



UNIVERSITY OF
PORTSMOUTH

Curriculum Framework Specification

June 2018

Curriculum Framework Specification (June 2018)

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Summary

What is this Policy about?

The Curriculum Framework provides detailed precepts and guidance for the design, development and review of all new courses, and amendments to existing courses, of the University of Portsmouth. With close reference to the University's strategic aims and objectives, as set out in the *University, Education* and *Global Engagement* strategies, it affirms the University of Portsmouth's commitment to ensuring an excellent student experience through the delivery of courses that provide the knowledge, skills and attributes for success, as defined in the *Hallmarks of the Portsmouth Graduate*.

The associated Operational Annexes provide access to relevant guidance and policies, including those referenced in the Curriculum Framework Specification: The Hallmarks of the Portsmouth Graduate (Annex 1); Assessment for Learning Policy (Annex 2); Guidance regarding the Consolidation, Assessment, Examinations and Marking Periods (Annex 3); and Permitted Delivery Models (Annex 4). In addition they provide specific information relating to Combined Honours Degrees (Annex 5), Master of Research (Annex 6), and Professional Doctorates (Annex 7), as well as the University's Personal Tutoring (Annex 8) and Personal Development Planning (Annex 9) frameworks.

Who is this Policy for?

This document will be of most interest to academic staff, external examiners, and both new and existing students.

It will be of interest to the UK Quality Assurance Agency (QAA) and it may also be of interest to the Competition and Marketing Authority, the Office for Students, and the wider public.

How does the University ensure that this Policy is followed?

Initially the precepts and guidance laid out by the Curriculum Framework are embedded within the course approval process. Annually the Associate Deans (Academic) review each course to ensure that they follow the Curriculum Framework. The Academic Standards, Quality and Partnerships team within the Department of Student and Academic Administration is responsible for periodic reviews to ensure that the Policy is followed. Additionally, there is an external examiner for every course in the University who ensures that this Policy is followed.

Who can you contact if you have any queries about this Policy?

If you are external to the University and you have any questions about this Policy please contact the University's Academic Standards, Quality and Partnerships team at asqp@port.ac.uk.

If you are internal to the University, and based in a Faculty, please contact your Faculty Associate Dean (Academic); non-Faculty based staff should contact the Academic Standards, Quality and Partnerships team.

1. Preface

1.1. This Framework Specification provides detailed precepts and guidance for the

design, development and review of all new courses, and amendments to existing courses, of the University of Portsmouth. This Framework supersedes the 2016 Framework. It applies to all taught courses with effect from 2019-20. Whilst there is no requirement for Collaborative Courses (other than franchise courses offered with a 'Portsmouth based' strand, as occurs with some Foundation degrees) to comply, course teams are encouraged to consider and adopt this Framework at their next review point.

- 1.2. This document, with close reference to the University's strategic aims and objectives, as set out in the *University, Education and Global Engagement* strategies, affirms the University of Portsmouth's commitment to ensuring an excellent student experience through the delivery of courses that provide the knowledge, skills and attributes for success, as defined in the *Hallmarks of the Portsmouth Graduate* (see Annex 1). Whilst each course is defined by specific graduate outcomes, all courses embed the Hallmarks.

2. Principles and Commitments

These ambitions are achieved through these **five key principles** of the Curriculum Framework against which all courses will be validated and reviewed:

1. a coherent curriculum based on academic, subject and research excellence;
2. an agile curriculum that is informed by relevant developments, innovations and professional practices in its subject areas;
3. courses designed to provide an excellent, inclusive learning experience that engages students and promotes independence and deep learning;
4. courses that integrate, within the core curriculum, the development of the knowledge and skills essential for roles in the global workforce;
5. courses that engage students as active partners in learning, and enable continuous enhancement of curricula, incorporating feedback, evaluation and review into the design and development of the course.

Each principle has an underpinning set of **commitments**:

Principle 1 - A coherent curriculum, based on academic, subject and research excellence

- 1.1. Courses demonstrate the critical and reflective knowledge and understanding of their subject, its principles, practices and boundaries.
- 1.2. Courses are designed to enable students to learn together, independently, analytically and creatively, and give students the opportunity to engage imaginatively with new areas of investigation within and across disciplinary boundaries.
- 1.3. Learning, teaching and assessment will support students to synthesise new and existing knowledge in order to generate ideas and develop creative solutions of benefit to the economy and society.
- 1.4. Learning, teaching and assessment will inspire students through pedagogic techniques, practices and technologies that facilitate engaged and interactive learning.

Principle 2 - An agile curriculum that is informed by relevant developments, innovations and professional practices in its subject areas

- 2.1. Courses draw on research, innovation and professional practice, so as to remain current and relevant.
- 2.2. Courses provide career-enhancing opportunities that address the changing employment needs and landscape. Such opportunities include work-experience, internships and placements, real or 'live' projects, enterprise, research and volunteering, and embedding identifiable skills development within and across the curriculum.
- 2.3. Student assessment reflects the 'real-world' tasks, requirements and expectations of the professional workplace. It affords students the opportunity to direct their learning toward their professional goals and ambitions.

Principle 3 - Courses designed to provide an excellent, inclusive learning experience that engages students and promotes independence and deep learning

- 3.1. Courses are designed to aid transition to higher education, the department and the subject area, and to provide both personal and academic support, and foster inclusivity and equality of opportunity.
- 3.2. Curricula are designed to achieve Assessment Of and For Learning (see Annex 2), and provide both formative and summative assessment.
- 3.3. Students are supported to become independent learners and engage in deep learning.
- 3.4. Courses support students to be intellectually curious, embrace challenges and seize opportunities for development.
- 3.5. Students are supported to communicate clearly and effectively, in a range of forms and to different audiences.
- 3.6. Courses enable students to locate, access and critically engage with information, using current and emerging technologies.
- 3.7. Students are supported to be proactive in recognising and addressing personal development needs.

Principle 4 - Courses that integrate, within the core curriculum, the development of the knowledge and skills essential for roles in the global workforce

- 4.1. Courses demonstrate a global perspective, fostering informed citizenship, and promoting diversity and respect.
- 4.2. Courses are designed to support and enable student mobility, including through international exchange and work placement.
- 4.3. Courses provide opportunities to engage students in their development of an international perspective on their learning.
- 4.4. Courses are designed to support students to be informed citizens, with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability.
- 4.5. Students are supported to be able to work in a range of environments, responding positively to new situations by being aware, flexible, adaptable and realistic in their expectations.

Principle 5 - Courses that engage students as active partners in learning, and enable continuous enhancement of curricula, incorporating feedback, evaluation and review into the design and development of the course

- 5.1. Courses are subject to continuous enhancement to ensure they remain dynamic, innovative, grounded on synergies between teaching, research, innovation and professional practice, and relevant to the changing needs of local and global economies and communities.
- 5.2. Student feedback is central to monitoring, review and continuous enhancement of courses, and is gathered regularly through a variety of formal, such as via the Students' Union, Course

Representation, Staff-Student Consultative Committees, Faculty Fora, and informal mechanisms.

- 5.3. Course teams work in partnership with students to co-create elements of curricula.
- 5.4. Courses are informed by internal and external management information, and benchmarked, as appropriate.

3. Technical Framework

3.1 Qualifications

The QAA Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland¹ describes five levels of qualifications: 4–8 (with 8 being the highest). Previously, the FHEQ termed these Certificate, Intermediate (Diploma), Honours, Master’s and Doctoral levels. This change aligns with the England, Wales and Northern Ireland credit framework that encompasses post-16 levels of learning². The relationship between these three systems is shown in Table 1.

Table 1 Relationship between Framework for Higher Education Qualifications terminology (2001 and 2008) and the typical HE qualifications at each level

2008	2001	Qualification
8	Doctoral	Doctoral degrees
7	Master’s	Master’s degrees (including Integrated Master’s, Postgraduate Certificates, Postgraduate Diplomas, Postgraduate Certificate in Education)
6	Honours	Bachelor’s degree with Honours, Bachelor’s degrees, Graduate Certificates, Graduate Diplomas, Professional Graduate Certificate in Education
5	Intermediate	Foundation degrees, Diplomas of Higher Education, Higher National Diplomas (HNDs)
4	Certificate	Certificates of Higher Education, Higher National Certificates (HNCs)

3.2 Levels

3.2.1 Qualifications comprise modules that are delivered and assessed at a particular level. The level indicates the relative academic demand, complexity of understanding, depth of learning, and degree of autonomy expected of the learner undertaking the unit.

3.2.2 The University of Portsmouth has adopted the QAA FHEQ to describe the generic outcomes expected of learners awarded higher education qualifications. Table 1 includes the position of the various awards within this Framework.

3.2.3 Modules are assigned to a level within the overall Framework (i.e. 4 to 8). The expectation of learners at the different levels is based on the SEEC level descriptors as modified by Gosling and Moon^{3, 4}.

¹ QAA. The framework for Higher Education qualifications in England, Wales and Northern Ireland. 2001

² CQFW, NICATS, NUCCAT, SEEC. Credit and HE qualifications. Credit guidelines for HE qualifications in England, Wales and Northern Ireland. 2001

³ Gosling D, Moon J. Learning outcomes and assessment criteria. SEEC. 2001

⁴ See University of Portsmouth Guidance Notes for Writing Module Aims and Learning Outcomes:

www.port.ac.uk/departments/services/dcqe/signpostingtokeypoliciesanddocuments/downloadsforras2012/filetodownload.114580.en.pdf

3.2.4 Modules forming part of the Institution Wide Language Programme, and offered as options outside of a language course, will be assigned to an appropriate FHEQ level of learning through the use of a translation table. As such they will count towards credit accumulation and, where the level is appropriate, to classification.

3.3 Credit definition and volume

3.3.1 Each module has a set of learning outcomes and, to earn credit, a student must satisfy the assessment criteria for the module. The module is the smallest entity for which credit is awarded and a student cannot gain a proportion of the total credit. The credit awarded for the successful completion of the module is the credit value of the module⁵.

3.3.2 All taught modules will be credit-rated⁶. Undergraduate modules are rated in multiples of 20 whereas postgraduate modules are rated in multiples of 15⁷. Each credit point is equal to ½ ECTS (European Credit Transfer System) and is equivalent to ten notional hours of student activity regardless of mode or location of study. Student activity includes formal contact time, directed study, and self-directed study. Table 2 sets out the minimum credit requirements for qualifications at each FHEQ level.

Table 2 Credit Rating for University of Portsmouth Awards

Award	Minimum credit rating
University Certificate	30 credits at Level 4 or above
Certificate of Higher Education (CertHE)	120 credits at Level 4 or above
Certificate in Education (CertEd)	60 credits at Level 4 and 60 credits at Level 5
Diploma of Higher Education (DipHE)	240 credits with 100 credits at Level 5 or above
Foundation Degree	240 credits with 100 credits at Level 5 or above
Higher National Diploma (HND)	240 credits with 100 credits at Level 5 or above
Bachelor's Degree	300 credits with 60 credits at Level 6 or above
Bachelor's Degree with Honours	360 credits with 100 credits at Level 6 or above
Graduate Certificate	60 credits at Level 6
Graduate Diploma	120 credits at Level 6
Professional Graduate Certificate in Education (PGCE)	120 credits at Level 6 or above
Postgraduate Certificate in Education (PGCE)	120 credits of which at least 60 credits must be at Level 6 and 60 credits at Level 7
Integrated Master's	480 credits with a minimum of 120 credits at Level 7 and 100 credits at Level 6
Postgraduate Certificate (PGCert)	60 credits at Level 7 or above
Postgraduate Diploma (PGDip)	120 credits at Level 7 or above
Master's	180 credits at Level 7 or above
Professional Doctorate	540 credits with a minimum of 360 credits at Level 8

⁵ <http://www.gaa.ac.uk/en/Publications/Documents/Academic-Credit-Framework.pdf>

⁶ For non-credit-bearing courses, please refer to: http://policies.docstore.port.ac.uk/policy-185.pdf?_ga=2.253696521.1276153648.1520248438-1132836347.1503646576

⁷ Note the Integrated Master's courses are an approved exemption to this pattern, and may have units in multiples of 20 credits at Level 7.

3.4 Stages

3.4.1 Undergraduate courses, whatever the mode of study, are divided into stages. These stages are based on the volume and level of credit that will enable students to exit with accumulated credit and, where sufficient credit has been accumulated, with a nationally recognised award. Placement years are not considered as progression points.

3.4.2 Postgraduate courses, whatever the mode of study, are not defined in terms of stages, unless specifically designed with staged exit awards.

3.5 Credit delivery

3.5.1 The academic year will run from September to June with exact dates published by the Department of Student & Academic Administration (DSAA). It will consist of 34 weeks in total with an embedded induction week in week 1, 24 teaching weeks, and 10 weeks of directed study, consolidation, assessment and formal examinations. It will be delivered as set out in Table 3. There is also a 3 week period in July during which reassessments will take place should they be required.

Table 3 Summary of academic year teaching and assessment activities (excluding referrals)

Week number	Formal teaching week number	Activity
8	1	Induction for all levels
8-20	1-13	Teaching Block 1
14	7	Teaching Block 1 Consolidation Period
21-23		Christmas Break
24-25		Teaching Block 1 Assessment Period and Directed Activity
26-41*	14-26	Teaching Block 2
32	20	Teaching Block 2 Consolidation Period
42-46	27-32	Examinations and Marking (Examinations in first four weeks only)

*A three week Easter Break is included in this period which moves annually due to the nature of Easter.

3.5.2 The University Library and other services will be available for part of the Christmas and most of the Easter break, students can and should be encouraged to engage in self-directed learning during these periods.

3.5.3 There is a short Assessment and Marking break after Christmas during which students can consolidate their learning, undertake certain assessment activities, and additional activities, prior to the start of the second Teaching Block. The assessment and additional activities, work placements and field trips for example, that students are expected to undertake in this period must be made clear in course documentation. Course documentation must also set out the activities to be undertaken during Consolidation periods.

3.5.4 The final Examinations and Marking period will be used for formal (generally timetabled) contact time, directed activities, self-directed activities, assessments and examinations. Course documentation should make clear the expectations on students to engage in activity during this period, especially if there are few or no formal examinations. See Annex 3 for guidance on directed activities during these periods.

3.5.5 **Campus-based courses – Levels 4, 5 and 6**, will be delivered as follows (see permitted models

of delivery in Annex 4):

- Full time and part-time – Level 4: all credits will be delivered through year-long 20 or 40 credit modules, structured to support students' transition to higher education, embedding Hallmarks and career-enhancing activity in the curriculum, and taking into account assessment load.
- Full time and part-time – Levels 5 and 6: predominantly half-year, 20 credit, short, fat modules, embedding Hallmarks and career-enhancing activity in the curriculum, taking into account assessment load, and designed to facilitate January starts, and part-year placements and exchanges, with year-long project/dissertation/work-based learning modules permitted up to 40 credits.

3.5.6 Campus-based courses – Levels 7 and 8, will be delivered as follows:

- Full time and part time – 15 credit modules and multiples of 15 credits allowed⁸, but single modules with credit loads above 60 credits are not allowed. Whilst a minimum number of academic year-long credits is not specified, there is an expectation that delivery will be appropriate to the student entry profile and mode of course delivery. Additionally, Course and Module documentation must be explicit regarding the expectations on students to undertake study during the summer period and the support that will be available to facilitate this.
- Levels 7 and 8 must be delivered through one of the following approved methods of delivery:
 - Campus Taught Standard Year
 - Distance Learning
 - Work Based Learning
 - Independent Study
 - Block
 - Blended Learning.

The following principles must apply to the delivery of all Master's-level units:

- Any 'Campus Taught' Master's-level module must be delivered and assessed within the 34 weeks of the academic year (i.e. the two 12-week teaching blocks, two Consolidation Weeks, the Assessment and Marking period between the two teaching blocks, and the final Examinations and Marking Period).
- Any other approved mode of delivery for a Master's-level module can involve delivery, assessment, and support at other times in the year and through other arrangements.
- The module instance end-date cannot be later than 12 months after the start date of the module instance.

These models are sufficiently flexible to accommodate most course and/or PSRB requirements. Any unavoidable exemptions should be sought at the time of Course Approval.

⁸ Level 7 of Integrated Masters courses are exempt from this requirement and may use a module base of 20 credits.

3.5.7 **Distance learning modules Levels 4 to 8** will be delivered taking account of the principles and commitments set out in section 2, and the Flexible Framework⁹.

3.6 Pre and co-requisites

3.6.1 Modules linked by pre and co-requisites should be kept to a minimum in order to facilitate student choice and access to the curriculum.

3.6.2 Where it is essential that two modules are studied at the same time, the modules should be linked by the use of co-requisites.

3.6.3 Where it is essential that specific modules or groups of modules have been studied before another module, then the latter module in the module descriptor must explicitly state the pre-requisite modules. It is not permissible to state 'all modules at previous level' as pre-requisites – the essential pre-requisites must be identified by module code (with the module name as optional).

3.6.4 Where pre and co-requisites are specified, equivalent modules or learning will also be acceptable, as occurs in the case of advanced standing and AP(E)L.

3.7 Core and option modules

3.7.1 Within pathways, all modules must be designated as one of the following:

- i) **Core:** required modules for all students studying for the named award;
- ii) **Option:** where students are free to choose, within defined constraints, between alternative modules that are specified within the course specification and contribute to the course learning outcomes;
- iii) **Subject Core Option** (at Levels 5 and 6): where students have a limited choice of alternative modules but within a specified core subject area.

3.7.2 All modules at Level 4 will be core. The allocation and positioning of credit between core and option beyond Level 4 is a matter of academic judgement, and a balance should be struck between choice and the management of the student learning experience especially where there is a direct entry route beyond Level 4. Option choice, timetabling, etc., will be operated in accordance with the Timetabling Policy.

3.7.3 Except where accrediting professional body requirements dictate otherwise, all students will have the option to study 20 credits of languages during the delivery of Level 5, i.e. during the second year of study, in either Teaching Block 1 or Teaching Block 2.

3.8 Structures to support mid-year entry or exit points

3.8.1 The short, fat module structure at Levels 5 and 6 enables January starts and part-year exchanges, although provision will have to be made for part-year optional modules if the course includes year-long project/dissertation/work-based learning modules of 20 or 40 credits.

⁹ See: http://policies.docstore.port.ac.uk/policy-185.pdf?_ga=2.253696521.1276153648.1520248438-1132836347.1503646576

3.8.2 For structures to support mid-year entry points, multiple intake points, or non-standard years, see: http://policies.docstore.port.ac.uk/policy-185.pdf?_ga=2.253696521.1276153648.1520248438-1132836347.1503646576.

3.10 Student learning hours and credit loads

3.10.1 The University will adhere to UK and European expectations regarding credit and notional student learning hours (formal, directed, and self-directed). Thus 20 credits = 200 hours of learning and therefore 120 credits requires 1200 hours of learning – at 35 ½ hours per week this is equivalent to 34 weeks¹⁰.

3.10.2 A full-time undergraduate student cannot be required to study more than 120 credits at any one stage.

3.10.3 Credit loads for part-time courses, undergraduate courses, Master's courses and Foundation Degrees will be approved by the Course Approval Committee.

3.10.4 Whilst it is recognised that credit is awarded for achievement of learning outcomes, and the University expects students to experience blended learning, students also expect and deserve some consistency in the University's approach to contact time (face-to-face) for conventionally delivered modules¹¹ along with clear explanations as to how they are expected to spend the non-contact time. The following provides guidance¹² regarding typical ranges of contact time by level of study. Whilst there is no expectation that every week will have an identical delivery structure, there is an expectation that there will be a balanced spread of activities throughout the period of timetabled teaching¹³.

- Level 4 – 20 (200 hours) credits – typical contact hours would fall in the range 36–72 hours; 1–3 hours/week as year-long delivery.
- Level 5 – 20 (200 hours) credits – typical contact hours would fall in the range 24–60 hours; 2 – 5 hours/week for half-year delivery & 1 – 3 hours/week as year-long delivery.
- Level 6 and 7¹⁴ – 20 (200 hours) credits – typical contact hours would fall in the range 18–48 hours; 1 – 4 hours/week for half-year delivery & 1 – 2 hours/week for year-long delivery.
- Levels 7 and 8 – 15 (150 hours) or 30 (300 hours) credits – typical contact hours would fall in the range 9 –24 hours or 18-48 hours.

3.10.5 The Module Specification will include explicit details about the range of activities that will comprise the total notional learning hours.

¹⁰ This is consistent with UUK credit framework for England, European Frameworks and the vocational Qualifications and Curriculum framework which is based on one credit per 10 hours of learning.

¹¹ Conventionally delivered modules are those with a regularly delivered mix of lectures and/or tutorials and/or seminars and/or practical classes. Projects, dissertations, work-based learning and field trips would not be considered 'conventional' for the purposes of this guidance.

¹² This is based on student expectations and the principle of students becoming increasingly independent as they progress through the levels.

¹³ There is the opportunity for directed learning activities during the Consolidation Weeks to contribute to the total contact time.

¹⁴ Referring to the Level 7 component of Integrated Masters courses.

3.11 Course differentiation

3.11.1 Rather than defining an arbitrary number of credits by which courses with different titles or designations (BSc/BA MSc/MA) will be differentiated, this matter will form part of the discussions of both Course Approval and Review processes. Course titles must be clear to students and all stakeholders, take account of Subject Benchmark Statements, the expectations of the academic community, accurately represent the content and not be misleading. Where courses share similar content but different titles, the justification for this should be made clear along with the marketing rationale.

3.11.2 The Academic Regulations¹⁵ provide guidance regarding the designation of courses as BSc or MSc as opposed to BA or MA.

3.12 Course specifications

3.12.1 A course specification will be produced for each course or group of courses according to the University's guidelines¹⁶ for the production of course specifications. The course specification will normally define the expectations of the level of award for which students are studying. Course specifications will be reviewed annually.

3.12.2 Subject Benchmark Statements (SBS) are not a prescription for course content, but the course specification and mapping table must make it clear which ones have been consulted and to what extent they have/have not been incorporated into the course and why. For Single Honours courses in specific subject areas this is relatively straightforward, but for Joint and Minor routes within the Combined Honours Degree Course and multidisciplinary courses, aspects of two or more SBS may need to be considered and documented.

3.12.3 Course Learning Outcomes are greater than the sum of the module learning outcomes. They should be expressed at threshold level and be developed taking account of SBS, PSRB requirements and/or other regulatory standards requirements, as well as staff research and scholarship.

3.13 Operational Annexes

The Operational Annexes provide access to relevant guidance and policies, including those referenced in this document. In addition they provide specific information relating to Combined Honours Degrees (Annex 5), Master of Research (Annex 6), and Professional Doctorates (Annex 7), as well as the University's Personal Tutoring (Annex 8) and Personal Development Planning (Annex 9) frameworks.

¹⁵ See: <http://policies.docstore.port.ac.uk/policy-110.pdf>

¹⁶ See: www.port.ac.uk/curriculumframework

Operational Annexes

The Operational Annexes provide access to relevant guidance and policies, including those referenced in the Curriculum Framework Specification: The Hallmarks of the Portsmouth Graduate (Annex 1); Assessment for Learning Policy (Annex 2); Guidance regarding the Consolidation, Assessment, Examinations and Marking Periods (Annex 3); and Permitted Delivery Models (Annex 4). In addition they provide specific information relating to Combined Honours Degrees (Annex 5), Master of Research (Annex 6), and Professional Doctorates (Annex 7), as well as the University's Personal Tutoring (Annex 8) and Personal Development Planning (Annex 9) frameworks.

Annex 1 The Hallmarks of the Portsmouth Graduate

Portsmouth graduates will be knowledgeable, informed, intellectually curious, responsible, self-aware and self-motivated, independent learners set for success in their future careers.

We will support our students to acquire these Hallmarks of a Portsmouth Graduate through their engagement in courses that adhere to our strategic principles, and in the wider student experience.

More specifically, Portsmouth graduates will:

- Have a critical and reflective knowledge and understanding of their subject, with both the ability and readiness to question its principles, practices and boundaries.
- Think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries.
- Be able to synthesise new and existing knowledge to generate ideas and develop creative solutions of benefit to the economy and society.
- Be intellectually curious, embrace challenges and seize opportunities for development.
- Be able to locate, access and critically engage with information, using current and emerging digital technologies.
- Be informed citizens, with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability.
- Be effective team players, able to provide leadership and to support the success of others.
- Be able to communicate clearly and effectively, in a range of forms and to different audiences.
- Have an enterprising spirit, bringing innovation and productivity to the groups and communities to which they belong.
- Be able to work in a range of environments, responding positively to new situations by being aware, flexible, adaptable and realistic in their expectations.
- Be proactive in recognising and addressing personal development needs, and able to make informed career decisions.

Annex 2 Assessment for Learning Policy

Assessment drives the attention of students and has the power to transform learning and teaching.

This policy advocates Assessment **for** Learning, rather than Assessment **of** Learning.

This approach utilises assessment tasks that are designed **for** learning and to inform learning, rather than as an activity, which only measures achievement at the end **of** learning. Assessment choices are focused on enabling students to evidence achievement in comparison to their ability to regurgitate information.

Assessment for Learning enables a culture in which:

- the students receive feedback from academics and peers that helps them to improve their work prior to final/summative assessments;
- students understand what successful work looks like for each task they are doing;
- students become more independent in their learning, taking part in peer and self-assessment;
- the formative assessment is, where possible, aligned to the module summative assessment, in order to facilitate cyclical feedback opportunities which will clarify expectations and standards for the summative assignment (e.g. the student's exam or portfolio submission).

This shift in focus, towards a more flexible assessment for learning structure increases student motivation, clarifies standards and expectations, and enables self-directed learning. This policy should be considered alongside the University's Examination and Assessment Regulations section 4 - Nature of Assessment, and the University's Curriculum Framework Specification.

Assessment Design Principles

- A diverse menu of assessment approaches, flexibility and innovation are integral to effective assessment practice.
- Assessment design should be challenging and set high expectations. It should make the assessment experience inspiring and motivating for both students and staff. It should create a positive climate that encourages interaction and dialogue.
- Good assessment design should include effective mechanisms for generating high quality feedback, and ensuring that learners understand and act on feedback. Reflective skills should be developed that help students direct and regulate their own learning, and support the learning of their peers.
- Course level assessment strategies should be developed that consider assessment type and submission deadlines, particularly in the context of open, shared, multi-disciplinary modules and combined awards.
- Assessment demands should be designed so as to orient students to distribute appropriate amounts of time and effort across all the important aspects of the course.
- Students should be provided with formative feedback on their learning, at all levels of study, to improve their work in summative assessments.

- Digital technologies should be utilised and promoted to support the assessment and marking process, enabling the use of assessment formats that are novel and interesting, and encourage creativity, inquisitive enquiry and participation.
- Assessments should be submitted, marked and returned digitally via the VLE. However, there are exceptions, for example crafted artefacts can still be submitted in their actual form.
- Assessment deadlines, should be coordinated at course level, should avoid assessment deadline 'bunching' for students and staff, and should be identified in an assessment calendar made available to students well before the teaching block period in which the assessments are to take place.

The application of these principles should be reviewed by the Course Leader and the Course Team in the context of student activity, across the entire teaching year, to ensure that students are not over assessed, or subject to the unnecessary bunching of assessment deadlines.

The overriding consideration of this policy is that assessment is meaningful, does not overload staff or students, and permits the provision of timely informative feedback that helps the students improve their work, and informs future studies.

Course Leaders must ensure:

- that assessment design facilitates student learning and performance;
- the overall distribution of assessment types and deadlines must form part of course design, and be subject to regular review by the Course Leader and Team;
- the appropriateness of assessments within levels;
- the relationship between assessments from one level to the next, and the need to provide opportunities for students to improve through multiple experiences of assessment types, e.g. presentations across levels, essays at each level in preparation for dissertation writing, etc.;
- the constructive alignment of assessments and assessment artefacts to course learning outcomes, and consideration of opportunities to assess and achieve course learning outcomes across the course's modules. This should be covered within 2 or more modules at a level such that, if a student fails a module assessment in that level (and associated learning outcomes), then it would be covered by another module, to allow for either successful completion or potential compensation;
- that there is constructive alignment and coverage of all the 'Hallmarks of a Portsmouth Graduate' across all modules, which make up the course.

Module Coordinators must ensure:

- the design of assessments in relation to their adherence to the assessment loads outlined here;
- the timing of any assessments should be co-ordinated to avoid assessment bunching across modules;
- alignment with course learning outcomes and appropriate 'Hallmarks of a Portsmouth Graduate'.

Formative assessment

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work, and why it is good; it should also indicate what is not so good, and how the work could be improved. Effective formative feedback will affect what the student and the academic does next. The use of formative assessment, and its scale and frequency, should be considered as part of the summative assessment load.

For further guidance and good practice in this area, please contact Academic Development Department (Acdev@port.ac.uk) and you may wish to view these materials:

[Higher Education Guidance on Formative Assessment](#)

Summative assessment

Summative assessment demonstrates the extent of a learner's success in achieving the learning outcomes, and meeting the associated assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module.

Assessment Loads

The assessment loads set out in this policy have been designed to be flexible, and offer alternative but equivalent assessment types. To this end, some equivalent tasks, which would be appropriate use of coursework word counts, have been included to show that a variety of assessment activities can fit within the workload parameters.

It is encouraged that other forms of assessment, rather than traditional exams, essay and reports, should be considered, and at times, choice may be offered to students within a module, providing each choice meets the Learning Outcomes. Other available means of assessment, such as portfolios, posters, patchwork texts, annotated bibliographies, reflective commentaries, critical incident accounts, reviews, role-plays, case studies, blogs, wikis, etc., offer purposeful and timely options, which create assessment for learning opportunities.

The Use of In-class and Online Tests

An in-class or online test is normally a formative assessment that takes place independently of central University examinations, within a usual timetabled session and is practice for the final summative assessment.

All tests that are summative, and contribute to the overall assessment load, are now formally classed as 'examinations' and should normally occur in the formal examination period in the summer.

In very exceptional cases, where examinations are needed to occur during the teaching block (for example a series of short summative tests that contribute to the overall assessment load), these will be conducted under the same rigorous conditions as for examinations held in the summer. For examinations to be held outside of the formal summer examination period, sign-off must be received, in advance, from the Associate Dean (Academic) in the relevant Faculty. It should be noted, however, that the Central Timetabling Unit in the Department of Student & Academic Administration will not be able to confirm the availability of space for examinations conducted during teaching time until after scheduling is completed in the summer preceding the academic year. It may, therefore, subsequently not be possible for an examination to be held outside of the formal summer examination period.

Both formative and summative tests must be identified in the initial stages of assessment design, and demonstrated through the module specification as an assessment item, if summative, or a QAA

activity, if formative. It is recommended that, if they are necessary, there are no more than 5 in a teaching block. Care should be given to ensure students are not unduly exposed to examination fatigue and that the scheduling is undertaken in-line with the University's policy for examinations.

Equivalent Assessment Types

The word count considers the fact that additional assessments (e.g. proposals, interim reports, posters, presentations) may also contribute to the overall assessment load, and these are to be included in this maximum load.

Academic teams are encouraged to use a number of equivalent assessment types and include varied assessments. It is the responsibility of Course Leaders to take a proactive role in ensuring that assessment design facilitates student learning and performance through ensuring appropriate scale e.g. number of pages/length of presentation or performance, etc.

Coursework is a broad term that includes everything from blog posts and reflective writing to computation exercises, lab reports, literature reviews, and research reports. Course teams are encouraged to be creative in the selection of assessment artefacts. This list offers examples of varied coursework types:

- a presentation/exhibition/poster displays visual or aural;
- a folder of short written pieces/blog/wiki/patchwork texts;
- laboratory exercises with short accompanying reports;
- annotated bibliographies;
- critical incident accounts;
- role plays/ solo/ensemble performances;
- group assignments including case studies, problem-solving exercises, design tasks;
- reflective journals, learning logs, diaries, mapping exercises, notebooks;
- a collection of studio work/sketchbook/models/prototypes;
- a folder of coursework plus original composition.

Below are examples of how coursework types for a 20 credit module may be combined:

- a 2500 word essay and a 15 minute presentation;
- a portfolio of drawings and a series of prototypes/models;
- a series of blog posts and a group assignment or individual presentation;
- one solo and one ensemble performance equating to 25-35 minutes in total;
- a model, a 1000 word report, and a poster;
- a laboratory exercise, a 1000 word report, and a 1 hour exam.

Levels 4, 5, 6 (and Level 7 for Integrated Masters courses)

The following tables offer guidance and are indicative of maximum assessment loads. The policy aims to give more flexibility to course teams who wish to approach assessment innovatively with a strong pedagogic rationale, which must be discussed with the Faculty ADA in the first instance.

- The examination times are prescribed according to the weighting. This has the advantage of facilitating standard examination lengths and therefore promoting efficient timetabling.
- There is no maximum **number** of assessment artefacts at Level 4. However a maximum of three separate artefacts are proposed at Level 5 and beyond, per module, to promote some consistency of student experience, improve efficiency and reduce overall assessment.
- It is anticipated that where a 40-credit module is assessed by one 3 hour examination, this will be supplemented by an additional artefact. The maximum examination length permitted will be 3 hours.
- Figures are exclusive of footnotes, appendices and bibliography/references.

Levels 4, 5, 6 (and Level 7 for Integrated Masters courses)

Assessment Model	Module Credit	Module Assessment Load Maximum
100% Coursework	20 credits	4000 words or equivalent
	40 credits	7000 words or equivalent
 		
100% Examination (Includes online and in class tests)	20 credits only	3 hours
 		
More than 50% Coursework/Less than 50% Examination	20 credits	3000 words or equivalent and 1 hour exam
	40 credits	5000 words or equivalent and 2 hour exam
 		
Less than 50% Coursework/More than 50% Examination	20 credits	1500 words or equivalent and 1.5 hour exam
	40 credits	2500 words or equivalent and 3 hour exam
 		
50% Coursework/50% Examination	20 credits	2000 words or equivalent and 1.5 hour exam
	40 credits	3500 words or equivalent and 2 hour exam

Levels 7 & 8		
Assessment Model	Module Credit	Module Assessment Load Maximum
100% Coursework	15 credits	4000 words or equivalent
	30 credits	6000 words or equivalent
 		
100% Examination (Includes online and in class tests)	15 credits	2 hours
	30 credits	4 hours (maximum of 3 hours for any one assessment artefact)
 		
More than 50% Coursework/Less than 50% Examination	15 credits	2500 words or equivalent and 1 hour exam
	30 credits	4000 words or equivalent and 1 hour exam
 		
Less than 50% Coursework/More than 50% Examination	15 credits	1500 words or equivalent and 2 hour exam
	30 credits	2000 words or equivalent and 3 hour exam
 		
50% Coursework/50% Examination	15 credits	2000 words or equivalent and 1 hour exam
	30 credits	3000 words or equivalent and 2 hour exam

Undergraduate Dissertation		Postgraduate Dissertation		
20 Credits	40 Credits	30 Credits	45 Credits	60 Credits
5 000 words	10 000	9000	12 000	15 000

Annex 3 Guidance regarding the Consolidation, Assessment, Examinations and Marking Periods

The Consolidation, Assessment, Examinations and Marking periods will comprise of a range of directed and self-directed learning activities and assessment.

In addition to formal examinations, the following are suggestions regarding the type of directed activities that may be scheduled/undertaken during these periods. Many of these activities should be timetabled in advance and must be described in course documentation. However, during the examination period, some space will be limited and examination timetabling will take priority.

1. Completion and submission of coursework assignments – it is unlikely and undesirable that the full summative assessment load for year-long or half-year modules delivered in the second half of the year will be completed by the end of teaching week 24.
2. Re-enforcing earlier feedback on formative or summative assessments.
3. Revision – especially where there is a gap between the delivery and assessment of material.
4. Assessments such as poster displays, presentations, etc.
5. Preparation for the following year, e.g. dissertation/project preparation.
6. Fieldwork, placements, professional practice.
7. Work-based learning, work-related learning, employer-led activities.
8. Exhibitions.
9. Student conferences.
10. Reflective and planning sessions with the Personal Tutor, including PDP activities and career-enhancing activity.

Annex 4 Permitted Delivery Models

Overarching structure for majority undergraduate offerings

Level 4 (and 3)	Level 5	Level 6	
All modules are 'year-long' See <i>models A-D</i> No preferred model.	Modules mainly/all 'part-year' with no more than 40 credits being delivered 'year-long' See <i>models E-G</i> Preferred model: <i>model E</i> †	Modules mainly/all 'part-year' with no more than 40 credits being delivered 'year-long' See <i>models E-G</i> Preferred model: <i>model F</i> §	
120 credits	120 credits	120 credits	= 360 credits

Options for UG offerings – Level 4 (and 3)

Level 4 (and 3) – model A
20 credit
20 credit
20 credit
20 credit
20 credit
20 credit

Level 4 (and 3) – model B
20 credit
20 credit
20 credit
20 credit
40 credit

Level 4 (and 3) – model C
20 credit
20 credit
40 credit
40 credit

Level 4 (and 3) – model D
40 credit
40 credit
40 credit

Options for UG offerings – Levels 5 and 6

Levels 5 and 6 – model E†	
20 credit	20 credit
20 credit	20 credit
20 credit	20 credit

Levels 5 and 6 – model F§	
20 credit	20 credit
20 credit	20 credit
40 credit	

Levels 5 and 6 – model G	
20 credit	20 credit
20 credit	20 credit
20 credit	
20 credit	

Annex 5 Combined Honours Degrees

1.1 Introduction

A Combined Honours Degree Course (CHDC) enables students to study two academic subjects in depth. The two disciplines will form an academically coherent, complementary course. Thus the course will be multidisciplinary rather than interdisciplinary.

1.2 Naming conventions

1.2.1 Joint Honours (for all combinations except those incorporating languages)

1.2.1.1 Most combinations will be offered as joint degrees in that, although students must study a minimum of 120 credits in each subject area, the remaining 120 credits, including the Independent Study Project/Dissertation, can be made up of either subject area or options outside of the subjects such as languages.

1.2.1.2 The generic joint honours structure is as follows:

- Level 4 – 40 credits core modules (2 x 20 or 1 x 40) from each subject area; and 40 credits to be derived from either subject area.
- Level 5 – 40 credits (2 x 20) to be derived from each subject area; 20 credits of options, including languages; 20 credits from either subject A or B.
- Level 6 – 40 credits (2 x 20) to be derived from each subject area; 40 credits of Independent Study Project/Dissertation from either subject A or B.

1.2.1.3 Students who are awarded a Joint Honours degree will have studied both subjects to Level 6 with each subject area contributing a minimum of 120 credits. The award will bear the title of BSc/BA Subject A and Subject B with the transcript recording the subject area of the Independent Study Project/Dissertation.

1.2.2 Major/Minor Honours (for all combinations except those incorporating languages)

1.2.2.1 Some combinations will be specified as Major/Minor combinations in that students will only study 120 credits of the Minor subject area. Students will always take the Independent Study Project/ Dissertation in the Major subject area.

1.2.2.2 The generic Major/Minor structure is as follows:

- Level 4 – 40 credits core modules (2 x 20 or 1 x 40) from subject B; 80 credits core modules (made up of 20 or 40 credit modules) from subject A.
- Level 5 – 40 credits (2 x 20) to be derived from each subject area; 20 credits of options, including languages; 20 credits from subject A.
- Level 6 – 40 credits (2 x 20) to be derived from subject B; 80 credits, including 40 credits of Independent Study Project/Dissertation to be derived from subject A.

1.2.2.3 Students who are awarded a Major/Minor Honours degree will have studied both subjects to Level 6 with the Minor subject area contributing not less than 120 credits in total (including a minimum of 40 credits at Level 6). The award will bear the title of BSc/BA Subject A with Subject B.

1.2.3 **Combined Honours courses incorporating languages**

In keeping with current established convention, Combined Honours Degree Courses incorporating languages will only be given the title 'and language' where the course of study has enabled students to spend an academic year abroad studying their chosen language. Where this has not been the case, the language component will be considered to be the Minor component of the award, i.e. 'with language'.

1.2.4 **Award of BA or BSc**

The designation of a CHDC award as either a BA or BSc will be in accordance with the prevailing University Regulations. For the purposes of the CHDC, the terms principal and substantial will be taken to indicate greater than 50% of the course.

1.2.5 **Core Modules** – the structure of each half will be composed of core elements that will provide a coherent structure with academic integrity and depth. Forty credits at Level 4 and a minimum of twenty credits at Level 5 from each subject area will be core.

1.2.6 **Subject Core Option Modules** – will ensure the balanced accumulation of credits from each subject area whilst providing students with a limited choice of modules with the core subject area.

1.2.7 **Optional Modules** – a small number of options (including languages at Level 5) will be offered. Students may select options within either or neither (at Level 5) subject area.

1.3 **Three types of Combined Honours Degree Course will be offered**

1.3.1 **Three Year Full-time Course**

1.3.2 **Four Year Sandwich Course**, in which a year, either as a full year or two part-years, of industrial or professional experience is taken between the second and final academic years.

1.3.3 **Four Year Language Course**, which will include a year abroad, either as a full year or two part-years, taken between the second and final academic years. A year abroad will not be obligatory but students who do not take it will graduate with languages defined as a Minor component of their degree.

1.4 **Management**

Each CHDC will be allocated to a Home Department that will be responsible for:

- all administrative functions;
- student support function and the allocation of a Personal Tutor;
- ensuring that students undertake appropriate graduate skills, career management skills and research skills development to enable them to study effectively in both subject areas.

Annex 6 Master of Research

1.1 Introduction

This annex sets out the University-wide curricula and management requirements for Master of Research (MRes) courses delivered in collaboration with the University of Portsmouth Graduate School.

The title Master of Research (MRes) shall be used for courses with a substantial research component accounting for the majority of the course. This component will typically consist of module(s) focusing on a research project, or the training necessary to prepare an individual for Level 8 studies, or the construction of a research proposal.

1.2 Management

All MRes courses will be available Faculty-wide but will be allocated to an academic department for QA and administrative purposes. They will be offered only where the environment provides support for doing and learning about research, and where high quality research, recognised by the relevant subject community, is occurring.

Faculties must gain the endorsement of the Graduate School prior to the submission of the requests for approval, modification or closure for MRes courses.

1.3 Structure

The curriculum structure will follow one of two models:

Model A – where students will have already identified a subject or topic for their research through the application process:

- 60 credit module – Research Preparation and Development
- 120 credit module – Research Project

Model B – where the study of a subject specialist module informs and supports the development of the research topic:

- 30 credit module – Subject specialism
- 60 credit module – Research Preparation and Development
- 90 credit module – Research Project

1.4 Naming conventions for award titles

Whilst studying for the MRes, students will be enrolled on the Faculty named award title. The Board of Examiners will then assign a preapproved award title appropriate to the research area. The name of these awards can be either:

- The Faculty course name – e.g. MRes Science; **OR**
- The School/Department/Subject Group name – e.g. MRes Pharmacy and Biomedical Sciences;
OR

- Subject-specific named MRes awards – e.g. MRes Microbiology

Exit awards will be available on all MRes courses and will bear the following generic titles:

- PgCert Research Training;
- PgDip Research Training.

Annex 7 Professional Doctorates

1.1 Introduction

This annex of the Framework sets out the University-wide curricula and management requirements for the taught phase of Professional Doctorate (PD) courses. The research phase of PD courses is governed by the Regulations for Professional Doctorates.

1.2 Course approval

1.2.1 PDs will only be offered where there is the appropriate subject, research, knowledge transfer, and professional development/work-based learning expertise and resources. In addition, courses will only be offered where there is a critical mass of students to ensure the cohort experience of the taught phase.

1.2.2 PDs should align with the University Research and Innovation Strategy and the Education Strategy, and be linked to departments or research centres which have sufficient research active and/or engaged staff to provide appropriate supervisory capacity.

1.2.3 Proposals for a new PD award will be considered through the University's course approval processes and reviewed by a University Course Approval Committee.

1.2.4 Awards will be titled according to the subject area. Due regard will be given to avoiding the proliferation of awards.

1.2.5 All new awards must be approved by Academic Council.

1.3 Leadership and management

1.3.1 Each course will have a designated course leader who is responsible for the academic leadership of the taught phase of the course.

1.3.2 The taught phase of the course is subject to the relevant academic, examination and assessment regulations, and quality assurance and enhancement processes for postgraduate taught courses.

1.3.3 The Course Leader's annual report will also be submitted to the Faculty Research Degree Coordinator.

1.3.4 All modules in the taught phase will be assigned to a Subject External Examiner and considered by a module assessment board in the appropriate cognate area. One of the Subject External Examiners will also act as the Award External Examiner and in this capacity provide oversight of the entire course. External Examiners will be appointed by Faculties according to the prevailing University Regulations.

1.3.5 A University-wide operational group, reporting to the Graduate School, will provide oversight for the further development, management and review of the University's PDs.

1.4 Admissions

Admission to PDs will require the applicant to demonstrate:

- a good Honours Degree or Master's award in an appropriate discipline, or the equivalent professional qualifications or experience;
- engagement with an appropriate professional environment that will enable students to achieve the course learning outcomes.

1.5 Course structure

1.5.1 The PD course consists of 540 credits.

1.5.2 The taught phase consists of 180 credits, with a minimum of 60 credits at Level 8, and the research phase consists of 360 Level 8 credits.

1.5.3 Courses may be offered on a full-time or part-time basis. The normal minimum registration period is three years and the maximum is six years.

1.5.4 The principles and commitments in the Curriculum Framework and the specific requirements relating to postgraduate courses apply to the taught phase, with the additional requirements and/or variations set out in this section.

The modules in the taught phase must include:

- opportunities for reflection on professional practice, models of learning, skills gaps, etc.;
- advanced qualitative and quantitative research methods;
- opportunities for dissemination through a variety of formats, and produce an article or artefact suitable for publication;
- the submission of research proposal including completion of the relevant paperwork in preparation for transition to the research phase.

1.5.6 A Board of Examiners will confirm that students have acquired the 180 credits required to progress to the research phase. Departments are responsible for informing students and DSAA.

1.5.7 DSAA will then assume responsibility for the operational business processes relating to the research phase in accordance with the Regulations for Professional Doctorates.

1.5.8 A Professional Doctorate may have exit awards of PGCert (60 credits), PGDip (120 credits) or MA/MSc (180 credits) available to students who exit the course during or at the end of the taught phase. The default title is Professional Research Methods, but a different title for a particular course may be submitted for approval to the relevant committee.

Annex 8 Personal Tutor framework

1. Policy statement

All students on University awards will have a named Personal Tutor (or equivalent as may be the case for online/distance learning courses).

2. Objectives and focus

2.1 Personal Tutors are an essential part of the University's Education Strategy and the University's commitment to all students having a named Personal Tutor was reaffirmed by Academic Council in 2010. Other systems such as the duty tutor system may supplement but not replace the Personal Tutor system.

2.2 Personal Tutors will take responsibility for overseeing and/or providing general academic and pastoral support for their personal tutees. They will also liaise, as appropriate, with Course Leaders (or equivalent) and Student Advice and Support Services.

2.3 Personal Tutors will maintain regular contact with their tutees and have regular (real or, in the case of distance learning delivery, virtual) scheduled meetings (individual and/or group tutorials). The following sets out the minimum expectations regarding formal Personal Tutor/Tutee interactions per academic year:

- Level 4 – eight group and two individual meetings.
- Level 5 – four group and two individual meetings.
- Level 6 – two group and two individual meetings.
- Levels 7 and 8 – two group and two individual meetings.

Part-time courses should provide pro rata formal contact sessions.

2.4 A minimum or maximum tutorial group size is not prescribed. However, Heads of Department should ensure that the group size permits each student the opportunity to receive individual attention and be able to participate in discussions, one approach might be to set the ratio to reflect the institutional SSR, i.e. about 20:1.

2.5 Support and advice will be provided in the areas of affective, learning and organisational support with reference to:

- i) Induction.
- ii) Academic engagement.
- iii) Personal Development Planning (PDP).
- iv) Student responsibilities and expectations regarding behaviour.
- v) Subject-specific matters.
- vi) Option choices.
- vii) Feedback on academic performance during the academic year.
- viii) Extenuating circumstances.
- ix) Referral to specialist student services provided by the University and the Students' Union (ASK, ASDAC, Careers and Employability).
- x) Student complaints and disciplinary procedures.

2.6 Tutorials should be structured (especially at Level 4) and an outline of topics to be covered in each session available to the student prior to the session.

2.7 Tutorials will often be linked with the delivery of study skills (Level 4) and careers learning activities (Level 5).

3. Responsibilities

3.1 Responsibility for the allocation of tutees to tutors rests with Heads of Departments (or their nominee) in consultation with Course Leaders and/or Year Tutors. Heads will attempt to ensure that allocation of personal tutees is part of an equitable workload.

3.2 Associate Deans (Students) will be responsible for monitoring the operation of the Policy within their Faculty.

4. Operational matters

4.1 All members of academic staff on full-time or fractional contracts should be eligible to act as Personal Tutors. It is unlikely that part-time hourly paid staff would be able to undertake the role unless they are able to make themselves available at agreed times throughout the week.

4.2 Personal Tutors and/or tutees may be changed at any time on request by tutor or tutee, subject to the approval of the member of staff responsible for allocation. Appropriate arrangements should be in place to ensure that personal tutorial support is still available in cases of prolonged staff absence. Students should be able to contact their Tutor or another member of staff who can help them within a maximum five working days.

4.3 Students should be informed that if they have a sensitive problem, or if they face difficulties that they cannot discuss with their Personal Tutor, they may speak to another member of staff or can receive independent and impartial advice and support from the Students' Union and/or University of Portsmouth Student Support Services.

4.4 It is recognised that the particular arrangements for personal tutorial support will vary according to the aims, objectives and mode of delivery of the named award. In particular, alternative (but equivalent) procedures will be required for non-campus based students (e.g. online/distance learning). Therefore the precise details of tutorial support on any named award of the University will be included in the Course Handbook.

Annex 9 University framework for Personal Development Planning

1. Policy statement

All students at the University of Portsmouth will have the opportunity to engage in Personal Development Planning (PDP). Foundation Degree students will undertake PDP as an assessed component of their course.

2. Key objectives and focus

2.1 Each year students will be required to cover the following topics. These tasks will contribute to, and should not be seen as separate from, the development of graduate academic and employability skills, as described in the *Hallmarks of the Portsmouth Graduate* (see Annex 1).

2.2 Level 4 – developing as effective learners

- i) Explore the benefits of PDP.
- ii) Clarify reasons for their choice of course.
- iii) Identify the skills and knowledge required to fulfil the Level 4 learning outcomes.
- iv) Evaluate their general and academic skills and identify ways in which weaknesses might be improved and strengths enhanced.
- v) Plan action to achieve learning outcomes.
- vi) Periodically review formative and summative assessment results.
- vii) Evidence progress made in terms of personal, academic and career achievements.
- viii) Consider Level 5 option choices.

2.3 Level 5 – thinking about future prospects

- i) Review Level 4 achievements.
- ii) Identify the skills and knowledge required to fulfil the Level 5 learning outcomes.
- iii) Plan action to achieve Level 5 learning outcomes.
- iv) Evaluate their skills and interests and how they relate to possible career plans.
- v) Think about future career options and understand how to research these.
- vi) Write an action plan to achieve career goals.
- vii) Periodically review formative and summative assessment results.
- viii) Evidence progress made in terms of personal, academic and career achievements.
- ix) Consider dissertation/project focus.
- x) Decide Level 6 option choices.

2.4 Level 6 – critical reflection

- i) Review Level 5 achievements.
- ii) Identify the skills and knowledge required to fulfil the Level 6 learning outcomes.
- iii) Focus on degree aspirations (level of award).
- iv) Plan employment and/or further study options.
- v) Review progress in achieving career goals and plan further action required.
- vi) Evidence progress made in terms of personal, academic and career achievements.

2.5 Level 7 – maximising potential

- i) Explore the benefits of PDP.
- ii) Clarify the reasons for their choice of course.
- iii) Identify the skills and knowledge required to fulfil the Level 7 learning outcomes.
- iv) Evaluate their general and academic skills and identify ways in which weaknesses might be improved and strengths enhanced.

- v) Plan action to achieve Level 7 learning outcomes.
- vi) Evaluate their skills and interests and how they relate to possible career plans.
- vii) Think about future career options and understand how to research these.
- viii) Write an action plan to achieve career goals.
- ix) Evidence progress made in terms of personal, academic and career achievements.

3. Responsibilities

3.1 The Head of Academic Development will provide cross-University oversight of the framework, produce resources, disseminate good practice and provide periodic reports on its effectiveness to University Student Experience Committee.

3.2 Heads of academic departments, supported by Associate Deans (Students) will ensure that students have opportunities to engage in PDP.

3.3 Course leaders will be responsible for ensuring that programme specifications and other relevant documents (e.g. Course Handbooks) identify where, and how, the PDP opportunities are delivered.

3.4 Personal Tutors will be responsible for the oversight of their tutees' PDP activities. The level of input will depend on how the PDP process is managed at departmental level. At a minimum, at least two personal tutorial sessions per year will focus on PDP activities.

3.5 Course Approval and Review Committees will be responsible for ensuring that PDP opportunities are embedded within the curriculum.

4. Delivery of PDP opportunities

PDP activities and opportunities may be offered in one of four ways:

1. The Personal Tutor system.
2. Through incorporation into specific units using materials produced centrally or departmentally.
3. Through self-managed opportunities that incorporate PDP (e.g. learning contracts, professional portfolios).
4. A combination of the above.