Guidance on Completion of Undergraduate New Course Proposal (SENAS) Form (2010 Onwards):

SENAS 1: NEW COURSE PROPOSALS

New course proposals are required:-

- where the content being proposed is entirely new or
- where the content of an existing course is being substantially modified such that a student could not reasonably be assessed on it without re-attendance.

After scrutiny and approval at the School level, all proposals to offer a new undergraduate course should be submitted online to the relevant College Registrar. The proposal will be considered initially by the relevant College Committee and, subsequently, by the Academic Standards Committee.

In completing the new course proposal, please would you note the following:-

All boxes must be completed, where appropriate;

2 – Course Co-ordinators MUST be either a member of academic staff or an Honorary member of the academic staff of the relevant School. This is because the Head of School is ultimately responsible for the course. It does not preclude "bought-in"; (including relief) teachers having a major role in organising and delivering a course (but not a programme).

7 – The provision of Sixth Century Courses (6CC) and Sustained Study Programmes (SSP) is determined at College level and reviewed on an annual basis by Colleges and ASC(UG). Design guidance for Sixth Century Courses and Sustained Study Programmes is available at https://www.abdn.ac.uk/cref/implementation/enhanced-study/

8 – An existing course may be underlined replaced by a new course in one of two ways: (a) when it is no longer appropriate to offer a course (e.g. when the course content is no longer applicable or if the Course Co-ordinator has left the University) and the School wishes to withdraw the course and replace it by a new course on a different topic; (b) when a new course covers similar material to an existing course but the content is sufficiently different to require a different assessment. In both cases there may be implications of withdrawing a course in regard to pre- and co-requisites and to the degree programme(s) associated with the course. **While it is not necessary to complete a separate course withdrawal proposal**, you should confirm in 6b whether this course is to be withdrawn. You should indicate in 28 those programmes that are sponsored by your School for which the course being withdrawn is either a compulsory or optional component (the Registry can help to identify those programmes offered by other Schools for which the course is prescribed, if necessary). It is the responsibility of the Course Co-ordinator to inform all relevant Programme Co-ordinators that the course is to be withdrawn. Details of the programme(s) to be associated with the NEW course should be given in 20]

9 – Although the University's courses (and programmes) are consistent with the Scottish Credit and Qualifications Framework (SCQF), all of the University's systems and publications relate to Aberdeen (UoA) levels. Thus, UoA Level 1 is equivalent to SCQF Level 7; UoA Level 5 is equivalent to SCQF Level 11, etc. Full details of the SCQF Levels Descriptors are given in the SCQF Handbook which is available at http://www.scqf.org.uk/AbouttheFramework/LevelDescriptors.aspx

If a course is to be offered to at more than one level i.e. at levels 3 and 4, details of the enhanced teaching and/or assessment arrangements for higher level students must be included as appropriate in 19.

10 – Enter the academic year in which the course will be offered for the first time (e.g. 2010-2011). The precise date of commencement of the course will be deduced from 9.

11 – The first half-session teaching period runs from Week 12 to Week 23, and the second half-session teaching from Week 30 to Week 45. If the course spans both first and second half-sessions, please indicate the week numbers in which it runs under 'Other'. Details of University week numbers are available at https://www.abdn.ac.uk/staff/term-dates.php

12 – 1 credit point should equate to 10 hours of notional effort that an "average" student would be expected to devote in order to achieve the learning outcomes. This includes time spent in attending the course, in private study and in revision for the assessment. See also 22 below.

13 – Examples of the rationale for a proposal include:-

- in response to feedback (e.g. from students, External Examiners, employers, professional or statutory bodies etc.)
- as a consequence of teaching staff changes
- as a consequence of course review
- to meet strategic objectives
- as part of programme review undertaken for Curriculum Reform

14 – There is a range of external reference points that exist outside the University, to which courses co-ordinators are directed (see below). Please list in the box provided those to which you have aligned your course.

Subject benchmark statements (http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp) are a useful point of reference for a new course. These have been generated by panels of expert practitioners in each field represented (lists are provided at the end of each), and provide a framework of topics typically covered in each subject, wherever it is taught in the UK. **They should not be viewed as prescriptive**; rather they provide a snapshot of the broad themes that a subject might be expected to cover. Clearly specific research specialisms are concentrated in particular Schools and areas, and the flavour of the curriculum and the diet of courses developed will quite rightly reflect this. Also to note is that many subjects are cross- and multidisciplinary, hence course co-ordinators are advised to be aware that their course proposal might span more than one of the statements.

The ten **QAA Codes of Practice for the assurance of academic quality and standards in higher education** (henceforth Codes of Practice) (http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp) are important documents that all course-co-ordinators need to be aware of. In the context of course design sections two, three, six and nine are of particular relevance. The Codes are laid out as a series of precepts followed by guidance and further information. Much of the information contained within the Codes of Practice has informed existing University policy detailed in the relevant section of the Academic Quality Handbook (http://www.abdn.ac.uk/registry/quality/).

The Scottish **Quality Enhancement Framework** (QEF) is a unique approach to balancing both quality assurance and enhancement. This replaced the old quality assurance process of Subject Review in 2005, and is unique to Scotland. The five elements of the QEF are outlined at http://www.qaa.ac.uk/scotland/qualityframework/default.asp. Course co-ordinators' attention is drawn here to the Quality Enhancement Themes (http://www.qaa.ac.uk/scotland/qualityframework/enhancementthemes.asp), the outcomes from which provide a range of resources, developed by academic colleagues in Universities across Scotland that can be adapted and used in the course design process.

Professional & statutory body requirements and/or guidance: whilst not applicable to all subjects, course-co-ordinators will be aware of their own particular professional and/ or statutory body (PSB) requirements. Please indicate which, if any of these have been referred to during the production of the course.

Notwithstanding all of this information, course co-ordinators will be aware of other external points of reference from their own practice (e.g. from working as an external examiner, from other informal contacts with colleagues etc.) which can also be referred to at this point.

15 – Resource implications are primarily a College concern although ASC approval for a course is conditional upon the relevant College(s) being satisfied that the course can be sufficiently resourced. However, it should be noted that no additional resource is available for programme developments resulting exclusively from the Curriculum Reform process.

16 – College specific guidance on the minimum numbers of students required for the course to run is available from the appropriate Assistant College Registrar.

17 – There should be good and specific reasons to seek permission to cap courses (e.g. limitations imposed by laboratory space). A sound academic case for capping should be included in 28 for consideration by the ASC. In the event that permission to cap a course is granted by ASC, it should be noted that the operation of any capping system will be regularly reviewed by the Committee to ensure that students' choice of curriculum is not being significantly restricted and/or any particular groups of students are not being unfairly disadvantaged.

18 – Courses may be designed wholly for delivery on campus, wholly for delivery at a distance, or adopt a blended approach, enhancing the flexibility of traditional delivery modes with eLearning. eLearning includes provision of web based course materials, use of tools for synchronous and asynchronous communication between students and course delivery team, interaction with rich learning objects, and computer aided assessment.

On campus delivery might typically include lectures, tutorials, laboratory practicals etc.

Some activities are clearly off campus, e.g. field trips, site visits, placements etc. However, off campus delivery may be based around eLearning, paper based course materials, video conferencing, lecture recordings, and video or audio media.

19 – Where delivery is to be the responsibility of more than one Discipline, it is essential that all relevant Heads of School give their approval to the proposal to deliver the course. The information supplied in 17 will also be used in the calculation of Student Load.

In regard to the JACS code, the Higher Education Statistics Agency on behalf of the Funding Councils also requires the subject classification of each course. Details of the full range of JACS codes available, together with the nationally-agreed descriptors applicable to each, are available on, and can be downloaded from, the HESA website: http//www.hesa.ac.uk/dox/jacs/JACS_complete.pdf. Courses can be split between different JACS codes where appropriate; in which case the percentage split between codes as well as providing Disciplines should be indicated i.e. C181 – 50%; C185 – 50%.

20 – If bought-in teachers are to be used, details should be provided in 28, including an indication of whether or not an individual(s) has given provisional agreement to teach on the course or that potential personnel have been identified. If appropriate, give details of the course and session where an individual has previously taught on a University course(s).

21 – Refer to the Catalogue of Courses (http://www.abdn.ac.uk/registry/courses/) for details of format, as the information provided here will form the basis of the Catalogue entry. It is essential that all relevant information is provided, including the course content.

Pre- and co-requisites can be useful in ensuring that staff do not spend a lot of time teaching something that the students have already covered elsewhere in their curriculum. However, in order to maintain the flexibility of the wider Programme within which this course will sit, please try to keep pre- and co-requisite courses to a minimum.

Pre-requisites include any course which has to have been undertaken in order for a student to progress onto the current course. It is important for course co-ordinators to check on an annual basis that pre-requisite courses are running, and that the necessary course elements are still being delivered (e.g. staff changes may lead to changes in individual courses).

Co-requisites refer to any parallel courses which need to be undertaken by a student at the same time as following the current course. As far as possible, care should be taken to ensure that teaching is timed and placed in sequence in order to take advantage of co-requisite elements in parallel courses. It is important for course co-ordinators to check on an annual basis that co-requisite courses are running, that the necessary course elements are still being delivered (e.g. staff changes may lead to changes in individual courses), and are being delivered at an appropriate time.

The box for **Notes** can be used to indicate, for example, the degree or Honours programme to whose students the course is restricted or the proposed availability if the course is not to be offered each academic year.

The course aims and main learning outcomes will not appear in the Catalogue but should form the basis of the information to be given to students who register for the course (e.g. in the Course Handbook). These details are requested in 19 to allow the relevant College Committee and the ASC to properly exercise their approval roles in regard to the academic content and University policy aspects of a proposal.

Course Aims

The course aims indicate the broad, general statement of educational intent that indicates the overall desired goal of the course.

Main Learning Outcomes

Course learning outcomes are statements of intended learning that may take the form of acquired knowledge, understanding, or higher level intellectual, practical or transferable skills, and which is intrinsically linked to assessment.

Learning outcomes should articulate what the student will have learned or be able to do as a result of successfully completing a particular course. The "art" of producing meaningful learning outcomes lies in producing statements that are intrinsically important to a course, but at the same time sufficiently specific so that they can be readily understood and tested. A good rule of thumb which can help you to write learning outcomes that mean something is "Could I assess this?" If it's not clear that it could be assessed *with the resources available*, it probably isn't an effective learning outcome.

The vocabulary used in this area of course design is prone to change, and frequently causes confusion. Previously, the terms "objective" and "learning outcome" have been used, sometimes interchangeably. As the notion of "outcomes-driven" courses has become prevalent, the use of objectives in course descriptors has now been abandoned.

The three tables below provide examples of good practice in writing aims and learning outcomes from current courses offered in the three Colleges.

Aims & Learning Outcomes: Examples from the College of Arts and Social Sciences

Course code and title	*HI302B: Late Medieval England: Politics and Society 1272-1509*	*EL4504: Scottish Literature in the Twentieth Century*
Course aims	To develop skills of historical research and analysis by focusing on England between the reigns of Edward I and Henry VII.	To enhance understanding of twentieth-century Scottish literature across a range of genres. To explore literary, cultural, linguistic and thematic trends in twentieth-century Scottish literature. To examine key

		issues and debates concerning the cultural significance of Scottish literature in the twentieth century. To reflect upon the relationship of Scottish literature to aesthetic trends in Britain and the wider world.
Main learning outcomes	By the end of this course students will be able to: • Demonstrate a critical understanding of the social and political history of England in the later middle ages • Articulate convincing analysis of different types of evidence, by developing a clear, balanced, scholarly argument • Critically appraise primary source materials and secondary scholarship • Evaluate the strength of an argument and counter-arguments • Demonstrate improved verbal and written expression skills	By the end of this course the students should be able to: • Think in a sophisticated way about key issues relating to twentieth-century Scottish literature across a range of genres • Reflect upon issues and tendencies in the texts studied • Think and speak cogently about Scottish writing and in particular about the ways in which it reflects wider cultural, aesthetic and literary developments • Write critically about twentieth-century Scottish literature and its relationship to wider developments in literary form in the period • Discuss complex issues with clarity both orally and in writing • Organise study time effectively

Aims & Learning Outcomes: Examples from the College of Physical Sciences

Course code and title	***GL3024: 3D Geological Structure***	***EG3570: Separation Processes***
Course aims	This course aims to provide the skills for analysing the structure of the upper continental crust, using maps and seismic data, and for understanding and analysing the main types of deformation structures.	The aim of the course is to give students an understanding of separation processes with a particular focus on multiphase mixtures.
Main learning outcomes	On completion of this module, the students will: • Be able to interpret and develop 3D descriptions of the architecture of rocks using maps and seismic data, and illustrate these on cross-sections • Be able to make basic analyses of orientation in structural geology, assess the validity of structural interpretations and draw deductions from these • Integrate structural data and observations at a range of scales to deduce the tectonic evolution of the continental crust	By the end of the course, students should be able to: Describe the main properties of particulate solids and their motion in a fluid Apply understanding of solid/liquid systems to sedimentation, gravity, and centrifugal separation Model the flow of fluid through a granular bed and packed column Describe the properties of fluidised systems Describe the different methods of removing solids or liquids from gases Describe the physical phenomena involved in Absorption and apply this understanding to the design of separation unit operations Describe the physical phenomena involved in Absorption

Aims & Learning Outcomes: Examples from the College of Life Sciences and Medicine

Course code and title	HE4510: Honours Project (Health Studies)	BI 5001: Current Concepts in Biosciences: Theory, Resources and Research
Course aims	The aims of the course are to develop student's critical understanding of the processes of research and their impact on the findings and results. This critical understanding is important in ensuring that research is realistically assessed and appropriately applied.	Level 5 is the new key year, leading to development of students as independent researchers. Split between project, tutorials and workshop-based teaching with an emphasis on the latest developments in biology, progress will be gauged on the basis of genuine critical analysis of literature and concepts.
Main learning outcomes	By the end of this course the student will be able to: • Define a research question on a given topic • Design a method of answering that question • Produce a two-page protocol • Produce (where necessary) an ethics form that is approved by the relevant Ethics Review Board • Use the chosen research method to collect the relevant information • Analyse and interpret the results • Report the findings in a dissertation	Student-centred teaching in small groups and extended project will provide the students with superior skills and knowledge. A successful learner from this course will have the ability to: • Assess and have a critical understanding of modern biological thinking • Engage effectively with discipline-specific web-based and in-house software • Engage professionally with organisations outside the university • Communicate and present both orally and in writing at a level beyond that expected of BSc students • Synthesise a research project of publishable quality

Content

This section should include the disciplinary content of the course only. This should be sufficiently detailed to provide students with a clear idea of what the course covers, **but should not exceed 100 words**. Details of the intended modes of delivery are requested under "Teaching"; please do not enter this information here.

Teaching

This section should include details of the mode of delivery of teaching (e.g. lectures, tutorials, laboratory classes), the indicative time to be spent on each (e.g. 3 one-hour lectures and one three hour practical per week). This should be consistent with the information provided in 10 above and 22 below. Please do not enter details of the discipline content here; this should be included under "Content" above.

Summative assessment (including resit attempts)

Summative assessment refers to assessed elements of a course that are used to deliver a graded assessment of students' performance, and that are formally recorded. Course co-ordinators are encouraged to consider methods of assessment that test a range of student abilities, in line with the course learning outcomes. All summative assessments are marked using the University's Common Assessment Scale (CAS). Guidance on the correct use of CAS is provided at http://www.abdn.ac.uk/registry/quality/section7.shtml, section 7.7.6. Course co-ordinators are alerted to the fact that in determining CAS, Schools may have

locally-agreed routines for generating the final CAS score on a student's work, and are advised to seek clarification on this point from within their own School.

It should be noted that whilst an assessment may be summative, it may also perform a formative role by providing feedback to students on their performance. The use of such feedback will be tempered by the timing of return; returning work once the course has ended will provide little opportunity for a student to act on the feedback provided. Course co-ordinators are alerted to the need for a balance of both summative and formative assessment in providing students with the most effective diet of opportunities to support their learning.

Details of the resit assessment should be included for Level 1, 2 and 3 courses Although it is not necessary to supply details of the resit arrangements for Level 4 courses, it may be necessary for resits to be arranged for those students who require to resit for credit accumulation purposes in order to satisfy SCQF requirements. In such cases, the timing and format of the assessment will be determined by the ASC(Ug) on the recommendation of the head of the relevant school. The Catalogue of Courses contains standard wording covering these circumstances.

Formative assessment

Formative assessment refers to assessed elements of a course that are used to provide feedback to students on their progress, rather than being used to deliver a graded assessment of their performance that is formally recorded (i.e. the marks do not go forward to be counted). Formative assessment can be formal or informal

Feedback

Feedback is an area that students repeatedly point out as one area in which some staff could provide better input. Effective feedback should be:
- In sufficient time to be able to be used by students to improve their work (**typically** within two weeks of hand-in, in line with the University's guidelines on Assessment http://www.abdn.ac.uk/registry/quality/section7.shtml).
- Appropriate and relevant to helping students understand where they have both gained and lost marks, and how to improve their mark (if appropriate).

22 – ALL degree programmes to be associated with a course should be identified to ensure that the University Calendar is edited correctly. Also, state whether the course will be compulsory or an elective for each degree programme.

23 – Course content and structure are elements that are under the close scrutiny of the course co-ordinator at all times. Within this overarching scheme, however, it can be possible to involve the students themselves in contributing to the content or structure of a course in some way. The most obvious examples of this are during the production of a project or dissertation, when students can choose the topic that they wish to study and the methods to be employed to carry it out.

However other opportunities may lend themselves to providing opportunities for student involvement in the content and structure of a course element, examples including:
- Fieldwork projects
- Course delivery through student-led seminars
- Student-selected presentations
- Poster presentations on selected topics

24 – The information should be consistent with that in 10 (see above). Each course will be assigned credit points in terms of the Scottish Credit and Qualifications Framework (SCQF) in which full-time undergraduate students (including PGDE) would normally be expected to register for 120 credit points or.

Thus, the notional student effort (which includes the revision and assessment period, in addition to that required during the 6 or 12 week teaching period) required to complete a course (Q22(a)) should comply with the following framework, irrespective of level:-

Total Credit Points	Notional Effort (hours)
15 credit course	150
30 credit course	300
120 credit annual load	1200
180 credit annual load	1800

In regard to the hours of timetabled teaching sessions (Q22(b)), it will be assumed that, these will relate to the guidelines given below:-

Guidelines on the relationship between contact hours, level and credit points

Non-Practical Based Courses:

Level	Requirement
1	Normally 15 credit points requiring 36 contact hours for the course (pro rata).
2	Normally 15 credit points, requiring at least 24 contact hours for the course (pro rata).
3 ,4 + UG5	No fixed rule concerning contact hours except that they should be reasonable.

Practical-Based Courses:

Level	Requirement
1	Normally 15 credit points requiring 36 contact hours for the course (pro rata).
2 & 3	Normally 15 credit points requiring 48 contact hours for the course (pro rata).
4 + UG 5	No fixed rule concerning contact hours except that they should be reasonable.

For information, **Private Study** is the estimated time required to complete (a) in-course assignments e.g. writing-up practicals/essays/projects, (b) Self-Directed Learning, i.e. work which is part of the course syllabus and which may include time spent on tasks undertaken (including group work) for discussion at a timetabled session e.g. tutorial or time to be spent in researching a topic, (c) other work, including library work, which a student would need to undertake in order to achieve the course learning outcomes and (d) time that students are expected to devote to revision for end-of-course examinations and the acquisition, development and enhancement of knowledge, which will vary between individuals.

25a – Employability is much wider than graduates securing employment on completion of their degree programme or providing careers advice to students. Employability spans issues such as:

- Enhancing students' subject specific skills, generic skills and career management skills through different styles of teaching (e.g. problem-based learning) and provision (e.g. work placements);

- Developing students through personal development planning; introducing creativity and enterprise, facilitating students to taking control of their learning and future plans;

- Engaging employers and professional bodies in meaningful contributions to the undergraduate curriculum, for example through employer-hosted projects, work shadowing opportunities etc.

How does your course include or address any of these areas?

25b – **Work-related learning involves students learning about themselves and the world of work in order to empower them to enter and succeed in employment and includes:**

- Work Placements (paid or unpaid), where the learning outcomes are intended as part of a student's degree programme. Credit is not awarded for undertaking work, but for the learning and skills achieved and demonstrated as a result of the experience. Work placements vary in length from 6 weeks to 12 months and also location and can be local, national and international.
- Professional mandatory placements or attachments, for example in primary or secondary schools to fulfil professional body requirements.
- **Work shadowing where a** student <u>observes </u>a member of staff working in an organisation, and gains an increased understanding of what a particular job entails.
- **Work simulations such as role play, business games and work-based problem solving exercises carried out in the classroom.**

Further information regarding establishing a work placement provision as part of a course/programme is available from the University's Careers Service. University guidance on placement learning is available at http://www.abdn.ac.uk/registry/quality/appendix6x1.pdf

Examples of work-related activities embedded within disciplines from around the University of Aberdeen include:

Work placements http://www.abdn.ac.uk/sms/ugradteaching/placements.shtml

Summer placements http://www.abdn.ac.uk/careers/jobs/placement/

Professional attachments in the School of Education
http://www.abdn.ac.uk/education/programmes/bed-primary.shtml

Work simulations
http://www.abdn.ac.uk/clt/uploads/files/BestPractices/modes%20of%20delivery/Aberdeen%20Oil%20Game.pdf

Other employability examples:

Employer links with the curriculum –
http://www.abdn.ac.uk/clt/uploads/files/BestPractices/skills%20development/Psychology.pdf

Study Abroad Opportunities include:
ERASMUS an EU-funded programme which gives students an opportunity to study in another European country without lengthening their degree.
http://www.abdn.ac.uk/newstudents/erasmus/

North American exchange opportunities.
http://www.abdn.ac.uk/sras/international/north_america.shtml

How does your course include or address any of these areas?

26 – The purpose of this section is to ask staff to consider which elements of the four clusters of Aberdeen Graduate Attributes the course allows students to acquire.

Clearly, all courses will differ in the attributes included and so there is **no** expectation that all courses will include all categories. However, it is the expectation that all programmes, through their constituent courses, will provide opportunities for students to develop a full set of attributes.

Here are examples of topics which you might wish to consider and then include in each of the four clusters of graduate attributes.
Does your course include any or all of the following? If so, please provide a brief indication of how they are developed, with examples. Please also add any other details that you consider relevant.

1. Academically excellent

a) In-depth and extensive knowledge, understanding and skills
b) A breadth of knowledge, understanding and skills beyond their chosen discipline(s)
c) An ability to participate in the creation of new knowledge and understanding through research and inquiry
d) A contextual understanding of past and present knowledge and ideas
e) An intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas

2. Critical thinkers and effective communicators

a) A capacity for independent conceptual and creative thinking
b) A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis
c) A capacity for attentive exchange of views, informed argument and reasoning
d) An ability to communicate effectively for different purposes and in different contexts
e) An ability to work independently and as part of a team
f) A diverse set of generic skills

3. Open to learning and personal development

a) An openness to, and an interest in, life-long learning through directed and self-directed study
b) An awareness of personal strengths and weaknesses
c) A capacity for self reflection, self discovery and personal development

4. Active citizens

a) An awareness and appreciation of ethical and moral issues
b) An awareness and appreciation of social and cultural diversity
c) An understanding of social and civic responsibilities, and of the rights of individuals and groups
d) An appreciation of the concepts of enterprise and leadership in all aspects of life
e) A readiness for citizenship in a civilised and inclusive society

For further information about the background to the development of Aberdeen-specific Graduate Attributes consult the final report of the Curriculum Reform Project (http://www.abdn.ac.uk/curriculum-reform/documents/Final_report_minus_appendices.doc).

27 – Students who are required as part of their course of study to be in unsupervised contact with persons aged under 18, will be subject to a Disclosure (Scotland) check. Students admitted to programmes which already have compulsory elements requiring contact with persons under the age of 18 are routinely subject to a Disclosure check as part of the admissions process. Colleges keep a record of all courses requiring a check and ensure that

applications are processed correctly. Further details, including College contacts, are provided in Appendix 6.2 of the Academic Quality Handbook.

Appropriate wording to indicate that a check will be required should be included in the notes section of the entry for the Catalogue of Courses in 19.

28 – If there are components of the course, including methods of delivery and assessment, that may be inaccessible to students with disabilities or which they may find difficult or impossible to complete, please detail in 28 the alternative arrangements that would be made to allow such students to complete the course successfully [only in exceptional circumstances should the nature of a course be such as to make it impossible for alternative arrangements to be made for students with disabilities: in these circumstances, full details must be provided].

Any resource implications should be addressed in 18.

Appropriate wording should be included in the notes section of the entry for the Catalogue of Courses in 19.

Schools are strongly advised to consult the Student Support Officer/Disabilities Adviser in Student Support Services (extn 3935) in completing this information.

29 – Assess the course and assessment methods in terms of race, religion and belief, disability, sexual orientation, age and gender. If you believe that there may be an adverse impact for one or more of the equality groups you may need to reconsider elements of the course. The University has a legal duty to 'promote equality of opportunity' in relation to race, gender and disability (although the University's policies also cover age, sexual orientation and religion and belief). This means that we need to look proactively at the content, delivery and assessment of our courses to ascertain opportunities to promote equality. If you have any queries or would like further guidance please contact the Equality and Diversity Adviser.

30 – Use this box to provide any additional information requested elsewhere.