Annex A: University Curriculum Policy

N.B. Where the text states ‘School’ this should be understood to refer to ‘School’ or 'Department’ at the sub-divisional level, as appropriate.

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

1. offer all students taking University-provided modules, irrespective of mode of enrolment, employment status, award or credit and without regard to gender, ethnicity or disability, educational opportunities appropriate to an institution of higher education, with the support which the students need in order to realise those opportunities;

2. offer courses of study and modules congruent with the University mission and plans;

3. provide a wide range of entry levels for courses and facilitate progression through levels of achievement;

4. encompass a broad range of subjects, with a mix of appropriate compulsory and optional modules;

5. offer an appropriate range of methods of teaching and learning related to the objectives of each module, which, as far as can be reasonably anticipated, do not present any non-justifiable disadvantage to students with disabilities;

6. promote the development of knowledge with critical judgement, understanding and ability;

7. be of high quality and assessed by standards which are widely communicated;

8. be informed by good practice elsewhere in the University and higher education, by developments in schools and colleges from which students are drawn, and by the needs of the community;

9. be informed as appropriate by the requirements of external agencies such as Professional Statutory and Regulatory Bodies¹ (PSRBs) and QAA Benchmark Statements²;

¹See http://www.kent.ac.uk/teaching/qa/codes/taught/annexs.html
² See http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
10. lead to qualifications at appropriate levels of competence and achievement, including appropriate high level core and transferable skills; and

11. be relevant to external opportunities for graduates, including employment, appropriate professional accreditation and further study.

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