# NEW COURSE FORM

*If this is a* ***NEW*** *course, please complete Section 1 of this pro forma and delete the next pro forma. If this is an amendment to a course, please delete this one and complete the next pro forma.*

# SECTION 1: SCHOOL TO COMPLETE

| **Required Information** | **Data** |
| --- | --- |
| **Level of Course** | **PGT** |
| **Name of Owning School** | Choose an item. |
| **Division** | Click or tap here to enter text. |
| **Date of the First Intake** | Choose an item. |
| **Which Months will the Course have a Start Date?** | **September  January  May** |
| **Title** | Click or tap here to enter text. |
| **Degree Award** | Choose an item. |
| **Alternative Exit Award** | Click or tap here to enter text. |
| **Location/Campus**  *Please select all that are applicable and give details, for example if there is a term abroad in Paris* | **Canterbury  Medway  Brussels   Paris**  **Other:** Click or tap here to enter text. |
| **Mode of Attendance**  *Please select all that are applicable* | **FT  PT  Distance Learning** |
| **Length in Months**  *Including year abroad/placement year* | Click or tap here to enter text. |
| **Teaching Institution** | Choose an item. |
| **Is there a Work Placement and if so is it Compulsory?** | Choose an item.**Yes  No** |
| **Year Abroad** | **Yes  No** |
| **Number of Stages** | Choose an item. |
| **Credits per Stage** | Click or tap here to enter text. |
| **Accreditations** | Click or tap here to enter text. |
| **Stage Weightings** | Click or tap here to enter text. |
| **Course Model** | Click or tap here to enter text. |
| **Date of CASC Meeting the Course was Approved** | Click or tap to enter a date. |
| **FT Fee Amount and Fee Band** | **UK/EU fee:** Click or tap here to enter text.  **UK/EU fee band:** Click or tap here to enter text.  **International fee:** Click or tap here to enter text.  **International fee band:** Click or tap here to enter text. |
| **Notes** | Click or tap here to enter text. |

# Delivery Details

(only required if different from the above i.e. a Partner College Course)

| **Required Information** | | **Data** | |
| --- | --- | --- | --- |
| **School** | | Click or tap here to enter text. | |
| **Division** | | Click or tap here to enter text. | |
| **Location/Campus**  *Please select all that are applicable* | | Click or tap here to enter text. | |
| **Teaching Institution** | | Choose an item. | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | |

# SECTION 2: CSAO TO COMPLETE

| **Required Information** | | **Data** |
| --- | --- | --- |
| **COS Code** | | Click or tap here to enter text. | | |
| **Course Code** | | Click or tap here to enter text. | | |
| **HECOS Code** | | Click or tap here to enter text. | | |
| **Is ATAS required?** | | Choose an item. | | |
| **If ATAS is required, please provide the CAH3 code** | | Click or tap here to enter text. | | |
| **UCAS Code:** | | Click or tap here to enter text. | | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | | |

# SECTION 3: MORA TO COMPLETE

| **Required Information** | | **Data** |
| --- | --- | --- |
| **Courses Plant ID** | | Click or tap here to enter text. | | |
| **Visit Day/Interview Subject Code** *If applicable* | | Click or tap here to enter text. | | |
| **UCAS Code** *If applicable* | | Click or tap here to enter text. | | |
| **Set up on KentVision** | | Choose an item. | | |
| **Sent Protocol to School to Complete** | | Choose an item.Click or tap to enter a date. | | |
| **Protocol Set Up** | | Choose an item. | | |
| **Added to Course Spreadsheet** | | Choose an item. | | |
| **MCR Codes** | | Click or tap here to enter text. | | |
| **Email Communication Sent** | | [Infoadm-staff@kent.ac.uk](mailto:Infoadm-staff@kent.ac.uk)   [listings-update@kent.ac.uk](mailto:listings-update@kent.ac.uk)  Relevant School | | |
| **Data Quality Informed of UCAS Code and Requested to add the UCAS Choice Flag** | | Choose an item. | | |
| **Notes** | | Click or tap here to enter text. | | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | | |

**COURSE AMENDMENT FORM**

*If this is an* ***AMENDMENT*** *to a course, please complete Section 1 of this pro forma and delete the preceding pro forma. If this is a new course, please delete this one and complete the preceding pro forma*

# SECTION 1: SCHOOL TO COMPLETE

| **Required Information** | | **Data** |
| --- | --- | --- |
| **Level of Course** | | **PGT** | | |
| **Name of Owning School** | | Choose an item. | | |
| **Division** | | Click or tap here to enter text. | | |
| **First Intake to Which the Change Applies** | | Choose an item. | | |
| **Title** | | Click or tap here to enter text. | | |
| **Degree Award** | | Choose an item. | | |
| **Location/Campus**  *Please select all that are applicable and give details, for example if there is a term abroad in Paris* | | **Canterbury  Medway  Brussels   Paris**  **Other:** Click or tap here to enter text. | | |
| **Mode of Attendance**  *Please select all that are applicable* | | **FT  PT  Distance Learning** | | |
| **Teaching Institution** | | Choose an item. | | |
| **Date of CASC Meeting the Major Amendment was Approved;/or Date the Minor Amendment was Approved by the Division** | | Click or tap to enter a date. | | |
| **Describe the Changes being made to this Course**  *If it is a name change please include the original and new name here* | | **Major Change:** Click or tap here to enter text.  **Minor Change:** Click or tap here to enter text. | | |
| **COS Code and Version** | | Click or tap here to enter text. | | |
| **Course Code** | | Click or tap here to enter text. | | |
| **Notes**  *If the course model is changed, please include the number of stages, stage weightings and credits per stage* | | Click or tap here to enter text. | | |
| **Course Model** | | Click or tap here to enter text. | | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | | |

# SECTION 2: CSAO TO COMPLETE

| **Required Information** | | **Data** |
| --- | --- | --- |
| **Previous POS/COS Code and Version** | | Click or tap here to enter text. | | |
| **Previous Course Code** | | Click or tap here to enter text. | | |
| **New COS Code and Version** | | Click or tap here to enter text. | | |
| **New Course Code** | | Click or tap here to enter text. | | |
| **Is ATAS required?** | | Choose an item. | | |
| **If ATAS is required, please provide the CAH3 code** | | Click or tap here to enter text. | | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | | |

# SECTION 3 MORA TO COMPLETE

| **Required Information** | | **Data** |
| --- | --- | --- |
| **Courses Plant ID** | | Click or tap here to enter text. | | |
| **Old MCR Codes**  *Only include ‘in use’ codes* | | Click or tap here to enter text. | | |
| **Applicants on Old MCR Codes** | | Click or tap here to enter text. | | |
| **Set up new MCR on KentVision** | | Choose an item. | | |
| **New MCR Codes** | | Click or tap here to enter text. | | |
| **Sent Protocol to School to Complete** | | Choose an item.Click or tap to enter a date. | | |
| **Written to Applicants if the Change is Significant** | | Choose an item. | | |
| **Applicants on Old MCR Moved to New MCR**  *Change course code under process decision* | | Choose an item. | | |
| **Sent Form to Helpdesk to Close Down Old MCRs/ Request Pre-Applicant Contact Details** | | Choose an item. | | |
| **Pre Applicant Details Received from IT and Sent to the School** | | Choose an item. | | |
| **Applicants Moved on to the new COS on Cressida (if rolled in)**  *Email CSAO if you have to change the COS* | |  | | |
| **Email Communication Sent**  *With details of new MCR and COS* | | [Infoadm-staff@kent.ac.uk](mailto:Infoadm-staff@kent.ac.uk)   [listings-update@kent.ac.uk](mailto:listings-update@kent.ac.uk)  Relevant School | | |
| **Updated Protocol** | | Choose an item. | | |
| **Notes** | | Click or tap here to enter text. | | |
| **Completed by** | | Click or tap here to enter text.Click or tap to enter a date. | | |

**Course Specification for Postgraduate Taught Courses of Study**

***Guidance and Template Text***

***Notes:***

* *Important: Please delete all the text in italics before submission.*
* *All italicised comments are for guidance only. As appropriate, to be replaced with specific School/Divisional-level information before submission for approval.*
* *Refer to Code of Practice for Quality Assurance of Taught Courses: Annex C when completing this template.*
* *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 a submission for approval is of a major revision to an existing specification, the revisions should be clearly indicated, e.g. using tracked-changes. (To be removed from approved version before uploading to website.)*

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| **Please note:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the course.More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the course handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| --- |
| Degree and Course Title e.g. MA Computing *Note that KentVision allows for a course title to have a maximum length of 120 characters including spaces* |

| **Required Information** | **Data** |
| --- | --- |

|  |  |
| --- | --- |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent *or name of validated institution/ partner college* |
| 1. **School/Division responsible for management of the course** | *School and Division name* |
| 1. **Teaching Site** | *Indicate campus or other site* |
| 1. **Mode of Delivery** | *Delete as applicable:*  Full-time  Part-time  Flexible Learning  Distance Learning |
| 1. **KentVision Academic Model** | *To be completed in due course, once approved by the University* |
| 1. **Course accredited by** | *Indicate any professional accreditation* |
| 1. **a) Final Award** | *e.g. MA* |
| **8**. **b) Alternative Exit Awards** | *List alternative exit awards as per Credit Framework Annex 5, e.g.*  *PG Diploma in XX;*  *PG Certificate in XX* |
| 1. **Course** | *e.g. Computing* |
| 1. **UCAS Code (or other code)** |  |
| 1. **Credits/ECTS value** | *Insert total credit value and ECTS equivalent for the course* |
| 1. **Study Level** | *Insert study level of the course e.g. Level 7* |
| 1. **Relevant QAA subject benchmarking group(s)** | *Enter name as appropriate: see* [*QAA benchmarking statements*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)  *More than one Statement may apply.*  *If no applicable Statement, leave blank.*  *If an undergraduate-level Statement has been used in the production of the postgraduate course specification, include the following statement:*  *This Subject Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study* |
| 1. **Date of creation/revision** *(note that dates are necessary for version control)* | *e.g. Feb 2010/revised Sept 2021* |
| 1. **Intended Start Date of Delivery of this Course** | *e.g. from September 2022* |

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| 1. **Educational Aims of the Course**   The course aims to: |
| *(Aims should reflect the mission of Kent and its learning and teaching 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, reflecting Kent’s position as the UK European University*   *(Aims in relation to the learning and teaching strategy:)*   * *produce graduates of value to the region and nationally, in possession of key knowledge and skills, with the capacity to learn* * *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.* |

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| **17. Course Outcomes**  The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The course outcomes have references to the subject benchmarking statement for xxx  *State relevant QAA Benchmark Statement(s)*. *Benchmarking should be referenced to individual outcomes, e.g. using* ***SB1.1, SB1.2,*** *etc. Where referencing to more than one Benchmark 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 Benchmark Statement(s). The number of course learning outcomes will vary for each course.*  *Note that if there is no QAA Subject Benchmark Statement at postgraduate level there is no requirement to use an undergraduate-level Statement, but it may help the development of the specification to do so. If an undergraduate-level Statement has been used in the production of the postgraduate course specification, include the following statement: “This Benchmark Statement is for undergraduate degrees only, and has been used here for guidance purposes with adjustments appropriate to postgraduate level study.”*  *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.* |

**A. Knowledge and Understanding of:** *(i.e. subject-specific knowledge and understanding)*

*1.* *e.g. Advanced aspects of a range of computer systems* ***(SB5.1.2)***

1.

2.

3.

**Skills and Other Attributes**

**B. Intellectual Skills:** *(i.e. subject-specific intellectual skills)*

1.

2.

3.

**C. Subject-specific Skills:** *(These will include practise and professional skills)*

1.

2.

3.

**D. Transferable Skills:** *(Non-subject specific key skills)*

1.

2.

3.

**Teaching/learning and assessment methods and strategies used to enable the course learning outcomes to be achieved and demonstrated**

*Set out the specific teaching and learning methods and strategies that will enable students to acquire the above course learning outcomes; and state the broad assessment methods that will be used to demonstrate achievement of the outcomes. These will reflect the teaching, learning and assessments stated in the associated module specifications.*

*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/studentsupport/accessibility/inclusive-practice.html) *(KIPs).*

|  |
| --- |
| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this course of study, see the module mapping table, located at the end of this specification. |

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| --- |
| **18. Course Structures and Requirements, Levels, Modules, Credits and Awards**  *Basic information to be provided here.*  *Standard text: (text may be modified, as appropriate, e.g. where course is studied as a single stage):*  This course is studied over one year full-time or two years part-time.  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. 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 is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework. To be eligible for the award of a Master’s degree students must obtain 180 credits, at least 150 of which must be Level 7.  Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma. Students successfully completing 60 credits at Stage 1 of the course and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of postgraduate certificate.  Compulsory modules are core to the course and must be taken by all students studying the course. Optional modules provide a choice of subject areas, from which students will select a stated number of modules.  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.  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.  *Specify any modules which cannot be trailed into Stage 2 – note that if no modules are listed then the standard Credit Framework regulation is enforced, i.e. that 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* * *If the course includes study abroad for any students, make reference in this section to Annex 14 of the Credit Framework.* * *An indication of any pre- or co-requisite modules* * *An outline of any PSRB accreditation requirements*   *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 Kent Union’s* [*policy on additional costs to students*](https://www.kent.ac.uk/education/documents/policies-procedures-examination-guidance/course-cost-policy.docx)*.*  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). |

* *The precise structure of the following section can be modified according to need, e.g. to accommodate part-time courses, pathways; the removal of ‘optional module’ sections if not applicable in any stage of the course.*
* *State the SDS module code and KentVision code if known (e.g. it is an existing module).*
* *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 it clear how the different modes will work across stages/years. This may be best demonstrated via the inclusion of a separate module table for each delivery mode.*

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| --- | --- | --- | --- | --- | --- |
| **KV Code** | **SDS Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** | | | | | |
| **Compulsory Modules** | | | | | |
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| **Optional Modules** Students must select *(state number of modules and/or total credit volume)* from a list of optional modules that will be provided by the School/Division: | | | | | |
| *Alternative version, to be used where the list of optional modules is short and static (i.e. is not expected to change) and it is considered essential that they are included here*  **Optional Modules** Students must select *(state number of modules and/or total credit volume)* from the following list of optional modules: | | | | | |
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| **Stage 2** | | | | | |
| **Compulsory Modules** | | | | | |
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|  |  |  |  |  |  |
| **Optional Modules** Students must select *(state number of modules and/or total credit volume)* from a list of optional modules that will be provided by the School/Division: | | | | | |
| *Alternative version, to be used where the list of optional modules is short and static (i.e. is not expected to change) and it is considered essential that they are included here*  **Optional Modules** Students must select *(state number of modules and/or total credit volume)* from the following list of optional modules: | | | | | |
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| **19. Work-Based Learning** |
| *If there is work-based learning in this course of study, include the following statement:*  Where disabled students are due to undertake a work placement as part of this course of study, a representative of the University will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements. |
| *Where relevant to the course of study, provide details of any work-based learning element. Such courses include any course that contains time abroad, in industry or 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* |

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| **20. Support for Students and their Learning** |
| * School/Divisional/University induction course * Course/module handbooks * [Library services](http://www.kent.ac.uk/library/) * [Student Support](http://www.kent.ac.uk/studentsupport/) and Wellbeing * [Counselling Service](https://www.kent.ac.uk/studentwellbeing/counselling/) * Academic Practice Department * PASS system ([Annex G](https://www.kent.ac.uk/education/regulatory-framework/codes-of-practice-for-taught-courses#annex-g)) * [Academic Adviser](https://www.kent.ac.uk/guides/academic-advisers) system * [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/) (computing and library services) * Postgraduate student representation * [International Recruitment Office](https://www.kent.ac.uk/internationalstudent/) * [International Partnerships Office](https://www.kent.ac.uk/global/partnerships/) * [Medical Centre](https://www.kent.ac.uk/studentsupport/medical-centre.html) * [Kent Postgraduate Community](https://www.kent.ac.uk/graduate-researcher-college/taught-students) * [Graduate and Researcher College](http://www.kent.ac.uk/graduateschool/index.html) (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops)   *Insert any additional School/Division-specific information about the support available* |

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| **21. Entry Profile**  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. |
| **21.1** **Entry Route**  For current information, please refer to the University prospectus |
| *Indicate the specific entry requirements for the course, including minimum classification of first degree.*  *State IELTs requirements for international applicants, e.g.:*  *Average 6.5 in IELTs test, minimum 6.0 in reading and writing.* |
| **21.2** **What does this course have to offer?** |
| *Insert information about specific aspects of the course and opportunities provided by the School, such as:*   * *Key aspects of the course that will be attractive to prospective students* * *Any WBL, performance, exhibitions, field-work opportunities* * *Potential progression opportunities* * *Specialist lecturers/guest speakers in the discipline* * *Specialist equipment, software etc* * *Reference to internationalisation within the course, as applicable* |
| **21.3** **Personal Profile** |
| *State what the typical applicant might be expected to demonstrate at the commencement of their studies.* |

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| **22.** **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning** |
| **22.1** **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Quality Assurance Framework * Periodic Review * External Examiners system * Annual course and module monitoring reports * QAA Higher Education Review * Student module evaluations * Annual staff appraisal * Peer observation   *Insert any additional School-specific information, e.g.*   * External accreditation by XX |
| **22.2** **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Student Voice Forum * Board of Studies * Divisional Graduate Studies and PG Student Experience Committee' * Graduate and Researcher College Board * Board of Examiners |
| **22.3** **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student Voice Forum * Postgraduate Taught Experience Survey (PTES) * Student module evaluations * Postgraduate Student Representation System   *Insert any additional School/Division-specific mechanisms used to obtain student feedback* |
| **22.4** **Staff Development priorities include:** |
| * Annual Appraisals * Institutional Level Staff Development Course * Study Leave * Academic Practice Provision * PGCHE requirements * HEA (associate) fellowship membership * Professional body membership and requirements * Course team meetings * Research seminars * Conferences * Equality, Diversity and Inclusivity (EDI) awareness   *Insert any additional School/Division-specific staff development opportunities* |

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| **23.** **Indicators of Quality and Standards** |
| * Annual External Examiner reports * Results of periodic review * Annual course and module monitoring reports * Graduate Destinations Survey * Postgraduate Taught Experience Survey (PTES) results * Professional accreditation *(as applicable - state relevant body or delete this bullet)* * Most recent QAA Higher Education Review |
| **23.1 The following reference points were used in creating these specifications:** |
| * QAA UK Quality Code for Higher Education * QAA Benchmarking statement for *(state title(s) or delete this bullet if no relevant statement)* * Accreditation requirements of *(as applicable - state relevant body or delete this bullet)* * School and Divisional plan * University Strategy and Learning and Teaching Strategies * Staff research activities * [Kent Inclusive Practices](https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html) *(or collaborative partner’s equivalent)*   *Insert any additional School-specific reference points* |

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| **24.** **Inclusive Course Design** |
| The School/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. |

*Module mapping table to be amended as appropriate to the course specification. Where the course includes optional modules, only the compulsory modules should be included in the table. The course learning outcomes will normally all be addressed by the compulsory modules.*

# Module Mapping: *Course Title*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Stage 1** | | | | | | | | **Stage 2** | | | | | | | | | |
|  | Module 1 name | Module 2 name | Module 3 name | Module 4 name | Module 5 name | Module 6 name | Module 7 name | Module 8 name | Module 1 name | Module 2 name | Module 3 name | Module 4 name | Module 5 name | Module 6 name | Module 7 name | Module 8 name | | |
| **Course Learning outcomes**  **Knowledge and Understanding:** | | | | | | | | | | | | | | | | | | |
| A1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| A2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| A3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| A4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| A5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| **Intellectual Skills:** | | | | | | | | | | | | | | | | | | |
| B1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Subject-specific Skills:** | | | | | | | | | | | | | | | | |
| C1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transferable Skills:** | | | | | | | | | | | | | | | | |
| D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| D2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| D3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| D4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |
| D5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |