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	Applied Computing and Information Technology
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, or 15 months for students entering in October and November
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)	MSXAC, MSCITAAF
Subject Community	Computer Science and Technology
UCAS Course Code	N/A
Relevant External Benchmarking	QAA Subject Benchmark Statement Computing QAA FHEQ Level Descriptor

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
CIS107-6	7	30	Programming for Applications	Core
CIS109-6	7	30	Computer Networks and Security	Core
CIS108-6	7	30	Data Modelling, Management and Governance	Core
CIS120-6	7	30	Research Methodologies and Project Management	Core
CIS096-6	7	60	MSc Project – Applied Computing and Information Technology	Core

Why study this course

This course is designed for non-computing graduates who need to apply information technology to their current career, or want to change career direction. It covers a wide range of topics including programming, databases, security, project management and computer networking, giving you both the underpinning theory and the ability to apply it to complex real-world problems, as well as an awareness of emerging technologies and developments. You can gain valuable experiences by working on real-world problems and open up your own career opportunities by utilising the tools of computing and information technology to lead to innovation within your area of expertise.

Course Summary – Educational Aims

This course is designed for non-computing graduates who are looking to apply information technology to their current career, or who are looking to change their career direction.

The course covers a wide range of topics including programming, databases, security, project management and computer networking.

During the course you will learn the underpinning theory of these topics, and you will apply this theory in practical scenarios.

The main educational aims of this course are:

• To provide you with a critical understanding of Information Technology (e.g. programming, networking and databases) and how it can be applied to practical situations;

• To develop your analytical and evaluative skills with respect to information technology problems;

• To develop your problem solving skills with respect to IT-based solutions.

• To develop your understanding of the social and legal aspects of the Information Technology field.

Entry requirements

Standard:

A good UK honours degree or equivalent in a non-computing subject.

Additional:

Applicants who do not possess a degree may be granted entry on the basis of their previous industrial work experience. Such work experience should be of 3 or more years in duration.

PSRB details

N/A

Graduate Impact Statements

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

- Exhibit an advanced understanding of methods, concepts that deal with the analysis, evaluation in information technology.

- Contribute specialist expertise and problem solving skills with respect to IT-based solutions.

- Learn and use new ideas and techniques in information technology as they appear within an evolving industry.

Higher Education Achievement Report - Additional Information

This course is part of 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 Information Systems, Data Science, Security or Networking. The Department creates numerous interfaces where this interaction can happen.

Learning and Teaching

The course is delivered by a mixture of lectures, practical sessions and projects.

Computing and Information Technology is everywhere nowadays. Even before the course you may have been exposed to various information technologies. Our teaching uses this everyday experience as a starting point to embark on systematic analysis and interpretation of these technologies using the right tools. This is done in a variety of ways across all teaching units.

Most of the teaching is based on lectures complemented by practical sessions that serve to apply and further develop the contents of the lecture within practical exercise. Several assessments involve group work in which your work will be assessed individually.

A key feature of the course is the final project embedded in the last unit 'MSc Project'. This project is individual and it enables you to apply relevant techniques to analyse IT-relevant problems to develop and implement the corresponding solutions. In this project, you will work autonomously on a sustained piece of work and you will develop the ability to manage a project from start to finish.

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 your study. Our curriculum gives you skills that are valuable for a career within applied computing and IT in particular but is also relevant for a much wider range of applications such as computer science.

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.

Department (s)

Department of Computer Science and Technology

Assessment

You are assessed in a variety of ways. The majority of units are assessed through coursework, group and individual projects, portfolios, essays, presentations or exams. Presentations are usually given and assessed in the context of a group seminar. You will also produce artefacts in the area of your specialism. Constant feedback and advice from a supervisory or unit team will be provided to support you in your work.

You will progress from well-defined briefs to more open-ended and challenging assessments, which culminate in your major project – the MSc Project – where you will be given freedom to choose your area of work.

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

The critical, theoretical, analytical and practical skills of this degree will prepare you for a range of careers. The most common destination will be in industries dealing with IT or any other industries which have to utilise IT. You may work as IT managers or practitioners within commerce or be a database and IT developer. You may also work as a system designer or analyst.

The theoretical foundations taught in the course will enable you to continue your studies and register on PhD programmes by research which can lead to a career in higher education.

Further study:

Opportunities exist for further postgraduate study (e.g. MSc by Research) or students can also continue onto MPhil or PhD by research that can lead to a career in higher education.

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 (SiD) 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 provides 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.

Students will have access to both departmental and university-wide support during their studies. Students will be having access to a personal academic tutor and may book appointments at any point during the academic year. The University will further provide support via the Student Union and the Counselling Service. The administration team within the CST Department is also available to Computing students with core responsibility for support on all academic aspect and issues for the duration of the course.

Access to the Internet and course-relevant software is provided through the departmental facilities.

Students may be required, at the discretion of the Course Co-ordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course Co-ordinator'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 (desktop or laptop computers) and so if you have difficulty accessing these you should discuss this with the Student Support team (http://www.beds.ac.uk/student-experience2/studying-at-bedfordshire/student-support) 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 Student Support team which is associated with the Student Information Desk (SiD) 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 and buying suitable equipment. The Student Support 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	C/O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
							Week(s)									
CIS107-6	C			Ex-PT			Ex-PT									
CIS109-6	C					WR-Gr	EX-PT									
CIS108-6	C					PJ-Art		EX								
CIS120-6	C						CW-Port									
CIS096-6	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 a deep and systematic knowledge of the key principles, tools and techniques used in the field of Applied Computing and Information Technology (for example the applications of web technologies, emerging technologies and information systems strategy) including current and emerging theoretical and methodological approaches.

LO2: Design and undertake a substantial investigation to address significant areas of theory and/or practice in an area of Applied Computing and Information Technology, selecting appropriate methodological processes and critically evaluating their effectiveness

LO3: Use an appropriate form of advanced problem solving along with creativity and innovation in order to develop an appropriate solution to complex real-world problems in unfamiliar contexts that require the application of computing and information technology.

LO4: Apply, develop and evaluate tools, methodologies and techniques consistent with current research and /or professional practice at the forefront of the field of applied computing and information technology.

LO5: Challenge and question current thinking within an advanced area of Applied Computing and Information Technology and consider possible future developments in the field (i.e. Emerging Technologies) within a variety of challenging contexts

LO6: Incorporate a critical ethical dimension to your practice and apply and critique the standards and practices of professional bodies within an advanced context (i.e. Applied Computing and Information Technology).

LO7: Apply complex computing concepts and practices to your own prior specialism, and be able to critically evaluate the approaches you have taken.

LO8: 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

There are no course-specific regulations

Teaching, Learning and Assessment

The key teaching and learning philosophy of this course is to learn by doing. As part of this you will, during your course, take part in a wide variety of learning techniques. Most of the theoretical underpinnings of the course will be delivered through the use of lectures, seminars and/or workshops.

However, we believe that you will get the most from your course by applying the knowledge and understanding in a range of practical contexts. With this in mind you will engage in problem solving and practical sessions that will develop your ability to apply the knowledge to real-world situations.

For each unit you will undertake lecture and practical sessions per teaching week. This constitutes the "directed" learning phase. The remaining study time is "self-directed" and you will be encouraged to read around your subject (books, conference and journal papers and recognised electronic resources). Unit content such as lecture slides or practical sheets are made available electronically through the University's virtual learning environment - BREO.

Your assessment will be varied and wide-ranging including worksheets, practical problem solving tasks, case studies, presentations, written reports and viva-voce (voice) examinations. The exact assessment undertaken varies with details available in the unit information forms.

You may also undertake formative (non-credit bearing) assessments prior to the final assessments. This is designed to allow you to develop your skills and to take account of the feedback provided, and will help you to better understand the material delivered during the course.

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.

The MSc Project features an 'interim report' as Assessment 1 which is formative in nature and provides an opportunity of structured feedback on the approach taken by the students for their final project thesis.

Academic Integrity

While most of the interaction in the final 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 utilising library resources.

The Academic Integrity Resource (AIR) will be deployed in one of the course's core units and is a resource that has been designed to make you aware of good academic practice. This includes an awareness of plagiarism and referencing processes, among many other things.

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 transcript 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 completion 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 and information technology 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 you to develop your professional skills by engaging in professional tasks (e.g. managing your 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	Dr Renxi Qiu
Version Number	01/16
Approved by (cf Quality Handbook ch.2)	University Panel
Date of approval (dd/mm/yyyy)	July 2016
Implementation start-date of this version (plus any identified end-date)	AY 2016/17

Form completed by:

Name: ………Dr. Renxi Qiu……………………………   Date: …..20 April 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:**

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	Applied Computing and Information Technology
Qualification	MSc
Route Code (SITS)	
Faculty	Creative Arts, Technologies and Science
Department/School/Division	Computer Science and Technology
Version Number	01/16

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

Unit code	CIS107-6	CIS109-6	CIS108-6	CIS120-6	CIS096-6
Level	7	7	7	7	7
Credits	30	30	30	30	60
Core or option	Core	Core	Core	Core	Core
Course Learning Outcome *(number)*	*Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome*				
LO1	LO2		LO2		
LO2					LO1
LO3		LO1	LO1	LO1	
LO4					LO1
LO5	LO1	LO2	LO2	LO2	LO1
LO6					LO1
LO7				LO1	
LO8		LO2	LO2		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	
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:	*Insert intermediate qualification and title*	
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														
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 Applied Computing and Information Technology

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	
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	X				
A comprehensive understanding of techniques applicable to their own research or advanced scholarship		X	X		X	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	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	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	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		X	X			
Continue to advance their knowledge and understanding, and to develop new skills to a high level			X	X		X	X			

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

Subject Benchmark Statement(s)	QAA Subject Benchmark Statement - Master's degree in computing (2011)	Evidence and/or Course Learning Outcome(s) *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		LO4
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.		LO2, LO5
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		LO1, LO7

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.

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.	LO5, LO6, LO8

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 Applied Computing and Information Technology
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	Communication with the marketing department and relevant University services will be maintain to assure full visibility of the course diet, structure and delivery
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	Measures are in place to support students with disabilities. Both the curriculum and delivery/assessment strategy adopted should not impose additional difficulties to students with disabilities
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	n/a
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	No formal interview or review of portfolios is adopted as entrance criteria for this course
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	Extra precautions have been taken to assure that both course and units' learning outcomes are framed in non-discriminatory way
6. 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.

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