional and career based skills in the context of work related learning.

Level 6

English Language

- Demonstrate the ability to acquire and make flexible use of some of the basic concepts, information, practical competencies and techniques which are standard features of Linguistics;
- Proficiently use some of the basic generic and subject specific intellectual qualities ie:
  •be able to communicate the results of their work;
  •present a structured and coherent argument;
  •access and evaluate qualitative and quantitative data.
- Demonstrate an ability to evaluate the appropriateness of certain approaches to problem solving associated with the discipline
- Work autonomously within a structured environment
- Students will have had the opportunity to acquire as defined in the modules specified for the programme:
  •Qualities and transferable skills necessary for employment related to Linguistics
  •Skills necessary for the communication of information
  •Skills necessary for the exercising of personal responsibility and decision making

For Hons
- Describe and critically evaluate some of the central components of formal models in relation to areas of Linguistics
- Apply under guidance selected techniques in data elicitation
- Demonstrate an understanding of data and analyses and be able to use them under supervision
- Critically assess the relationship between data and theory
- Critically assess the potential of different theoretical areas for offering explanations of language in use

Creative Writing
- synthesise and apply relevant perspectives to their own creative practice.
- independently manage the writing and drafting process in terms of setting goals and meeting deadlines.
- situate their practice in relation to broader creative and academic contexts.
- produce an artistically coherent body of work which demonstrates technical ability and an awareness of tone, structure, genre and audience.
- apply in-depth understanding of their own work in relation to reading and practice, and be able to communicate this in a coherent and sustained manner.
- critically evaluate issues of innovation, experimentation and the 'boundaries' of the discipline.

For Hons
- deploy the methods and techniques that they have learned toward the development of substantial creative writing project.

Programme Structure

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1CW101	1	1	Forms of Narrative	20	C
1LL210	1	1	Introduction to English Language and Linguistics	20	CP
1LL202	1	1	Introduction to Language and Society	20	O
1LL201	1	1	Semantics and Pragmatics	20	O
1EN601	1	1	Writing, Research and Literaure	20	O
1CW102	1	1	Introduction to Creative Writing	20	O
1CW100	1	2	Writing to Order	20	C
1LL207	1	2	Language Structure: Grammar	20	CP
1EN630	1	2	Theorising Literature: Power and Identity	20	O
1EN604	1	2	Canonicity	20	O
1LL205	1	2	Multilingualism	20	O
1LL206	1	2	Language Structure: Phonetics	20	O
1LA010	1	2	Language Carousel	20	O
1XXX	1	2	Language option	20	O
2LL200	2	1 or 2	Language Acquisition	20	O
2LL201	2	1 or 2	Language and Literacy	20	O
2LL205	2	1 or 2	Analysing Media Texts	20	O
2LL215	2	1 or 2	Study Abroad	40	O
2EN470	2	1	Adaptations	20	O
2LL202	2	1 or 2	World Englishes	20	O
2EN601	2	1	Science Fiction for Survival	20	O
2CW100	2	1	Writing Fiction	20	O[1]
2CW101	2	1	Writing Reality: Creative Nonfiction	20	O[1]
2EN511	2	2	Conflicting Words	20	O
2LL208	2	1 or 2	Psycholinguistics	20	O
2LL209	2	1 or 2	Sociolinguistics	20	O
2LL210	2	1 or 2	Phonetics and Phonology	20	O
2LL211	2	1 or 2	e-communication	20	O
2LL216	2	1 or 2			
2LL206	2	2	Language at Work	20	O[2]
2CW102	2	2	Publishing, Production and Performance	20	O[2]
2CW103	2	2	Writing Poetry	20	O[3]
2CW104	2	2	Scriptwriting	20	O[3]
3CW204	3	1&2	Creative Writing Dissertation Project	40	CA if taken[4]
3LL210	3	2	Dissertation	40	CA if taken[4]
3LL200	3	1	Theories and Methodologies in TESOL	20	O

[1] Students must pick 20 credits from Writing Fiction or Writing Reality: Creative Nonfiction

[2] Students must take a work related learning (WRL) module. Joint honours students will have the choice of the WRL module from the either half of their pairing.

[3] Students must pick 20 credits from Writing Poetry and Scriptwriting

[4] Joint Honours students will have the choice of the Creative Writing Project or the dissertation/special study module from the other half of their pairing.

3LL201	3	1	Accents and Dialects	20	O
3LL202	3	1	Attitudes to Language	20	O
3LL213	3	1	Language, Identities and Cultures	20	O
3LL206	3	1	Speech and Language Pathology	20	O
3CW202	3	1	Contemporary Writing 1: Innovation and Experimentation	20	O[5]
3CW201	3	1	Writing Genres	20	O[5]
3LL207	3	2	Reflections and Connections in Linguistics	20	O
3CW203	3	2	Contemporary Writing 2: Literary and Publishing Cultures Now	20	C

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

> ## Teaching, Learning and Assessment

Creative Writing

Creative Writing at YSJU is a very practical and hands-on subject, and all of your learning will be structured around a dynamic engagement with texts, whether your own or others, as a writer and reader. Just as the programme structure will allow you to choose increasingly specialised modules to suit your writerly interests, every module and each level of study is designed to help you develop and refine a set of skills uniquely suited to your goals. The emphasis on the relationship between a wide range of creative, critical, and professional skills and between reading and writing, listening and sharing, ideas and practice is one of the things that defines our programme. The structure is designed for you to draw upon the mutual benefits of different ways of thinking and doing. You'll notice these are all active verbs, partly because successful creative writing study depends upon you taking a very active role, and partly because our emphasis on 'process' over 'product' means everyone on the course will always be looking for ways to improve and move forward.

Skills

At each level of study, new, more advanced skills will be introduced and strengthened through continual practice. These fall into the three broad, but interlinked 'skillsets' of Creative, Critical, and Professional skills. The first involves all of the composition skills, techniques, and craft you might expect from a degree in writing, although our emphasis on variety within these means you're very likely to work in forms that are relatively new to you. **Creative skills** also include things like editing, creative problem solving, and the development of different creative projects. Again, these are balanced by the **Critical** strand, through which your ability to analyse texts within theoretical and historical contexts, conduct research, and reflect critically upon your creative process will all be strengthened. Finally, the **Professional** strand means learning to work to specific prompts and deadlines, developing oral and written communication, or moving between self-management and effective teamwork. By design, all three of these skillsets are nurtured in conjunction with one another and throughout the degree.

Learning Time and Learning Space

In practical terms, your learning will involve a combination of working in classrooms, individual study or extracurricular group work, and one-on-one meetings with tutors. Within that classroom-time, a typical week involves a range of settings and configurations. A large group session in a lecture hall will often be accompanied by smaller groups for seminars or

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[5] Creative Writing Joint Honours students can pick only 20 credits from either Experimental Writing: Theory and Practice and Writing Genres

workshops; and those sessions often involve even smaller group work for more focused discussion and feedback.

The 'workshop' setting is an important and distinctive feature of creative writing study. As a traditional model for the study of writing, there are a number of ways a writing workshop might be set up or run. In simplest terms, we think of it as a place where work is done. Beyond that, our use of workshops on modules at every level of your degree is intended to be flexible enough to fit the tasks at hand. Any given workshop session will often be divided into time for general discussion, in order to introduce new topics or work more critically with something we've all read together beforehand, perhaps followed by some writing exercises to be done in the classroom, and time to give and receive feedback on writing done outside the classroom.

In all of this, you and your peers will be your own greatest resource for helping each other to improve your writing and explore new possibilities. Your development as a writer will be inseparable from your development as a critic and reader, since your ability to offer constructive feedback is as important as your ability to take it on-board. Whatever the focus of a particular session, the workshop setting works to establish and ultimately depends upon a sense of trust and collaboration. Because every module focuses on the writing process as much as (or more than) the final product, discussions and feedback sessions will delve into areas of that process that often remain hidden. Whether that means sharing unfinished drafts, talking about points of influence or inspiration, or working to demystify the path from inkling to publication, the workshop environment is both a safe, supportive space and a space to push you further.

Beyond the Classroom

Another distinguishing feature of our programme is the extent to which that workshop spirit and learning extends beyond the classroom. Across the degree, you will have the support of individual tutorials, with your module lecturers as well as a personal tutor, and plenty of opportunities for further collaboration with your community of peers. Rather than being an add-on, visiting speakers are brought in throughout the year with direct links to the teaching modules. Whether these are published authors or other literary professionals, these special events bridge between classroom experience and the working world, and widen the range of expertise and inspiration that might inform your work.

Assessment

The most important thing about our approach to assessment is that it happens all the time. The feedback you receive on weekly assignments or classroom exercises throughout a term is just as crucial as the marked submission at the end of it. This formative feedback, which is just as likely to come from peers and group discussion as from your tutor, is the means by which you will refine your ideas and the work itself towards end-of-semester assignments. The nature of these summative, marked assignments reflects the emphasis on a longer, ongoing process behind your writing, and will generally incorporate work that has been developed over the course of a semester.

Across the degree, these assignments come in a range of forms, partly to encourage the development of different writerly skills. Although you will often be encouraged to keep a reflective, critical journal, some modules will require you submit this record of ideas and reflection, while others will require you submit proposals or presentations on ongoing work – again, with an emphasis on how you might take those projects further. Other modules will set more specific tasks, such as the preparation of a journal submission or adapt an existing text from one medium to another. The two most common modes of assessment, which are often linked, are the Portfolio and Critical Commentary.

The Portfolio

Several modules, especially the 'Core Craft' modules in Level 2, will require you to submit a portfolio of creative work for assessment. Unlike a traditional critical essay (which other modules will require), the writing for these portfolios will be compiled throughout the term, from

weekly assignments within and outside the classroom. This will allow you to choose from among these drafts for those to be polished and perhaps expanded for inclusion in the portfolio. Although some portfolios might consist of a single, extended piece of writing, the portfolio form also allows and encourages you to submit different pieces and different kinds of work together.

The Critical Commentary

In terms of your development and progress from one module to the next, the critical commentary is just as important as the production of creative work for the portfolio. The commentary is your chance to define the aims of your portfolio work and to relate what you've written to the material covered by the module. This may mean discussion of sources of inspiration or research, or consideration of audience, genre, and other formal conventions. In every case, it means reflecting seriously and critically upon the creative process and the work you have done towards producing the portfolio.

Resources

Our core team is comprised of published, practising writers with both critical and creative backgrounds and teaching experience. The team is further supported by the literature team and staff teaching either part-time or across subject areas. The Literature Series and link with the York Literature Festival, and the visiting writers, are an essential enhancement to your student experience. Visiting speakers run student workshops and take part in events and presentations. As a creative writing student, these exciting events are open to you, and visiting writers often run workshops which form part of your curriculum. Visiting speakers have included:

- o Simon Armitage, poetry, non-fiction
- o Will Self, novels
- o Germaine Greer, essays, commentary
- o Daljit Nagra, poetry
- o Graham Rawle, graphic novels
- o Jackie Kay, fiction, autobiography, poetry
- o Joe Dunthorne, fiction and poetry
- o Helen Mort, poetry
- o Emily Berry, poetry
- o Rebecca Goss, poetry
- o Paul Myerscough, editor London Review of Books
- o Nicholas Royle, novelist and editor.
- o Alison Moore, novelist
- o Kate Atkinson, novelist
- o Janelle Andrew, literary agent
- o Tom Chivers, editor, publisher, poetry and non-fiction writer
- o Luke Kennard, poetry, novels
- o Jon Stone, poetry and publisher
- o Kirsten Irving, poetry and publisher
- o Jack Mpange, autobiography, poetry

- The Creative Writing Beyond the Walls blog, hosted by Wordpress at YSJ, is an interactive forum for news, events and student opportunities. This has been very successful since being implemented in 2013. Students and staff contribute to its content. http://blog.yorksj.ac.uk/creativewriting/

English Language
The programme follows the rationale of the University's learning and teaching model, which encourages and supports more independent learning and greater self-sufficiency by students as they progress through the degree programme.

Students are made familiar with electronic resources right from the start of the programme. The module in Semester 1 which is compulsory for both Specialists and Joint Honours - Introduction to English Language and Linguistics - introduces the University's VLE alongside a wide range of other learning situations, including formal lectures, workshops and seminars, and tutorial support. Particular effort is made to acquaint students with the range of different ways that learning will take place on their degree. Assessment is also varied, including online tests and postings as well as oral presentations and essays. There is an (open) examination at the end of level 1, for the Language Structure: Grammar module.

Research skills are embedded in modules as students are introduced to library skills, academic writing, data analysis and using web tools for analysis.

Students are encouraged to use each other as a resource, as well as using the expertise of staff. The programme website supports the culture of a learning community, and students are introduced at the outset to its functionality.

Introduction to English Language and Linguistics also pays particular attention to Key Skills, especially academic communication skills and ICT. The expectation of a formal essay on this module, alongside peer reviewing, is deliberately placed in order to address fundamental skills of essay writing and the important task of developing and controlling an academic voice. For reasons that should be clear from the above outline, Introduction to English Language and Linguistics is the level 1 pass-to-progress module.

Choices at Level 1 are limited because of the need to provide a basic 'toolkit' for Linguistic study, upon which the relative success or failure of further work at levels 2 and 3 will partly depend. However, it is known that students are likely to come with different ideas of the types of language study that will interest them and motivate them to succeed. For this reason, there is some choice in Semester 2, with Languages options for those Joint Honours students who want to extend their language skills; and a module on Multilingualism for those who want a more content-based module. As well as taking the compulsory Language Structure: Grammar module in Semester 2, Joint Honours students have a further choice of any of the Specialist modules, including Language Structure: Phonetics. The latter may be of interest to those students who already know their intended career will be in the teaching or speech and language therapy areas

At level 2, Specialists have the compulsory Key Skills module, Language at Work. Joint Honours students may also choose to take these. For further information on the Joint Honours framework, please refer to the Joint Honours validation document. The Key Skill of career development, is associated with this module.

Work at level 2 is characterised by more contexts where students determine the direction of their work. This may be, for example, where tutors ask them to find their own data to explore, or set up their own research direction within material. Research skills are embedded within modules, for example, work on ethics, project design and argumentation skills. The presentation of work is expected to be more professional and oral presentations more accomplished.

Skills and subject knowledge introduced at level 1 and enhanced at level 2 are consolidated at level 3. Students are expected to be maximally self-reliant and to learn how to use their tutors as one resource among many. In terms of subject knowledge, they are expected to be able to see some of the limitations of theoretical approaches, while also using knowledge gained over the previous two years to problem-solve and critically evaluate different linguistic phenomena. Research skills are increasingly present in modules, corresponding to project work concerning both written and spoken data undertaken at level 3, for example in 3LL010, Accents and Dialects, 3LL020 Advanced Conversation Analysis, 3LL030 Language, Culture and Communication, and 3LL200 Theories and Methodologies in TESOL. Students are supported in their dissertations or research projects by their supervisors, including in research skills where appropriate. Level 3 offers more career orientation through modules that have a direct application to a number of working contexts.

In line with University regulations, failure of the dissertation prevents students from achieving an Honours award, but they may be eligible for an Ordinary degree if they have the required number of credits.

Progression and Graduation Requirements

This programme adheres to the University's general regulations for undergraduate awards.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Internal and External Reference Points

This programme specification was formulated with reference to:
- University Mission Statement
- Learning, Teaching and Assessment Strategy
- QAA subject benchmark statement
- Framework for Higher Education Qualifications

Further Information

Further information on the programme of study may be obtained from:
- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (faculty)
- Module handbooks (faculty)

Date written / revised: QSC PASP 28/04/16, Aug 2017
QSC PASP (15.1.19) replaced 3LL203 with 3LL213 wef 19/20