Programme Specification

1. OVERVIEW/ FACTUAL INFORMATION

Programme/award title(s)	BA with Honours in Early Childhood Education and Care
Teaching Institution	Norland
Awarding Institution	Norland
Date of first Norland validation	tbc
Date of latest Norland (re)validation	N/A – new programme
Next revalidation	Tbc – 28 June 2028 (5 years from validation)
Credit points for the award	360
UCAS Code	X310
HECoS Code	100457 Early Childhood Studies
Programme start date	September 2023
Underpinning QAA subject benchmark(s)	Early Childhood Studies 2022
Other external and internal reference points used to inform programme outcomes.	- OfS Sector Recognised Standards - UK Quality Code - QAA benchmark statement(s) for Early Childhood Studies 2022 including the Graduate Competencies - EYFS 2021 - SEEC generic descriptors 2021 - https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	Full time, on site, face-to-face delivery
Duration of the programme for each mode of study	Three years
Date of production/revision of this specification	May 2023

1.1 Educational aims and objectives

1. Equip students with the necessary professional leadership, management and practical skills to work in a variety of early childhood contexts, with a specialism in home-based childcare.
2. Facilitate the application of in-depth and current knowledge to allow students to work effectively, confidently and ethically in a child-centred way with babies and young children; drawing on the latest multidisciplinary research and contemporary practice.
3. Instil in students a respect for – and an appreciation of – the importance of diversity, inclusion, society and culture in relation to the growth and development of babies and young children.
4. Facilitate the application of theoretical knowledge to real world experiences; providing high quality early childhood education and care for babies and young children and support for their families, with an ethos of mutual respect and understanding, and a loving pedagogy.
5. Support students to become reflective practitioners with a critical understanding of the diverse worlds of babies and young children, and an awareness of how early childhood experiences shape their lives.
6. Support students to reflect critically and develop their own education and childcare pedagogies, theory and leadership capacities, by engaging with debate and discourse with reference to multidisciplinary research, legislation, policy and international perspectives.
7. Equip students with the skills to manage the wellbeing of both themselves and the babies and young children in their care, and the tools to support young children to co- and self-regulate across the many transitions which babies, children and their families experience.
8. Equip students with an awareness of sustainability and ecological practices in early childhood and education contexts, both for themselves and the babies, young children and families with whom they work.

1.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) in Early Childhood Education and Care is delivered in an integrated way with the Norland Diploma and students will enrol on both programmes when they are admitted to Norland. Students will study both courses during their three years onsite. Students must achieve their degree with a minimum of 360 credits for an Honours degree or 300 for an ordinary degree to be able to progress onto their Newly Qualified Nanny (NQN) year and complete their Norland Diploma.

Students will work towards the Graduate Competencies throughout their three years of placement experience. All students must demonstrate their ability to apply knowledge, methods and techniques, and critically evaluate and communicate information in relation to early childhood practice. Practical and theoretical skills will be demonstrated during placement experiences and assessed as part of the degree programme.

1.3 List of all exit awards

Certificate of Higher Education (120 credits)
Diploma of Higher Education (240 credits)
BA Ordinary Degree (300 credits)

All students will be enrolled on the BA (Hons) programme, however, should they withdraw before the end date of the course, they may be entitled to one of the above exit awards, as detailed in the Academic Regulations.

2. PROGRAMME STRUCTURE AND LEARNING OUTCOMES

(The structure for any part-time delivery should be presented separately in this section. Complete for each level of the award separately, duplicating the tables if necessary)

Programme Structure					
Level: 4					
Compulsory modules	**Credit value**	**Optional modules (students choose 2)**	**Credit value**	**Is module compensatory?**	**Trimester runs in**
NC4201: The Developing Professional Practitioner	20				1
NC4202: Practice in the Early Years 1: The Setting	30				1/2/3
NC4203: Keeping Children Safe: Safeguarding and Child Protection	10				1
NC4204: Learning, Development and Pedagogical Theory	20				2
NC4205: Principles of Equality, Diversity and Inclusion	10			No compensatory modules	2
NC4206: Introducing Self-regulation	20				2
		NC4207: A Focus on Music, Drama and Theatre	5		3
		NC4208: A Focus on Practical Science, Technology, Engineering and Maths (STEM)	5		3
		NC4209: A Focus on Children's Literature	5		3
		NC4210: A Focus on Sustainable Practice	5		3

Programme Structure					
Level: 5					
Compulsory modules	**Credit value**	**Optional modules (students choose 2)**	**Credit value**	**Is module compensatory?**	**Trimester runs in**
NC5201: Working Professionally with Parents and Carers	20			No compensatory modules	1
NC5202: Practice in the Early Years 2: The Home	30				1/2/3
NC5203: The Baby Years	20				2
NC5204: Play: Exploring and Inventing	10				1
NC5205: Promoting Health in Practice	10				2
NC5206: Supporting Children to Regulate Behaviour	20				1
		NC5207: A Focus on Supporting Children to Understand Identity	5		3
		NC5208: A Focus on Trauma	5		3
		NC5209: A Focus on Multiple Childhoods	5		3
		NC5210: A Focus on Siblings	5		3

Programme Structure					
Level: 6					
Compulsory modules	**Credit points**	**Optional modules (students choose 2)**	**Credit points**	**Is module compensatory?**	**Trimester runs in**
NC6201: Developing Your Nanny Philosophy	10			No compensatory modules	1
NC6202: Practice in the Early Years 3: Supporting Families through Leadership	20				3
NC6203: Children's Worlds Today	20				1
NC6204: Work Based Project	50				1/2
NC6205: Embedding Self-regulation into Practice through Play	10				2
		NC6206: A Focus on Management and Leadership Skills in a Formal Household	5		3
		NC6207: A Focus on Supporting Loss	5		3
		NC6208: A Focus on Entrepreneurship for Nannies	5		3
		NC6209: A Focus on Growing with Children	5		3

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Intended learning outcomes are listed below:

Learning Outcomes
A: Knowledge and understanding

Learning outcomes	Learning and teaching strategy/assessment methods
A1. Have good knowledge and critical understanding of child developmental theories and trajectories and the fundamental importance of play. A2. Have the necessary knowledge and practical skills for leading and managing in a variety of early childhood education and care contexts, promoting sustainability and creating an innovative and entrepreneurial working environment. A3. Understand the importance of co- and self-regulation in underpinning a child's sense of themselves and the world, and how they act and interact within it.	The learning, teaching and assessment methods prioritise the following themes: • Independent and collaborative learning • Learning for life and employment • Learning for the future • Research-led, practice-informed learning and teaching • Promotion of a supportive and inclusive learning experience • Active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • Enhancement of students' experiences • Teaching that is informed by pedagogy and research • Assessment for learning • Integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions

Learning Outcomes	
A: Knowledge and understanding	
	• placement skills which are assessed through the Graduate Competency Framework A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated, for example: • Lectures • Tutor-led and student-led seminars and tutorials, supported by directed research of texts and journals • Practical workshops and Norland diploma sessions • DVD analysis • Virtual learning environment – technology-enhanced learning is an integral feature of the delivery of the course • Tutor-directed study and self-directed study • Library, study support sessions and tutorials • Placement learning and experience to assess skills and knowledge demonstrated in the workplace • Assessment of module learning outcome is through; essay, blogs, viva, presentation, poster presentation, leaflet and demonstration.

B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Have a critical understanding of the complexities of working with families, agencies and other professionals, and develop appropriate skills ensuring equity, diversity and inclusion. B2. Be able to critically approach and carry out work-based research projects to inform their practice.	The learning, teaching and assessment methods prioritise the following themes: • Independent and collaborative learning • Learning for life and employment • Learning for the future • Research-led, practice-informed learning and teaching • Promotion of a supportive and inclusive learning experience • Actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses • Enhancing students' experiences • Teaching that is informed by pedagogy and research • Assessment for learning is key to learning and development • Integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated: • Lectures

B. Cognitive skills	
	• Tutor-led and student-led seminars and tutorials, supported by directed research of texts and journals • Practical workshops and Norland diploma sessions • DVD analysis • Virtual learning environment – technology-enhanced learning is an integral feature of the delivery of the course • Tutor-directed study and self-directed study • Library, study support sessions and tutorials • Placement experience will assess skills and knowledge demonstrated in the workplace • Assessment of module learning outcome is through; essay, writing blogs, viva, presentation, poster presentation, leaflet and demonstration.

C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods**
	The learning, teaching and assessment methods prioritise the following themes: • Independent and collaborative learning

C. Practical and professional skills	
C1. Develop their own pedagogical approach and practice attuned to contextual factors and the voices of children, to work confidently and safely in a variety of early childhood education and care contexts. C2. Gain deep and critical understanding of professional and research ethics and be able to apply them in early childhood education and care contexts.	• Learning for life and employment • Learning for the future • Research-led, practice-informed learning and teaching • Promotion of a supportive and inclusive learning experience • Active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses • Enhancement of students' experiences • Teaching that is informed by pedagogy and research • Assessment for learning is key to learning and development • Integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions • Placement skills will be assessed through the Graduate Competency Framework A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated: • Lectures • Tutor-led and student-led seminars and tutorials, supported by directed research of texts and journals • Practical workshops and Norland diploma sessions

C. Practical and professional skills	
	• DVD analysis
	• Virtual learning environment – technology-enhanced learning is an integral feature of the delivery of the course
	• Tutor-directed study and self-directed study
	• Placement experience
	• Library, study support sessions and tutorials
	• Placement will enable assessment of skills and knowledge required in the workplace
	• Assessment of module learning outcome is through: essay, writing blogs, viva, presentation, poster presentation, leaflet and demonstration

4D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods**
D1. Have deep and critical understanding of observational and reflective practice and acquire the skills to apply them. D2. Acquire general critical and transferable skills to be able to work in variety of roles in relevant sectors.	The learning, teaching and assessment methods prioritise the following themes: • Independent and collaborative learning • Learning for life and employment • Learning for the future • Research-led, practice-informed learning and teaching

4D. Key/transferable skills	
	• Promotion of a supportive and inclusive learning experience
	• Active encouragement of student engagement and participation in the design, delivery and quality enhancement of their courses
	• Enhancement of students' experiences
	• Teaching that is informed by pedagogy and research
	• Assessment for learning as key to learning and development
	• Integration of theory and practice, whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions
	• Placement skills will be assessed through the Graduate Competency Framework
	A variety of teaching, learning and assessment strategies are used in the programme to enable learning outcomes to be achieved and demonstrated:
	• Lectures
	• Tutor-led and student-led seminars and tutorials, supported by directed research of texts and journals
	• Practical workshops and Norland diploma sessions
	• DVD analysis
	• Virtual learning environment – technology-enhanced learning is an integral feature of the delivery of the course
	• Tutor-directed study and self-directed study

4D. Key/transferable skills	
	• Placement experience
	• Library, study support sessions and tutorials
	• Workplace will assess skills and knowledge demonstrated in the workplace
	• Assessment of module learning outcome is through: essay, writing blogs, viva, presentation, poster presentation, leaflet and demonstration.

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3. DISTINCTIVE FEATURES OF THE PROGRAMME STRUCTURE

Where applicable, this section provides details on distinctive features such as:

➢ any restrictions regarding the availability of elective modules
➢ where in the programme structure students must make a choice of pathway/route

The degree prepares students to work in a variety of contexts but recognises that students apply to Norland because they want to become Norland Nannies. Therefore, home-based learning and care and partnership working with families form central themes throughout all modules.

It should also be noted that students spend around 40% of their time working directly with children and families on placement, allowing them to apply their theoretical knowledge to real world experience.

The curriculum is underpinned by a clear spiral of knowledge as, year on year, students can revisit, consolidate and develop their understanding and skills.

Theory and practice will be taught in an integrated fashion. This will provide opportunities for students to explore theoretical understanding and apply this knowledge into practical real-world scenarios side by side. Students will be encouraged to make links between theory and practice within their own placement experiences, sharing these with their peers and fostering a community of practice.

Students will have the option to explore modules that follow their individual interests, providing opportunities for areas of specialism to develop. Students will have access to a total of four optional modules at each level, two of which they will choose to study each academic year. Choice is also available to students within the work-based project module at level 6.

4. SUPPORT FOR STUDENTS AND THEIR LEARNING

On joining the course, all students are allocated a personal tutor. The role of the personal tutor is to:
- Monitor students' progress in all aspects of the course.
- Offer guidance in meeting deadlines, course requirements and regulations.
- Support students in target setting in relation to placement experiences and their 'learning journey'.
- Signpost students to academic support systems.
- Create a sense of belonging and positivity.

The role of the student services team is to:
- Provide support specific to students' studies and experiences, including learning support for students with specific learning difficulties and disabilities, and pastoral/wellbeing support.

- Give support for study skills, along with help and advice in accessing and using the full range of resources to support their studies.
- Provide individual and small group sessions.
- Provide pastoral support, through drop ins, individual appointments or schedules of appointments.
- Mediate between students where necessary.
- Advocate for individual students if needed.
- Create a sense of belonging and positivity.

Other student support available includes:
- Access to fully funded counselling, available through appointment.
- Financial assistance through bursaries and the Norland Foundation.
- Peer-to-peer support through trained 'Here to Hear' volunteers.
- Student engagement system that allows for peer support through representatives.
- Job shop available to all students.
- Support with accommodation.
- Effective monitoring of behaviour, achievement and wellbeing through the Improving Progress policy and 'Cause for Action' processes.

5. CRITERIA FOR ADMISSION

Entry requirements are:
- a minimum of 96 UCAS points
  We accept A levels and alternative qualifications at Level 3, such as T Levels, CACHE, BTEC qualifications, International Baccalaureate and Access to HE Diploma in all subjects. You do not need to have an early years or childcare-related qualification to apply to Norland, although some experience is desirable.
- a minimum of 5 GCSEs
  These should be at grade 4 or above (or grade C or above) or equivalent, prior to application, and must include English Language and Maths or equivalent international qualifications.

All applicants must also be fit to work with young children and their families. They will undergo an enhanced DBS and sign up for the update service. They will also have medical screening and, if necessary, an occupational health assessment.

International students must obtain a student visa. If students do not have UK qualifications, their international qualifications will need to be checked for equivalence using the UK ENIC database to confirm that qualifications meet the minimum entry requirements. A SELT (Secure English Language Test) will also be necessary if English is not the first language. To meet this requirement, Norland requires an IELTS for UKVI (Academic) test with an overall band of 6.0 with no less than 6 in each component skill, or equivalent.

6. LANGUAGE OF STUDY

English

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Guidance on Norland's approach to the management of quality and standards is contained in the Norland College Academic Regulations and associated policies, Assessment and Feedback Policy, and associated sources of advice.

All regulations, policies and procedures are aligned with the Office for Students' Sector Recognised Standards and other appropriate external reference points. Quality assurance is undertaken as close as possible to the point of delivery. Externality is guaranteed via external examiner reports, which allow judgements to be made on the quality and standards of provision, and by external representation on the deliberative committees of Norland. Norland also benefits from the input of external advice in its approval and review procedures.

Students can comment on their modules and courses in various ways through the Staff and Student Liaison Committee, student engagement representatives, the Programmes Committee, the Academic Board and the National Student Survey. The Principal, Vice-Principal and Head of Learning, Teaching and Research are easily accessible to students and regularly plan informal catch ups with students. The primary responsibility for quality assurance of the course lies with the Academic Board, where students and external experts are members.

Programmes Committee
The Programmes Committee is responsible for monitoring the teaching and learning experiences on the integrated degree and diploma programme, including academic standards and the quality of the students' learning experiences. It also receives and responds to student feedback. The Programmes Committee will report to the Academic Board, making recommendations for the Academic Board to consider. The Programmes Committee will also receive annual reports from both the degree and diploma, and monitor the associated action plans throughout the year.

Academic Board
The Academic Board will consider several sources of input in fulfilling its role, including reports from the Programmes Committee and Examination Boards. All members of the board are expected to contribute fully to discussions, bringing academic and support staff, student, practitioner and external academic perspectives to bear on topics under discussion.

Annual Module Review process
All modules will be reviewed annually. Module leaders gather feedback from students, lecturing staff, support staff and the library after the module is completed for the year, in order to determine its success. Data forms an integral part of the monitoring process, with results carefully scrutinised against previous performance at both module and cohort level. The

Annual Module Review reports are discussed in detail during individual meetings between the module leader and the Quality team, with a summary report presented to the Programmes Committee so that the committee retains oversight of the whole programme. Actions are agreed and added to the programmes action plan and any changes needed to the module then follow the Programme Design, Development and Approval process.

Externality

External examiners' reports provide assurance that our programmes meet expectations for quality, standards and the student experience. They are discussed at Academic Board and Programmes Committee and any actions are added to the action plan and carefully monitored. External academics and employers are members of the Programmes Committee and Academic Board and also offer insight, support and challenge. In addition, the Quality Innovation Team carefully scrutinises any Causes for Action raised as a result of concerns or complaints about practice or behaviour from external stakeholders such as placement settings and families or employers of our graduates. This enables feedback from employers to directly influence the degree and diploma curricula.

Student evaluation and representation

Student views about individual modules will be communicated through the Staff and Student Liaison Committee using a range of evaluation strategies. Representatives are trained to use a variety of methods to gather feedback and may choose the method that best suits their particular group of students. Student evaluation will be a key source of information for the quality management of the course. Module tutors identify and record points for action during the annual module review process. Results of final evaluations are presented to the Programmes Committee, and any issues raised are discussed by the Academic Board and presented in the Annual Report. Student engagement representatives provide further evaluative input during the meetings.

Monitoring of placements

All placements are sourced, visited and monitored by the Placement team. This role is well established and ensures effective communication between placements, students and Norland. Placements are monitored through annual module reviews, action plans and the enhancement plan. These documents are received at Programmes Committee and Academic Board for discussion and oversight.

8. CHANGES MADE TO THE PROGRAMME SINCE LAST (RE)VALIDATION

This is a wholesale rewrite of the degree, although there are, of course, key themes and content that have remained, as these are fundamental to the work of early years practitioners. The degree is also mapped to the Early Childhood Benchmark Statements and Graduate Competencies. Therefore, these continue to provide a framework for the degree.

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ANNEX 1 - CURRICULUM MAP

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes [√].

Level	Study module/unit	A1	A2	A3	B1	B2	C1	C2	D1	D2
4	NC4201: The Developing Professional Practitioner (20)		√		√	√	√	√	√	√
	NC4202: Practice in the Early Years 1: The Setting (30)	√	√	√	√		√		√	√
	NC4203: Keeping Children Safe: Safeguarding and Child Protection (10)			√	√		√	√		√
	NC4204: Learning, Development and Pedagogical Theory (20)	√			√		√		√	√
	NC4205: Principles of Equality, Diversity, and Inclusion (10)	√	√		√		√		√	
	NC4206: Introducing Self-regulation (20)	√		√	√		√		√	√
	NC4207: A Focus on Music, Drama and Theatre (5)	√					√			√
	NC4208: A Focus on Practical Science, Technology, Engineering and Maths (5)	√					√			√
	NC4209: A Focus on Children's Literature (5)	√					√			√
	NC4210: A Focus on Sustainable Practice (5)	√					√			√

Level	Study module/unit	A1	A2	A3	B1	B2	C1	C2	D1	D2
5	NC5201: Working Professionally with Parents and Carers (20)		√	√	√		√	√		√
	NC5202: Practice in the Early Years 2: The Home (30)	√	√	√	√		√		√	√
	NC5203: The Baby Years (20)	√		√	√		√			√
	NC5204: Play: Exploring and Inventing (10)	√	√	√	√		√			√
	NC5205: Promoting Health in Practice (10)	√	√		√		√			√
	NC5206: Supporting Children to Regulate Behaviour (20)	√	√	√	√		√		√	√
	NC5207: A Focus on Supporting Children to Understand Identity (5)	√			√		√			√
	NC5208: A Focus on Trauma (5)	√	√	√	√		√			√
	NC5209: A Focus on Multiple Childhoods (5)	√			√		√			√
	NC5210: A Focus on Siblings (5)	√			√		√			√

Level	Study module/unit	A1	A2	A3	B1	B2	C1	C2	D1	D2
6	NC6201: Developing your Nanny Philosophy (10)		√	√	√		√		√	√
	NC6202: Practice in the Early Years 3: Supporting Families through Leadership (20)		√		√		√			√
	NC6203: Children's Worlds Today (20)	√	√	√	√		√			√
	NC6204: Work Based Project (50)	√	√	√		√		√	√	√
	NC6205: Embedding Self-regulation into Practice through Play (10)	√	√	√	√		√		√	√
	NC6206: A Focus on Management and Leadership Skills in a Formal Household (5)		√		√			√		√
	NC6207: A Focus on Supporting Loss (5)	√		√	√		√			√
	NC6208: A Focus on Entrepreneurship for Nannies (5)		√			√	√			√
	NC6209: A Focus on Growing with Children (5)	√	√				√			√

ANNEX 2 - ASSESSMENT MAP

This map indicates the range of assessment types used across each level and the whole programme.

Year	Assessment type	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value
Year 1 Level 4	Report	NC4201 (20)									
	Essay						NC4206 (20)				
	Oral Examination		NC4202 (30)								
	Observation of practice		NC4202 (30)								
	Presentation/ Demonstration				NC4204 (20)			NC4207 (5)	NC4208 (5)	NC4209 (5)	NC4210 (5)
	Leaflet			NC4203 (10)							
	Research Project	NC4201 (20)									

Year	Assessment type	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value
	Portfolio		NC4202 (30)								
	Digital (Blog/Vlog/ Podcast)					NC4205 (10)					

Year	Assessment type	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value
Year 2 Level 5	Report										
	Essay					NC5205 (10)					
	Oral Examination		NC5202 (30)				NC5206 (20)				
	Observation of practice		NC5202 (30)								
	Presentation/ Demonstration				NC5204(10)						
	Research Project	NC5201 (20)									
	Portfolio		NC5202 (30)								

Year	Assessment type	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value	Module number and credit value
	Digital (Blog/Vlog/Podcast)			NC5203 (20)				NC5207 (5)	NC5208 (5)	NC5209 (5)	NC5210 (5)
Year 3 Level 6	Report				NC6204(50)						
	Essay				NC6204(50)						
	Oral Examination	NC6201 (10)	NC6202 (20)								
	Observation of practice		NC6202 (20)								
	Portfolio		NC6202 (20)								
	Digital (Blog/Vlog/Podcast)			NC6203 (20)							
	Presentation/Demonstration					NC6205 (10)	NC6206 (5)	NC6207 (5)	NC6208 (5)	NC6209 (5)	

Document Control Information

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