

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	MA Applied Linguistics (TEFL)
Qualification	MA
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	1 year full time (12/15 months) 2-3 years part-time
Core Teaching Pattern	Trimester 1-3
FHEQ Level	7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	N/A
PSRB Renewal Date	N/A
University of Bedfordshire Employability accreditation	
Route Code (SITS)	MAALTABF – FT 12 months MAALCABP – PT
Subject Community	PG English Language and Communication
UCAS Course Code	
Relevant External Benchmarking	The course meets the QAA Quality Code for Higher Education descriptors for postgraduate awards as described in Part A: Setting and Maintaining Academic Standards, Level 7. (see QAA FEHQ 2014) and the QAA Masters Degree Characteristics

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course for route one are:

Unit Code	Level	Credits	Unit Name	Core or option
LNG004-6	7	15	Exploring Research: Concepts and Methods	Core
LNG011-6	7	30	The Language System and Language Teaching	Core
LNG012-6	7	15	The Methodology of Language Teaching	Core
LNG020-6	7	15	Issues in Second Language Acquisition	Core
LNG024-6	7	30	Teaching Practice	Core
LNG025-6	7	15	Materials Development for Language Teaching and Learning	Core
New code	7	60	Dissertation in Applied Linguistics and ELT	Core

Why study this course

The MA in Applied Linguistics (TEFL) offers an advanced level professional qualification for practising and aspiring teachers of English, but also for materials developers, assessment and examination/test paper writers and researchers in Applied Linguistics.

You will focus on areas such as the relationship between linguistics and second language learning, the methodology and techniques of language teaching and the appropriateness and development of materials for language teaching and learning purposes. You will also examine various current issues in ELT and have the opportunity to carry out a major piece of individual research on a topic of your interest.

You will benefit from:

- The prolific and highly successful Centre for Research in English Language Learning and Assessment (CRELLA), a world-leading research centre in language testing and programme evaluation
- High-quality teaching in our School of Education and English Language (highly ranked in Student Satisfaction Surveys)
- Invaluable opportunities to gain relevant and practical classroom experience
- Opportunity to gain professional practical experience with a work placement programme

This course is designed for those who are seeking a career as English language teachers, who are native speakers or non-native speakers with a high level of English. It will offer you professional training and development, as it includes observed and assessed teaching practice. Successful completion will mean that students achieve Teaching English as a Foreign Language (TEFL) Q status (Q = fully qualified in British Council terms). Graduates who start the course without teaching experience will achieve TEFLi status on completion (i = initial teacher status). This course requires an IELTS score of 6.5 overall for non-native speakers of English.

Course Summary – Educational Aims

Unlike almost all MAs in the UK in TEFL or TESOL, this MA in Applied Linguistics (TEFL) involves observed and assessed teaching practice, which gives distinct career advantages, especially in recognised ELT centres.

Educational aims:

- To provide advanced level practical classroom experience and training for teachers of English as a foreign/second/additional language;
- To provide insight and experience in language teaching materials design, evaluation and development;
- To deepen your understanding of the language systems of English: Phonology, Grammar, Lexis and Morphology;
- To deepen understanding of how the Language Systems can be taught, and the challenges they pose for learners and teachers;
- To develop research skills, and a critical understanding of relevant research issues;
- To explore a number of theoretical issues relevant to language teaching and learning; for example, in the areas of language acquisition and intercultural communication.

Entry requirements

Standard:

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryregs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <https://www.beds.ac.uk/international/international-applications>

Additional:

MA Applied Linguistics (TEFL) - for non-native speakers of English IELTS 6.5 overall, or equivalent, with no score lower than 6.0.

A good first degree, and/or a recognised TEFL/TESOL certificate and/or relevant teaching experience.

If your level of English is equivalent to IELTS 6.0 overall, you can enter our MA Applied Linguistics course.

Students who hold a DELTA or equivalent qualification may be considered to have the teaching practice element of this course compensated for prior learning, if they wish to.

PSRB details

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply their critical understanding and theoretical knowledge as well as their practical skills and experience to the practice of language teaching and learning, materials development and assessment.
- Effectively collaborate, mentor and communicate with their peers and colleagues in order to coordinate activities and tasks and apply their experience in the field of language teaching and learning and associated aspects.
- Instigate and support the implementation of innovative materials and approaches to English language teaching, learning and assessment and materials development

Higher Education Achievement Report - Additional Information

Learning and Teaching

Unit delivery and teaching and learning vary depending on the different purposes and nature of each unit, however, lectures, workshops, seminars and tutorials will be used extensively, but, in addition, time will be spent in small groups, involving, for example, discussion of case studies, simulation exercises, preparation for assessments, and work on presentations.

The type of educational experience you will gain from this course is based on an experiential approach which will allow you to carry out your reading beforehand and then discuss different issues in class and perhaps also prepare a number of tasks that will help you to demonstrate your understanding of your reading and documentary research. You will then approach your workshops and lectures with a more informed mind and will be able to contribute to the class discussion more effectively developing a critical insight and understanding of the various issues covered in your units.

You will also be expected to carry out a large amount of independent study and will be trained to take increasing responsibility for your own learning.

More specifically, this programme is varied both in curriculum content and delivery methods. These include:

- Student presentations for the critical review and discussion of research studies and for demonstrating training materials and techniques;
- Seminars for the discussion and debate of material presented in lectures and student presentations;
- Develop materials for language teaching and learning purposes and for assessment purposes;
- Tutorials for the supervision and guidance of independent research for the completion of the dissertation;
- Fostering employability through key skills development linked to practice, including effective oral and written communication;
- Develop knowledge and experience of a number of internationally recognised ELT accreditation schemes;
- Workshops for the analysis and discussion of videoed and live lessons
- Observation of experienced teachers and fellow MA students
- Teaching practice and feedback sessions with observing tutors and small teaching teams.

Developing your employability

The MA in Applied Linguistics (TEFL) caters for those who want to develop their experience and research in a number of areas related to Applied Linguistics, particularly as it is specifically designed for those who are planning to become English Language teachers, those who wish to develop their knowledge and experience in Materials Development for language teaching and learning, and those who are looking to develop a critical insight into language assessment and testing.

This course is one of the few courses in the HE market for masters in 'ELT and Applied Linguistics' (English Language Teaching) as it allows experienced teachers to gain professional accreditation following British Council recommendations for TEFL qualifications in relation to gaining TEFL recognition (TEFLQ status to those who have a minimum of two years of teaching experience prior to the above mentioned teaching practice unit).

This programme offers, therefore, distinct career advantages through professional career developments particularly emphasising its Continuing Professional Development (CPD), for example with the teaching practice experience and with the development of materials made

available as part of the Language Centre self-access resources and are piloted with students using such resources.

Department (s)

School of Education and English Language

Assessment

A variety of group and individual assessments throughout the duration of the course are used to underline research and independent thinking, critical knowledge theory and practice and the ability to make informed decisions. This is relevant to the intended learning outcomes of our programme.

The following are some examples:

- Academic papers,
- Oral presentations,
- Materials evaluation and production for language teaching and learning purposes;
- In-class tests and examinations;
- Portfolios of small practical tasks,

Academic papers: the core unit *LNG012-6 the Methodology of Language Teaching* requires the students to produce two academic papers, one of which is based on critically evaluating approaches and methods for language teaching and learning purposes. Students have to demonstrate their understanding of existing relevant literature using it to support/contrast their critical analysis of an approach of their choice.

Oral presentations: assessment for a few units includes an oral presentations and one example is: the oral presentation for our Postgraduate Conference focusing on your dissertation proposal to form the programme for our internal conference. This counts 10% of your final grade together with 90% for the written project.

Materials evaluation and production for language teaching and learning purposes: You are required to evaluate and produce materials for language teaching and learning purposes for at least two units offered as core in this programme – *LNG012-6 The Methodology of Language Teaching* and *LNG025-6 Materials Development for Language Teaching and Learning* (please refer to relevant UIFs).

In-class tests and examinations: a core unit in this programme requires you to do your assessment in the form of in-class tests and examinations: the *LNG011-6 The Language System* core unit which includes an in-class test as one of the assessment points (please refer to relevant UIF). This type of assessment generally requires you to demonstrate your knowledge and understanding of your reading under invigilation.

Small practical tasks: the teaching practice unit, for example, – *LNG024-6 Teaching Practice* – involves actual teaching practice in the form of classroom teaching and materials development. The above are all part of continuous assessment tasks, which will then be included in the final product, a teaching practice file you normally produce at the end of your teaching experience.

The culmination of the course consists of a Dissertation/Project. This unit is based on independent work and focuses on substantial original research and on the application of theoretical knowledge to the ELT/TEFL context.

After Graduation

Our graduates are currently employed by the University as visiting lecturers in EFL and there are also a considerable number of our graduates who are following a PhD project with our staff and with CRELLA (our Centre for Research in English Language Learning and Assessment). Without exception, they all have proved themselves highly-competent and very professional.

A number of our graduates also find employment or develop their career further in ELT, Language Centres at different levels in the UK and abroad taking advantage of the professional experience and qualification gained in this course.

Student Support during the course

There is good provision of support and advice throughout your studies. Like all students at Bedfordshire, you will be allocated a Personal Academic Tutor (PAT) at the start of the course. Your tutor will provide individual academic guidance through your time at the University and will be able to act as a referee, writing references for voluntary or paid positions that you apply for during and at the end of your degree. Meetings in small groups or one to one will take place each academic year and review your academic progress, career intentions and suggest actions that you can take to improve your learning. .

Lecturers are able to refer to a range of support services including Communication Skills – offering guidance on ways to present yourself in writing and speaking within a British university setting, PAD (Personal and Academic Development – which offers academic support resources) SID (Student Information Desk – which offers a drop in and online service for academic and non-academic advice, for example on learning support, arrangements for students with disabilities or specific learning difficulties or guidance on mitigating circumstances for assessments).

Lecturers will also refer you to the on-line resources that are able to support your learning through our VLE called 'BREQ' (Bedfordshire Resources for Education Online) or the material that can found on the Learning Resources website. BREQ provides supporting materials for each unit that you study as well as the portal through which your work is normally submitted for grading.

Accessibility and Key Features

The course is fully inclusive and welcomes students with disabilities. During the application process disabled students are invited to the university to discuss their needs with the Course co-coordinator, individual members of the academic staff, as well as staff from the Health and Well Being Team. The course should not present any barriers to students with disabilities that cannot be overcome using the university's policy on support for students with disabilities. All applications identifying disabilities are followed up by letter or at interview to establish the level and type of support required.

The Health and Well Being Team will discuss any issues you may have and can give advice on the nature of specific disabilities and the reasonable adjustments which can be made to accommodate disabled students is available from the Disability and Dyslexia Support Team

See <http://www.beds.ac.uk/studentlife/student-support/health/disabilities> and BREQ disabilities site <https://breo.beds.ac.uk/webapps/portal/frameset.jsp> for general information.

Support provided for students with identified disabilities includes.

- signers and note-takers, tutor microphones and fire alarm buzzers for deaf students
- extra time, support tutorials and, as required, support materials for students with dyslexia and/or dyscalculia
- tutorial support and special arrangements for some assessments (e.g. presentations) for

- students with post-traumatic stress syndrome or other relevant disabilities
- potential room-changes if required for students with mobility difficulties
 - agreements for extra food breaks and in-class eating for students with diabetes

All applications identifying any disabilities are followed up by letter or at interview to establish support required.

Assessment Map

MA Applied Linguistics (TEFL)

Unit name	Semester 1	Exploring Research: Concepts and Methods	The Language System and Language Teaching	The Methodology of Language Teaching	Semester 2	Issues in Second Language Acquisition	Teaching Practice	Materials Development for Language Teaching and Learning	Semester 1, 2 and 3	Dissertation in Applied Linguistics and ELT
Unit code		LNG004-6	LNG011-6	LNG012-6		LNG020-6	LNG24-6	LNG025-6		New code
Week		core	core	core		core	core	core		core
1										
2										
3										PR-Oral
4										
5		WR-I								
6										
7			EX-PT							
8						WR-I				
9								PJ-Art		
10				CW-Ess						
11			CW-Ess							
12							PR-OT			
13			CW-CS	CW-RW		CW-LR		PJ-Proj		
14		PJ-Art					CW-Port			
15										PJ-Diss

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of the MA in Applied Linguistics (TEFL), you should be able to:

1. demonstrate an in-depth understanding of the Language systems of English: Phonology, Grammar and Lexis;
2. critically evaluate and develop materials for specific language teaching and learning contexts;
3. demonstrate critical and in-depth understanding of the language teaching and learning contexts and the approaches and methods involved also in relation to different specific language aspects;
4. demonstrate enhanced lesson planning and teaching skills particularly in designing, justifying, delivering and critically evaluating your lesson plans for language teaching and learning purposes;
5. demonstrate insight and critical understanding of research literature, analysing data from a variety of sources for research management purposes in relation to a specific area relevant to your studies;
6. demonstrate the ability to critically evaluate aspects of research design;
7. demonstrate an ability to conduct original research in at least one area relevant to language teaching and learning and to Applied Linguistics in general.

Course-specific regulations

This course requires IELTS 6.5 or equivalent as an entry requirement for non-native speakers of English, which has been approved by Academic Board.

Teaching, Learning and Assessment

The MA Applied Linguistics (TEFL) course employs a range of teaching and learning strategies whose focus is to develop expertise in Applied Linguistics research literature and its application in teaching, learning and research procedures.

The teaching strategy can be summarised as follows:

- It is student-centred, requiring student involvement and discussion as an integral part of the teaching;
- It incrementally develops confidence in research design, procedures and ethics
- It has flexible teaching and learning arrangements, making extensive use of BREO and other on-line modes of delivery;
- The teaching and course content is informed by industry experts with extensive publication records;
- The combination of theory and practical application prepares you for self-directed original research,
- It encourages and develops effective spoken and written communication skills;
- Critical evaluation, self and peer assessment are integral to the course;
- It centres around cutting edge developments in testing and assessment, particularly with a view to developing a focus for the dissertation.

Assessment:

The purpose of assessment is to provide opportunities for students to demonstrate the extent of their knowledge and skills at a given point. The outcomes are as important to the provider as it is to the student. To provide accurate, global readings therefore, the course takes an incremental and varied approach to the assessment of the course content, culminating in the dissertation. This is a substantial piece of original research on an aspect of Applied Linguistics TEFL, but whose precise focus is determined by each student, and according to their anticipated career plans. Here,

the ability to plan, execute and evaluate independent research is assessed and represents the apex of a student's postgraduate studies.

To complement and lead up to the dissertation, there are different types of assessment on the course, each designed to relate to the content and the cumulative body of knowledge upon which the research plans of the dissertation are based. The types of assessment include: essays and reports, in-class tests conducted under examination conditions, practical tasks (eg questionnaire design, test item construction) case studies, assignments, and presentations. The assessment methods have been selected to support the pedagogical development of research skills and subject knowledge, and to satisfy individual unit, and global course learning outcomes. The details of each assignment task are provided in the unit handbooks and individual Unit Information Forms. The overall assessment map is available in the course handbook. Each point of assessment provides opportunities for valuable feedback from teachers but also from peers to enable students to review and improve their work.

Additional Academic Information

Peer-assisted learning (PAL)

N/A

Initial Assessment

LNG004-6 Exploring Research: Concepts and Methods

At the beginning of the course the first summative task is a written paper about research methods under controlled conditions. The purpose is in part diagnostic, to establish whether support with academic writing may be appropriate (in which case guidance will be provided).

Improving students' learning

All international PG students in the School of Education and English Language are strongly advised to follow our Communication Skills programme which will help them adjust to perhaps a different teaching and learning context from what they are used to as well as helping them to understand the assessment requirements at this level of academic study.

Academic Integrity

Issues related to academic integrity are explained and clarified to PG students in our School in a number of ways: an extensive programme as part of our Induction week, our Communication skills programme which is offered to all our international students, one-to-one support and tutoring, specific workshops dedicated to providing assessment guidance part of our unit weekly schedule.

As this course is delivered at level 7, there is an expectation that students will understand the basics of academic integrity, although we know that integrity is interpreted differently in different environments around the world. During Academic Induction in the first week the Course Coordinator will introduce the importance of professionalism and academic integrity. This is reinforced in the core unit Exploring Research: Concepts and Methods and in advance of their first assessment. The Academic Integrity Resource (AIR) is also available for students to complete on BREQ. This is an online checklist to ensure that students are aware of the issues related to academic integrity.

HEAR implementation

Internationalisation

All the units on the course directly or indirectly involve issues relevant to matters associated with intercultural perceptions, communication and patterns of interaction. Given the global reach of the

(English) Language Testing industry such themes are central to internationalisation. One aim is therefore to sensitise and develop students' intercultural awareness and understanding of different cultures in international teaching and learning contexts. It is likely that the course will continue to attract overseas students as much as British students, making the course inherently international in its orientation.

Sustainability

Section 4 - Administrative Information	
This section will be used as part of the approval and review process and peer academics are the target audience.	
Faculty	Education and Sport
Portfolio	PG English Language and Communication
Department/School/Division	School of Education and English Language
Course Coordinator	Dr Claudia Saraceni
Version Number	1/17
Approved by (cf Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	December 15 2016
Implementation start-date of this version (plus any identified end-date)	September 2017

Form completed by:

Name: ...Dr. Claudia Saraceni Date: November 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
Nov 2016	Change to diet, removal of options.	
March 2017	New name and code for Dissertation unit: <i>Dissertation in Applied Linguistics and ELT</i>	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	<i>MA Applied Linguistics (TEFL)</i>
Qualification	<i>MA</i>
Route Code (SITS)	MAXAL – FT 12 months MAALFAAF – FT 15 months MAALIAAP – PT
Faculty	<i>Education and Sport</i>
Department/School/Division	<i>School of Education and English Language</i>
Version Number	<i>1/17</i>

**Annex A: Course mapping of unit learning outcomes to course learning outcomes
MA Applied Linguistics (TEFL) - Unit Learning Outcomes to Course Learning Outcomes**

Unit code	LNG004-6	LNG011-6	LNG012-6	LNG020-6	LNG024-6	LNG025-6	New code
Level	7	7	7	7	7	7	7
Credits	15	30	15	15	30	15	60
Core or option	Core	Core	Core	Core	Core	Core	Core
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>						
1		LO1					
2		LO2	LO2			LO2	
3		LO2	LO1		LO2	LO1	
4					LO1		
5	LO1 & LO2		LO1	LO2		LO1	LO1
6	LO2			LO1		LO1	LO2
7	LO1						LO1 & LO2

Learning Outcomes: MA Applied Linguistics (TEFL)

Upon successful completion of the MA in Applied Linguistics (TEFL), you should be able to:

1. demonstrate an in-depth understanding of the Language systems of English: Phonology, Grammar and Lexis;
2. critically evaluate and develop materials for specific language teaching and learning contexts;
3. demonstrate critical and in-depth understanding of the language teaching and learning contexts and the approaches and methods involved also in relation to different specific language aspects;
4. demonstrate enhanced lesson planning and teaching skills particularly in designing, justifying, delivering and critically evaluating your lesson plans for language teaching and learning purposes;
5. demonstrate insight and critical understanding of research literature, analysing data from a variety of sources for research management purposes in relation to a specific area relevant to your studies;
6. demonstrate the ability to critically evaluate aspects of research design;

7. demonstrate an ability to conduct original research in at least one area relevant to language teaching and learning and to Applied Linguistics in general.

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	MA Applied Linguistics (TEFL)
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FHEQ	Descriptors	Course Learning Outcomes						
		1	2	3	4	5	6	7
Master's degrees are awarded to students who have demonstrated:								
1	Systematic understanding of knowledge and critical Awareness	√		√	√		√	√
2	A comprehensive understanding of techniques applicable to research		√			√	√	√
3	Originality in the application of knowledge		√	√	√			
Conceptual understanding that enables the student:								
4	to evaluate critically current research and advanced scholarship in the discipline					√	√	√
5	to evaluate methodologies and develop critiques and to propose new hypotheses					√	√	√
Typically, holders of the qualification will be able to:								
6	deal with complex issues both systematically and creatively, make sound judgements and communicate conclusions clearly	√	√			√	√	
7	Demonstrate self-direction and originality in solving problems and act autonomously in planning and implementing tasks		√	√	√	√	√	
8	Continue to advance their knowledge and understanding and to develop new skills to a high level	√	√					√

And holders will have the qualities and transferable skills necessary for employment requiring:							
9	initiative and personal responsibility				√	√	√
10	decision-making in complex and unpredictable situations			√	√	√	√
11	Independent learning ability required for continuing professional development				√	√	√

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at

<http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education

www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised)

www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education

www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment

www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs:

Inclusive assessment in Higher Education a Resource for change available at

<http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology

www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for

disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	MA Applied Linguistics (TEFL)	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.