***Guidance for the Completion of the Module Specification Template***

***Full details of the requirements for modules are outlined in Appendix A of Annex A.***

*The cover sheet and pro forma do not form part of the specification and will not be published. The information provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new/revised modules.*

***FOR NEW MODULES***

1. *Complete the* [*cover sheet for a new module*](https://livekentac.sharepoint.com/sites/education-qaco/SiteAssets/SitePages/Course-and-module-approval/cover-sheet-for-a-new-module.docx?web=1)*.*
2. *Complete the specification template below.*
3. *All text in italics must be* ***deleted*** *before the new specification is submitted for approval.*
4. *When the module is approved, complete the* [*pro forma for a new module*](https://livekentac.sharepoint.com/sites/education-qaco/SiteAssets/SitePages/Course-and-module-approval/new-module-request-proforma.docx?web=1)*.*

***FOR REVISED MODULES***

1. *Complete the* [*cover sheet for a revised module*](https://livekentac.sharepoint.com/sites/education-qaco/SiteAssets/SitePages/Course-and-module-approval/cover-sheet-for-a-revised-module.docx?web=1)*.*
2. *Using* ***tracked changes*** *indicate amendments to the existing specification.*
3. *Old specifications will need to be updated to the latest template.*
4. *All text in italics must be* ***deleted*** *before the revised specification is submitted for approval.*
5. *When the module is approved, complete the pro forma for a revised module\*.*

*\*N.B. where there are changes to the number of credits and/or the level of credits, use the pro forma for a new module.*

# KentVision Code and title of the module

*The title should clearly indicate what the module is about. A subtitle may be added to make its purpose explicit.* *KentVision allows for a module title to have a maximum length of 120 characters including spaces.*

*Use the following format:*

*e.g. ABCD3160 Introduction to Writing Module Specifications*

# Division and School/Department or partner institution responsible for the module

*This is the Division and the School/Department with responsibility for quality assurance and for organising the teaching.*

# The level of the module

Level 4 OR Level 5 OR Level 6 OR Level 7

*If a module is available at more than one level please indicate this here, stating the codes.*

*e.g. Level 5: ABCD5160, Level 6: ABCD6170*

# The number of credits and the ECTS value which the module represents

*Insert total credit value and ECTS equivalent for the module (ECTS value is 50% of the credit value).*

*Credits should normally correspond to a multiple of 15, as per the Credit Framework (section 3.2).*

*Note that if a module is changing credits (for example, shifting from 15 credits to 30 credits) it will require a new module code and be set up as a ‘new’ module (the old version of the module can be withdrawn if required; please indicate this in Section 3 of this template)*

*e.g. 15 credits (7.5 ECTS)*

# Which term(s) the module is to be taught in (or other teaching pattern)

*If the pattern is not based on terms, please include the weeks (e.g., 6–18).*

*If a module is running across more than one term please use the conjunction ‘and’.*

*If a module can be taught in either term please use the conjunction ‘or’.*

*For example:*

*“Autumn and Spring” would indicate this module is running across the Autumn and Spring terms (24 weeks)*

*“Autumn or Spring” would indicate this module will be taught in either the Autumn or Spring term (12 weeks)*

# Delivery of the module

* 1. **Mode of study**

In person OR Blended OR Online

* 1. **Campus(es) or centre(s) where module will be delivered**

*Simply state e.g. Canterbury, Medway, Paris or whichever campus/centre is appropriate.*

# Prerequisite and co-requisite modules and/or any module restrictions

*Clarify whether students are required to have taken certain modules prior to this one or are required to take certain modules alongside this one.*

*e.g. Co-requisite: ABCD3170 How to Draft Course Specifications*

*Include any restrictions, e.g. The module cannot be taken with ABCD3170* *How to Draft Course Specifications*

# The course(s) of study to which the module contributes

* 1. **The module is compulsory for the following courses**

*List all the course(s) where the module will be compulsory.*

* 1. **The module is optional for the following courses**

*List all the course(s) where the module will be optional.*

* 1. **Also available as an elective module.** *[Delete if not applicable]*

# A synopsis of the curriculum

*This should be a general outline of the key topics covered by the module. It should not be a detailed schedule of lecture topics, or a week by week account of what will be taught (this information should be provided in the Module Guide).*

*Sufficient detail should be provided to give any member of staff delivering the module a clear framework from which to work.*

# Contact Hours

Private Study: *i.e. total of all independent research, private study, assessment work etc*

Contact Hours: *i.e. total of all lecture/seminar/lab etc hours*

Total: *this must be equal to 10 hrs per credit, i.e. 150 for a 15 credit module; 300 for a 30 credit module, etc*

# Learning and teaching methods

*Briefly describe learning and teaching methods that will be used in this module, e.g. This module will be delivered via lectures and seminars.*

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

*Learning outcomes should be written in such a way as to indicate what a student will achieve.*

*The outcomes should be numbered to enable them to be explicitly referred to elsewhere in the specification.*

*If a module is taught at two different levels the learning outcomes for each level should be set out separately; e.g.*

*On successfully completing the level 5 module students will be able to:*

*1)*

*2)*

*etc*

*On successfully completing the level 6 module students will also be able to:*

*3)*

*4)*

*etc*

*These sections should be listed as one sequential set of numbers.*

*Ensure that the subject generic learning outcomes conform to the appropriate level descriptors – see* [*Annex 2: Qualification Level Descriptors*](https://www.kent.ac.uk/education/documents/assessment-regulations-framework/assessment-regulations-framework-annex-2.docx) *of the Assessment Regulations Framework. Table A of Annex 2 provides a breakdown of the level descriptors and includes an indication of the typical qualifications at each level (i.e. 4 to 7). The learning outcomes should be written in a form appropriate to the module’s level of study. For example:*

*On successfully completing the module students will be able to:*

*(Level 5): demonstrate knowledge and critical understanding of the development of the module specification revision process and the development of the principles underlying this process*

*(Level 6): demonstrate a systematic understanding of the development of module specification revision process and a detailed knowledge of changes implemented following the 2013 report*

# The intended generic learning outcomes

On successfully completing the module students will be able to:

*Generic learning outcomes should include relevant key transferable skills.*

*The outcomes should be numbered to enable them to be explicitly referred to elsewhere in the specification.*

*If a module is taught at two different levels the learning outcomes for each level should be set out separately; e.g.*

*On successfully completing the level 5 module students will be able to:*

*1)*

*2) etc*

*On successfully completing the level 6 module students will be able to:*

*3)*

*4) etc*

*These sections should be listed as one sequential set of numbers.*

*Ensure that the subject generic learning outcomes conform to the appropriate level descriptors – see* [*Annex 2: Qualification Level Descriptors*](https://www.kent.ac.uk/education/documents/assessment-regulations-framework/assessment-regulations-framework-annex-2.docx) *of the Assessment Regulations Framework. Table A of Annex 2 provides a breakdown of the level descriptors and includes an indication of the typical qualifications at each level (i.e. 4 to 7). The learning outcomes should be written in a form appropriate to the module’s level of study.*

# Assessment Strategy

* 1. **Main assessment methods**

*This section will only state the assessment type and weighting, assessment word length or duration and whether it is group work. Assessments have to be sufficiently defined. Using assessment/assignment is not sufficient as it doesn’t provide students with information about the type of assessment. Example:*

*In-class assessment (30 mins MCQs) – 10%*

*Essay (1,500 words) – 25%*

*Presentation in small groups (10 mins plus supporting documentation) – 15%*

*Examination (2 hrs) – 50%*

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

*Describe how the assessment methods for this module align with the course assessment strategy and allow the students to achieve their full potential.*

* 1. **Reassessment methods**

*State either ‘like for like’ or ‘alternative assessment’, and state the assessment type: i.e. ONE of the following (refer to* [*Annex A Appendix A*](https://www.kent.ac.uk/education/documents/code-of-practice-taught/code-of-practice-taught-annex-a-appendix-a-requirements-for-modules.docx) *section 5.8 for details).*

*100% examination (state time length, i.e. 2 hours or 3 hours)*

*OR*

*100% coursework (state word length as applicable)*

*OR*

*100% project (state word length as applicable)*

*N.B. In the case of a work-based learning/placement learning module that cannot be resat this must be stated explicitly here (refer to Annex Q section 1.3 for details).*

*N.B. This section is not applicable to Validated Institutions. Where the module is for a course delivered by a Validated Institution section 13.2 should be deleted in its entirety.*

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| *e.g. workshop* |  |  |  |  |  |  |  |  |  |  |
| *e.g. laboratory* |  |  |  |  |  |  |  |  |  |  |
| *e.g. lectures* |  |  |  |  |  |  |  |  |  |  |

* 1. **Module learning outcomes against assessment methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *e.g. MCQ test* |  |  |  |  |  |  |  |  |  |  |
| *e.g. Presentation* |  |  |  |  |  |  |  |  |  |  |
| *e.g. Essay*  |  |  |  |  |  |  |  |  |  |  |
| *e.g. Examination* |  |  |  |  |  |  |  |  |  |  |

# Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

# Inclusive module design

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

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

# Partner College or Validated Institution Module

*If the module is part of a course in a Partner College or Validated Institution, please complete sections 17 and 18. Delete this section if not applicable.*

# Partner College/Validated Institution

# University Division responsible for the course

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students**  | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |