

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 Networking
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)	MSYNTAAF, MSXNT
Subject Community	Computer Networking
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
CIS114-6	7	30	Network Systems and Administration	Core
CIS112-6	7	30	Wireless Networking	Core
CIS119-6	7	30	Systems and Network Security	Core
CIS120-6	7	30	Research Methodologies and Project Management	Core
CIS092-6	7	60	MSc Project – Computer Networking	Core
Why study this course				
With the arrival of Internet of Things, and 24/7 connectivity to world-wide network facilities (desktop, laptop, tablets, smart phones, smart TVs etc.) there is an increased need for continued development of new networking protocols and technologies that can feed the demand of the nation. The MSc in Computer Networking is designed to give you an in depth knowledge of wired, wireless, and mobile technologies. You will develop your knowledge and technical skills required to design, implement, manage and secure different types of networks.				
Course Summary – Educational Aims				
This course aims to provide you with a technical and business perspective within the field of networking and telecommunications. The main aims of this course are to:				
<ul style="list-style-type: none"> • Be able to demonstrate your knowledge and skills in network design, implementation, testing and management and maintenance • Be able to evaluate and critically analyse network models, design, technologies, configurations and present your views in relation to business and operational needs • Develop your skills to ensure the security of enterprise networks through the adoption of ethical hacking, penetration testing and vulnerability assessments • Provide you with the skills to critically evaluate the benefits, drawbacks and pitfalls of applying the latest techniques in networked and distributed systems to your chosen field. • Develop your ability to consider and evaluate professional issues connected to the implementation and management of network systems • Develop your understanding of professional ethics conforming to the British Computer Society Code of Conduct. 				
Entry requirements				
<p><u>Standard:</u> A good UK honours degree or equivalent in Computer Science, Networking, Security, or Engineering.</p> <p><u>Additional:</u> For those without a first degree, you may be granted entry on the basis of your industrial work experience. Such work experience should total five or more years in a related subject area.</p>				
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 and technologies that deal with the analysis, synthesis, application and interpretation of computer networking.
- Contribute specialist expertise productively to a multi-specialist development team working on computer networking.
- Learn and use new ideas and techniques as they appear within an evolving industry.

Higher Education Achievement Report - Additional Information

Throughout the course we will embed aspects of professionalism (ethics, professional conduct, team work, academic research, and other essential attributes) into the different units such as Research Methodologies and Project Management, and the MSc Project. These units provide an excellent opportunity for you to develop your professional skills by engaging in professional tasks such as managing your own projects, working as part of a team, etc.

Learning and Teaching

A wide variety of teaching styles will be used throughout this course. The most important aspect will be a student-centred approach, and we will encourage you (through relevant guidance) to become an independent thinker who can take responsibility for your own learning. We will also help you to develop skills so that you can adapt to a wide variety of different situations. The course will make use of traditional lectures and practical sessions as well as encouraging you to engage in various scenarios (e.g. managing your own projects, team working, etc.). In addition, some units will use online videos, e-learning content to provide you with an overview/summary of different topics

The course will comprise classroom teaching (e.g. lectures, seminars, practical sessions) along with an independent learning making use of BREO (Bedfordshire Resources for Education Online) (<https://breo.beds.ac.uk/>), Learning Resources Centre (<http://lrweb.beds.ac.uk/>), and various other electronic resources, such as IEEE Xplore, YouTube, etc.

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 the various areas of Computer Science, Information Technology, Computer Networking, and Computer Security, and also relevant for a much wider range of applications.

Team work is an essential element in developing your employability and is part of a number of units in this course. One particular unit, Research Methodologies and Project Management, requires you to work in a team so as to apply an industry standard 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 MSc 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 teaching staff as your project supervisor.

Department (s)

Computer Science and Technology

Assessment

The assessment strategy used is a balance of written reports, examinations, (coursework) assignments, in-class tests, computer based assessment, and oral viva. 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 have incorporated 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 you are likely to progress into the following areas depending on your academic qualifications, professional qualifications (if any were completed previously) and level of experience:

- IT and Helpdesk Support
- Network Technician
- Systems or Network Administrator
- Systems Analyst
- Network Engineer
- Network Architect
- Systems or Network Designer
- Computer Networking Instructor, University Academic, or ICT Teacher
- Network infrastructure Manager
- Networking Consultant
- Networking Team Leader
- Project Manager

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 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 (<http://lrweb.beds.ac.uk/studyhub>) provides workshops and one to one support for academic skills. The university chaplaincy runs regular meetings, social events and trips. The Student Union (<http://www.bedssu.co.uk/>) provides additional support and activities.

Course specific support is also in place. Newly enrolled students on the course will receive a comprehensive induction in the week prior to the commencement of the academic year. The course co-ordinator or his/her representative will meet you to explain the course structure and other issues relating to your experience at the university. 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 (<https://breo.beds.ac.uk/>), 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 which need your attention.

You will be allocated a personal tutor when you join the course. This academic will be responsible of monitoring your academic progress throughout the course, and will help you with any academic or personal 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.

You 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 (desktop or laptop computers) and so if you have difficulty accessing these you should discuss this with the Student Support 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 Student Support 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 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	Week(s)														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CIS114-6	C			WR-I			CW-Port									
CIS112-6	C					WR-Gr		EX								
CIS119-6	C					WR-I		EX								
CIS120-6	C						CW-Port									
CIS092-6	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 understanding of Computer Networking including current and emerging theoretical and methodological approaches at various levels of abstraction

LO2: Undertake a substantial investigation to address significant areas of theory and/or practice in the area of Computer Networking, selecting appropriate methodological processes and critically evaluating their effectiveness

LO3: Use appropriate skills of problem solving along with creativity and innovation in order to develop appropriate Computer Networking solution(s) to complex problem(s) in unfamiliar contexts

LO4: Demonstrate an appropriate level of knowledge, understanding and cognitive skills, including the ability to synthesise, critically evaluate, develop and challenge theoretical materials that you have studied in the taught components of this course

LO5: Consistently apply, develop and evaluate tools, techniques and methods consistent with current research and or professional practice at the forefront of the specialist area of Computer Networking

LO6: Query and challenge current thinking and consider current and future trends and developments in the field of Computer Networking within a variety of challenging contexts.

LO7: Incorporate a critical ethical dimension to your practice, and to understand, apply and critically analyse the standards and current practices of relevant professional bodies such as the British Computer Society within the context of Computer Networking.

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

n/a

Teaching, Learning and Assessment

A wide variety of teaching styles will be used throughout this course. The most important aspect will be a student-centred approach, and we will encourage you (through relevant guidance) to become an independent thinker who can take responsibility for your own learning. We will also help you to develop skills so that you can adapt to a wide variety of different situations. The course will make use of traditional lectures and practical sessions as well as encouraging you to engage in various scenarios (e.g. managing your own projects, team working, etc.). In addition, some units will use online videos, e-learning content to provide you with an overview/summary of different topics

The course will comprise classroom teaching (e.g. lectures, seminars, and practical sessions) along with an independent learning making use of BREO (Bedfordshire Resources for Education Online) (<https://breo.beds.ac.uk/>), Learning Resources Centre (<http://lrweb.beds.ac.uk/>), and various other electronic resources, such as IEEE Xplore, YouTube, etc.

The assessment strategy used is a balance of written reports, examinations, (coursework) assignments, in-class tests, computer based assessment, and oral viva. 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 have incorporated formative feedback so that you can gain an insight into whether your work is meeting the necessary targets.

Additional Academic Information

Field Cod

Field Cod

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 you 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 final project includes a 'contextual report' which is formative in nature and provides an opportunity of structured feedback on the approach taken by you for your MSc Computer Networking project.

Academic Integrity

While most of the interaction in the MSc Computer Networking Project is one-to-one between you and the project 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 BREQ. 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 the project management is internationalised through the use of a number of internationally recognised project management techniques. Similarly, most – if not all – of the Networking, Security, and 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 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 Technologies and Science
Portfolio	Postgraduate Computer Science and Technology
Department/School/Division	Computer Science and Technology
Course Coordinator	Dr Sijing Zhang
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
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Form completed by:

Name:Dr Sijing Zhang Date:17 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	Computer Networking
Qualification	<i>MSc</i>
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	CIS114-6	CIS112-6	CIS119-6	CIS120-6	CIS092-6
Level	7	7	7	7	7
Credits	30	30	30	30	60
Core or option	Core	Core	Core	Core	Core
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>				
1	LO1	LO1	LO1		LO1
2	LO2	LO2	LO2		LO2
3	LO2		LO2		LO2
4	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2	LO1 and LO2
5	LO2	LO2	LO2		LO2
6	LO2	LO2	LO2		LO2
7				LO1 and LO2	LO2
8				LO1 and 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:	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)	<input type="checkbox"/>

List of units (if applicable):-

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 in Computer Networking
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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
Masters degrees are awarded to students who have demonstrated: <ol style="list-style-type: none"> i. 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; ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship; iii. 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; iv. conceptual understanding that enables the student: <ul style="list-style-type: none"> • 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. 		✓			✓		✓		
Typically, holders of the qualification will be able to: <ol style="list-style-type: none"> a. 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; b. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; c. continue to advance their knowledge and understanding, and to develop new skills to a high level; 			✓	✓			✓	✓	✓

Typically, holders of the qualification will have:								
d. the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> 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)	QAA Subject Benchmark Statement - Master's degree in computing (2011)	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Benchmark 1 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: Demonstrate a deep and systematic understanding of Computer Networking including current and emerging theoretical and methodological approaches at various levels of abstraction LO4: Demonstrate an appropriate level of knowledge, understanding and cognitive skills, including the ability to synthesise, critically evaluate, develop and challenge theoretical materials that you have studied in the taught components of this course
Benchmark 2 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.		LO1: Demonstrate a deep and systematic understanding of Computer Networking including current and emerging theoretical and methodological approaches at various levels of abstraction LO4: Demonstrate an appropriate level of knowledge, understanding and cognitive skills, including the ability to synthesise, critically evaluate, develop and challenge theoretical materials that you have studied in the taught components of this course LO5: Consistently apply, develop and evaluate tools, techniques and methods consistent with current

	research and or professional practice at the forefront of the specialist area of Computer Networking
<p>Benchmark 3 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</p>	<p>LO2: Undertake a substantial investigation to address significant areas of theory and/or practice in the area of Computer Networking, selecting appropriate methodological processes and critically evaluating their effectiveness</p> <p>LO3: Use appropriate skills of problem solving along with creativity and innovation in order to develop appropriate Computer Networking solution(s) to complex problem(s) in unfamiliar contexts</p> <p>LO5: Consistently apply, develop and evaluate tools, techniques and methods consistent with current research and or professional practice at the forefront of the specialist area of Computer Networking</p> <p>LO6: Query and challenge current thinking and consider current and future trends and developments in the field of Computer Networking within a variety of challenging contexts.</p>
<p>Benchmark 4 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.</p>	<p>LO7: Incorporate a critical ethical dimension to your practice, and to understand, apply and critically analyse the standards and current practices of relevant professional bodies such as the British Computer Society within the context of Computer Networking.</p> <p>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).</p>

<p>Benchmark 5 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.</p>	<p>LO2: Undertake a substantial investigation to address significant areas of theory and/or practice in the area of Computer Networking, selecting appropriate methodological processes and critically evaluating their effectiveness</p> <p>LO3: Use appropriate skills of problem solving along with creativity and innovation in order to develop appropriate Computer Networking solution(s) to complex problem(s) in unfamiliar contexts</p> <p>LO5: Consistently apply, develop and evaluate tools, techniques and methods consistent with current research and or professional practice at the forefront of the specialist area of Computer Networking</p> <p>LO6: Query and challenge current thinking and consider current and future trends and developments in the field of Computer Networking within a variety of challenging contexts.</p>
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The format of the following mapping tables may be adjusted.

Qualification Characteristic	QAA Masters Degree's Characteristics Statement (2015)	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
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

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

Field Cod

Course Equality Impact Assessment		
Course Title	MSc in Computer Networking	
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. More support will be arranged for students with disabilities during the whole course of their study on this specialist course. Also, extra assessment time is granted to students with disabilities or learning difficulties.
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.

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