**Annex A: University Curriculum Policy**

Note where the text states ‘School’ this should be understood to refer to ‘School’ or ’Department’ at the sub-divisional level, as appropriate.

# Overview

Curriculum development involves the effort of all the University's members to create, sustain and change modules, courses of study and other activities supporting learning and skills development. Schools and Divisions, and central services that support teaching and curriculum development initiatives, should all nourish proposals which will effect the principles of the University's curriculum policy.

# Requirements

In pursuance of this policy, the University's courses of study and modules should:

* offer all students taking University-provided modules, irrespective of mode of enrolment, employment status, award or credit andwithout regard to gender, ethnicity or disability, educational opportunities appropriate to an institution of higher education, with the support that the students need in order to realise those opportunities;
* offer courses of study and modules congruent with the University mission and plans;
* provide a wide range of entry levels for courses and facilitate progression through levels of achievement;
* encompass a broad range of subjects, with a mix of appropriate compulsory and optional modules;
* offer an appropriate range of methods of teaching and learning related to the objectives of each module, which, as far as can be reasonably anticipated, do not present any non-justifiable disadvantage to students with disabilities;
* promote the development of knowledge with critical judgement, understanding and ability;
* be of high quality and assessed by standards which are widely communicated;
* be informed by good practice elsewhere in the University and higher education, by developments in schools and colleges from which students are drawn, and by the needs of the community;
* be informed as appropriate by the requirements of external agencies such as [Professional Statutory and Regulatory Bodies (PSRBs) and QAA Benchmark Statements](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-s);
* lead to qualifications at appropriate levels of competence and achievement, including appropriate high level core and transferable skills; and
* be relevant to external opportunities for graduates, including employment, appropriate professional accreditation and further study.

This policy should be brought to bear and be seen to be brought to bear in the creation and development of modules and courses of study and be used in the process of validation, monitoring and evaluation, and review.