University of Bedfordshire

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	Computer Science Computer Science with Placement
Qualification	MSc
Intermediate Qualification(s)	N/A
Awarding Institution	University of Bedfordshire
Location of Delivery	AA - University Square Campus
Mode(s) of Study and Duration	Full-time over 1 year (6 entry points) Full-time over 15 months for students entering in October and November only Computer Science with Placement full-time over 22 months (6 entry points)
Core Teaching Pattern	Block Mode Teaching
FHEQ Level	Level 7
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
PSRB Renewal Date	N/A
University of Bedfordshire Employability accreditation	To be confirmed
Route Code (SITS)	MSYCPAAF, MSXCP, MSCSPAAF
Subject Community	Computer Science and Technology
UCAS Course Code	N/A
Relevant External Benchmarking	QAA Subject Benchmark Statement Computing QAA FHEQ Level Descriptors

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 are:

Unit Code	Level	Credits	Unit Name	Core or option
CIS120-6	7	30	Research Methodologies and Project Management	Core
CIS114-6	7	30	Network Systems and Administration	Core
CIS111-6	7	30	Intelligent Systems and Data Mining	Core
CIS110-6	7	30	Distributed and Parallel Computing Technologies	Core
CIS093-6	7	60	MSc Project – Computer Science	Core for Computer Science
CIS126-6	7	60	MSc Project with Placement– Computer Science	Core for Computer Science with placement

Why study this course

MSc in Computer Science is an ideal course for computing graduates who want to continue studying computing technology but are looking to explore a wide area in computer science without the need to focus (solely) on one particular subject at this stage. The course is therefore ideal for those students who want to keep their career options open. A range of topics from Networking and Data Modelling to Smart Technologies will be studied which will equip you to fully understand the application of computing technology in real-world situations. You will also do a MSc final project to demonstrate a deep and systematic understanding of a selected area within computer science, including theoretical and methodological approaches issues at the forefront of research or professional practice in that area.

Course Summary – Educational Aims

The educational aims of the course are as follows:

1. Development of advanced analytical and technical skills in core areas of Computer Science, which include Programming, development of Intelligent Systems, and Networking.

2. Development of professional skills in management of projects related to Computer Science.

3. Achievement of critical understanding of core computing technologies in stand-alone and distributed applications.

4. Development of problem solving skills which are required for applications to real-world tasks.

5. Understanding of research methodologies, ethics, and legal aspects, that is required for work within the areas of Computer Science.

Entry requirements

Standard:
A good UK honours degree or equivalent in a computing-related subject.

Additional:

Those applicants who do not have a first degree may be granted entry on the basis of their work experience. Such work experience must total five or more years and be relevant to the degree.

You need to provide evidence of having previous knowledge and skills in the following (or closely aligned) topics: programming, software development, data handling and modelling, computing applications and/or project management during your undergraduate studies, or having evidence of equivalent work experience.

PSRB details

N/A

Graduate Impact Statements

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

- ☐ Develop specialist knowledge in a chosen area of Computer Science such as database applications, Security, or Networking.
- ☐ Contribute specialist expertise that is complementary to teams working on projects ranging from software design to implementation and deployment.
- ☐ Learn and use new ideas and techniques as they appear within an evolving industry.

Higher Education Achievement Report - Additional Information

This course is central to the portfolio of courses within the Department of Computer Science and Technologies. Students have the opportunity to expand their knowledge by interaction with their peers in cognate courses that specialise in areas such as Networking and Security. The Department creates numerous interfaces where this interaction can happen.

Learning and Teaching

The overall teaching and learning methodology comprises a theoretical exposition accompanied by tutor supported practical activity. This is accomplished by a combination of lectures, tutorials, and directed practical activity in a suite of dedicated, modern computer laboratories. This is often in a combined lecture, demonstration, practical and assessment all in one session with academic and demonstrator support.

There is a range of self-directed research and computer-based practical activity which can be assisted by the use of teaching packs in various multimedia forms. The particular form of support is unit specific, however, all are characterised by tutor support and practical activity.

All the teaching resources are available in a web site – a virtual learning environment that includes references and links, general unit and course information, discussion groups, tests and assessments. This VLE (Virtual Learning Environment) is also available outside the University campus for enrolled students.

Our teaching is centred upon students, aiming to build their confidence by providing timely and informative feedback under the guidance of their tutors.

Lectures, often with invited experts and industry leaders, focus on the latest developments and trends in Computing. Units are designed to enable students to gain vocationally valid skills and experience by engaging in business projects while gaining academic credits.

Project supervision involves regular tutorial meetings between group/individual students and their supervisors. The project is seen, both within the University and outside, as an indication of the overall abilities and performance of the student. It is expected that the student will demonstrate their competency over the project process.

Each unit (with the exception of the MSc Project) in the course will be taught in block mode over a period of six (6) weeks, and these taught units will be delivered one by one.

Developing your employability

Employability is understood widely as encompassing knowledge, skills and a professional attitude which your tutors expect you to display in all your units. All University of Bedfordshire courses aim to help you to be prepared for the world of work. The Careers Service is there to support you throughout the duration of your study. Our curriculum gives you skills that are valuable for a career within Computer Science but it is also relevant for a wider range of applications.

The unit 'Research Methodologies and Project Management' in particular requires you to work in a team so as to apply a current project management methodology that embraces all of these knowledge areas in an integrated way while going through the stages of planning, execution and project control; you will work as part of a team, take responsibility and make autonomous decisions that impact on the project team performance.

In addition and somewhat complementary the project fosters independent and autonomous study: you learn to take up the responsibility of conducting your project, typically derived from your own ideas, in collaboration with a dedicated member of the academic staff as project supervisor.

Department (s)

Computer Science and Technology

Assessment

The assessment strategy used is a balance of written reports, exams, (coursework) assignments and computer-based assessment. The method used will depend on the nature of the subject being taught in the unit, and the most appropriate method has been chosen. Coursework assignments typically incorporate formative feedback so that you can gain an insight into whether your work is meeting the necessary targets.

The feedback on your submitted assessments will be provided within 15 working days. The lecturers are expected to take every effort to provide you the feedback as early as possible before the next assessment if any. If you fail an assessment and need to retake or resit the assessment, you can do so in the next available opportunity, which is normally in the assessment week of the next block. If you fail a unit and need to retake this unit, you can do so when the unit is run again.

After Graduation

On completing this course students are likely to progress into the following areas:

Career:

IT Consultant
Programmer/Software Engineer
Systems/Data Analyst
IT Project Manager

Further study:

MSc by Research, MPhil, PhD.

Student Support during the course

At institutional level, the university has in place a range of easily accessible support structures for new and existing students.

The Student Information Desk offers confidential advice on all aspects of academic study. It provides information about other areas of university-wide student support such as extenuating circumstances, housing, health, counselling, study support, special needs and disability advice, and careers service. The Study Hub team provide workshops and one to one support for academic skills. The university chaplaincy runs regular meetings, social events and trips. The Student Union provides additional support and activities.

Course specific support is also in place. Arriving students receive a comprehensive induction in the week prior to the commencement of the academic year. Course co-ordinators will meet with their student groups to explain the course structure and other issues relating to the student experience. These introductions will give you outlines of your course and units, a description of the ways you will be encouraged to develop your

knowledge and skills, and signpost resources and materials to assist the process of your learning and success. An important part of this induction is the training to use BREO (Bedfordshire Resources for Education Online). BREO is your personalized virtual learning environment that contains lecture notes, links for online assignment submission, staff contact details, links to central student services and much more. We expect that you use BREO regularly, and that you use your university email where we send you updates about all aspects of your course that need your attention.

All students will be allocated a personal academic tutor when they join the course. This academic will be responsible of monitoring your academic progress and will help you with any academic issues that might come up. The personal tutor is your consistent point of contact for support and guidance, but will on occasion refer you to other university staff for specific issues.

Further support is provided by lecturers who have office hours and by the course administration team.

Students may be required, at the discretion of the course coordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the course coordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Accessibility and Key Features

This course makes intensive use of computing equipment, and if you have difficulty accessing these you should discuss this with the Disability Advice Team in conjunction with the course team at the outset to ensure that appropriate support is in place.

The University of Bedfordshire is committed to ensuring that curricula across all courses are inclusive to all students. The Disability Advice Team which is associated with the Student Information Desk is available to discuss any issues students may have and can provide services such as dedicated accessibility software, sign language interpreters, note takers, dyslexia screening/tuition and support with mobility on campus. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Students' Allowances (DSA) and buying suitable equipment. The Disability Advice Team communicates regularly with unit and course co-ordinators to ensure the needs of students are covered.

All students concerned that their studies may be affected by disability are encouraged to contact either their Portfolio Leader, Course Co-ordinator or Personal Tutor for advice at whatever point in their course as the need to do so becomes apparent.

Assessment Map

Unit Code	Weeks																
	C/O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	46
CIS114-6	C			WR-I			CW-Port										
CIS111-6				WR-I			WR-I										
CIS120-6	C						CW-Port										
CIS110-6							WR-Gr	Ex									
CIS093-6	C							WR-I								PJ-Proj	
CIS126-6	C							WR-I									PJ-Proj

Notes: The submission weeks indicated in the assessment map are the delivery weeks of each individual unit rather than of the course as a whole

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 this course, you should be able to:

LO1: Demonstrate deep and systematic understanding of the key principles, methodologies and tools in the various areas of Computer Science, including Networking, Security, Computer Systems Architecture, and Computational Intelligence.

LO2: Demonstrate comprehensive understanding and critical awareness of the current and emerging methodologies, tools, standards, and research in the subject area.

LO3 Select and apply appropriate forms of advanced problem solving along with creativity and innovation to apply advanced methodologies and tools in the subject area to solve problems in unfamiliar contexts.

LO4: Incorporate a critical ethical dimension to your practice; to systematically understand and apply the standards and practices of professional bodies.

LO5 Apply, develop and evaluate tools, techniques and methods consistent with current research and or professional practice at the forefront of Computer Science.

LO6: Design and undertake a substantial investigation to address significant areas of theory and/or practice in a chosen area of Computer Science, selecting appropriate methodological processes and critically evaluating their effectiveness.

LO7: Identify, evaluate and maintain capabilities to support effective communication of complex ideas and developments in a comprehensive, effective, systematic and professional way using a variety of communication media (e.g. formal written reports, essays and presentations with supporting oral communication).

Course-specific regulations

N/A

Teaching, Learning and Assessment

A wide variety of teaching styles will be used throughout this course. The most important aspect will be that of a student-centred approach, and the University will encourage you through relevant guidance to become an independent thinker who can take responsibility for their own learning, and who can adapt to a wide variety of different situations within the context of Computer Science.

The course will make use of traditional lectures and practical sessions as well as encouraging you to engage in various scenarios such as managing your own projects and achieving professional output through teamwork.

Unit content such as lecture slides or practical sheets are made available electronically through the University's virtual learning environment.

To aid curriculum and assessment design, the University uses the FHEQ credit level descriptors as points of reference for determining progression in terms of level of demand and complexity and the degree of learner autonomy involved in specific learning opportunities (Quality Handbook Chapter 1, section 1.3.3).

Additional Academic Information

Peer-assisted learning (PAL)

N/A (Not applicable for postgraduate courses)

Initial Assessment

The course will be delivered in block mode and will have new student entry at different blocks. Students who join the course at different blocks will have different initial assessment. The students' assessment development will be checked before they reach the end of a blocked unit by the first assessment point if the unit has two assessment points. If there is only one portfolio based assessment point at the end of the unit, certain milestones will be checked during the assessment development process where intermediate submissions will be required as defined in the assessment brief.

Improving students' learning

Several units allow students to use work and feedback from the first assessment to perform best in the second. All units benefit from weekly practical sessions or supervisor meetings that provide a constant learner-teacher interaction process which also serves to reflect on learning styles.

Academic Integrity

While most of the interaction in the MSc project is one-to-one between student and supervisor there will be some dedicated lectures to the class on key issues such as referencing or utilizing library resources.

HEAR implementation

The Higher Education Achievement Report (HEAR) is intended as a formative document used with students during the course of their studies. Course teams have constant access to the transcripts of students, results and progression through the SITS e-vision system, and in addition to this formal statistical outline of individual progress, students are encouraged to have regular meetings with their Personal Tutor to assist the reflective process in monitoring progress. Many students find it helpful to maintain a personal blog of their progress monitoring academic and skill development which can be developed within the University platforms such as BREO. Course teams thus ensure working with students to help complete the HEAR document.

Internationalisation

Teaching and learning of the courses align with the University's policies of inclusion and internationalisation. Much of the content of project management is internationalised through the use of a number of internationally recognised project management techniques. Similarly, most – if not all – of the Computing materials are non-country specific, so skills taught to the students here are international by their very nature.

Sustainability

Throughout the course we will embed aspects of professionalism (ethics, professional conduct etc.) into the different units. The two examples are the Research Methodologies and Project Management unit, and the MSc Dissertation. These two units provide an excellent opportunity for students to develop their professional skills by engaging in professional tasks (e.g. managing their own projects, and working as part of a team).

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	Creative Arts, Technologies and Science
Portfolio	Postgraduate Computer Science and Technology
Department/School/Division	Computer Science and Technology
Course Coordinator	Vitaly Schetinin
Version Number	01/18
Approved by (cf Quality Handbook ch.2)	University approval
Date of approval (dd/mm/yyyy)	February 2018
Implementation start-date of this version (plus any identified end-date)	AY 17/18

Form completed by:

Vitaly Schetinin   26 April 2016

Name: …………………………………………………**Date:** …..…………………………………….

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:**
16.02.2018	Addition of 'with placement' version with 6 entry points	

University of Bedfordshire

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	Computer Science Computer Science with placement
Qualification	MSc
Route Code (SITS)	
Faculty	Creative Arts, Technologies and Science
Department/School/Division	Computer Science and Technology
Version Number	01/18

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	CIS120-6	CIS114-6	CIS111-6	CIS110-6	CIS093-6	CIS126-6
Level	7	7	7	7	7	7
Credits	30	30	30	30	60	60
Core or option	C	C	C	C	C	C
Course Learning Outcome (number)	*Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*					
1		LO1	LO1	LO1		
2					LO1	LO1
3			LO2	LO2	LO2	LO2
4		LO2	LO2	LO2	LO2	LO2
5	LO1, LO2					
6					LO2	LO2
7	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2

Annex B: Named exit or target intermediate qualifications

This annex should be used when departments wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	N/A
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	☐
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	☐
A specific set of units must be taken to achieve the credits required (specify units below)	☐

List of units (if applicable):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					N/A										
The Units which make up this course are:						**Contributing towards the learning outcomes** *Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*									
Unit Code	**Level**	**Credits**	**Unit Name**		**Core or option**	1	2	3	4	5	6	7	8	9	10

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	MSc Computer Science

FHEQ Descriptor for a higher education qualification	QAA FHEQ Descriptor for a HE Qualification at Level 7 (2014)		Course Learning Outcome(s)									
			1	2	3	4	5	6	7	8	9	10
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice			x	x		x						
A comprehensive understanding of techniques applicable to their own research or advanced scholarship				x								
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline					x	x		x				
Conceptual understanding that enables the student: ☐ to evaluate critically current research and advanced scholarship in the discipline; and ☐ to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.					x	x	x					
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences					x			x	x			
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level					x		x					
Continue to advance their knowledge and understanding, and to develop new skills to a high level								x	x			

the qualities and transferable skills necessary for employment requiring:					x		x	x	x			
☐ the exercise of initiative and personal responsibility;												
☐ decision-making in complex and unpredictable situations; and												
☐ the independent learning ability required for continuing professional development.												

Subject Benchmark Statement(s)		Evidence and/or Course Learning Outcome(s)
	QAA Subject Benchmark Statement - Master's degree in computing (2011)	*How the course takes account of relevant subject benchmark statements*
A systematic understanding of the knowledge of the domain of their programme of study, with depth being achieved in particular areas, including both foundations and issues at the forefront of the discipline and/or professional practice in the discipline; this should include an understanding of the role of these in contributing to the effective design, implementation and usability of relevant computer-based systems		LO1
A comprehensive understanding, and a critical awareness of: the essential principles and practices of the domain of the programme of study as well as current research and/or advanced scholarship; current standards, processes, principles of quality and the most appropriate software technologies to support the specialism; the relevance of these to the discipline and/or professional practice in the discipline; and an ability to apply these.		LO2, LO3
Consistently produced work which applies to and is informed by research and/or practice at the forefront of the developments in the domain of the programme of study; this should demonstrate critical evaluation of aspects of the domain, including appropriate software support, the ability to recognise opportunities for software or hardware tool use as well as possible tool improvement, an understanding of the importance of usability and effectiveness in computer systems development, and generally the acquisition of well-developed concepts.		LO4
Understanding of the professional, legal, social and ethical framework within which they would have to operate as professionals in their area of study; this includes being familiar with and being able to explain significant applications associated with their programme of study and being able to undertake continuing professional development as a self-directed lifelong learner across the elements of the discipline.		LO5, LO7
The ability to apply the principles and practices of the particular programme's domain in tackling a significant domain related activity; the solution should demonstrate a sound justification for the approach adopted as well as originality (including exploration and investigation) and a self-critical evaluation of effectiveness but also critical awareness of current problems and new insights, and a sense of vision about the direction of developments in aspects of the domain of the programme.		LO3, LO6

The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA Masters Degree's Characteristics Statement (2015)	Evidence *How the course takes account of relevant qualification characteristics documents*
They are usually predominantly composed of structured learning opportunities (are 'taught'). Frequently, at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition.		This course has 4 'taught' units carrying 120 (out of 180; thus two third of the programme) credits. The final unit is a research project that carries 60 (out of 180; thus a third of the programme) credits.
They include research methods training, which may be provided in a range of different ways (for example, through content modules).		This course offers a specific unit "research methods and project management" to provide research methods training.
In the case of integrated master's degrees, master's level study is integrated with study at honours degree level within a single programme. The first two characteristics above apply to the master's level part of the overall award.		This is not an integrated master's degree and this course is not integrated with any bachelor degree programme.
Related awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.		Postgraduate certificate and postgraduate diploma are offered as exit awards.

Professional body or other external reference points	*(insert title and year)*	Evidence *How the course takes account of Professional body or other external reference points*

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		MSc Computer Science
Question	**Y/N**	**Anticipatory adjustments/actions**
6. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	Communication with the marketing department and relevant University services will be maintain to assure full visibility of the course diet, structure and delivery, and to ensure that promotion materials for the course are open and inclusive in terms of language and images.
7. 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	The curriculum requires the use of computing equipment during practical sessions and computer-based assessments. Reasonable adjustments are implemented when necessary, such as allowing more time to complete exams, and/or providing print-outs.
8. 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	No elements of the content of the course might have an adverse impact on any of the other groups with protected characteristics.
9. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N	No formal interview or review of portfolios is adopted as entrance criteria for this course
10. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	Inclusive and non-discriminatory language is used for learning outcomes and Graduate Impact Statements.
11. Does the course handbook make appropriate reference to the support of disabled students?	Y	Yes, a dedicated section on this area can be found in the course handbook and the appropriate supporting references are made to the support of disable students.

[1]

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