**Programme Specification**

|  |
| --- |
| **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

|  |
| --- |
| **BSc Business Information Technology**  **BSc Business Information Technology with a Year in Industry** |

|  |  |
| --- | --- |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **School responsible for management of the programme** | School of Computing |
| 1. **Teaching Site** | Medway |
| 1. **Mode of Delivery** | Full-time |
| 1. **Programme accredited by** | British Computer Society (BCS). Students passing specified computing modules are accredited as follows:  Partial Chartered IT Professional (CITP) |
| 1. **a) Final Award** | BSc (Hons) |
| 7. **b) Alternative Exit Awards** | BSc (non hons) Business Information Technology;  BSc (non hons) Business Information Technology with a Year in Industry;  Diploma in Business Information Technology;  Diploma Business Information Technology with a Year in Industry;  Certificate in Business Information Technology;  Certificate Business Information Technology with a Year in Industry |
| 1. **Programme** | Business Information Technology  Business Information Technology with a Year in Industry |
| 1. **UCAS Code (or other code)** | NG14, NG1F |
| 1. **Credits/ECTS Value** | 360 (180 ECTS) – 3 year programme  480 (240 ECTS) – 4 year programme (a Year in Industry) |
| 1. **Study Level** | Undergraduate |
| 1. **Relevant QAA subject benchmarking group(s)** | Computing 2016, Business and Management 2015 |
| 1. **Date of creation/revision** | Jun 2017/revised FSO Dec 2017 |
| 1. **Intended Start Date of Delivery of this Programme** | September 2019 |

|  |
| --- |
| 1. **Educational Aims of the Programme**   The programme aims to: |
| * to provide a programme which will attract and meet the needs of those contemplating a career involving a significant element of computing and those motivated primarily by intellectual interests in applied computing and business administration. * to provide a sound knowledge and systematic understanding of the principles of business information technology. * to provide generally applicable skills that will be of lasting value in a constantly changing field. * to offer a range of modules covering the foundations of business IT. * to offer a range of options to enable students to study selected areas of applied computing and/or of business administration in depth. * to provide teaching which is informed by current research and scholarship and which requires students to engage with aspects of work at the frontiers of knowledge. * to develop general critical, analytical and problem solving skills that can be applied in a wide range of different business, computing and other settings. |

|  |
| --- |
| **16 Programme Outcomes**  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.  The programme outcomes have references to the subject benchmarking statement for Computing 2016 (CO-SB) and Business and Management 2015 (BA-SB). |

**A. Knowledge and Understanding of:**

1. Hardware: the major functional components of a computer system. CO-SB3.3(iii)

2. Software: programming languages and practice; tools and packages; computer applications; structuring of data and information. CO-SB3.3(iii)

3. Communications and interaction: basic computer communication network concepts; communication between computers and people; the control and operation of computers. CO-SB3.3(iii)

4. Practice: problem identification and analysis; design development, testing and evaluation. CO-SB3.3(iii)

10. Organisations, their environment and their management, including many or all of the following: the management of people, operations management, finance, marketing and organisational strategy. ( BA-SB3.4-3.6)

11. Appropriate Social Science concepts and theories and the ability to apply them to business and management contexts. ( BA-SB3.4-3.6)

Outcomes specific to Year in Industry programmes

13. Aspects of the core subject areas from the perspective of a commercial or industrial organisation.

Note: LOs numbered A5-A9 and A12 are intentionally unused and relate to other current or former degree programmes belonging to the school.

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Modelling: knowledge and understanding in the modelling and design of computer-based systems in a way that demonstrates comprehension of the trade-off involved in design choices. CO SB3.3(iv)

2. Reflection and communication: present succinctly to a range of audiences rational and reasoned arguments. CO SB3.5(iv)

3. Requirements: identify and analyse criteria and specifications appropriate to specific problems and plan strategies for their solution. CO SB3.3(v)

4. Criteria evaluation and testing: analyse the extent to which a computer-based system meets the criteria defined for its current use and future development. CO SB3.3(vi)

5. Methods and tools: deploy appropriate theory, practices and tools for the specification, design, implementation, and evaluation of computer-based systems. CO SB3.3(vii)

6. Professional responsibility: Recognise and be guided by the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of computer technology. CO SB3.3(viii)

7. Computational thinking: demonstrate a basic analytical ability and its relevance to everyday life. CO SB3.3(i)

9. Critically evaluate arguments and evidence BA-SB3.9(iii).

10. Analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems (BA-SB3.9(iii)).

Outcomes specific to Year in Industry programmes

8. Apply some of the intellectual skills specified for the programme from the perspective of a commercial or industrial organisation.

**C. Subject-specific Skills:**

1. Design and implementation: specify, design and implement computer-based systems CO-SB3.4(i)

2. Evaluation: evaluate systems in terms of general quality attributes and possible trade-offs presented within the given problem. CO SB3.4(ii)

3. Information management: apply the principles of effective information management, information organisation, and information retrieval skills to information of various kinds.

4. Tools: deploy effectively the tools used for the construction and documentation of software, with particular emphasis on understanding the whole process involved in using computers to solve practical problems. CO SB3.4(v)

9. Identify, formulate and solve business / decision making problems using appropriate qualitative and quantitative tools. (BA SB-3.9(ii))

10. Create, evaluate and assess options, in a range of business situations, applying concepts and knowledge appropriately. (BA SB-3.9(ii))

11. Communicate effectively, orally and in writing, about business issues. (BA-SB3.9(xii))

Outcomes specific to Year in Industry programmes:

13. Apply some of the subject-specific skills specified for the programme from the perspective of a commercial or industrial organisation.

Note: LOs numbered C5-C8 and C12 are intentionally unused and relate to other current or former degree programmes belonging to the school.

**D. Transferable Skills:**

2. Communication: make succinct presentations to a range of audiences about technical problems and their solutions. CO SB3.5(iv)

3. Information Technology: effective information-retrieval skills (including the use of browsers, search engines and catalogues). Effective use of general IT facilities.

4. Intellectual skills: critical thinking; making a case; numeracy and literacy; information literacy. The ability to construct well-argued and grammatically correct documents. The ability to locate and retrieve relevant ideas, and ensure these are correctly and accurately referenced and attributed. CO SB3.5(ii)

5. Self management: managing one’s own learning and development including time management and organisational skills. CO SB3.5(iii)

Note: The LO numbered D1 is intentionally unused and relates to other degree programmes belonging to the school.

**Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated**

Teaching/Learning

Acquisition is through lectures, supported in most modules by supervised classes and laboratory work. Self-directed learning is facilitated by study guides and web-based material.

Intellectual skills are developed through the teaching and learning programme outlined below. Students develop critical reflection by verbal and written discussion of key themes introduced in the core modules. Project work contributes to the development of these skills by providing the opportunity to consider larger practical problems.

Acquisition of computing specific skills is through lectures, classes and directed study. From the start of the programme, students receive guidance and gain practical experience via supervised practical classes and directed study. As the programme progresses, these skills are further encouraged by the introduction of larger scale problems and project work.

Assessment

Assessment is through a combination of unseen written examinations, assessed coursework and both individual and group project work. Coursework consists of both written reports and practical assignments.

General IT facilities are used throughout the programme for the preparation of written work. Browsers, search engines and catalogues are used for research and self-study material. All students have the opportunity to work within teams and make presentations of their work to both their peers and academic staff.

|  |
| --- |
| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification. |

|  |
| --- |
| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**  The Business Information Technology programme is studied over three years full-time.  The Business Information Technology with a Year in Industry programme is studied over four years full-time, with the industry year between the second and final years.  The programme is divided into three stages (four when a year in industry is included), each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>  Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad/Placement Year), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Business Information Technology. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Business Information Technology. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BSc non-honours degree.  Students successfully completing Stage 2 and also the placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year in Industry*.*  For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.  Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.  Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the **programme** learning outcomes. For further information refer to the Credit Framework.  The following modules will not be condoned or compensated:  CO320 CO600, CO650, CO792 or CO793 |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **KV Code** | **Code** | **Title** | **Level** | | **Credits** | **Term(s)** |
| **Stage 1** | | | | | | |
| **Compulsory Modules** | | | | | | |
| COMP3200 | CO320 | Introduction to Object-Oriented Programming | 4 | | 15 | 1 or 2 |
| COMP3220 | CO322 | Foundations of Computing I | 4 | | 15 | 1 or 2 |
| COMP3240 | CO324 | Computer Systems | 4 | | 15 | 1 or 2 |
| COMP3280 | CO328 | Human Computer Interaction | 4 | | 15 | 1 or 2 |
| COMP3340 | CO334 | People and Computing | 4 | | 15 | 1 or 2 |
| COMP3230 | CO323 | Databases and the Web | 4 | | 15 | 1 or 2 |
| BUSN3660 | CB366 | Management Principles | 4 | | 15 | 2 |
| BUSN3710 | CB371 | Marketing Principles | 4 | | 15 | 2 |
| **Stage 2** | | | | | | |
| **Compulsory Modules** | | | | | | |
| COMP5520 | CO552 | Agile Development & Software Security A | 5 | | 15 | 1 or 2 |
| COMP5480 | CO548 | Software Engineering Process | 5 | | 15 | 1 or 2 |
| COMP5530 | CO553 | Agile Development & Software Security B | 5 | | 15 | 1 or 2 |
| COMP5320 | CO532 | Database Systems | 5 | | 15 | 1 or 2 |
| COMP5390 | CO539 | Web Development | 5 | | 15 | 1 or 2 |
| Students must take 45 credits of Compulsory Business Modules | | | | | | |
| Additional Computing modules may be taken if Business modules are not available | | | | | | |
| **Stage S (Year in Industry programme ONLY)** | | | | | | |
| COMP7920 | CO792 | Industrial Placement Experience | | 5 | 90 | All year |
| COMP7930 | CO793 | Industrial Placement Report | | 5 | 30 | All year |
| **Stage 3** | | | | | | |
| **Compulsory Modules** | | | | | | |
| COMP5440 | CO544 | Networking | 5 | | 15 | 1 or 2 |
| Students must select one of the following 30 credit compulsory modules | | | | | | |
| COMP6500 | CO650 | IT Consultancy Project | 6 | | 30 | 1&2 |
| COMP6000 | CO600 | Project | 6 | | 30 | 1&2 |
| **Optional Modules** Students must select between 30 and 45 credits from the Computing optional modules and between 30 and 45 credits from the Business optional modules. | | | | | | |

|  |
| --- |
| **18 Work-Based Learning**  Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students. |
| * Industrial placement consists of Modules CO792 (90 credits) and CO793 (30 credits) * The onus is on the student to secure placement, with assistance from the School * The School Industrial Placement Office oversees the placements and one of the placement officers will typically visit the students during their placement. * If for any reason the industrial placement cannot be undertaken the student can transfer to the three year version of their programme. * The placement is assessment via CO792 (which is pass/fail) by way of a portfolio and log book plus a performance evaluation by the industrial supervisor. The assessment is also assessed via CO793 by way of a placement report. |

|  |
| --- |
| **19 Support for Students and their Learning** |
| * School and University induction programme * Programme/module handbooks * Library services <http://www.kent.ac.uk/library/> * Student Support <http://www.kent.ac.uk/studentsupport/> * Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/) * Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html> * Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html> * PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html> * Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html> * Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/) * Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/) * Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/ * Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/) * Undergraduate student representation at School, Faculty and Institutional levels * International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/> * Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>   School-specific information about the support available   * On-line Student Data System * An extensive Computing Laboratory website containing information on all Computing modules including where appropriate * module specification * details of any classes * module assessment * study material * anonymous question pages * past examination papers * staff/student liaison information including * details of student representatives * minutes of meetings * Assignment to a tutor who monitors individual student progress * Placement Co-ordinator and Industrial Liaison staff provide support for the Year in Industry * Administrative support via the Administration Office |

|  |
| --- |
| **20 Entry Profile**  The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit. |
| 20.1 **Entry Route**  For current information, please refer to the University prospectus |
| A level  ABB    GCSE  Mathematics grade C    Access to HE Diploma  The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.  If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.    BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)  BTEC National Diploma Distinction, Distinction, Merit    International Baccalaureate  34 points overall or 16 points at HL including Mathematics 4 at HL or SL |
| 20.2 **What does this programme have to offer?** |
| * High quality teaching that was rated “Excellent” after a visit by independent assessors from the Higher Education Funding Council * Teaching that is informed by research activity, using research-led teaching whenever possible * The development of a range of skills that are highly sought after by employers and which open up a wide range of careers to graduates * Programming, modelling and design skills you can use throughout your career * Strong links with industry that are maintained by an “Industrial Panel” and which result in industrial placements and joint research projects * An optional year in industry that provides valuable experience |
| 20.3 **Personal Profile** |
| Desirable qualities include:   * an enthusiasm about computing and related subjects * an interest in business * a willingness to accept new ideas and be flexible in your thinking * a willingness to work with others * good oral and written communication skills * an interest in developing a career in a computing related area |

|  |
| --- |
| 21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| 21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student module evaluations * Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html> * External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html> * Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html> * Annual staff appraisal * Peer observation * Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html> * QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>   School-specific information:   * Student representation on key committees * External accreditation by British Computer Society accreditation: Partial Chartered IT Professional (CITP) * School staff acting as external examiners at other institutions * Double marking and/or moderation of examinations and some assessed coursework * Industrial links * Evaluation of graduate destination statistics * School Director of Education * Active staff development programme * Continuous monitoring of student progress and attendance |
| 21.2 **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff-Student Liaison Committee * School Education Committee * Faculty Education Committee * Faculty Board * Education Board * Board of Examiners |
| 21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student module evaluations * Staff-Student Liaison Committee * Student rep system (School, Faculty and Institutional level) * Annual NSS   School-specific mechanisms used to obtain student feedback   * Discussions with Academic Adviser * Discussions with senior tutor * Newsgroup for Medway Computing Students * Anonymous question web pages for some individual modules * Student programme evaluations * Informal meetings and social contact with students (including student role in recruitment activities) * End-of-year exit questionnaire |
| 21.4 **Staff Development priorities include:** |
| * PGCHE requirements * HEA (associate) fellowship membership * Annual appraisals * Institutional Level Staff Development Programme * Academic Practice Provision (PGCHE, other development opportunities) * Professional body membership and requirements * Programme team meetings * Research seminars * Conferences * Study leave * Equality, Diversity and Inclusivity (EDI) awareness   School-specific staff development opportunities   * Staff members have an individual allocation of funds which they may use to develop any of their interests, including those of learning and teaching. * Staff training of various kinds including appraiser training, interview training, meeting skills, etc. * Participation in staff development week * Research group support for research-led teaching * Annual away-days that cover a number of staff-related issues * Module team meetings * Regular formal and informal collaboration in programme development * Attendance at relevant industry/business conferences/seminars * Conference attendance (with or without School funding) * Minimum expected qualifications for appointments to lecturing posts * Minimum expected research record for appointments to lecturing posts * Membership of relevant professional/academic bodies * Widening participation * Health and safety * Participation on learning and teaching innovatory projects |

|  |
| --- |
| 22 **Indicators of Quality and Standards** |
| * Results of periodic programme review Mar 2012 * Professional accreditation: British Computer Society accreditation: Partial Chartered IT Professional (CITP) * QAA Higher Education Review 2015 * Annual External Examiner reports * Annual programme and module monitoring reports   School-specific Indicators   * Degree results and graduate recruitment statistics * Independent review of the quality of educational provision in the Computing Laboratory by the Higher education Funding Council subject review process achieving an excellent rating. |
| 22.1 **The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education http://www.qaa.ac.uk/assuring-standards-and-quality * QAA Benchmarking statement/s for Computing 2016, Business and Management 2015 * Accreditation requirements of British Computer Society accreditation: Partial Chartered IT Professional (CITP) * School and Faculty plan * University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html * Staff research activities * Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)   School-specific reference points   * Association of Computing Machinery, CS2013: Computer Science Curricula 2013. * University of Kent Computer Science and Computing & Business Administration Programme Specifications |

|  |
| --- |
| 23 **Inclusive Programme Design** |
| The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services. |

*Template last updated November 2017*

**Learning Outcomes Matrix for BIT Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BIT | A1 | A2 | A3 | A4 | A10 | A11 | A13 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | C1 | C2 | C3 | C4 | C9 | C10 | C11 | C13 | D2 | D3 | D4 | D5 |
| **Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO320 |  | X |  | X |  |  |  | X |  |  |  |  | X | X |  |  |  | X | X |  | X |  |  |  |  |  | X |  | X |
| CO322 |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |
| CO324 | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |
| CO328 |  |  | X | X |  |  |  | X |  | X |  |  | X |  |  |  |  | X | X | X | X |  |  |  |  |  | X |  | X |
| CO334 | X | X | X |  | X | X |  |  | X |  |  |  | X |  |  | X |  |  |  |  |  |  |  | X |  | X | X |  | X |
| CO323 |  | X | X | X |  |  |  | X |  |  | X |  | X |  |  |  |  | X | X | X | X |  |  |  |  |  | X |  | X |
| CO329 |  | X |  | X |  |  |  | X | X | X | X | X |  | X |  | X |  | X |  | X | X |  |  |  |  |  | X | X | X |
| CO552 |  | X |  | X |  |  |  | X |  |  |  |  | X |  |  | X |  |  |  |  | X |  |  |  |  |  |  |  |  |
| CO553 |  | X |  | X |  | X |  |  |  |  | X | X |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |
| CO551 |  | X |  | X |  |  |  | X |  | X |  | X |  |  |  |  |  | X | X |  |  |  |  |  |  |  | X | X | X |
| CO532 |  | X |  | X |  |  |  | X | X | X |  |  |  |  |  | X |  | X | X | X |  |  |  |  |  | X | X |  | X |
| CO544 | X | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  | X |
| CB366 |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X | X |  | X |  |  | X |
| CB330 |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  | X |  |  |  | X | X | X | X |
| CB5010 |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  | X | X |  |  |  |  |  |  | X |  | X |  |  |  |
| CB371 |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  | X | X | X |  | X | X |  | X |
| CB729 |  |  |  |  | X | X |  |  |  |  |  |  |  | X |  | X | X |  |  |  |  | X | X | X |  | X | X |  |  |
| **Year in industry** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO792 |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| CO793 |  |  |  |  |  |  | X |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| **One of** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO600 | O | X | O | X |  |  |  | O | X | X | X | X | X | O |  |  |  | X | X | X | X |  |  |  |  | X | X | O | X |
| **Or** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CO650 | X | X | X | X |  |  |  | X | X | X | X | X | X |  | X |  |  | X | X | X | X |  |  |  |  | X | X | X | X |