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

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# Overview and Scope of this Document

This document of the Code of Practice establishes the requirements for new and revised taught courses of study whether proposed by a Division unilaterally or in collaboration with other Divisions or partner providers.

New courses submitted directly by partner providers, such as Validated Institutions or Partner Colleges, are subject to the procedures set out in [Annex L](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-l.docx) of this Code of Practice.

# Consulting Other Annexes

This Annex must be followed in conjunction with:

* [Annex A Appendix A: Requirements for Modules](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-a-appendix-a-requirements-for-modules.docx)
* [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)

# New Course Proposals

Divisions, when seeking to introduce new courses, must ensure that these requirements are met by following the process set out in [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).

# Revisions to Courses

Divisions, when proposing changes to existing courses, must ensure that these requirements are met by following the process set out in [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).

# Aims of this document

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

* 1. Ensure that students receive a high-quality academic experience.
  2. Have sufficient staff, physical and digital resources.
  3. Provide sufficient academic support.
  4. Have appropriate aims and learning outcomes.
  5. Have structure and content appropriate to the aims and learning outcomes.
  6. Reflect Kent’s research expertise, except where proposed by a partner provider.
  7. Are inclusive by design.
  8. Reflect an inclusive, innovative and internationalist approach to learning, teaching and assessment practices.
  9. Ensure that students succeed in and beyond higher education.
  10. Are consonant with the University Plan, the Education and Student Experience Strategy, the Internationalisation Strategy, the Student Employability Strategy and, where relevant, the Graduate and Researcher College Strategy and Divisional Plans.
  11. Deliver planned targets and are financially sustainable.
  12. Comply with Consumer Protection Laws by following the Competition and Markets Authority (CMA) guidance.
  13. Meet the University’s regulatory requirements to ensure that the relevant awards are credible.

# Requirements for Taught Courses of Study

All taught courses of study must meet the following requirements:

* 1. Each higher education course is up to date ensuring that the course is representative of current thinking and practices in the subject matter to which the course relates, including being appropriately informed by recent:
     1. Subject matter developments;
     2. Research, industrial and professional developments;
     3. Developments in teaching and learning, including learning resources.
  2. Each higher education course provides an educational challenge ensuring that there is no less than the minimum level of rigour and difficulty reasonably expected of the higher education course, in the context of the subject matter and level of the course.
  3. Each higher education course is coherent ensuring that:
     1. There is an appropriate balance between breadth and depth of content;
     2. Subjects and skills are taught in an appropriate order and, where necessary, build on each other throughout the course;
     3. Key concepts are introduced at the appropriate point in the course content.
  4. Each higher education course is effectively delivered ensuring that:
     1. There is an appropriate balance between delivery methods, for example lectures, seminars, group work or practical study, as relevant to the content of the course;
     2. There is an appropriate balance between direct independent study or research, as relevant to the level of the course.
  5. Each course, as appropriate to the subject matter of the course, requires students to develop relevant skills that include:
     1. Knowledge and understanding relevant to the subject matter and level of the higher education course;
     2. Other skills relevant to the subject matter of the course, such as cognitive skills, practical skills, transferable skills and professional competences.
  6. Each cohort of students receives sufficient physical and digital learning resources that include, as appropriate to the content and delivery of the higher education course, but are not limited to:
     1. Physical locations, for example: teaching rooms, libraries, studios, and laboratories;
     2. Physical and digital learning resources, for example: books, computers, and software;
     3. The resources needed for digital learning and teaching, for example: hardware and software, and technical infrastructure;
     4. Other specialist resources, for example specialist equipment, software, and research tools.
  7. The staff team that designs and delivers the course is collectively sufficient in number ensuring that:
     1. There is sufficient financial resource to recruit and retain sufficient staff;
     2. There is appropriate financial resource allocated to ensure staff are equipped to teach courses;
     3. The course has an adequate number of staff, and amount of staff time;
     4. The impact on students of changes in staff is minimal.
  8. The staff team that designs and delivers the course is appropriately qualified and deployed effectively to deliver in practice ensuring that staff have and maintain:
     1. Expert knowledge of the subject they design and/or deliver;
     2. Teaching qualifications or training, and teaching experience, appropriate for the content and level of the course;
     3. The required knowledge and skills as to effectively deliver the course.
  9. Each cohort of students receives sufficient support which means the effective deployment of assistance, as appropriate to the content of the course, including but not limited to:
     1. Academic support relating to the content of the course;
     2. Support needed to underpin successful physical and digital learning and teaching;
     3. Support relating to understanding, avoiding and reporting academic misconduct;
     4. Careers support.

N.B. This requirement does not include other categories of non-academic support.

* 1. Each cohort of students has opportunities of effective engagement by ensuring that they can contribute to the development of their academic experience and their higher education course, in a way that maintains the academic rigour of that course, including, but not limited to, through membership of the provider’s committees, opportunities to provide survey responses, and participation in activities to develop the course and the way it is delivered.
  2. Students are assessed effectively which means that the course assessment strategy meets the requirements of the Assessment Regulations Framework.

# Additional Requirements for Taught Courses

## **Fulfilment of University Inclusivity Policies**

In accordance with the University's commitment to accessibility and meeting the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018) all courses must reflect the University’s policies for developing inclusive and innovative practices in learning, teaching, and assessment.

## **Anticipatory Adjustments**

All curricula must have provisions for anticipatory adjustments on grounds of inclusivity and how best to deliver these through designing learning and teaching experiences that are inclusive by design.

Kent Inclusive Practices (KIPs) are the University’s approved means to achieve this. In addition, the accessible content guides should be consulted to produce documents, presentations, videos, and web pages that meet regulatory requirements.

## **Kent’s Graduate Attributes**

All undergraduate courses are designed to enable students to build and gain Graduate Attributes[[1]](#footnote-2).

1. See [Kent’s Graduate Attributes](https://www.kent.ac.uk/guides/grad-goals) [↑](#footnote-ref-2)