

# Programme Specification

*Guidance notes for completing template*

**Quality Management Division**

April 2015.

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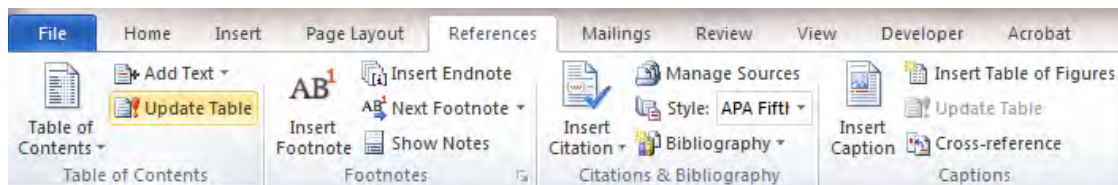
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## Contents

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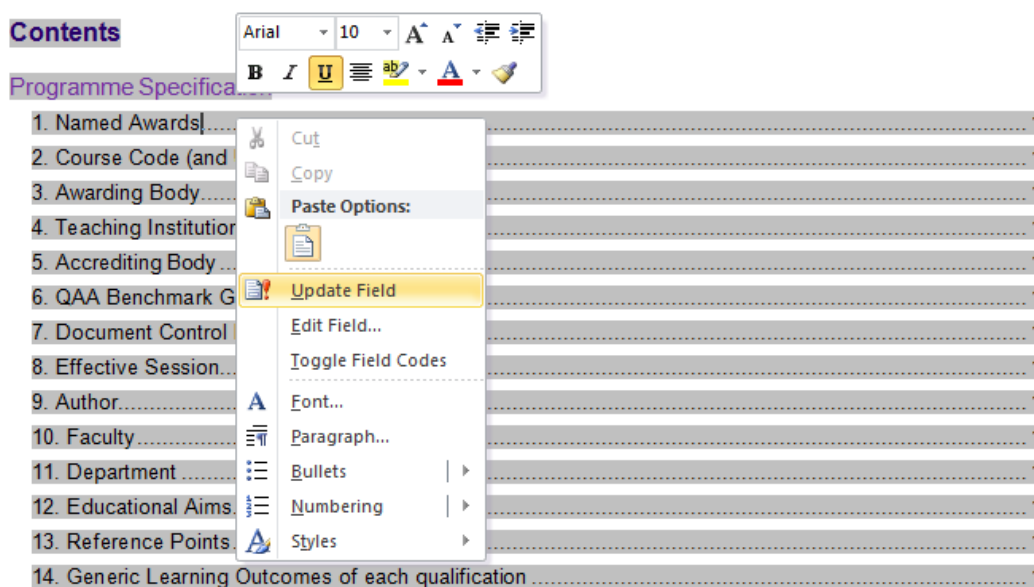
### 1. EITHER:

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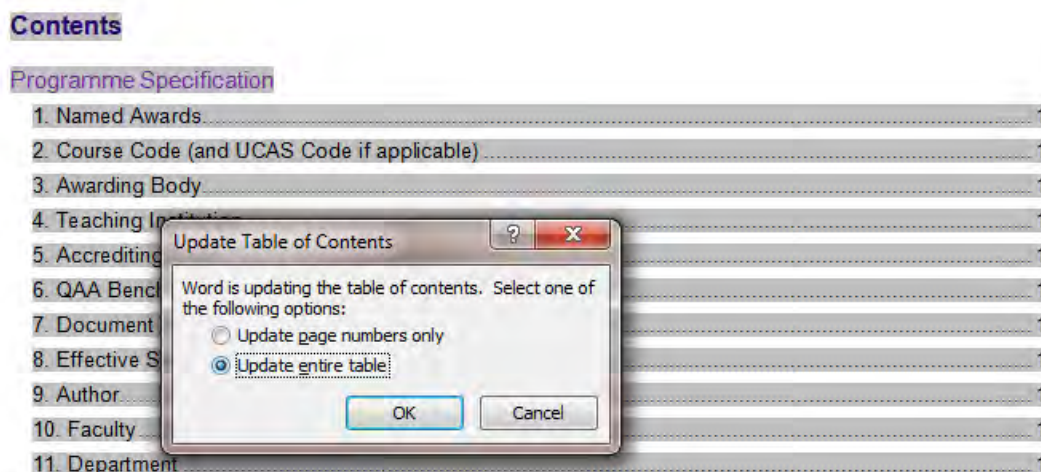


OR

- Right-click the mouse anywhere over the contents and select *Update Field*



### 2. Then select *Update entire table*



## Introduction

The Programme Specification (see [Programme Specification template](#)<sup>1</sup>) is a key document that definitively describes any named award of the University. It plays a central role in course approval and review and is publically available on the University's website. The framework for the use of programme specifications is given below:

1. The primary purpose of programme specifications is to be an integral part of course approval and review with the principal intended audience being the academic community.
2. Programme specifications provide a concise description of the expected knowledge and understanding and cognitive, practical and transferable skills of students who have successfully completed the programme. They will describe the learning, teaching and assessment strategies and programme and unit structures that enable those outcomes to be achieved and demonstrated. In addition, information relating to student support, admissions (including any issues relating to disability), evaluation, enhancement and indicators of quality and standards, and regulations will also be included.
3. Programme specifications will be prepared for all University of Portsmouth award-bearing courses and will follow the agreed University format. A programme specification will be prepared for all single subject and interdisciplinary courses. Where a course forms a route through an overarching programme of courses then generic programme aims and learning outcomes may also be included.
4. Collaborative Programmes must have separate specifications from the home delivered programme specification.
5. Programme specifications will be prepared for each route ("half" subject) within the Combined Honours Degree Programme Framework. A separate [Combined Honours Programme Supplement](#)<sup>2</sup> will be prepared for each course within the Combined Honours Degree Programme Framework. If applicable (e.g. for Professional Bodies), a single Combined Honours Programme Specification may serve to describe the core learning outcomes that are achievable. This must be agreed with the relevant Associate Dean (Academic).
6. For any course where work-based learning or placement (including study abroad) is a part of the curriculum (whether compulsory or not), reference is made in the guidance notes in this document but reference should also be made to the University's [Code of Practice for Work-based and Placement Learning](#)<sup>3</sup>.
7. During Course Approval, programme specifications will be accompanied by unit details in the Unit Assessment Map and the Unit Learning Outcomes Map (see paragraph [10](#) below). However, unit details for new courses must also be given on a separate [Course Structure Form](#)<sup>4</sup> (once a course has been approved, the course structure will be available as a report from the Student Record database). A separate Course Structure Form should be prepared for each course within the Combined Honours Degree Programme Framework although one is not required for each route ("half" subject).

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<sup>1</sup> [www.port.ac.uk/accesstoinformation/policies/courseapproval/filetodownload,149703,en.doc](http://www.port.ac.uk/accesstoinformation/policies/courseapproval/filetodownload,149703,en.doc)

<sup>2</sup> [www.port.ac.uk/accesstoinformation/policies/courseapproval/filetodownload,159002,en.doc](http://www.port.ac.uk/accesstoinformation/policies/courseapproval/filetodownload,159002,en.doc)

<sup>3</sup> [www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,10440,en.PDF](http://www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,10440,en.PDF)

<sup>4</sup> [www.port.ac.uk/accesstoinformation/policies/courseapproval/2014CAPJoint/filetodownload,187215,en.doc](http://www.port.ac.uk/accesstoinformation/policies/courseapproval/2014CAPJoint/filetodownload,187215,en.doc)

8. The course or “subject” learning outcomes will be developed taking account of external reference points (e.g. Subject Benchmark Statements, Framework for HE Qualifications, Occupational Standards etc.) and will be achievable regardless of the units selected by students. It is also acceptable, although not encouraged, to include learning outcomes which are conditional upon the selection of particular units or groups of units. These will be clearly expressed as conditional along with an indication of the units required to achieve them.
9. The programme specification learning outcomes will be set at threshold level, i.e. it will be expected that students who have successfully completed the course will be able to demonstrate the learning outcomes. This will be made clear in the introductory wording along with generic qualification descriptor(s) for every award it is possible to achieve (including lower exit awards where applicable).
10. At Course Approval Committees and Periodic Programme Reviews, Programme Specifications will be accompanied by the following maps (templates for which can be found at [Course Design](#)<sup>5</sup>):
  - Assessment Map- showing the range of assessments and their specifications (e.g. length of examination, word counts for essays, etc.). In addition, a level-by-level assessment strategy statement is required ([Section 17](#)). This provides an opportunity for you to explain the ranges of assessments selected and what you are trying to achieve in terms of the development and demonstration of knowledge and skills. It also provides an opportunity to set out the opportunities for formative assessment.
  - Learning Outcomes Map – showing in which units the course learning outcomes are demonstrated.
11. In addition, programme specifications must include an Employability Statement. Course teams and course leaders will need to indicate in more detail how their course enhances the employability skills of students:
  - Particular ‘employability’ units that form part of the programme and/or
  - Which mode of Career Management Skills unit has been adopted and how this links to student employability and/or
  - The language options that students have an opportunity to choose from which enhance their employability skills
  - Links (formal and informal) with employersThe relevant section here is [Section 19](#). The [Guidelines for the Employability Statement](#)<sup>6</sup> can be found on the Academic Registry website.
12. The Programme Specification should make reference to Recognition of Prior Learning - if appropriate.
13. The information contained in the programme specification will be conveyed to students. This might be through the programme specification itself or via course handbooks. Students may

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<sup>5</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/courseapproval/coursedesign/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/courseapproval/coursedesign/)

<sup>6</sup> [www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,52099,en.pdf](http://www.port.ac.uk/accesstoinformation/policies/academicregistry/filetodownload,52099,en.pdf)

review their progress in achieving the programme learning outcomes in their Personal Development Planning.

14. The currency, relevance and coherence of the academic content of courses will be reviewed on an annual basis with the programme specification being revised, if necessary, and endorsed for the forthcoming academic year. For further details, see the [Procedure for the Annual Review of Programme Specifications in Electronic Document Management \(EDM\)](#)<sup>7</sup>.
15. Uniform programme specification templates will be used across the University. Course teams may add subfields to these templates to accommodate the requirements of their anticipated audiences.
16. Each programme specification will include a “disclaimer”.

***The following is a copy of the MSWord template with guidance notes in red text.***

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<sup>7</sup>  
[www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/reviewcycle/filetodownload,184494,en.pdf](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/reviewcycle/filetodownload,184494,en.pdf)

## Course Details

### 1. Named Awards

Award and Title of ALL named awards – including staged awards if applicable. In specifications for a route (“half” subject) within the Combined Honours Degree Programme Framework, list the name of the route AND all other routes it currently offered in combination with.

### 2. Course Code (and UCAS Code if applicable)

The Student Records ‘C’ or ‘R’ code and UCAS code (if applicable). These will both be provided by Academic Registry for new courses following Curriculum Committee approval. In specifications for a route (“half” subject) within the Combined Honours Degree Programme Framework, list the codes for ALL courses the route is used in.

### 3. Awarding Body

This will almost always be *University of Portsmouth* but may be another body (e.g. Edexcel for Higher Nationals).

### 4. Teaching Institution

This will always be *University of Portsmouth* except for programmes delivered with others (collaborative programmes) when it may be the name of the partner institution (AND partner institution department if applicable).

### 5. Accrediting Body

Add the names of any accrediting bodies.

### 6. QAA Benchmark Groups

Name the Benchmark Statement(s) that are applicable to the course – bearing in mind that more than one benchmark statement may be relevant for some courses. Although other reference points might also be applicable, e.g. Occupational Standards, just confine this section to Benchmark Statements. Put other reference points in Section 13 below.

### 7. Document Control Information

Enter the current version number AND the date the current version was created.

### 8. Effective Session

Enter the academic year the Programme Specification is effective for.

### 9. Author

Enter the name of the author of the Programme Specification.

### 10. Faculty

Enter the name of the University of Portsmouth faculty that owns the course/programme.

### 11. Department

Enter the name of the University of Portsmouth Department/School (or Subject Group in PBS) that owns the course/programme.

## Curriculum

### 12. Educational Aims

The aims should be phrased as the broad intentions of the programme. These may be general or subject specific. They are under the control of the teaching team and are what you wish to achieve with your programme. They can be written as text, as bullet points or numbered e.g.:

- To provide a challenging and stimulating study environment
- To provide a framework allowing students to follow a flexible coherent programme of study
- To equip students with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities

The aims must clearly reflect the specific purposes of any placement or work-based learning elements (including study abroad). If it is not compulsory, include a sentence that indicates the programme “provides an opportunity for students to gain experience and skills relevant to employment (or further study) within \*\*\*\*\* sector/subject area by choosing relevant work placement/work based learning/study options”.

Further examples for Foundation degrees:

- To provide a framework within which academic knowledge and understanding is integrated with vocational skills and competency
- To offer an accessible, flexible and coherent programme in which work based learning is an integral part

Further examples for Combined Honours routes:

- To enable students to study two subject areas and develop specialist interests and knowledge
- To provide an opportunity for students to create links between two different subject areas

Also list the various routes that this route is currently in combination with and include a short 4/5 line synopsis on the rationale for each combination, e.g.:

European Studies – The BA (Hons) European Studies and Politics degree provides students with an excellent opportunity to study two inter-related subjects in depth. The study of European history, ideas and social and political change is strengthened through an understanding of political power and conflict at the local, national, regional and global levels. Moreover, the study of Politics is enhanced through a concentration on the region of Europe.

Specific subject based learning outcomes should be given in Section 15.

### 13. Reference Points

In this section set out the reference points that have been consulted in the development of the course and which demonstrate that the programme has currency and relevance within the academic, professional and employer communities. These may include some of the following (if applicable to this programme):

- University of Portsmouth Curriculum Framework Document
- The UK Quality Code for Higher Education
- The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks)
- QAA characteristics of qualifications types
- Subject Benchmark Statements (SBS)\*
- Higher Education Credit Framework for England
- Qualifications and Credit Framework (QCF) (if applicable, specify which sections are most applicable)

- Requirements of Professional and/or Statutory Regulatory Bodies
- Sector Skills Councils
- National Occupational Standards
- Policy for Placement Learning (if applicable)
- Vocational and/or professional experience, the scholarship and the research expertise of academic members of staff

\*These are not a prescription for a course, but the programme specification must make it clear which ones have been consulted and to what extent they have/have not been incorporated into the programme and why. For single honours courses in specific subject areas this is fairly straightforward but for multidisciplinary programmes aspects of two or more SBS may be incorporated. You should cross reference the Learning Outcomes to specific statements (with an abbreviation). It is perfectly acceptable for a course not to adopt every element of a SBS, the important factor is that course teams justify what they have done.

#### 14. General Learning Outcomes

You may add general learning outcomes in this section but you must include the generic qualification descriptor(s) below for every award it is possible to achieve (including all lower exit awards):

##### Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

##### Level 5

Foundation Degrees/Diplomas in Higher Education/Higher National Diplomas *delete as applicable* are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge



Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

### Level 6

Bachelor's degrees/Graduate Diplomas/Bachelor's degrees with honours *delete as applicable* are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

### Level 7

Master's degrees/Postgraduate Certificates/Postgraduate Diplomas *delete as applicable* are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship

- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

### Level 8

Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry

Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches

And holders will have:

the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments

## **15. Learning Outcomes**

As with unit learning outcomes, the programme learning outcomes should be phrased in measurable terms. They should be greater than the sum of the parts (i.e. more than unit learning outcomes) - the programme allows a bringing together of these individual outcomes. These are what students will be expected to know and be able to do on successful completion of the whole programme. At Portsmouth we have chosen to express them at threshold level. So as to facilitate

cross-referencing, the learning outcomes should be written as numbered statements following on from the opening phrase.

Courses with WBL and/or placement learning (including study abroad) should reflect the expectations of what students will learn through the placement or work based learning experience. Consider that students might well be expected to develop further knowledge and understanding or cognitive skills through a work based or study abroad experience, not only practical or transferable skills. If placement/WBL is not a compulsory requirement, you can indicate that specific learning outcomes can be met if certain options are chosen and similarly this should be mentioned in the strategies and methods sections.

Postgraduate staged awards should include general learning outcomes for the whole programme and specific learning outcomes for the Postgraduate Diploma and Masters degree.

Combined Honours routes should include the following:

#### Generic Learning Outcomes of the Combined Honours Degree Programme

Students will be able to demonstrate the ability to:

- Understand the key aspects of two subject areas
- Apply appropriate techniques of analysis to two subject areas
- Research topics and devise and sustain arguments related to two specific subject areas
- Discuss current research and scholarship related to two subject areas
- Discuss the current limits of knowledge in specific subject areas
- Take responsibility for their own learning in a Combined Honours Degree Programme
- Carry out an extended piece of independent enquiry into one or more subject areas
- Communicate information in a manner appropriate to the subject and the intended audience
- Show initiative and be able to make and justify decisions

#### **A. Knowledge and Understanding of:**

For further guidance, see [Guidance notes for writing unit and course aims and learning outcomes](#)<sup>8</sup>

A.1 Add details of the knowledge & understanding that the students will demonstrate on completion of the course.

#### **B. Cognitive (Intellectual or Thinking) Skills, able to:**

B.1

#### **C. Practical (Professional or Subject) Skills, able to:**

C.1

#### **D. Transferable (Graduate and Employability) Skills, able to:**

D.1 These should be generic skills, not specific to subject (e.g. problem solving, managing tasks etc.).

### **16. Learning and Teaching Strategies and Methods**

This section should outline the strategies (e.g. lectures, seminars, group work etc.) that enable the numbered learning outcomes to be achieved. Include cross-references in the strategy to all the numbered outcomes above (e.g. A1, B2). Reference to WBL and/or placement experience should also be included if applicable (it would be helpful to include information about length and nature of experience anticipated).

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<sup>8</sup>

[www.port.ac.uk/departments/services/dcqe/signpostingtokeypoliciesanddocuments/downloadsforras2012/filetodownload,14580,en.pdf](http://www.port.ac.uk/departments/services/dcqe/signpostingtokeypoliciesanddocuments/downloadsforras2012/filetodownload,14580,en.pdf)

## 17. Assessment Strategy

This section should outline the assessment strategies (e.g. essays, dossiers, portfolios, presentations etc.) that enable the numbered learning outcomes to be demonstrated. Include cross-references in the strategy to all the numbered outcomes above (e.g. A1, B2).

The strategy should be level-by-level and include the assessment types and approaches adopted and what you are trying to achieve with them. Include a consideration of opportunities for formative assessment.

For example:

### Level 4

The assessment approaches for the core units include X, Y, Z. These have been selected so as to enable students to practice a, b, c, d and build confidence. The in class tests will provide an opportunity for ..., while the formative assessment of the group presentation will provide .... Core units do not contain U, V, W, as we believe that these assessments test higher-level cognitive skills and are best suited to levels 5 and particularly 6. Optional units provide a range of assessment opportunities and allow students to develop and demonstrate skills in ....

Where WBL and/or placement learning is included, ensure reference is made to both formative and summative assessment. It is appropriate to include some mention about whether employers and/or other partners are involved in formative and/or summative assessment. Be clear about the nature of artefacts required. As standard generic University assessment criteria may not be appropriate, refer to equivalent but customised criteria for work based requirements where relevant.

## 18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)<sup>9</sup> for full details on the course structure and units

This section provides an opportunity to provide a brief overview of the key structural features of the course e.g.:

- The number of credits required to achieve the degree (e.g. 360 credits for an Honours degree) and all staged and/or exit awards. Include the statement that “Standard University rules apply. The regulations must be consulted for a full description of exit awards”.
- Note if exit awards which may have different titles e.g., where a professional body is involved
- The credit minimum for each level (if applicable)
- Credit rating of units e.g. each credit is equivalent to 10 hours of student learning. Units are offered as 20 credits with the final year dissertation being 40 credits
- Routes offered, e.g. single, 3 year full time, 4 year sandwich, part time
- Progression routes to honours degrees for Foundation Degrees (state which one and whether any bridging course is needed)
- Combined Honours exit awards will be the same as the one on which the student enrolled regardless of option choice. The transcript will record the major subject based on the area of dissertation/special exercise/independent project at Level 6 (e.g. “Majoring in Politics”) – except for Language combinations as these will be dependent upon whether the student completed a year abroad
- Whether WBL and/or placement learning (or study abroad) elements are compulsory and the consequences if a student cannot undertake a compulsory placement/WBL e.g. exit awards, transfer to other courses, recognition of prior learning (cross reference to admissions section)

The following should usually also be included here (if applicable):

- Opportunities for the study of a language option for full time undergraduate courses (if professional body requirements preclude this, you will need to apply for exemption from the University Curriculum Framework Document)

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<sup>9</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

- Links with employers

## 19. Employability Statement

An Employability Statement must be included in this section with an emphasis on identifying and evidencing employability skills. Reference to the following should be considered:

- Accredited in-company training, work-based learning units and work-based assessments and particular career management elements that form part of Foundation Degrees
- The mode of delivery of Career Management Skills (departmental units, centrally produced units or embedded in curriculum). How this links to student employability and/or career progression (eg career decision-making, strategies for self-presentation)
- Formal and informal links with employers and alumni in developing the programme
- Learning at place of work and/or work placement arrangements, noting links to Purple Door and other brokering agencies
- Elements of the curriculum that develop skills of entrepreneurship, community engagement, arts, sport and languages
- Personal Development Planning including the identification and review of skills at all levels of study and the method of delivery. This might be through identified units of study, the Personal Tutor system, centrally or departmentally produced materials, learning contracts or professional portfolios.

All full-time undergraduate programmes taught at the University of Portsmouth will be expected to offer 20 credits of year-long languages at Level 5. Professional body requirements will be taken into account when determining whether accredited programmes can accommodate this requirement and exemption may be sought if necessary. In such cases, it will be expected that employability skills will be embedded within the core curriculum.

## Course Management

**The following sections have been partially completed and should provide a basis for you to add more course specific information. CHECK they are relevant to your programme.**

## 20. Support for Student Learning

Check that items listed below do refer to your course:

- The Course is managed by a Course Leader
- Collaborative programmes are managed on a day-to-day basis by the University Contact who may or may not be the Course Leader
- The Combined Honours Degree is managed by a Course Leader from one subject area and a Deputy Course Leader from the other
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

Note that the University's support services and student centre are not available to students studying on a full-cost collaborative programme so should be removed from the above list.

Consider supplementing the above list with some of the following (or more):

- Laboratory/teaching facilities.
- Workplace tutors.
- Student mentoring.
- Support prior to, during and following WBL and/or placements (including study abroad). Include roles of tutors, placement co-ordinators, administrators, supervisors and mentors as appropriate. Refer to learning support resources that will be available to students whilst off-campus. Make it clear that there are handbooks and/or other resources available that are of specific relevance to the WBL and/or placement experience.

## 21. Admissions Criteria

### A. Academic Admissions Criteria

Consider including or supplementing some of the following:

- GCSE
- A/AS levels
- Vocational A levels and Key Skills
- NVQ Level 3
- Professional qualifications and experience
- Access courses
- Other qualifications
- Mature students
- International students
- Please specify IELTS requirements (e.g. minimum or equivalent)

If appropriate, prior learning may be assessed and accredited.

Include any additional essential requirements for WBL and/or placements (including study abroad), which may include:

- Disclosure and Barring Service (DBS) checks – include information about whether an enhanced check is relevant and a brief reference to implications
- Statutory health checks or fitness standards
- Driving licence (possibly whether the lack of a driving licence may limit opportunities)

It is recommended that the following statement is included: "some placements may not be appropriate for all students".

### B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

BUT if people with certain disabilities would be unable to achieve the programme learning outcomes - say so here and why. If you have concerns about whether it would be possible to make reasonable adjustments, you should consult the Additional Support and Disability Advice Centre (ASDAC).

If a Professional, Statutory and Regulatory Body (PSRB) accredits your course and they have a specific form of words they require you to include e.g. with respect to certain sensory or physical impairments, it should be acceptable to include that here with a reference (possibly a web address) to the PSRB statement. Some PSRBs issue guidance notes and reference to this would be helpful.

For Collaborative Programmes, this should refer to the disability policy of the partner institution:

- How it accords with UoP policy
- How the Partner considers applicants
- The support that is available at the point of delivery

## 22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

### A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

Check that the above does refer to your course and consider supplementing it with some of the following (or more):

- Combined Honours Management Board considers overall student and staff experience
- Head of Curriculum & Educational Development's Annual Report to QAC on Combined Honours Degree Programme
- Alternatives to Student Staff Consultative Committees
- Course Accreditation
- Mechanisms regarding WBL and/or placements (including study abroad), e.g. Employer or partner institution feedback, systems that might be in place to either regularly audit placements or moderate judgements of competence, any specific partnership management boards
- University Contact Annual Commentary
- Partner Institution Annual Commentary
- Collaborative Programme/Partner Review
- Additional/alternative review and evaluation processes in operation by a collaborative partner institution

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Deputy Course Leader for day-to-day running of Combined Honours route
- University Academic Contact for day-to-day running of course
- Partner Institution Academic Contact
- Board of Studies with overall responsibilities for operation and content of course
- Combined Honours Management Board
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)

- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

Check which of the above is applicable to your course. For courses with WBL and/or placement learning (including study abroad) include:

- Placement Co-ordinator or similar
- Mentor/Coach/Supervisor or similar roles that are in place

### C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

Include specific arrangements to gather student feedback when away from campus for long periods e.g. on-line.

### D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages
- Include specific support for UoP placement co-ordinators and or workplace assessors.
- Refer to training and support for workplace mentors/supervisors or equivalent (this may be through on-line interactive tutorials, FAQ sites or individual customised support for specific roles).
- Some of the above may not be relevant to collaborative programmes – please check.

## 23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations](#)<sup>10</sup>).

If you have exemption from University policy, please specify and indicate the reasons why exemption is necessary e.g. the requirements of compulsory placement/WBL elements or professional accreditation and give external links to e.g. external awarding bodies if elements of the course come under different regulations e.g. QTS skills tests.

For Collaborative Programmes, please specify the applicable regulations although some Partner Specific Assessment Regulations may not be available on the web site – please check.

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<sup>10</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)



## 24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Ensure date of latest professional accreditation reports is included if appropriate and provide judgement made with reference to availability of report (preferably a web link). Provide an indication of when future accreditation visits/inspections might take place.

### B. Periodic Programme Review (or equivalent)

For new courses, there will not have been a review yet so enter the following:

The course will be subject to normal monitoring and review policy and procedures.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015<sup>11</sup>](#)).

### D. Others

None.

Change to indicate e.g. prizes won. If there are well-established and ongoing links with prestigious employers or institutions, it would be useful to include a brief summary of these here.

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>12</sup> and [School/Department](#)<sup>13</sup> websites

Amend text, hyperlink and footnote to show relevant school/department web site

## MAPS

For new courses and reviews, also create/update the:

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<sup>11</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

<sup>12</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>13</sup> [www.port.ac.uk/aboutus/](http://www.port.ac.uk/aboutus/)

- Unit Assessment Map – with details of each coursework artefact e.g. Essay, Presentation etc. and examination
- Unit Learning Outcomes Map – delete or add learning outcomes as required and ✓ or x in each box where the programme learning outcome is achieved in each unit

Note: It is generally assumed that the programme learning outcomes are achieved in the core units. If this is the case, then it is only necessary to map the core units. If it is not the case, you must demonstrate where the learning outcomes can be achieved regardless of the option choices selected.

Templates for these can be found at [Course Design](#)<sup>14</sup>.

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<sup>14</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/courseapproval/coursedesign/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/courseapproval/coursedesign/)