DEGREE AND COURSE(S) TITLE

*State all variant titles included in this specification, e.g. XXX with a Year in Industry; XXX with a Year Abroad.*

*Note that KentVision allows for a course title to have a maximum length of 120 characters including spaces.*

***Notes:***

* *Important: Please delete all the dark red text in italics before submission. Where the template text doesn’t suit the course, i.e. the course has more than 180 credits etc, amend the template text accordingly.*
* *All italicised comments are for guidance only, to be replaced with specific School/Divisional-level information before submission for approval.*
* *Refer to Annex A and Annex B of the Codes of Practice for Quality Assurance of Taught Courses of Study and the Assessment Regulations Framework.*
* *The number of bullet points provided in each list is for example only and is not an indicator of the expected length of the list.*
* *Information should be presented as it applies to students in order to achieve the pass threshold. Any information that applies to a higher level must be clearly indicated*.
* *Where revisions are being made to an existing specification, tracked-changes must be used. (To be removed from approved version before uploading to website.)*
* *The table of contents will be updated before publication.*

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# **Important information regarding the Course Specification**

The Course Specification provides a concise summary of the structure and content of the course, the entry level qualifications, as well as the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they pass the course.

## **Key revisions to the Course Specification**

Course specifications are revised regularly and if/when required. The Course Approval Sub-Committee confirms the course structure and the educational aims and learning outcomes. Where there are changes which may impact on continuing students, these are listed below. For all new students, the course and general information provided in this document is correct and accurate and will be applicable for the current year.

**Significant changes made to the course specification for 2023-2024**

**Last Revised:**

*List all the changes made for the 2023-2024 version. Clearly state if these changes apply to new cohorts or current students or both.*

# **Information about the Course**

| **Required Information** | Data |
| --- | --- |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent *or name of validated institution/partner college* |
| 1. **Division responsible for management of the course** | *Division name* |
| 1. **Name of Owning Department** | *School/Department name* |
| 1. **Course** | *e.g. Biosciences* |
| 1. **Teaching Site** | *Indicate campus and/or other site* |
| * 1. **Study Mode** | *Delete as applicable:*  Full-time  Part-time |
| * 1. **Delivery Mode** | *[to be updated in due course]* |
| 1. **Course accredited by** | *Indicate any professional accreditation* |
| * 1. **Final Award** | *e.g. MSc* |
| * 1. **Alternative Exit Awards** | *List alternative exit awards as per Credit Framework Annex 5, e.g.*  *Postgraduate Diploma*  *Postgraduate Certificate* |
| 1. **Credits/ECTS Value** | *Insert total credit value and ECTS equivalent for the course* |
| 1. **Study Level** | Postgraduate (Level 7) |
| 1. **Intended Start Date of Delivery of this Course Specification** | *e.g. from September 2023* |

# **Course Entry Requirements**

The minimum age to study a degree course at the university is normally at least 17 years old by 20 September in the year the course begins. There is no upper age limit.

## **Specific Entry Requirements**

*Indicate the specific entry requirements for the course, including if specific examination subjects/grades required.*

## **Personal Profile**

*State what the typical applicant might be expected to demonstrate at the commencement of their studies.*

**English Language Requirements**

Applicants for whom English is not their native language will need to demonstrate a proficiency in written and spoken English relevant to the demands of the course of study.

Please see the [English language entry requirements](https://www.kent.ac.uk/courses/english-language-requirements) web page.

Please note that if you do not meet our English language requirements, we offer a number of 'pre-sessional' courses in [English for Academic Purposes](https://www.kent.ac.uk/international-programmes/english-and-academic-skills). You attend these courses before starting your course.

## **Recognition of Prior Learning (RPL)**

Students may be admitted to the course with advanced standing in line with the University’s standard RPL requirements. Such cases are subject to prior approval by the University of Kent according to its RPL process. See Annex R of the Codes of Practice for Taught Courses for more information.

**Additional Costs Associated with the Course**

*Where there will be additional costs to the students, such as for field trips or site visits, this must be made clear, including whether the visits etc are a compulsory part of the course. Please refer to the* [*Costs to Students Policy*](https://www.kent.ac.uk/education/documents/policies-procedures-examination-guidance/course-cost-policy.docx)*.*

**Educational Aims of the Course**

**This course aims to:**

*Aims should reflect the mission of Kent and its education strategy, and should make reference to internationalisation within the course, as appropriate. Hence they might include:)*

* *aims which place the study of the discipline in context*

*(Aims in relation to the mission statement:)*

* *provide an excellent quality of higher education*
* *provide flexibility and a multidiscipline approach*
* *provide teaching informed by research and scholarship*
* *meet the lifelong needs of a diversity of students*
* *support national and regional economic success*
* *build on close ties within Europe and elsewhere*

*(Aims in relation to the learning, teaching and assessment strategy:)*

* *produce graduates of value to the region and nationally, in possession of key knowledge and skills, with the capacity to continue learning*
* *prepare students for employment or further study*
* *provide learning opportunities that are enjoyable experiences, involve realistic workloads, based within a research-led framework and offer appropriate support for students from a diverse range of backgrounds*
* *provide high quality teaching in supportive environments with appropriately qualified and trained staff*
* *Meet the requirements for accreditation by XXXX on successful completion of the course*
* *Reflect an inclusive and innovative approach to learning, teaching and assessment practices.*

# **Course Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding, cognitive and practical skills, transferable skills and professional competences in the following areas.

*The number of course learning outcomes will vary for each course. Staff should also refer to the FHEQ qualification level descriptors as set out in Annex 2 of the Credit Framework and ensure that these are appropriately reflected in the course learning outcomes. Include relevant learning outcomes to Year Abroad/Year in Industry/any pathways, as applicable.*

*[OPTIONAL]* Where the course outcomes have references to the subject benchmarking statement, the subject benchmarking statement used was XX (YEAR). *Benchmarking should be referenced to individual outcomes, e.g. using* ***SB1.1, SB1.2,*** *etc. Where referencing to more than one benchmarking statement suitable additional abbreviations should be included to differentiate between statements. It may not be possible to map all the course learning outcomes to the benchmarking statement(s). Ensure the most up to date version of the benchmarking statement is referenced.*

1. **Knowledge and Understanding**

**On completion of the course students will be able to:**

*(i.e. subject-specific knowledge and understanding), e.g.: Understand the terminology, nomenclature and classification systems relating to the human body.*

3. **Intellectual Skills**

**On completion of the course students will be able to:**

*(i.e. subject-specific intellectual skills)*

4. **Subject-specific Skills**

**On completion of the course students will be able to:**

***(These will include practise and professional skills)***

3. **Transferrable Skills**

**On completion of the course students will be able to:**

***(Non-subject specific key skills)***



# **Education and Assessment Strategy**

The University pursues student-centred learning design that supports the educational needs of a diverse student community.

*With reference to the University’s Assessment and Feedback Strategy, set out the learning and teaching strategy for this course, indicating the rationale for the choice of assessment design and how this will enable students to acquire and evidence the above course learning outcomes and highlight how the student learning experience will be suited to their needs during each stage of the course.*

*Describe the overall course assessment methods for the course and indicate how these are embedded in the associated module specifications, as relevant to the level of learning required for the modules in question. Specify how you will ensure that assessment at Kent is effective, fair, inclusive and authentic and designed to support learning, and that assessment upholds academic standards and integrity whilst providing students with appropriate opportunities to demonstrate their potential and achievement. Please refer to Annex 5 of the Assessment Regulation Framework for more information.*

*Indicate how inclusive teaching, learning and assessment practices will be embedded by design in this course. University of Kent (i.e., not collaborative) course specifications should explicitly refer to* [*Kent Inclusive Practices*](https://www.kent.ac.uk/guides/accessible-content/kent-inclusive-practices) *(KIPs).*

# **Internationalisation**

*Please highlight aspects of this course where internationalisation and global opportunities for students are actively incorporated into the modules or co-curricular activity. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation or global opportunities in any of the following: subject content, assessment tasks, teaching methods/activities, intercultural competencies, physical or virtual exchange experiences. For more guidance on how to internationalise the curriculum, please see our curriculum internationalisation* [*toolkit*](https://media.www.kent.ac.uk/se/17980/CIToolkitKent.pdf)*,* [*webpages*](https://www.kent.ac.uk/global/our-strategy) *and* [*video*](https://www.youtube.com/watch?v=Vq0u_qSuWq0) *or get in touch with* [*deanglobal-lifelong@kent.ac.uk*](mailto:deanglobal-lifelong@kent.ac.uk) *to arrange a short session on how to internationalise your particular curriculum in your context.*

# **Course Design**

Course design information sets out processes and methods of learning and provides details of any requirements that students need to achieve in order to successfully pass the course.

## **Course Duration and Structure**

The **[title of the course]** is studied over one year full time or two years part time *[remove if PT not offered]*. The course is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60-credit dissertation module. *[Amend if different]*

At postgraduate level the ‘Summer Term’ includes the standard summer vacation period. Refer to the University’s page on specific details of [term dates](https://www.kent.ac.uk/student-administration/university-term-and-closure-dates).

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 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework.

Each module and course are designed to be at a specific level. For the descriptors of each of these levels, refer to [Annex 2](https://www.kent.ac.uk/education/documents/assessment-regulations-framework/assessment-regulations-framework-annex-2.docx) of the Assessment Regulations Framework.

**[course title]** - to be eligible for the award students must obtain 180 credits, at least 150 of which must be at Level 7.

## **Classification of the degree**

For the purpose of the degree classification, Stages 1 and 2 will be treated as one stage. *[amend as applicable]*

*The following text to be deleted or modified as appropriate to the course:*

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 **course** learning outcomes. For further information refer to the [Credit Framework](https://www.kent.ac.uk/education/documents/credit-framework/credit-framework.docx).

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 **course** learning outcomes. For further information refer to the [Credit Framework](https://www.kent.ac.uk/education/documents/credit-framework/credit-framework.docx).

*Specify any modules which cannot be trailed – note that if no modules are listed, then the standard Credit Framework regulation is enforced, i.e. that trailing up to 25% will be permitted.*

*Specify any modules in which failure will not be condoned or compensated.*

*Include additional information specific to the requirements of this course, e.g.:*

* *An explanation of pathways available*
* *The structure of any year/term abroad or in industry and any pre-requisites to enter such a year/term and what will happen if the student does not meet these*
* *Any progression requirements between stages*
* *An indication of any pre- or co-requisite modules*
* *Any modules that are repeat only if failed*
* *An outline of any PSRB accreditation requirements*

Modules which are marked with an asterisk ‘\*’ cannot be trailed, condoned or compensated.

## **Alternative Exit Awards**

An Alternative Exit Award is an intermediate qualification, for which the student may not have registered at the outset, but which may be awarded on completion of specific modules (credit) if the student leaves the course.

**Postgraduate Certificate in XXX** will be awarded to students who successfully complete at least 60 credits, at least 40 of which are at Level 7, and meet the Credit Framework requirements, but who do not normally successfully complete Stage 2.

**Postgraduate Diploma in XXX** will be awarded to students who successfully complete at least 120 credits, at least 90 of which are at level 7, and meet the Credit Framework requirements, but who do not normally successfully complete Stage 2.

## **Course Structure Outline and Compulsory Modules**

**Compulsory module** is a module where due to the relevance of its content and learning outcomes to the course of study must be taken and for which credit must be awarded in order for a student to remain in good standing on the course.

**Optional modules are** indicated in a list provided by the course-owning School 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.

*[Delete if no elective modules]* **Elective modules** are provided on an optional basis and fall outside of the student’s the course of study.

*[Delete if not applicable]* **Block compulsory modules** consist of a subset of modules, one or more of which must be taken and passed in order to meet the requirements of a course or a pathway on a course.

*[Delete if not applicable]* **A****Pathway** is a route through a course that is achieved by taking a combination of designated modules. Where a pathway results in the award of a new unique degree award title, the course specification must articulate course-level learning outcomes that are exclusive to the pathway concerned.

* *The precise structure of the following section can be modified according to need, e.g. to accommodate part-time courses, pathways, and the removal of ‘optional module’ sections if not applicable in any stage of the course.*
* *Note that the normal expectation is that the termly module load will be equally balanced across the terms.*
* *Where there are multiple modes of delivery (e.g. full-time/part-time) the specification must make clear how the different modes will work across stages/years.*

*[REPEAT THE BELOW TABLES FOR PATHWAYS, AS APPROPRIATE]*

**[Title of the course] *– if multiple pathways***

**Stage 1**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

| **Optional Modules (TOTAL NO OF credits)** |
| --- |
| Students must select XX credits at Level XX from a list of optional modules. |

**Stage 2**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |

| **Optional Modules (TOTAL NO OF credits)** |
| --- |
| Students must select XX credits at Level XX from a list of optional modules. |

*[Delete if no part-time option]* **Part-time [course title]**

**Stage 1 Year 1**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |

| **Optional Modules (TOTAL NO OF credits)** |
| --- |
| Students must select XX credits at Level XX from a list of optional modules. |

**Stage 1 Year 2**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |

**Stage 2 Year 3**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |

| **Optional Modules (TOTAL NO OF credits)** |
| --- |
| Students must select XX credits at Level XX from a list of optional modules. |

**Stage 2 Year 4**

| **Compulsory Modules (TOTAL NO OF credits)** | | | | |
| --- | --- | --- | --- | --- |
| **Module Code** | **Title** | **Level** | **Credits** | **Term(s)** |
|  |  |  |  |  |
|  |  |  |  |  |

| **Optional Modules (TOTAL NO OF credits)** |
| --- |
| Students must select XX credits at Level XX from a list of optional modules. |

**Inclusive Course Design**

The Division/Collaborative Partner *(delete as applicable)* recognises and has embedded the expectations of current equality legislation, by ensuring that the course 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.

**Work-based Learning**

*If there is work-based learning in this course of study, include the following statement:*

For a student on placement where reasonable adjustments may be needed to support a disability or health condition, it is the responsibility of the student to discuss this with their placement provider. Support on how to do this, or how to approach this topic with an employer, can be discussed with the placement team or your Student Support and Wellbeing Adviser. Adjustments in work environment, including placements, are the responsibility of the employer.

*Where relevant to the course of study, provide details of any work-based learning element. Such courses include Foundation Degrees, Year in Industry/Year Abroad courses, and any course that contains a placement element. Details of the following should be provided:*

* *Length of work-based learning (WBL) element and credit value attached to placement including specific module name(s)*
* *Outline whether the onus is on the student to secure the WBL placement*
* *Details of delivery and assessment relating to the WBL and level of involvement (if any) by placement employer/partner institution in the delivery/assessment*
* *Details of support for students in-situ from both University and/or placement representative*
* *Information regarding provision for students with disabilities*

# **Additional Information Associated with the Course**

## **Student Support and Guidance**

Key features of the support for students include:

* School/Divisional/University induction course
* [Graduate and Researcher College](https://www.kent.ac.uk/graduate-researcher-college)
* [Kent Postgraduate Community](https://www.kent.ac.uk/graduate-researcher-college/taught-students)
* [Student Learning and Advisory Service](https://www.kent.ac.uk/student-learning-advisory-service)
* [Library services](http://www.kent.ac.uk/library/)
* [Student Support](https://www.kent.ac.uk/student-support) and Wellbeing
* [Counselling Service](https://www.kent.ac.uk/studentwellbeing/counselling/)
* [Personal Academic Support System](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-g) (PASS)
* [Kent Union](http://www.kentunion.co.uk/)
* [Careers and Employability Services](http://www.kent.ac.uk/ces/)
* [Information Services](http://www.kent.ac.uk/is/)
* Postgraduate student representation
* [International Recruitment Office](https://www.kent.ac.uk/internationalstudent/)
* [International Partnerships Office](https://www.kent.ac.uk/global/partnerships/)
* [Health Services](https://www.kent.ac.uk/guides/health-services)

*Insert any additional School/Division-specific information about the support available.*

## **Quality Evaluation and Enhancement**

The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the courses are defined in the following key documents:

* [Academic Regulations for Taught Courses of Study](https://www.kent.ac.uk/education/regulatory-framework/academic-regulations-for-taught-courses#regulations-taught)
* [The Credit Framework](https://www.kent.ac.uk/education/regulatory-framework/credit-framework)
* [The Codes of Practice for Taught Courses of Study](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses)
* *[Include any PSRB information for accredited courses]*

**Awards Standards**

All University of Kent qualifications align with the Framework for Higher Education Qualifications (FHEQ) to assure appropriate standards for each qualification.

Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all courses. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University’s academic standards.

**Review and Evaluation Mechanisms**

Some of the key mechanisms in place to assure the standards of all University of Kent qualifications and the quality of the student experience, include:

* Continuous monitoring: produced for all courses to review and enhance the provision and to plan ahead.
* Independent external examiners: submit reports every year to confirm that a course has been assessed properly and meets the appropriate academic standards.
* Periodic course reviews: carried out every five years to review how a course has developed over time and to make sure that it remains current and up-to-date. Improvements are made as necessary to ensure that systems remain effective and rigorous.

**Student Feedback and Engagement**

* Students have an opportunity to raise issues via their Student Voice Forum and the feedback is considered by Divisions. Students can also express their feedback via student module evaluations.
* Student feedback is also collected via the Postgraduate Taught Experience Survey (PTES). The results are analysed internally and then considered in a number of different ways, including by the course team, principal committees and the senior leadership team.
* Student also have opportunities to get involved in governance. Student representatives are appointed on a yearly basis to represent the student voice and give feedback in respect of their course of study and their School. Student representatives and their appointment are managed by Kent Union.

**Staff Development**

The University continuously invests in talented and engaging educational staff, with a clear focus on staff development and embedding teaching excellence into staff performance and development reviews, reward and recognition; and develops staff to ensure that their practice is informed by developments in research, scholarship and industry, and ensuring that their own research is disseminated back into the relevant area.

Some of the staff development priorities include:

* PGCHE requirements
* HEA (associate) fellowship membership
* Annual appraisals
* Professional body membership and requirements
* Course team meetings
* Research seminars
* Conferences
* Study leave
* Equality, Diversity and Inclusivity (EDI) awareness

*Insert any additional School/Divisional-specific staff development opportunities.*

# **Module Mapping Table**

The course learning outcomes will normally all be addressed by the compulsory modules. Therefore, only compulsory modules should be included in the table.

**Table A: Knowledge and Understanding**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 |
| A1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table B: Intellectual Skills**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 |
| B1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table C: Subject-specific Skills**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 |
| C1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table D: Transferrable Skills**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 | ABCD1234 |
| D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## ***Addendum:* Optional Modules (Subject Requirements)**

For current information, please refer to the [Subject Requirements](https://www.kent.ac.uk/student-administration/subject-requirements) published annually by the Central Student Administration Office (CSAO).

Minor individual changes to optional modules or the term they run may not be reflected in this document.