**Annex A: Requirements for Taught Courses of Study**

**Appendix A: Requirements for Modules**

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# Overview and Scope of this Document

This Appendix of Annex A of the Code of Practice establishes the requirements for new and revised modules that must be consulted by those professional services and academic staff involved in the design, approval, and delivery of the modules.

This Appendix is applicable:

* to all modules and all taught and research courses delivered by the University at levels 4, 5, 6, 7, and 8, regardless of whether or not these courses lead to an award of the University of Kent;
* to level 3 courses where these form an integrated part of a course of study leading to a Kent award;
* to any standalone module that may contribute to a University course at FHEQ levels 4, 5, 6, 7, and 8 or an integrated course at level 3;
* to all modules delivered and/or assessed by domestic and international providers under a partnership arrangement with the University regardless of whether these modules and courses contribute to a Kent award.

# Consulting Other Documents

This Appendix must be followed in conjunction with:

* [Annex A: Requirements for Taught Courses of Study](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses%22%20%5Cl%20%22annex-a)
* [Annex A Appendix B: Publication of Course and Module Specifications](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-a-appendix-b-publication-of-specifications.docx)
* [Annex B: Approval of Taught Courses, Suspensions and Withdrawals](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-b-approval-of-taught-courses.docx)
* [Annex C: Approval of Modules, Suspensions and Withdrawals](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-c-approval-of-modules.docx)
* [Assessment Regulations Framework](https://webtools.kent.ac.uk/site-editor/draft/www.kent.ac.uk/education/regulatory-framework/assessment-regulations-framework)
* [Principles of Compliance with Consumer Protection Laws](https://www.kent.ac.uk/education/documents/cma/principles-of-compliance-with-consumer-rights-protection-laws.docx)
* [Policy on Communication with Applicants and Students](https://www.kent.ac.uk/education/documents/cma/policy-on-communication-with-applicants-and-students.docx)

# Glossary

* CMA – the Competition and Markets Authority
* DDESE – Divisional Director of Education and UG Student Experience
* DDGSSE – Divisional Director of Graduate Studies and PG Student Experience
* DESEC – Divisional Education and Student Experience Committee
* DGSSEC – Divisional Graduate Studies and Student Experience Committee
* FHEQ – the Framework for Higher Education Qualifications
* ILP – Inclusive Learning Plan
* QACO – The Quality Assurance and Compliance Office

# Aims of this document

The requirements set out in this document are designed to ensure that all modules:

* 1. Conform to the Credit Framework Requirements.
	2. Adhere to the Assessment Regulations Framework.
	3. Contain a variety of assessments methods which allow achievement of learning outcomes and safeguard academic integrity.
	4. Are set at the appropriate level.
	5. Have structure and content appropriate to the aims and learning outcomes.
	6. Have appropriate learning outcomes.
	7. Are inclusive by design.
	8. Reflect an inclusive, innovative, and internationalist approach to learning, teaching, and assessment practices.
	9. Comply with the Consumer Rights Protection Law by following the Competition and Markets Authority (CMA) guidance.

# Module Designations

## **Compulsory Modules**

A module will be designated as compulsory where, due to the relevance of its content and learning outcomes to the course of study, it must be taken and for which credit must be awarded in order for a student to remain in good standing on the course.

## **Block Compulsory Modules**

A subset of modules will be designated as a compulsory block, where one or more must be taken and passed in order to meet the requirements of a course or a pathway on a course.

## **Optional Modules**

A module will be designated as optional where it is indicated in a list provided by the course-owning Division as one of a number of modules it provides for students to take on an opt-in basis as part of their course of study.

## **Elective Modules**

A module will be designated as elective where it is provided on an optional basis and falls outside the subject area of the student’s course of study.

# Requirements for Modules

All modules must meet the requirements set out below.

## **Credit Framework Criteria**

All modules must conform to the criteria as set out in the Kent Credit Framework sections 3.2-3.3.

## **Learning Outcomes**

* + 1. Every module will have clear learning outcomes.
		2. A module learning outcome is a clear statement of what a student is expected to demonstrate upon successful completion of that module.
		3. Learning outcomes should set out how the learning can be assessed through the use of an assessment method.
		4. Learning outcomes should align to the appropriate level of study.

## **Impact on Learning Outcomes**

* + 1. The module-owning Division must state how the introduction of a new module or making revisions to an existing module will impact on the learning outcomes of all existing courses of study in which the module is compulsory and for which the module-owning Division is responsible.
		2. Where the introduction of a new module or changes to an existing module will impact on the Course Learning Outcomes, a revised course specification and module mapping must be submitted for re-approval as per Annex B of the Code of Practice for Taught Courses of Study.

## **Assessment of Modules**

* + 1. All assessments on every module must follow principles set out in the Assessment Regulations Framework.
		2. A brief statement on how the chosen assessment methods align with the course assessment strategy must be provided in the module specification.

## **Assessment Criteria**

* + 1. Every module must have assessment criteria for its formative and summative assessments.
		2. Assessment criteria are descriptive statements that provide students and markers with information about the qualities, characteristics, and aspects of a given learning task.
		3. Assessment criteria make it clear to students what they are expected to do to demonstrate achievement of the learning outcomes. Markers will take these factors into account when making judgments about the learners’ performance.

## **University Grade Descriptors and Assessment Marking Schemes**

* + 1. The design of assessment tasks should be clearly aligned with the University Grade Descriptors (see [Annex 3 of Assessment Regulations Framework](https://www.kent.ac.uk/education/documents/assessment-regulations-framework/assessment-regulations-framework-annex-3.docx)).
		2. The Grade Descriptors should also be used to generate assignment–specific marking schemes and marking criteria that reflect the level of achievement required for individual assessment tasks.

## **Pass-compulsory Components of Assessment**

* + 1. Modules must state explicitly where an assessment component is pass-compulsory.
		2. Where a module learning outcome is tested only in one component of assessment, the assessment in question will become pass-compulsory for the module (see section 6.1.2 of the Credit Framework).

## **Re-assessment Methods**

* + 1. The module specification must specify which of the two reassessment methods will apply:
1. like-for-like reassessment of failed individual component(s) of assessment; *or*
2. reassessment instrument (i.e., retrieval by 100% exam, coursework or project).
	* 1. Variation of the method of reassessment stated in the approved module specification will only be considered for students with Inclusive Learning Plans (ILPs) or in response to an extraordinary circumstance for an individual student. Such variations will require the prior written agreement of the relevant Divisional Director of Education and UG Student Experience (DDESE) or Divisional Director of Graduate Studies and PG Student Experience (DGSSE).

## **Alternative Assessment**

* + 1. Occasionally it is necessary to create an alternative assessment, for example, for students with ILPs or in response to an exceptional circumstance for an individual student. The process for approval of alternative assessment is set out below.
		2. The relevant School will draw up a rationale that sets out why the alternative assessment is required, details of the form that it will take, which student(s) will undertake the assessment, and confirmation that the alternative assessment meets the required Module Learning Outcomes.
		3. The School will submit the rationale to the appropriate Divisional Director of Education and UG Student Experience/Divisional Director of Graduate Studies and PG Student Experience for approval or rejection. The outcome will be recorded at the next DESEC/DGSSEC, as appropriate.
		4. Validated Institutions will be required to have their own internal procedure in place for the approval of alternative assessments, including a process to ensure that the relevant External Examiner is satisfied with the alternative assessment. The Validated Institution must inform the Quality Assurance and Compliance Office (QACO) of any alternative assessments once approved.

## **Module Pre-requisites**

The module specification must list all possible pre-requisites[[1]](#footnote-2) relating to that module, including where the module is attached to two or more different courses of study.

## **High Risk of Non-delivery**

* + 1. Module specifications must be designed in such a way that a high risk of non-delivery is not created (such a risk might include both a single member of teaching staff and/or a resourcing concern). A high risk of non-delivery creates risk for both student satisfaction and for compliance.
		2. When a new or revised module is submitted for approval, it should include information about teaching staff available to ensure that more than one person is available to teach it and/or that the Division plan includes consideration of cover and succession planning.
		3. Divisional approval of modules should include consideration of the title and curriculum description in order to confirm these are not overly constraining.
		4. Consideration should be given as to whether any specialist modules might be delivered intensively across a few weeks rather than a full term, so as to minimise the risk of non-delivery.

## **Timetabling Constraints**

When a new module is introduced, the Division must consider the timetabling constraints and whether any timetable clashes result in the reduction of choice in optional/elective modules available to students and how this will be mitigated.

# Approval of Modules

## **New Module Proposals**

Divisions, when seeking to introduce new modules, must ensure that these requirements are met by following the process set out in [Annex C: Approval of Modules, Suspensions and Withdrawals](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-c-approval-of-modules.docx).

## **Revisions to Existing Modules, Suspensions and Withdrawals**

Divisions, when proposing changes to existing modules, must ensure that these requirements are met by following the process set out in [Annex C: Approval of Modules, Suspensions and Withdrawals](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-c-approval-of-modules.docx).

1. Pre-requisite module is a module that students are required to take prior to the module in question. Normal progression requirements through the stages do not need to be listed as a pre-requisite in the module specification. [↑](#footnote-ref-2)