Programme Specification

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.

Degree and Programme Title MA Advanced Child Protection (Distance learning)

1. Awarding Institution/Body University of Kent
2. Teaching Institution University of Kent
3. School responsible for management of the programme School of Social Policy, Sociology and Social Research (Centre for Child Protection – CCP)
4. Teaching Site Canterbury
5. Mode of Delivery Distance Learning
6. Programme accredited by N/A
7. a) Final Award MA
   PG Diploma
   PG certificate
8. Programme Advanced Child Protection
9. UCAS Code (or other code) N/A
10. Credits/ECTS value 180 credits / 90 ECTS
11. Study Level Level 7 (postgraduate)
12. Relevant QAA subject benchmarking group(s) N/A
13. Date of creation/revision January 2012/revised FSO Dec 2017/June 2018

15. Educational Aims of the Programme
The programme aims to:

- To provide graduates from a variety of professional backgrounds with detailed knowledge of Child Protection and Safeguarding research, practice and policy from a variety of inter-professional perspectives
- To prepare graduates to understand, respect and reflect on the roles of all professionals involved in child protection and to explore methods of communication between agencies
To facilitate advanced knowledge of contemporary child protection practice in the UK and globally
Allow graduates, through the use of innovative techniques, to explore the potential complexities and risk involved in child protection assessment and to explore different methods of working
Give students, through the use of serious games, case studies, research, forum discussions and acted, filmed role plays, the opportunity to visit and revisit complex child protection scenarios and apply knowledge from Serious Case Reviews to promote best practice.
Provide students with opportunities to critically evaluate support, help and current intervention strategies in child protection
Enable students to reflect on their own practice and situations which promote ‘hot cognitions’ in child protection and to explore reacting in an emotionally intelligent way
Enable students to critically evaluate research and theoretical perspectives in key areas of child protection work
Ensure that graduates work in a manner which respects diversity and equality.

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 - No relevant QAA masters benchmarking group

A. Knowledge and Understanding of:
   1. Social research and critical evaluation of different paradigms and perspectives in child protection
   2. Definitions, prevalence, causes and consequences of child protection including research and sociological and psychological theories
   3. Contemporary child protection practice and policies including service delivery contexts and partnership and inter-disciplinary working
   4. Perspectives on assessment and observation including planning and re-assessment
   5. Support, help and intervention and what works how and when?
   6. The unconscious at work – the organisational dimensions of risk management
   7. Values and ethics in child protection
   8. How to plan a dissertation

Skills and Other Attributes

B. Intellectual Skills:
   1. Gathering and interpreting complex information
   2. Analysing and synthesising theoretical perspectives and research evidence
   3. Advanced problem solving and risk management of complex child protection situations
   4. Evaluating intervention strategies
   5. Communication skills verbal, written and electronic
   6. Communicating with others across disciplines and professions
   7. Skills of reflection and professional development
   8. ICT written and numerical skills

C. Subject-specific Skills:
1. Be able to interpret and conduct applied research on a topic relevant to child protection and safeguarding
2. Be able to demonstrate in written and verbal and electronic formats definitions, causes and consequences of child protection in the UK and globally
3. Demonstrate advanced understanding of contemporary child protection practice and policy
4. Evidence in written, verbal and electronic formats assessment, re-assessment and intervention strategies
5. Demonstrate understanding of complex support and intervention strategies
6. Determine thresholds of risk and risk management strategies
7. Appreciate and critically evaluate different inter-professional perspectives on child protection

D. Transferable Skills:
1. Communication: organize complex information clearly; respond to a variety written sources; present complex information orally at induction and study days.
2. Numeracy: make sense of statistical materials; integrate quantitative and qualitative information.
3. Information Technology: produce written documents; undertake online research, online forums, online scenario’s and working in an online environment.
4. Work with others on complex tasks: work co-operatively on group tasks; understand how groups function face to face and in an online environment.
5. Improve own learning: explore personal strengths and weaknesses; time management; review working environment.
6. Problem solving: identify and define complex problems: explore alternative solutions and discriminate between them.

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

Teaching and learning
Teaching includes guided study using Moodle, links for the University of Kent Child Protection Centre website, videoed ‘expert’ lectures, podcasts, selected case material and exercises, online seminars and forums, the use of a ‘serious game’, filmed role plays, studying research transcripts and evaluating web based therapeutic interventions with children and participating in web-based monthly forum discussions. There will also be termly face to face tutorials and weekly guided study periods. Students will additionally acquire skills in knowledge acquisition through guided use of electronic reading lists, online journals, government reports and policy, child protection serious case reviews, and government reviews.

Related to the teaching and learning techniques above, there will be a range of assessments including; online and face to face presentations, evaluation of serious games, forum participation, and assessed coursework (the serious game is a virtual learning environment which has taken child protection scenarios and developed them into interactive environments for students to use on their own or in a group situation. There are links to research, discussion points and activities to undertake and you have to negotiate your way through a particular environment and series of events).

Each module, whatever the content, involves the critical analysis and synthesis of key issues, themes and concepts which will be delivered though online lectures, podcasts, simulations and forums. Students will be required to discuss these in forums, verbal discussion groups during induction and study days and through their written work. Students will be encouraged to critically evaluate research, concepts and theory pertaining to each module.

Assessment
The extended essays will be assessed against criteria which include use of evidence and critical evaluation. Additionally students will be required to show understanding of different theoretical
perspectives and risk thresholds and apply these to child protection scenarios. Communication and reflection will be through assessed assignments and forums and seminars as well as termly face to face meetings and five day induction/study workshops at the start of each academic year. Students will also complete a 12,000 word dissertation as part of the SOCI9950 (SO995) ‘Dissertation Child Protection’ module on a key element of child protection. The dissertation will provide opportunities for the synthesis of knowledge and also interpreting research knowledge, policy and law.

Assessed work will include written assignments, verbal and written critical reflections of filmed role plays and serious games and contributions to online discussion forums. The online discussion forums are not a compulsory element of the programmes.

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 programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards
This programme is studied on a part-time distance learning basis. Evidence from stakeholders indicates that most of their staff required a part-time route to fit in with existing work patterns. Students are expected to complete the MA programme in 2 years.

The programme 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 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 a Master's degree students must obtain 180 credits, at least 150 of which must be Level 7.

Students successfully completing all of the modules specified in the relevant table below (amounting to 120 credits) which excludes the dissertation, will be eligible for the award of postgraduate diploma in Advanced Child Protection.

Students successfully completing 60 credits at Stage 1 of the programme comprising all the modules specified in the relevant able below and meeting credit framework requirements will be eligible for the award of postgraduate certificate in Advanced Child Protection.

Students should check module catalogues and specifications for assessment patterns for individual modules.

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.

These awards can also be taken independently for students not wishing to register for the entire programme. In this way they can act as building blocks, in terms of students being able to return to complete remaining parts of the programme at a later date. Due to the relationship of the programme to professional practice particular core competences must be attained to allow the awarding of either of the afore mentioned alternative exit awards:

*Due to the nature of this programme, none of the modules (marked with an asterisk*) can be compensated or condoned.

Students must complete 120 credits at stage 1 including all the compulsory modules prior to proceeding to stage 2.

At postgraduate level the ‘term 3 (Summer Term)’ includes the standard summer vacation period. For specific details of term dates please refer to https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html.

MA in Advanced Child Protection

<table>
<thead>
<tr>
<th>KV Code</th>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
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<tr>
<td></td>
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<td></td>
<td></td>
<td><strong>Compulsory Modules</strong></td>
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<tr>
<td>SOCI9260*</td>
<td>SO926*</td>
<td>Understanding social research</td>
<td>7</td>
<td>20</td>
<td>2 (year 1)</td>
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<tr>
<td>SOCI9270*</td>
<td>SO927*</td>
<td>Definitions, prevalence, causes and consequences of child abuse and neglect</td>
<td>7</td>
<td>20</td>
<td>1 (year 1)</td>
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<tr>
<td>SOCI9280*</td>
<td>SO928*</td>
<td>Contemporary child protection practice and policies</td>
<td>7</td>
<td>20</td>
<td>2 (year 1)</td>
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<tr>
<td>SOCI9290*</td>
<td>SO929*</td>
<td>New perspectives on assessment and observation</td>
<td>7</td>
<td>20</td>
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<td><strong>Stage 1 (year 2)</strong></td>
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<tr>
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<td></td>
<td><strong>Compulsory Modules including ONE of SOCI9300 OR SOCIZZZZ</strong></td>
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<tr>
<td>SOCI9300*</td>
<td>SO930*</td>
<td>Support, help and intervention OR</td>
<td>7</td>
<td>20</td>
<td>1 (year 2)</td>
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<tr>
<td>SOCI9310*</td>
<td>SO931*</td>
<td>The Unconscious at work; the organisational dimensions of risk management</td>
<td>7</td>
<td>20</td>
<td>2 (year 2)</td>
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<td></td>
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<td><strong>Optional Modules N/A</strong></td>
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<td><strong>Stage 2 (year 2)</strong></td>
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<td></td>
<td><strong>Compulsory Modules (year 2)</strong></td>
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</tr>
<tr>
<td>SOCI9950*</td>
<td>SO995*</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>1,2 and 3 (year 2)</td>
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### Postgraduate Diploma in Advanced Child Protection

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<th>Code</th>
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<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
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#### Compulsory Modules

- **SO9260***  SO926*  Understanding social research  7  20  2 (year 1)
- **SO9270***  SO927*  Definitions, prevalence, causes and consequences of child abuse and neglect  7  20  1 (year 1)
- **SO9280***  SO928*  Contemporary child protection practice and policies  7  20  2 (year 1)
- **SO9290***  SO929*  New perspectives on assessment and observation  7  20  3 (year 1)

#### Optional Modules N/A

### Stage 1(year 2)

- Compulsory Modules including **ONE** of **SO9300 OR SO9zzzzz**

  - **SO9300***  SO930*  Support, help and intervention  7  20  1 (year 2)
  - **SO9zzzz***  SO9zzz*  Support, help and intervention in an international context  7  20  1 (year 2)
  - **SO9310***  SO931*  The Unconscious at work; the organisational dimensions of risk management  7  20  2 (year 2)

#### Optional Modules N/A

### Stage 2 (year 2) – N/A

### Postgraduate Certificate in Advanced Child Protection

<table>
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<tr>
<th>KV Code</th>
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<th>Credits</th>
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#### Compulsory Modules

- **SO9260***  SO926*  Understanding social research  7  20  2 (year 1)
- **SO9270***  SO927*  Definitions, prevalence, causes and consequences of child abuse and neglect  7  20  1 (year 1)
- **SO9280***  SO928*  Contemporary child protection practice and policies  7  20  2 (year 1)

#### Optional Modules N/A

### Stage 1(year 2) - N/A

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**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...
Postgraduate programme specification

provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

For any programme 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))
- 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
- Student Support [http://www.kent.ac.uk/studentsupport/](http://www.kent.ac.uk/studentsupport/)
- Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
- Student Learning Advisory Service [http://www.kent.ac.uk/uelt/about/slas.html](http://www.kent.ac.uk/uelt/about/slas.html)
- Counselling Service [https://www.kent.ac.uk/studentwellbeing/counselling/](https://www.kent.ac.uk/studentwellbeing/counselling/)
- Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
- Kent Graduate Student Association (KGSA) [https://www.kent.ac.uk/graduateschool/community/kgsa.html](https://www.kent.ac.uk/graduateschool/community/kgsa.html)
- Graduate School (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) [www.kent.ac.uk/graduateschool/index.html](http://www.kent.ac.uk/graduateschool/index.html)
- Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages [www.kent.ac.uk/cewl/index.html](http://www.kent.ac.uk/cewl/index.html)
- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
- International Recruitment Office [https://www.kent.ac.uk/internationalstudent/](https://www.kent.ac.uk/internationalstudent/); International Partnerships Office [https://www.kent.ac.uk/global/partnerships/](https://www.kent.ac.uk/global/partnerships/)
- Medical Centre [https://www.kent.ac.uk/studentwellbeing/medicalcentre.html](https://www.kent.ac.uk/studentwellbeing/medicalcentre.html)
- Library services [http://www.kent.ac.uk/library/](http://www.kent.ac.uk/library/)
- PASS system [https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html](https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html)
- As this is an e learning programme support for students and their learning is linked to the teaching and learning methods outlined in Section 16 (Programme Outcomes)
- **Induction programme:** Information will be made available online to help people to access the web-based resources, use the library resources, etc. If distance learning students wish to attend the induction workshops then they will be welcome to do so. All students will also receive an introductory pack with handbooks, reading materials etc. Students will be invited to a 3 or 4 day induction/study workshop at the start of each year and each module will also have a compulsory study day which is run at the Canterbury university campus. Attendance at the induction workshop and study days is highly recommended and students are required to participate in the individual and group activities set during these times. Live webcasts and recordings will be available for key sessions.
- Programme Handbook: Updated each year and available electronically.
- Library/skills training: Online tutorials will be provided in using electronic materials.
- Learning resources: The University’s Information Services provides e-mail and online support for all students. Access to a computer with high speed internet access and a webcam is essential for access to the web-based learning environment, statistical packages, e-mail, word processing etc. Once students have registered they will be able to access all the online support and materials. Each module has access to an electronic reading list which makes material not otherwise available online easily accessible to students in the form of downloadable Adobe Acrobat PDF files. Essential material which cannot be made available electronically will be sent students in the introductory pack.
- Tutor support: Students will be allocated a personal tutor with whom they will be in regular communication. Once a term, students will have a telephone, or web-conferencing discussion with their tutor. Students will also be able to keep in touch with their tutor using email and private discussion areas within the virtual learning environment to be used (Moodle). Tutors monitor their students’ progress on the programme, help them to develop study skills and give advice on preparing essays. Students are also required to notify tutors as soon as possible of any illnesses, personal problems or work problems that are affecting their participation in the programme.
- Dissertation support: During Stage 2 students will be allocated a dissertation supervisor in addition to their tutor who will support their progress throughout their dissertation.

### 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 current information, please refer to the University prospectus.

**All applicants** Due to the nature of these programmes all applicants being considered after initial assessment will be interviewed. This will either take the form of a face-to-face interview or will be conducted via web conferencing or telephone. This interview will also be conducted for applicants for the PG Certificate or the PG Diploma. **This interview includes a written task.** No interview is conducted for applicants simply wishing to undertake individual standalone modules from the MA, unless their objective changes to wanting to undertake a PG Certificate/PG Diploma/MA at which point the interview and usual entry requirements for the MA apply.

The University does not undertake Disclosure and Barring Service (DBS) checks for UK students or their equivalent for international students as this is expected to be undertaken by the student’s employing organisation.

**University degree:**- Awarded at least a Second Class Honours degree (or international equivalent) including all the required examinations at a university in the United Kingdom or at another approved university

**Applicants without a bachelor degree:**- students without a bachelor degree are asked to provide evidence of their ability to complete a degree programme successfully. This may include professional qualifications in areas such as nursing, care work and or management. Applicants without a first degree may be asked to complete an additional assessed written task.

**International applicants:**- We encourage international applicants with the relevant academic/professional background and competence in spoken and written English. International applicants be asked to complete an additional written task

**IELTs requirements for international applicants**

Average 6.5 in IELTs test, minimum 6.0 in reading and writing, 5.5 in listening and speaking

International applicants may be asked
20.2 What does this programme have to offer?

- Academic and professional support from staff in an established centre of research and teaching in child protection
- The opportunity to study in a School with a long established tradition of research; supportive, student centred teaching and learning; provision for a diverse student population
- The development of knowledge on child protection and safeguarding
- Innovative methods of teaching and learning suited to flexible learning
- Teaching by a range of specialists.
- The opportunity to study and access this expertise through distance learning.
- Outstanding teaching, research and support facilities including access to extensive online resources, national and cross national data-bases and books and journals

20.3 Personal Profile

- Successful applicants are likely to be either Social Work/ Psychology/Social Science graduates or a practitioners (e.g. nurse, health visitor, midwife, social worker, police officer) looking for professional development opportunities.
- Applicants are expected to demonstrate a good knowledge of child protection practice and/or child welfare issues.

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

- Periodic Programme Review [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- External Examiners system [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Annual programme and module monitoring reports [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- QAA Higher Education Review [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx)
- Student module evaluations
- Annual staff appraisal
- Peer observation

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board
- Staff/Student Liaison Committee
### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level).

Students will complete three types of evaluation across the two years of the programme:

a) centrally disseminated evaluation forms completed at the end of each modules.
b) CCP generated learning evaluation forms completed prior to the start of and at the end of each module.
c) CCP generated end of programme evaluations disseminated twice across a six month period.

### 21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGCHE, other development opportunities)
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

### 22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review (last PPR December 2017)
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015

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

- School and Faculty plan
- University Plan [https://www.kent.ac.uk/about/plan/](https://www.kent.ac.uk/about/plan/) and Learning and Teaching Strategies [https://www.kent.ac.uk/uelt/strategies/lta.html](https://www.kent.ac.uk/uelt/strategies/lta.html)
23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme 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.
Programme Title: MA/PG diploma/PG Certificate in Advanced Child Protection

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
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<tbody>
<tr>
<td>SOCI9260</td>
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<td>SOCI9310</td>
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<td>SOCI9XXX</td>
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Programme Learning outcomes
Knowledge and Understanding:

| A1   | X | X | X | X | X | X | X | X | X | X |
| A2   | X |   |   |   |   |   |   |   |   | X |
| A3   | X | X | X | X | X |   |   |   |   | X |
| A4   |   | X | X |   |   |   |   |   |   | X |
| A5   | X | X | X | X | X |   |   |   |   | X |
| A6   |   |   |   |   |   |   |   |   |   | X |
| A7   | X |   |   |   |   |   |   |   |   | X |
| A8   | X |   |   |   |   |   |   |   |   | X |

 Intellectual Skills:

| B1   | X | X | X | X | X | X | X | X | X |   |
| B2   |   | X | X | X | X |   |   |   |   | X |
| B3   | X | X | X | X | X | X | X |   |   | X |
| B4   |   |   | X | X | X |   |   |   |   | X |
| B5   | X | X | X | X | X | X |   | X |   | X |
| B6   |   | X | X | X | X | X | X |   |   | X |
| B7   | X | X | X | X | X | X | X |   |   | X |
| B8   |   | X | X | X | X | X | X | X |   | X |

 Subject-specific Skills:

| C1   | X | X | X | X | X | X | X | X | X | X |
| C2   | X | X | X | X | X | X | X | X | X | X |
| C3   | X | X | X | X | X | X | X | X | X | X |
| C4   | X | X | X | X | X | X | X | X | X | X |
| C5   | X | X | X | X |   |   |   |   |   | X |
| C6   | X | X | X | X | X | X | X | X | X | X |
| C7   | X | X | X | X | X | X | X | X | X | X |

 Transferable Skills:

| D1   | X | X | X | X | X | X | X | X | X | X |

Postgraduate programme specification
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