University of Kent Guidance on Procedures for Programme Approval, Monitoring and Review for Partner Colleges

Revised
January 2015
University of Kent Guidance on Procedures for Programme Approval, Monitoring and Review for Partner Colleges

Note: the following guidance has been taken from the Code of Practice for Taught Programmes and most specifically Annex O of the Code of Practice (Quality Assurance Procedures for Programmes of Study at Partner Colleges Leading to University Awards). The Code of Practice for Taught Programmes can be read in full at: http://www.kent.ac.uk/teaching/qa/codes/index.html

CONTENTS:

SECTION 1: Approval of a New Programme of Study (page 4)

1. What are the stages of the programme approval process? (page 4)
2. When should I begin preparing a new programme of study? (page 4)
3. What should I do first when initially developing a new programme of study? (page 4)
4. What is the Executive Group? (page 5)
5. What documentation do I need to provide for the Executive Group? (page 5)
6. How do I submit the new programme proposal to the Executive Group? (page 6)
7. What do I need to do to submit the new programme proposal to the School? (page 6)
   a. Centre-Devised Programmes (e.g. FDs, bespoke HNC/Ds, ‘Top-Up Degrees)
   b. Standard ‘National Qualifications Framework’ HNC/D Programmes
8. How do I submit the new programme proposal to the School? (page 8)
9. What are the possible outcomes of the submission of the new programme proposal to the School? (page 8)
10. What happens when the Faculty considers the new programme proposal? (page 8)
11. Will a Faculty Panel visit the College during its consideration of the new programme proposal? (page 8)
12. What will a Faculty Panel review? (page 9)
13. What happens at the Programme Approval Sub-Committee (PASC)? (page 9)

SECTION 2: Approval of New Modules (page 11)

14. What do I need to do to get a new module approved? (page 11)
15. How do I prepare a new module proposal? (page 11)

SECTION 3: Annual Monitoring (page 11)

16. What is annual monitoring? (page 11)

SECTION 4: Periodic Review of Programmes (page 11)

17. What is a Periodic Programme Review? (page 11)
SECTION 5: Boards of Examiners (page 12)
18. How is a Board of Examiners appointed for a new programme of study? (page 12)

SECTION 6: University Liaison Officers (page 12)
19. What liaison will there be between the University School and the College once the programme of study has been set up formally? (page 12)
20. What will the University Liaison Officer do? (page 12)
21. As Programme Director, what information should I expect to receive from the University School? (page 12)

SECTION 7: Programme Advisers (page 13)
22. What is a Programme Adviser? (page 13)
23. How is a Programme Adviser appointed? (page 13)
24. What is the period of appointment for a Programme Adviser? (page 13)
25. What are the arrangements for payment of fees to a Programme Adviser? (page 13)

Appendices:
Appendix 1: University Contacts (page 15)
Appendix 2: Example of Programme Cover Sheet (page 17)
Appendix 3: Example of Programme Specification Template (page 19)
Appendix 4: Example of Module Specification Template (page 23)
Appendix 5: Useful Web Links (page 25)
Appendix 6: Guidance on writing programme and module specifications (page 26)
SECTION 1: Approval of New Programmes of Study

1. What are the stages of the programme approval process?

There are several stages to the programme approval process at the University of Kent:

- Initial development
- Submission of an initial proposal and business plan to the Executive Group
- Submission of the programme specification to the relevant School
- Faculty consideration of the programme specification
- Consideration of the programme specification by the Programme Approval Sub-Committee (PASC)
- Approval of the programme by PASC on behalf of the Learning and Teaching Board (for taught programmes).

The new programme should be in an area in which the University has subject expertise and it will be affiliated to a School. If it is considered that the new programme may be non-cognate (i.e. the University does not have relevant subject expertise) advice should be sought from the Quality Assurance Office before programme development commences.

2. When should I begin preparing a new programme of study?

The time taken for approval of a new programme is largely dependent on the quality of the paperwork. A new programme proposal should enter the programme approval process at least a year in advance of when it is planned to admit the first cohort of students, e.g. if a College plans to welcome the first cohort of students onto a new programme in September 2015, it should ideally have discussed the programme’s initial development and entered the approval process by Summer Term 2014. To stand a realistic chance of approval in time the proposal would have to be considered by the School not later than Autumn Term 2014 and reach the Faculty early in Spring Term 2015.

Colleges should note that PASC (and the Learning and Teaching Board) will not consider and approve new programmes of study later than the May PASC meeting each year (see appendix 5 for a web link to PASC information).

N.B. Autumn Term extends from the end of September to December, Spring Term from January to the end of March and Summer Term from April to the beginning of June. Dates of University Terms can be found at: http://www.kent.ac.uk/about/termdates.html.

3. What should I do first when initially developing a new programme of study?

There are two key steps to take initially prior to the submission of an outline proposal to the Executive Group. During the initial development of the programme:

1. It is important to consult with the relevant University School about the plans. The Director of Learning and Teaching in the relevant School will be a key contact at this stage of the approval process. If a College is unsure about which University School to approach to discuss hosting its programme, it should contact its Partnership Development Officer for further help and guidance. PDOs should be contacted at an early stage as they can help to manage the approvals process.

2. It is important that an outline programme proposal and business plan is approved within the College, as the College must indicate that it will be responsible for providing resources and facilities sufficient to deliver the programme.
4. **What is the Executive Group?**

The Executive Group comprises:

- The Vice-Chancellor
- Senior Deputy Vice-Chancellor
- Deputy Vice-Chancellor (Alumni, Fundraising, Events and Arts Policy)
- Deputy Vice-Chancellor (Commercial Services, Estates, Human Resources and Legal Services)
- Pro-Vice-Chancellor (Learning, Teaching and Students)
- Pro-Vice-Chancellor (Research)
- Director of Finance

This group meets fortnightly during term time.

The Executive Group needs to consider an outline of the new programme and approve it in principle before significant time is spent on its development.

5. **What documentation do I need to provide to the Executive Group?**

To submit an initial plan for a new programme of study to the Executive Group, you will need to provide:

- **a) An outline proposal of the new programme of study.** The outline proposal will include a business plan and indicate that the College will be responsible for providing resources and facilities sufficient to deliver the programme. The proposal should not normally be more than two pages and should include a brief description of the proposed programme and address the following points:
  - The relationship of the programme to the University's Mission and Plan and the School's Plan;
  - Evidence of need and demand for the programme as suggested by market research, to include projected student numbers;
  - Confirmation that the programme will be resourced by the college.
  - Any special resources required (e.g. staff, space, library, IT, learning technologies, training, timetable), and confirmation that the college will put these in place.
  - A statement of which programmes, if any, will be withdrawn as a result of the new proposal.
  - Evidence of discussion/agreement with the relevant University School(s) together with information about collaboration, partnership and/or potential competition

You should refer to section 2.2 of Annex C of the Code of Practice for Taught Programmes of Study, available on: [http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html).

The outline proposal should first have been approved within the College.

- **b) A signed programme cover sheet** (a pro-forma is available at: [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html)). See Appendix 2 for an example of this.

These documents should be sent to the College’s Partnership Development Officer who will arrange for the relevant supporting paperwork to be provided:

1. Commentary from the Quality Assurance Office. The programme proposal must be sent to Karen Browne, Quality Assurance Office (email: qa@kent.ac.uk or k.browne@kent.ac.uk or tel: (01227) 824183) so that she can provide the QA
comments on the programme proposal. These comments will be submitted to the Executive Group with the proposal.

2. Colleges should ensure that they have had an initial discussion with the relevant University School. The Head of School is required to sign the proposal cover sheet (see section 5, point 2 above) to indicate the School’s support of the proposal. If a programme is non-cognate, Executive Group will be asked to indicate which faculty or School should take on the proposal.

3. The University’s Finance Planning and Analysis Office is also required to confirm that there are no budgetary implications or liabilities for the University if the course goes ahead. The Partnership Development Office will usually ensure that this confirmation is received and forwarded to Executive Group.

6. **How do I submit the new programme proposal to the Executive Group?**

   New programme proposals and all associated documentation (as listed above) should be submitted via the PDOs.

7. **What do I need to do to submit the new programme proposal to the School?**

   The College should follow the guidance below depending on whether the programme is a:
   a) Centre-Devised Programme (e.g. Foundation Degree, bespoke HNC/Ds, ‘Top-Up Degrees)
   b) Standard ‘QCF’ HNC/D Programme

   **a) Centre-Devised Programmes (e.g. FDs, bespoke HNC/Ds, ‘Top-Up Degrees)**

   Once the initial plan for the new programme has been approved by the Executive Group, a specification must be prepared in accordance with the requirements of Annex C of the Code of Practice for Taught Programmes for it to be submitted to the relevant School Learning and Teaching Committee in the case of cognate programmes and the Faculty Learning and Teaching Committee in the case of non-cognate programmes along with a report of the outcome of internal consultation and the CVs of all staff appointed to teach on the programme. The Partnership Development Officer can advise on relevant University contacts and will provide updates on the progress of developments through the approvals process.

   Detailed proposals for new programmes should be submitted to Schools accompanied by a completed cover sheet and should include the following:

   - A programme specification in the approved format, available at [http://www.kent.ac.uk/teaching/qa/codes/index.html](http://www.kent.ac.uk/teaching/qa/codes/index.html) (see Appendix 3 for an example of this). The programme specification will subsequently be used as a source of basic information about the programme by students, potential students and internal and external reviewers together with:
     - Mode(s) of study i.e. full-time/part-time/both and duration in each mode
     - Minimum/maximum student intake and source of funding (i.e. HEFCE/other)
     - The School which will hold responsibility for programme management
     - The proposed start date
     - Evidence of need and demand for the programme
     - For a new programme which is not similar to an existing programme, for example which includes the provision of a substantial number of new modules: evidence of consultation with and the support of one or more external advisers with regard to quality and standards of the proposed programme
• Implications for learning resources including staff, library, IT and space
• Where appropriate, how the programme reflects the requirements of professional or statutory bodies
• Full descriptors of all compulsory, core and optional modules other than any optional modules which do not contribute to achievement of the stated learning outcomes

\textit{b) Standard QCF Programmes – Module Format, Level and Content}

For standard Pearson (formerly Edexcel) QCF submissions, the College will not be required to produce module specifications in the format of the University, but will use the unit outlines contained within the BTEC Higher National qualification specification. Those units (listed in the programme specification) will be allocated a module code by the University. Units will be designated normally as worth 15 credits, with ‘H1’ units designated as level ‘C’ and ‘H2’ as Level ‘I’. The programme specification must contain a statement indicating how the unit outlines will be made available to students.

No units, other than those specified in the approved programme specification, may be added to the programme without the prior approval of the University, Pearson and the Qualifications Curriculum Authority (QCA).

No deviation from the standard QCF programme title will be permitted.

8. \textbf{How do I submit the new programme proposal to the School?}

The new programme proposal should be submitted to the School Director of Learning and Teaching so that he/she can arrange for it to be considered in the School. The Partnership Development Officers can advise and assist with this.

9. \textbf{What are the possible outcomes of the submission of the new programme proposal to the School?}

The School will consider the proposal and submit it to the Faculty Learning and Teaching Committee for approval, together with a recommendation as to whether the proposal should be approved or approved subject to conditions (for example, subject to provision of additional resources). As the recommendation of the Faculty Learning and Teaching Committee on approving the programme will be based partly on the accuracy and completeness of the programme specification as a rendering of the BTEC Higher National Qualification specification, the School should take this into consideration when recommending the proposal.

10. \textbf{What happens when the Faculty considers the new programme proposal?}

The Faculty Learning and Teaching Committee will establish a panel to consider the new programme proposal in detail. The Faculty Learning and Teaching Committee will have discretion to determine the membership of the Panel according to the following:

(i) The Faculty Panel should consist normally of either two members of the Faculty or, at the discretion of the Faculty Learning and Teaching Committee, for example in cases where appropriate subject area expertise is not available within the Faculty, one member of the Faculty and an appropriate External Adviser;

(ii) Where the proposal contains non-cognate provision, and/or provision in a subject area where the College has not previously had provision, it will be the expectation that normally an External Adviser will be appointed to the Panel.
11. Will the Faculty Panel visit a College during its consideration of the new programme proposal?

The Faculty Learning and Teaching Committee will determine whether the nature of the programme necessitates a visit to the College by the Faculty Panel to inspect teaching facilities and/or interview teaching staff about the provision. However, where the proposal contains non-cognate provision, and/or provision in a subject area where the College has not previously had provision, it will be the expectation that normally a visit will take place.

12. What will a Faculty Panel review?

The Faculty Panel will be expected to make recommendations to the Faculty Learning and Teaching Committee on the following matters:

(i) For centre-devised programmes, on the appropriateness of content and standards of the curriculum with respect to the level and nature of the award; or

(ii) For standard QCF BTEC Higher National qualifications, on the accuracy and completeness of the programme specification as a rendering of the BTEC Higher National qualification specification into the University’s format, with attention to the key points highlighted in bullet-form at 3.3.4(ii) above;

(iii) For non-cognate provision, and/or provision in a subject area where the College has not previously had provision, on the adequacy of the teaching and learning facilities;

(iv) For all provision, that the staff engaged in delivering the programme are appropriately qualified for their role.

If satisfied that it is appropriate to do so, the Faculty Learning and Teaching Committee will submit the specification for the new programme of study to the Programme Approval Sub-Committee (PASC) of the University's Learning and Teaching Board (LTB), together with a report on the outcome of its consideration including a recommendation as to whether the proposal should be approved or approved subject to conditions (for example subject to provision of additional resources).

The programme specification (as submitted to PASC) need not be accompanied by detailed module proposals since Faculty Boards are authorised to approve new modules.

13. What happens at the Programme Approval Sub-Committee (PASC)?

PASC will consider the new programme specification and the recommendation of the Faculty Learning and Teaching Committee.

If PASC is satisfied with the recommendation of the Faculty, it will recommend approval of the programme to the Learning and Teaching Board.

Colleges should note that PASC (and LTB) will not consider and approve new programmes of study later than the May PASC meeting each year and so the May PASC meeting is a key date to note (see appendix 5 for a web link to PASC information).

Where recommending approval of a HNC/D programme, PASC will authorise the Quality Assurance Office to make a submission to Pearson for permission to deliver the programme at the College.

Pearson states:

“Any new Higher Nationals or other level 4-7 Professional Qualifications that the Institution wishes to develop must comply with published Pearson guidelines. Where a BTEC Higher National exists with a closely related title and/or content the centre-devised programme must cover the same core content as in the equivalent BTEC Higher National programme. Where there is no equivalent BTEC Higher National programme then there is no requirement of this kind.”
Therefore, before giving its permission for delivery of a centre-devised HNC/D, Pearson will require sight of a mapping document addressing this requirement. The College should send this document to the secretary of PASC.


Upon receipt of approval from Pearson, the Quality Assurance Office will inform the College that students may be recruited to the programme.

The Learning and Teaching Board is authorised to approve new programmes of study on behalf of the Senate of the University.

Karen Browne (email: k.browne@kent.ac.uk or QA@kent.ac.uk and tel: (01227) 824183) is the Secretary to the Programme Approval Sub-Committee and may be contacted with queries related to this committee.
SECTION 2: Approval of New Modules

14. What do I need to do to get a new module approved?
   The stages of approval for a new module are as follows:
   - Preparation of the proposal internally at the College.
   - Submission to and consideration of the specification by the School Learning and Teaching Committee (for cognate programmes)
   - Consideration of the specification by the Faculty Learning and Teaching Committee (and recommendation to the Faculty Board).
   N.B. Unlike proposals for new programmes of study, new module proposals are not considered by the Executive Group and the Programme Approval Sub-Committee.

15. How do I prepare a new module proposal?
   New module proposals should be prepared in accordance with Annex B (Approval of New Modules). The proposal should include a module specification template, which is available at http://www.kent.ac.uk/teaching/qa/codes/index.html. See Appendix 4 for an example of this.

SECTION 3: Annual Monitoring

16. What is Annual Monitoring?
   Programmes will be monitored and reviewed annually in accordance with the requirements of the University Code of Practice for Quality Assurance (Annex E of the Code of Practice for Taught Programmes) and with the involvement of the nominated University School Liaison Officer or Programme Adviser.
   
   The College will submit an annual monitoring report on each programme for consideration by the relevant University School. This annual monitoring report should be accompanied by the reports from the External Examiner(s) and the University School Liaison Officer or Programme Adviser, and should include responses to those reports. The School should comment on its consideration of the annual review report within its annual monitoring report to the Faculty. If the programme is non-cognate (i.e. it does not have a host University School), the annual monitoring should be sent directly to the relevant Faculty.

SECTION 4: Periodic Review of Programmes

17. What is Periodic Programme Review (PPR)?
   Each College’s Kent-approved programme provision will be subject to periodic review in accordance with the requirements of the University Code of Practice for Quality Assurance. The Quality Assurance Office will advise the year in which each College’s programme provision will be subject to periodic review, normally by School on a six-yearly cycle. The Faculty Board will receive reports of Review Panels and the response of the School and College to such reports and will forward such reports, together with its views on them, to the Learning and Teaching Board.
   
   Procedures for PPR in the Colleges are set out in Annex F of the Code of Practice (see http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html).
SECTION 5: Appointment of Boards of Examiners

18. How is a Board of Examiners appointed for a new programme of study?

Once the programme has been approved, a Board of Examiners will be appointed by the Faculty Board in consultation with the College. The Board will comprise:

- One or more External Examiner(s), appointed by or on behalf of Senate and Council on the recommendation of the relevant Faculty Board.
- At least one, and normally two, University of Kent examiners, one of whom shall be appointed as Chair of the Board of Examiners, appointed by the relevant Faculty Board on the recommendation, where applicable, of the relevant University School(s).
- College examiners, normally comprising those teaching the programme, appointed by the relevant Faculty Board on the recommendation of the College, one of whom shall be appointed as Deputy Chair. When requesting appointment of staff as examiners, the College should provide the Secretary to the Faculty Board with copies of curriculum vitae for the staff concerned.

SECTION 6: University Liaison Officers

19. What liaison will there be between the University School and the College once the programme of study has been set up formally?

Where a School within the University has responsibility for a programme, the School will appoint a member of its staff, who will normally be the Chair of the Board of Examiners for the programme concerned, to act as Liaison Officer.

20. What will the University Liaison Officer do?

The University Liaison Officer will:

- Receive agendas and minutes of programme team meetings.
- Be a member of any review panels established to undertake annual or periodic programme reviews.
- Facilitate liaison between relevant University staff and staff and students at the College, in particular with regard to progression from the College to the University.
- Submit an annual report to the University via the Quality Assurance Office on the quality of the programme and of the learning experience of the students according to the template provided at http://www.kent.ac.uk/teaching/qa/codes/index.html. The report will be copied to the College HE Liaison Officer and to the Faculties Support Officer and will be considered by the Faculty Board when it considers the Annual Report on the programme submitted by the College.

21. As Programme Director, what information should I expect to receive from the University School?

The relevant School should:

- Send copies of agendas and minutes of relevant School meetings to the College Programme Directors
- Invite College Programme Directors to attend School meetings as appropriate.
SECTION 7: Programme Advisers

22. What is a Programme Adviser?

Where the University does not itself have appropriate subject expertise, and has approved a non-cognate programme for delivery, it will appoint a Programme Adviser who will:

- Receive agendas and minutes of programme team meetings.
- Be a member of any review panel established to undertake annual or periodic programme review.
- Be a non-chairing member of the Board of Examiners
- Inspect samples of marked student work. The purpose of such inspection will not be to moderate internal marking but to obtain information about student learning and achievement.
- Submit an annual report to the University via the Quality Assurance Office on the quality of the programme and of the learning experience of the students according to the template provided at http://www.kent.ac.uk/teaching/qa/codes/index.html. The report will be copied to the College HE Liaison Officer and to the Faculties Support Officer and will be considered by the Faculty Learning and Teaching Committee when it considers the Annual Report on the programme submitted by the College.

23. How is a Programme Adviser appointed?

Following the proposal of candidates by the College, the appointment of a Programme Adviser will be undertaken by the relevant Faculty and will require approval by the Pro Vice-Chancellor of the University with responsibility for Learning, Teaching and Students.

24. What is the period of appointment for a Programme Adviser?

Programme Advisers will normally be appointed for a period of four years but may, in exceptional circumstances, be appointed for (at most) one additional year. Programme Advisers may not concurrently hold an appointment as an External Examiner for the same programme.

25. What are the arrangements for payment of fees to a Programme Adviser?

The University will be responsible for payment of fees and expenses, which will only be payable following receipt of an annual report. Programme Advisers will be paid a fee for each visit to the College which will be equal to the minimum fee payable to University of Kent External Examiners. Programme Advisers will normally be expected to make three visits per annum to the College, including attendance at the Board of Examiners' meeting. Where more than three visits in one year are deemed necessary, the approval of the University's Quality Assurance Manager should be obtained and the University will not pay fees and expenses in respect of such additional visits unless approval has been obtained.
## UNIVERSITY CONTACTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Post</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty of Humanities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Paul Fretwell</td>
<td>Director of Learning and Teaching</td>
<td><a href="mailto:P.D.Fretwell@kent.ac.uk">P.D.Fretwell@kent.ac.uk</a></td>
<td>(01634) 888820</td>
</tr>
<tr>
<td><strong>Faculty of Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ian Utting</td>
<td>Director of Learning and Teaching</td>
<td><a href="mailto:I.A.Utting@kent.ac.uk">I.A.Utting@kent.ac.uk</a></td>
<td>(01227) 823811</td>
</tr>
<tr>
<td><strong>Faculty of Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Alison Dean</td>
<td>Director of Learning and Teaching</td>
<td><a href="mailto:a.dean@kent.ac.uk">a.dean@kent.ac.uk</a></td>
<td>(01227) 824051</td>
</tr>
<tr>
<td><strong>Executive Group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Keith Lampard</td>
<td>Secretary to the Executive Group</td>
<td><a href="mailto:k.j.lampard@kent.ac.uk">k.j.lampard@kent.ac.uk</a></td>
<td>(01227) 827892</td>
</tr>
<tr>
<td><strong>Faculties Support Office</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Andrew MacGregor</td>
<td>Faculties Support Officer</td>
<td><a href="mailto:A.N.Macgregor@kent.ac.uk">A.N.Macgregor@kent.ac.uk</a></td>
<td>(01227) 827776</td>
</tr>
<tr>
<td><strong>Quality Assurance Office</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malcolm Dixon</td>
<td>QA Manager</td>
<td><a href="mailto:M.Dixon@kent.ac.uk">M.Dixon@kent.ac.uk</a> or <a href="mailto:qa@kent.ac.uk">qa@kent.ac.uk</a></td>
<td>(01227) 827890</td>
</tr>
<tr>
<td>Karen Browne</td>
<td>Secretary to PASC (Programme Approval Sub-Committee)</td>
<td><a href="mailto:K.Browne@kent.ac.uk">K.Browne@kent.ac.uk</a> or <a href="mailto:qa@kent.ac.uk">qa@kent.ac.uk</a></td>
<td>(01227) 824183</td>
</tr>
<tr>
<td>Andrea McDonnell</td>
<td>Administration Co-ordinator (queries related to payment of external examiners/ programme advisers etc.)</td>
<td><a href="mailto:A.McDonnell@kent.ac.uk">A.McDonnell@kent.ac.uk</a> or <a href="mailto:qa@kent.ac.uk">qa@kent.ac.uk</a></td>
<td>(01227) 827689</td>
</tr>
<tr>
<td>Matt Redmond</td>
<td>Administrative Assistant (Collaborative Provision)</td>
<td><a href="mailto:m.e.redmond@kent.ac.uk">m.e.redmond@kent.ac.uk</a> or <a href="mailto:qa@kent.ac.uk">qa@kent.ac.uk</a></td>
<td>(01227) 827599</td>
</tr>
<tr>
<td><strong>Partnership Development Officers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Anderson</td>
<td>Mid Kent College</td>
<td><a href="mailto:J.Anderson-232@kent.ac.uk">J.Anderson-232@kent.ac.uk</a></td>
<td>(01227) 824748 (Canterbury)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(01634) 888955 (Medway)</td>
</tr>
<tr>
<td>Ruth Westbury</td>
<td>K College</td>
<td><a href="mailto:R.N.Westbury@kent.ac.uk">R.N.Westbury@kent.ac.uk</a></td>
<td>(01227) 824147</td>
</tr>
<tr>
<td>Vanessa Nedderman</td>
<td>Canterbury College</td>
<td><a href="mailto:V.Nedderman@kent.ac.uk">V.Nedderman@kent.ac.uk</a></td>
<td>01227 824012</td>
</tr>
</tbody>
</table>
APPENDIX 2

UNIVERSITY OF KENT

COVER SHEET FOR PROPOSAL FOR NEW PROGRAMME OF STUDY - TAUGHT

Please delete all text in italics before submission.

Refer to the Code of Practice for Quality Assurance for Taught Programmes: Annex C before completing this template (see https://www.kent.ac.uk/teaching/ga/codes/taught/annexc.html).

A completed cover sheet should accompany the programme proposal through all stages of the approval process.

Instructions:

1. If the programme is devised and proposed by a University School, please complete sections 1, 2 and 5.
2. Where applicable, the School should also complete section 3.
3. If the programme is devised and proposed by a Partner College or Validated Partner, please complete sections 1, 4 and 5. At Section 4, the University Head of School should sign if the proposed programme is a cognate programme of study and the Dean of the Faculty should sign if the proposed programme is a non-cognate programme of study.

<table>
<thead>
<tr>
<th>SECTION 1: PROGRAMME OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award and Title:</td>
</tr>
<tr>
<td>Length of Programme:</td>
</tr>
<tr>
<td>Mode/s of Study [Specify]:</td>
</tr>
<tr>
<td>Proposed Minimum/Maximum Annual Student Intake:</td>
</tr>
<tr>
<td>School Responsible for Programme Management:</td>
</tr>
<tr>
<td>Tuition Fees: (Enter 'standard' or proposed fees if non-standard)</td>
</tr>
<tr>
<td>Proposed Start Date:</td>
</tr>
</tbody>
</table>

Disability Statement: The entitlements of disabled students have been taken into account in the design/revision of this programme of study. Where a competence standard or fitness to practice requirement has been specified for the programme it will be subject to reasonable adjustments where possible in order to allow the student to demonstrate that they meet the required standard. Consideration has been given to the accessibility of the physical learning and teaching environment for disabled students.

If the programme is devised and proposed by a Partner College or Validated Institution, please complete the following:

| Partner College or Validated Institution: | |
| University of Kent School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme: | |

<table>
<thead>
<tr>
<th>SECTION 2: PROGRAMME DEvised AND PROPOSED BY A UNIVERSITY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I recommend that approval be given to the new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing Schools and that such Schools and relevant central services have confirmed that they can and will provide resources as indicated in the proposal.</td>
</tr>
</tbody>
</table>
SECTION 3: JOINT HONS DEGREE PROGRAMME OF STUDY

Annex C of the Code of Practice for Taught Programmes of Study states:

3.1.1 Should the proposal be for a joint degree in two subjects where each of which joint programmes already exist, programme specifications need not be submitted for either of the 'half programmes'. However, a cover sheet signed by the relevant Heads of School must be provided, including a short rationale for the combination that indicates how the outcomes from each subject may reinforce each other.

Where this is the case, the Head of the non-programme owning School to sign as follows:

I confirm that the proposal is made with the agreement of the contributing School and the School can and will provide resources as indicated in the proposal.

Signed (Head of School)  
Print Name  
Date  
Name of School  
Rationale for the combination that indicates how the outcomes from each subject may reinforce each other:

SECTION 4: PROGRAMME DEvised AND PROPOSEd BY A PARTNER COLlEGE OR VALIDATED INSTITUTION

I recommend that approval be given to the new programme of study as set out in this proposal.

Signed (Head of School or Dean of Faculty)  
Print Name  
Post  
Date  
I recommend that approval be given to the new programme of study as set out in this proposal. I confirm that the proposal is made with the agreement of all contributing University Schools, and that the College/Validated Partner can and will provide resources as indicated in the proposal.

Signed (Nominated Responsible Officer of the College/Validated Partner)  
Print Name  
Post  
Date  

SECTION 5: STAGES OF APPROVAL

A. Outline proposal approved by Executive Group on:  
B. Full Proposal (as applicable):  
- Approved internally by College/Validated Institution on:  
- Approved by School Learning &
<table>
<thead>
<tr>
<th>Teaching Committee on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Approved by School Graduate Studies Committee on:</td>
</tr>
<tr>
<td>- Approved by Faculty Learning &amp; Teaching Committee on:</td>
</tr>
<tr>
<td>- Approved by Faculty Graduate Studies Committee on:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Full Proposal (all programmes):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Approved by the Programme Approval Sub-Committee on:</td>
</tr>
<tr>
<td>- Reported to the Learning &amp; Teaching Board/Graduate School Board on:</td>
</tr>
</tbody>
</table>
# Programme Specification

**Guidance and Template Text for Undergraduate Programmes**

**Notes:**
- **Important:** Please delete all the text in italics before submission to the Faculties Support Office.
- All italicised comments are for guidance only. As appropriate, to be replaced with specific School-level information before submission for approval.
- Refer to Code of Practice for Quality Assurance: Annex C when completing this template (see [http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html)).
- 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 track-changes. (To be removed from approved version before uploading to website.)

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme 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.

<table>
<thead>
<tr>
<th><strong>Degree and Programme Title</strong></th>
<th>e.g. BSc (Hons) Biosciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Awarding Institution/Body</strong></td>
<td>University of Kent</td>
</tr>
<tr>
<td>2. <strong>Teaching Institution</strong></td>
<td>University of Kent or name of validated institution/partner college</td>
</tr>
<tr>
<td>3. <strong>School responsible for management of the programme</strong></td>
<td>School name</td>
</tr>
<tr>
<td>4. <strong>Teaching Site</strong></td>
<td>Indicate campus or other site</td>
</tr>
<tr>
<td>5. <strong>Mode of Delivery</strong></td>
<td>Delete as applicable: Full-time Part-time Flexible Learning Distance Learning</td>
</tr>
<tr>
<td>6. <strong>Programme accredited by</strong></td>
<td>Indicate any professional accreditation</td>
</tr>
<tr>
<td>7. <strong>Final Award</strong></td>
<td>e.g. BSc (Hons) (include any fallback award)</td>
</tr>
<tr>
<td>8. <strong>Programme</strong></td>
<td>e.g. Biosciences</td>
</tr>
<tr>
<td>9. <strong>UCAS Code (or other code)</strong></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Credits/ECTS Value</strong></td>
<td>Insert total credit value and ECTS equivalent for the programme</td>
</tr>
<tr>
<td>11. <strong>Study Level</strong></td>
<td>Insert study level of the programme</td>
</tr>
</tbody>
</table>
12. **Relevant QAA subject benchmarking group(s)**

*Enter name as appropriate – see QAA benchmarking statements at [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx).*  
*More than one statement may apply.*  
*If no applicable statement, leave blank.*

13. **Date of creation/revision (note that dates are necessary for version control)**

*e.g. Feb 2008/revised version April 2012*

14. **Intended Start Date of Delivery of this Programme**

*e.g. from September 2012*

---

15. **Educational Aims of the Programme**

The programme aims to:

*(Aims should reflect the mission of Kent and its learning and teaching strategy. Hence they might include, as appropriate:)*

- 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 programme
16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for XXX State relevant QAA benchmarking statement(s). 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 programme learning outcomes to the benchmarking statement(s). The number of programme learning outcomes will vary for each programme.

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 programme learning outcomes.

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

1. e.g. The terminology, nomenclature and classification systems relating to the human body (SB3.2.5)

1.
2.
3.

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

Set out the specific teaching and learning methods and strategies that will enable students to acquire the knowledge and understanding learning outcomes.

State the 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.

Skills and Other Attributes

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

1.
2.
3.

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

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

1.
2.
3.
Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

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

1.
2.
3.

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

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping.

*The module mapping is best presented as a table and should be attached to the programme specification. A example template is available.*
17 Programme 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 programme is studied over four years f-t):

This programme is studied over three years full-time or six years part-time.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. 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 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level I or above, including at least 90 credits at level H or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in XXX. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in XXX. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level H or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA/BSc (delete as applicable) non-honours degree.

In addition, for four year programmes that include a year abroad or a placement year (delete if not applicable) -

Students successfully completing Stage 2 and also the year abroad/placement (delete as applicable) and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Sandwich Year/Year in Industry (delete as applicable).

For further information refer to the Credit Framework at https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#fallbackawards.

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

Compulsory modules are core to the programme and must be taken by all students studying the programme. 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 programme learning outcomes. For further information refer to the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

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 programme learning outcomes. For further information refer to the Credit Framework.

Specify any modules which cannot be trailed and any modules in which failure will not be condoned or compensated.

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

- An explanation of pathways available
- The structure of any year/term abroad or in industry
The precise structure of the following section can be modified according to need, e.g. to accommodate part-time programmes, pathways; the removal of 'optional module' sections if not applicable in any stage of the programme.

State the module code if known (e.g. it is an existing module).

The following statement may be included at one or more Stages if relevant:

Alternatively, any other module (with the appropriate credit volume) from the range of School modules may be selected, with the agreement of the programme leader.

N.B. This may only be offered where the programme learning outcomes are all addressed by the compulsory modules.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
</table>

**Stage 1**

**Compulsory Modules**

| | | | | |

**Optional Modules** Students must select (state number of modules or total credit volume) from the following:

| | | | |

**Stage 2**

**Compulsory Modules**

| | | | | |

**Optional Modules** Students must select (state number of modules or total credit volume) from the following:

| | | | |

**Stage 3**

**Compulsory Modules**

| | | | | |

**Optional Modules** Students must select (state number of modules or total credit volume) from the following:

| | | | |


18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students:

For Foundation degrees, Year in Industry/Year Abroad programmes and any programme 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))
- Location of WBL (if known)
- Outline whether onus is on student to secure the WBL placement
- Details of assessment relating to the WBL and level of involvement (if any) by placement employer/partner institution in assessment
- Details of support for students in-situ from both University and/or placement representative

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services, see http://www.kent.ac.uk/library/
- Student Support http://www.kent.ac.uk/studentsupport/
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages, see http://www.kent.ac.uk/cewl/index.html
- Student Learning Advisory Service, see http://www.kent.ac.uk/uelt/about/slas.html
- PASS system, see https://www.kent.ac.uk/uelt/quality/code2001/annexg.html
- Academic Adviser system
- Kent Union, see www.kentunion.co.uk/
- Careers and Employability Services, see www.kent.ac.uk/ces/
- Counselling Service www.kent.ac.uk/counselling/
- Information Services (computing and library services), see www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Development Office, see www.kent.ac.uk/international/
- Medical Centre, see www.kent.ac.uk/counselling/menu/Medical-Centre.html

Insert any additional School-specific information about the support available
20 Entry Profile
The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route
For fuller information, please refer to the University prospectus

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

State IELTs requirements for international applicants, e.g.:
Average 6.5 in IELTs test, minimum 6.0 in reading and writing.

20.2 What does this programme have to offer?
Insert information about specific aspects of the programme and opportunities provided by the School, such as:
- Key aspects of the programme 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

20.3 Personal Profile
State what the typical applicant might be expected to demonstrate at the commencement of his/her studies.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning
21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
- Student module evaluations
- Annual programme and module monitoring reports, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
- External Examiners system, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html
- Periodic programme review, http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
- Annual staff appraisal
- Peer observation
- QAA Higher Education Review, see http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx

Insert any additional School-specific information, e.g.
- External accreditation
21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Learning and Teaching Committee
- Faculty Learning and Teaching Committee
- Faculty Board
- Learning and Teaching Board
- Board of Examiners

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

*Insert any additional School-specific mechanisms used to obtain student feedback*

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, ATAP and other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave

*Insert any additional School-specific staff development opportunities*

22 Indicators of Quality and Standards

- Results of periodic programme review *(state date of last PPR)*
- Professional accreditation *(as applicable - state relevant body)*
- QAA Institutional Audit 2008
- Annual External Examiner reports
- Annual programme and module monitoring reports

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for *(state title(s))*
- Requirements of *(relevant professional body – as applicable)*
- School and Faculty plan
• University Plan/Learning and Teaching Strategy
• Staff research activities

Insert any additional School-specific reference points
APPENDIX 4

Guidance for the Completion of Module Specification Templates

This guidance is intended to assist in the production and revision of module specifications across the Faculties. Full details of the requirements of new modules can be found in Annex B of the Code of Practice.

Proposals for new modules should include a module specification template in the approved format. Revisions to existing modules require a revised specification with the changes clearly indicated using track-changes. Note that old specifications may be on an outdated template. This will need to be updated to the latest template as part of the revisions process.

Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.............................................................(date)

MODULE SPECIFICATION

1. Title of the module
   The title should clearly indicate what the module is about. Note that this is particularly important for Level C modules. The main title may require a clearer subtitle to make its purpose explicit.

   Note that only the first 40 characters (including spaces) appear on student transcripts and Cressida can only support a maximum of 90 characters (including spaces)

   If this is an update to an existing module please include the current module code.

   e.g. ‘XZ316: Introduction to Writing Module Specifications’

2. School or partner institution which will be responsible for management of the module
   This is the School with responsibility for quality assurance and for organising the teaching.

   e.g. ‘School of Faculty Support’

3. Start date of the module
   State the year and term when the module will first be taught.
   Add a revision date if this is a revised version:

   e.g. “September 2011 (revised version start date September 2014)”

4. The number of students expected to take the module
   The best estimate. If you are proposing more than one new module for a programme, the numbers presented in this section must be consistent between modules.

   e.g. “20 Students”
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**

   Note that the module might be taken by students from other schools (e.g., on joint honours programmes). Please ensure that affected schools are consulted and, if possible, offered alternatives.

   e.g. “XZ315: Beginners Module Specifications”

6. **The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])**

   If a module is available at more than one level please indicate this here.

   e.g. “I Level (XZ516), H Level (XZ617)”

7. **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 5 of this template).

   e.g. “15 credits (7.5 ECTS)”

8. **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)

9. **Prerequisite and co-requisite modules**

   Please 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: XZ317: How to Draft Programme Specifications”

10. **The programmes of study to which the module contributes**

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

    If the module is to be optional on a number of programmes, it may be practical to list only the main ones.

    If the module is to be ‘wild’ it is impractical to list all programmes it might contribute to, and the specification can simply state “Also available as a Wild Module”. Please note that it should still be linked to at least one programme (e.g. a wild module in a psychology subject might be linked to the BA (Honours) Psychology).

    e.g. “BA in Specification Revision. Also available as a Wild Module”

11. **The intended subject specific learning outcomes**

    Learning outcomes should be written in such a way as to indicate what a student will achieve. The standard prefix is “On successfully completing the module students will be able to:”
Learning 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 module I level students will be able to:”
1)
2)
   etc
   then:

“On successfully completing the module H level students will also be able to:”
3)
4)
   etc

These sections should be listed as one sequential set of numbers. The I level learning outcomes might, for example, be 11.1-4, while the H level learning outcomes might be 11.4-8.

Ensure that the subject generic learning outcomes conform to the appropriate level descriptors – Annex 2 of the Credit Framework. Table A of Annex 2 provides a breakdown of the level descriptors and includes an indication of the typical qualifications at each level (C, I, H, & M). 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:

(C level): demonstrate knowledge of the principles underlying the module specification revision process

(I level): demonstrate knowledge and critical understanding of the development of the module specification revision process and the development of the principles underlying this process

(H level): demonstrate a systematic understanding of the development of module specification revision process and a detailed knowledge of changes implemented following the 2013 LTB report

12. The intended generic learning outcomes

Generic learning outcomes should include relevant key transferable skills.

The outcomes should be numbered (e.g., 12.1, 12.2, etc) 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 module I level students will be able to:”
1)
2)
   etc
   then:

“On successfully completing the module H level students will also be able to:”
3)
4)
   etc

These sections should be listed as one sequential set of numbers. The I level learning outcomes might, for example, be 12.1-4, while the H level learning outcomes might be 12.4-8.

Ensure that the generic learning outcomes conform to the appropriate level descriptors - Annex 2 of the Credit Framework. Table A of Annex 2 provides a breakdown of the level descriptors and includes an
indication of the typical qualifications at each level (C, I, H, & M). The learning outcomes should be written in a form appropriate to the module’s level of study.

13. A synopsis of the curriculum

This should be a general outline of the key topics covered by the module. It is not necessary or desirable to have a detailed schedule of lecture topics, or a week by week account of what will be taught (this information would be better suited to the Module Guide).

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

14. Indicative Reading List

The reading list should be indicative. It should cover the core texts but should not include every source a student might reference. Six titles should generally be sufficient.

The Reading List should be presented in the appropriate style for the subject (Harvard System for example) and should include full biographical information, including date of publication and volume when appropriate:


15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

List the applicable teaching methods (e.g. lectures, workshops, computing sessions, etc) and state the contact hours for each teaching method.

State the number of independent learning hours expected of each student (which will include research, private study, assessment work etc).

State the total number of study hours (this must be equal to 10 hrs per credit, i.e., 150 for a 15 credit module; 300 for a 30 credit module).

e.g. “This module will be taught by means of a 1 hour lecture and 2 hour seminar for ten weeks.”

Total Contact Hours: 30
Independent Study Hours: 270
Total Study Hours: 300

This information is particularly important for KIS requirements.

These learning and teaching methods need to be tied to the learning outcomes in sections 11 and 12 of this specification. Every learning outcome must be covered in this section. There is no need to repeat the learning outcomes here, merely reference them by number:

e.g. “This learning and teaching method will impart learning outcomes 11.1-2 and 12.3&6”

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

First specify the top level weighting.

e.g. “This module will be assessed by 60% exam and 40% coursework.”

Then break down these top level assessments into individual assessment methods. Make sure you include word lengths (for essays or equivalent), or length of time for an exam, presentation, in-class test or equivalent. Include the weighting for each assessment and indicate which learning outcomes are assessed by each assessment method.

Every learning outcome must be covered in this section.

There is no need to repeat the learning outcomes here, merely reference them by number:

e.g. “The essay will test learning outcomes 11.1-2 and 12.3&6”
17. **Implications for learning resources, including staff, library, IT and space**

This will vary significantly depending on the module. It is permissible to list ‘No Implications’ if no additional resources are required. Please do not name individual members of staff in this section.

18. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University's/Collaborative Partner’s (delete as applicable) disability/dyslexia support service, and specialist support will be provided where needed.**

You may need to write a specific statement for the particular module. The format can be taken from above. Be aware of the particular demands of the individual module, e.g. field trips or practical work will have specific requirements. The statement must relate to arrangements necessary to ensure the student has the opportunity to achieve the learning outcomes of the module.

19. **Campus(es) or Centre(s) where module will be delivered:**

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

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 20 and 21. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

20. **Partner College/Validated Institution:**

21. **University School responsible for the programme:**
USEFUL WEB LINKS


Faculties:
- Faculties Support Office: http://www.kent.ac.uk/fsso/index.html
- Humanities: http://www.kent.ac.uk/humanities/
- Social Sciences: http://www.kent.ac.uk/socsci/
- Sciences: http://www.kent.ac.uk/stms/

- Programme Approval Sub-Committee: 
  https://www.kent.ac.uk/teaching/committees/pasc/index.html

- Learning and Teaching Board: 
  https://www.kent.ac.uk/teaching/committees/ltb/index.html

- Executive Group: http://www.kent.ac.uk/registry/censec/
APPENDIX 6

UNIVERSITY OF KENT
Writing Module and Programme Specifications
Extracted from the Handbook for the HE in FE Module (PGCHE)

Contents

1. The relationship between programme and module specification
   1.1 What module specifications provide
   1.2 What programme specifications provide

2. Writing a programme specification – a section by section guide

3. Writing a module specification – a section by section guide

4. Assessment
   4.1 Fundamental principles
   4.2 Assessment and programme outcomes

1. The relationship between Programme and Module Specifications

The programme specification describes the knowledge, understanding, skills and attributes and the named qualification students will be awarded once they have successfully completed the whole programme e.g. Foundation Degree in Information Technology; BA in Fine Art. Programme specifications include the order in which modules may be taken (see section 2.0) and lays out core, recommended and optional modules. Module specifications describe the individual modules which make up the programme.

1.1 What module specifications provide

- the relationship of this module to the programme as a whole
- the relationship of this module to other modules
- the contribution of the module to students’ achievement of the learning outcomes of the programme, including key skills
- the learning time, assessment methods and credit rating

Module specifications usually have 6 to 10 outcomes. Apart from the possibility that students will be overwhelmed, a mass of outcomes makes assessment burdensome and time-consuming.

1.2 What programme specifications provide

- a concise description of the intended learning outcomes and their relationship to subject benchmarking statements
- information on the learning and teaching methods, designed to help students understand how the intended learning outcomes are achieved
- information on assessment methods, designed to help students understand how they can show they have achieved the intended learning outcomes
- information about the structure of the programme, including its relationship to the qualifications framework
Preparing programme specifications takes time. However the level of detail required means that the completed specification provides information which can be pulled out and used for other purposes including as publicity materials for prospective students or employers, in course handbooks or as a resource for someone who will be involved in teaching on the course once it has been accredited. Where there are several people teaching the programme, the programme specification helps ensure that there is a common understanding about the educational aims of the programme. Once the programme is running, the document provides a useful point of reference for students. This is valuable both while they are studying and once they have completed the course as it helps evaluate the effectiveness of the programme in relation to their expectations and further prospects. The programme specification is also an essential source of information for academic reviewers and external examiners.

If you would like further advice and guidance at any stage when preparing programme specifications, please contact the Partnership Development Office, Quality Assurance Office or the University Curriculum and Educational Development Manager.

Useful website addresses: http://www.kent.ac.uk/teaching/qa/index.html and http://www.kent.ac.uk/uel/index.html

2. Writing a programme specification

The most important things to keep in mind when writing programme or module specifications is the interrelationship between the **intended learning outcomes**, the **learning and teaching strategy which enables students to achieve** these outcomes, and the **assessment methods** which test that they have done so.

A best practice example of a programme specification Template: [University of Kent Programme Specifications Template with Exemplar Information](http://www.kent.ac.uk/teaching/qa/guidance/progspec.html?tab=guidance) is available on http://www.kent.ac.uk/teaching/qa/guidance/progspec.html?tab=guidance

Some of the specification sections are relatively straightforward and factual. Others need to be formulated to make the nature, purpose and content of the programme clear.

**Sections 1 -14** give basic information about the proposed programme, such as the awarding institution, where the programme will be taught, the title of the award and the subject benchmarking group(s) to which it relates.

**Sections 15 and 16** describe the educational aims and learning outcomes of the programme. Section 16 also explains how the learning, teaching and assessment strategy will help students achieve the outcomes and develop Key Skills.

**Section 15**

**Be concise**: 10-12 programme aims is normally sufficient, clearly expressed

**Be focused**: write the aims of the programme in relation to the

- University Mission Statement
- University Learning and Teaching Strategy
- College HE Mission
- Subject Benchmarking statements

**Section 16**

When preparing this section, begin with the four main skills headings and consider how the outcomes can be achieved and demonstrated.
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Teaching and Learning methods</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td><strong>Teaching and Learning methods</strong></td>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Factual knowledge and concepts</td>
<td>Examples could include</td>
<td>Examples could include</td>
</tr>
<tr>
<td>History, theories, principles and current developments</td>
<td>Lectures, tutor-led tutorials; tutor or student-led seminars; problem-based or task-based learning; experiential learning; other methods of teaching and learning appropriate to the subject area</td>
<td>Coursework; unseen, written, take-home exams; poster or other forms of presentation; performance/production</td>
</tr>
<tr>
<td><strong>Intellectual skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills which apply to HE study generally e.g. synthesising information, critical evaluation, analysis</td>
<td>The application of those skills in the context of the discipline</td>
<td>As above PLUS independent and self-directed learning</td>
</tr>
<tr>
<td><strong>Subject-specific skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of knowledge and developing skills base to practice</td>
<td>As above</td>
<td>As above PLUS assessment tasks appropriate to the professional context e.g. creation, construction</td>
</tr>
<tr>
<td><strong>Transferable (Key) Skills</strong></td>
<td>Generally incorporated within and across modules: see section on module mapping</td>
<td>Related to module assessments e.g. case studies, independent research leading to individual/group presentation, problem-based learning scenarios</td>
</tr>
<tr>
<td>➢ Communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Problem-solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Team building / team working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Information Management / IT skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Improving own learning and performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 17** describes the programme structure, and lists the modules which make up the programme. It is also the section in which any distinctive features of the programme should be flagged up.

i) **Structure of study**
- How long students study
  - overall e.g. 3 years full-time
o each year e.g. 30 weeks
o learning time + expected independent study e.g. 300 hours including 50 hours teaching
o One credit is equivalent to 10 hours of study, so 15 credits = 150 hours
• Proportion of required modules to recommended/optional modules e.g. 2 +1
• Progression arrangements e.g. students must pass all core modules

ii) Distinctive/innovative features of the programme
• It may be the only programme of its kind, offer new subject combinations, work / professional experience
• Design, nature and/or location and/or method of delivery, workplace liaison / experience?
• Is the programme designed - wholly or partly - to meet the requirements of a professional or regulatory body?

iii) Structure of the programme
If the programme can be taken full- time or part-time, the structure for both routes needs to be laid out.

<table>
<thead>
<tr>
<th>Module titles</th>
<th>Level</th>
<th>Credits</th>
<th>Term taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 18 asks for details of any work-based learning element of the programme e.g. for Foundation Degrees. This should include the names of any employers involved in the delivery and assessment of the programme and who provide support for students.

Section 19 details student support services, both academic and practical.
• central support services such as Learning Resources Centre, Students’ Union, Careers Advice Service, Medical Centre, Counselling Service, Student Support and Wellbeing, both in College and at the University
• Specific resources such as HE Library/resources provision
• Induction programme for HE students
• Handbook/study guides
• Academic support: system for advising and supporting students throughout the programme
• Staff-student ratio
Section 20 lists the minimum entry requirements
This should include

- the proposed arrangements - including AP(E)L - for students applying without formal qualifications
- what the programme has to offer
- a brief profile of the likely qualities of an individual interested in applying

Section 21 describes the Quality Assurance and Enhancement processes, both at programme and institutional level. It is also the section in which priorities for staff development can be identified. Detailed guidance on the Quality Assurance mechanisms at the University can be found in the University’s code of practice published on the QA website (http://www.kent.ac.uk/teaching/qa/index.html).

Section 22 asks for examples of external confirmation of the quality of provision within the College. These could include

- Investors in People status
- OFSTED/ALI inspection reports
- prizes or awards for student achievement through NIACE, Service or Industry

3. Writing Module Specifications
Some of the specification sections describe the educational aims, design and outcomes for the module. There are also specific sections in which the module outcomes need to be cross-referenced to the programme outcomes.

Sections 1 – 8 give basic information about the proposed modules, the School responsible for it, when it will start, how often it will run, anticipated students and how many credits it attracts.

Sections 9 and 10 give details of any modules which a student should have completed before taking, or should take at the same time as this module and the programme of study to which it contributes.

Sections 11 and 12 describe the educational aims of the module and it relationship to programme learning outcomes.

Section 13 provides a summary of what the module will cover.

Section 14 is an indicative (not exhaustive) reading list.

Section 15 describes the learning and teaching methods and how they relate to the outcomes listed in sections 11 and 12.

Section 16 describes assessment in relation to the module outcomes.

Section 17 is where any resource implications should be stated e.g. staff, library, IT, space.

Section 18 gives details of arrangements made in relation to learning, teaching and assessment so as not to disadvantage students with disabilities.

Section 19: where the module is to be delivered.

4. Assessment

4.1 Fundamental principles
What and how we assess needs to be

- valid
- measuring what it is supposed to assess
- linked to learning outcomes
- demonstrating mastery of learning

- reliable
  - consistent and fair

- transparent
  - so that students are familiar with the assessment culture
  - so that students know what is expected

- free of bias

- practicable

**Assessment criteria** need to be
- matched to the learning outcomes i.e. aligned to learning
- clear

The assessment **process** needs to
- provide timely and meaningful feedback
  - diagnostically and formatively, for your students and you
  - indicate strengths and areas for improvement

### 4.2 Assessment and programme outcomes

If an individual has satisfied all the programme outcomes, then they have reached the Threshold level for the award. Degree classifications - from 3rd to 1st class Honours are determined by a range of indicators and descriptors. Full details are determined by the Credit Framework (see [http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html](http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html)).