CURRICULUM FRAMEWORK DOCUMENT 2012 (revised to update guidance regarding management of half year exchanges, postgraduate delivery and professional doctorates)

For use for curriculum development for 2012 delivery and beyond

March July 2011

Version 1.2
Introduction

The following document was approved by Academic Council on 4th May 2010 and is to be used for the development of all courses which are being revised in preparation for a 2012 start, in line with the requirement of the Revised Academic Structure.

A variety of supporting policies and strategies are referred to in this document and links to the key ones will be provided via the Revised Academic Structure website (www.port.ac.uk/RAS2012) and a number of briefing notes on specific curriculum topics eg internationalising the curriculum, inclusive learning and teaching, assessment for learning will also be uploaded to support course teams in their curriculum redesign.

Version 1.1 of the Framework contained amendments to the guidance regarding the management of incoming/outgoing half year exchanges/study abroad. It also clarifies the permitted delivery models for postgraduate delivery.

Version 1.2 (March 2011) includes clarification regarding the requirement for Work Related Learning activities to be provided to all students through the core curriculum.

Version 1.3 (July 2012) includes revised guidance regarding Professional Doctorates.

Should you have any queries about the content of the document or require assistance with meeting the requirements of the document then please contact your faculty Associate Dean (Academic or Students)

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Director, Curriculum and Quality Enhancement

August 2011
1 PREFACE

1.1 This Framework Document supersedes the 2009 Framework and incorporates the requirements of a desemesterised structure to be delivered from 2012. It was approved by Academic Council in May 2010 and applies to all taught courses with effect from 2012-13. Whilst there is no requirement for Collaborative Programmes (other than franchise programmes 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, along with the aims of the University’s Strategic Plan and the Learning, Teaching and Assessment Strategy seeks to promote an excellent student experience that provides students with the knowledge, skills and attributes to be successful in a global workforce. This will be achieved through:

- Designing holistic and coherent curricula based on academic, subject and research excellence and taking account of relevant external and internal reference points.
- Providing an excellent, inclusive learning experience that engages students and promotes independence and deep learning.
- Integrating the development of the knowledge and skills essential for roles in the global workforce within the core curriculum.
- Incorporating feedback, evaluation and review into course design and development and engaging students as active partners in learning.

1.3 The Portsmouth graduate

We expect that Portsmouth graduates will have acquired the knowledge and skills to enable them to:

1. Demonstrate command of a significant body of subject knowledge and skills of sufficient depth.
2. Make a successful transition into employment and/or further study.
3. Be prepared for lifelong learning in pursuit of personal, academic and professional development.
4. Display effective communication skills.
5. Be an effective problem-solver, capable of applying logical, critical and creative thinking to a range of problems.
6. Have developed competencies in information literacy.
7. Work autonomously and collaboratively.
8. Demonstrate an international and global awareness.
9. Act ethically and in a socially responsible manner.
2 QUALIFICATIONS, LEVELS, VOLUME, STAGES, DELIVERY AND WORKLOADS

2.1 Qualifications

2.1.1 The QAA Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland 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 learning. 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

<table>
<thead>
<tr>
<th>2008</th>
<th>2001</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Doctoral</td>
<td>Doctoral Degrees</td>
</tr>
<tr>
<td>7</td>
<td>Master’s</td>
<td>Master’s Degrees (including Integrated Master’s, Postgraduate Certificates, Postgraduate Diplomas, Postgraduate Certificate in Education)</td>
</tr>
<tr>
<td>6</td>
<td>Honours</td>
<td>Bachelor’s Degree with Honours, Bachelor’s degrees, Graduate Certificates, Graduate Diplomas, Professional Graduate Certificate in Education</td>
</tr>
<tr>
<td>5</td>
<td>Intermediate</td>
<td>Foundation Degrees, Diplomas of Higher Education, Higher National Diplomas (HNDs)</td>
</tr>
<tr>
<td>4</td>
<td>Certificate</td>
<td>Certificates of Higher Education, Higher National Certificates (HNCs)</td>
</tr>
</tbody>
</table>

2.2 Levels

2.2.1 Qualifications comprise units 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.

2.2.2 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.

2.2.3 Units 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.

2.2.4 Units forming part of the Institution Wide Language Programme, and offered as options outside of a language programme, 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 classification.

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4 See UoP. Guidance Notes for Writing Unit Aims and Learning Outcomes. Ready June 2010
2.2.5 Where units are ascribed to different levels there may be some common teaching but the Learning and Teaching Strategy should allow for differentiation between levels. Each unit will be distinct in terms of its aims, learning outcomes and assessment and must reflect the appropriate level.

2.3 Credit definition and volume
2.3.1 Each unit has a set of learning outcomes and, to earn credit, a student must satisfy the assessment criteria for the unit. The unit 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 unit is the credit value of the unit\(^5\).

2.3.2 All units will be credit-rated. Undergraduate units are rated in multiples of 20 whereas Postgraduate units are rated in multiples of 30\(^6\). Each credit point is equal to \(\frac{1}{2}\) ECTS (European Credit Transfer System) and is equivalent to 10 notional hours of student activity regardless of mode or location of study. Student activity includes formal contact time, directed study and self-directed study.

2.3.3 Table 2 sets out the minimum credit requirements for qualifications at each FHEQ level.

<table>
<thead>
<tr>
<th>Award</th>
<th>Minimum credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education (CertHE)</td>
<td>120 credits at level 4 or above</td>
</tr>
<tr>
<td>Certificate in Education (CertEd)</td>
<td>60 credits at L4 and 60 credits at L5</td>
</tr>
<tr>
<td>Diplomas of Higher Education (DipHE)</td>
<td>240 credits with 100 at level 5 or above</td>
</tr>
<tr>
<td>Foundation Degree</td>
<td>240 credits with 100 at level 5 or above</td>
</tr>
<tr>
<td>Higher National Diploma (HND)</td>
<td>240 credits with 100 at level 5 or above</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>300 with 60 credits at level 6 or above</td>
</tr>
<tr>
<td>Bachelor’s Degree with Honours</td>
<td>360 credits with 100 at level 6 or above</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>60 credits at level 6</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>120 credits at level 6</td>
</tr>
<tr>
<td>Professional Graduate Certificate in Education (PGCE)</td>
<td>120 credits at level 6 or above</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (PGCE)</td>
<td>120 credits of which at least 60 must be at level 6 and 60 at level 7</td>
</tr>
<tr>
<td>Integrated Master’s</td>
<td>480 credits with a minimum of 120 at level 7 and 100 at level 6</td>
</tr>
<tr>
<td>Postgraduate Certificate (PGCert)</td>
<td>60 credits at level 7</td>
</tr>
<tr>
<td>Postgraduate Diploma (PGDip)</td>
<td>120 credits at level 7</td>
</tr>
<tr>
<td>Master’s</td>
<td>180 credits at level 7</td>
</tr>
<tr>
<td>Advanced Diploma in Professional Research</td>
<td>120 credits at level 8</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>540 credits with 360 at level 8</td>
</tr>
</tbody>
</table>


\(^6\) Note the MPharm is an approved exemption to this pattern, with all units at all levels being in multiples of 20.
2.4 Stages

2.4.1 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.

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

2.5 Credit delivery

2.5.1 The academic year will run from September to May with exact dates published by the Academic Registry. It will consist of 37 weeks in total with an induction week, 24 teaching weeks and six weeks of directed study, consolidation, assessment and formal examinations. It will be delivered as set out in Table 3.

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

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Formal Teaching week Number</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-1</td>
<td>Induction for all levels</td>
</tr>
<tr>
<td>9-20</td>
<td>1-12</td>
<td>Teaching plus formative/summative assessment</td>
</tr>
<tr>
<td>21-23</td>
<td></td>
<td>Christmas break</td>
</tr>
<tr>
<td>24-35</td>
<td>13-24</td>
<td>Teaching plus formative/summative assessment</td>
</tr>
<tr>
<td>36-38</td>
<td></td>
<td>Easter (Spring) break</td>
</tr>
<tr>
<td>39-44</td>
<td>25-30</td>
<td>Consolidation, revision, assessment and formal examinations</td>
</tr>
</tbody>
</table>

2.5.2 There should be no requirement for students to undertake learning, teaching or assessment activities or tasks over the Christmas or Easter breaks7 (but see caveats in 2.5.3). However, since 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.

2.5.3 Students undertaking half-year exchanges during the first part of the academic year may be required to undertake assessment activities during the Christmas break so as to facilitate their acquisition of credit. This must be made clear in Unit and Course Learning, Teaching and Assessment Strategies and approved through Course and Unit Approval processes. Similarly, if students are expected to undertake work placements, field trips etc. during the Christmas or Easter breaks, this should also be made clear in Unit and Course Learning, Teaching and Assessment Strategies and approved through Course and Unit Approval processes.

2.5.4 The six-week period following the Easter break will be used for formal (generally timetabled) contact time, directed activities, self-directed activities, assessments and examinations. Course documentation should make clear what activities students will be

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7 This should also guard against the three weeks of the Christmas break being used informally to deliver "semesterised" units comprising of 12 weeks teaching and 3 weeks assessment, prior to commencing a new unit at the start of the Spring term. The key feature is that whilst students may choose to work during this period they should not be expected to do so.
expected to engage in during this six-week period, especially if there are few or no formal examinations. (See Annex 1 for further clarification.)

2.5.5 The curriculum delivery model is based on the principles that a predominantly academic year-long delivery with a base of 20 credits for Undergraduate and 30 credits for Postgraduate courses will provide enhanced opportunities for:

- Enhanced student engagement and achievement.
- Entry point transition and acculturalisation (especially for international students, those returning to study and students with disabilities (who may need to get a range of academic and personal assistance in place to support their daily living and studying)).
- Formative assessment, feedback, greater assimilation and integration of learning.
- A more coherent curriculum.

2.5.6 **Campus-based courses - levels 4, 5 and 6**, will be delivered as follows (see Annex 2):

- Full time - Level 4: a minimum of 80 credits will be delivered through year-long 20 credit units. The remaining 40 credits may be delivered as year-long (September to May), half-year or block delivery of two 20 or one 40 credit unit.
- Full time - Levels 5 and 6: a minimum of 40 credits will be delivered through two 20 credit, year-long units. The remaining credits may be delivered as year-long, half-year or block units, providing that the notional student learning hours (formal, directed and self-directed) do not exceed 40 hours per week based on the expectation that the achievement of 20 credits requires a notional 200 hours of learning and assessment.
- Part time Levels 4, 5 and 6 will be delivered through a base of 20 credit units. Whilst a minimum number of academic year-long credits is not specified, there is an expectation that delivery will take account of the principles in 2.5.5, be appropriate to the student entry profile and facilitate the alignment of delivery where franchise partners are also involved.

2.5.7 **Campus-based courses - levels 7 and 8** - will be delivered as follows (see Annex 2):

- Full time and part time through a base of 30 credit units. 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 Unit Learning, Teaching and Assessment Strategies 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 modes of delivery:
  - Campus Taught Standard Year
  - Distance Learning
  - Work Based Learning
  - Independent Study
  - Block

The following principles which must apply to the delivery of all Masters-level units:
- Any “Campus Taught” Masters-level unit must be delivered and assessed within the 30 weeks of the academic year (i.e. the two 12-week teaching blocks and the 6-week Consolidation and Assessment Period), although any teaching requirements during the 6-week CAP that follows the Easter break would have to

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8 Level 7 of the MPharm programme is exempt from this requirement and will use a unit base of 20 credits.
give precedence in room utilisation to the scheduling of examinations (i.e. any examination event from any course).

- Any other approved mode of delivery for a Masters-level unit can involve delivery, assessment, and support at other times in the year and through other arrangements.
- All students on a year of any particular Postgraduate Taught Masters Course should have the same credit load unless they have APEL or have registered only to study individual units, which typically may happen either for the purpose of repeating units or in satisfaction of a narrowly focussed interest, perhaps related to professional development.
- Any Masters-level unit will have a common end date for all students registered on that unit in any particular academic year (i.e. each unit instance will have an end date common to all students registered on that unit instance).
- The unit instance end-date cannot be later than 12 months after the start date of the academic year to which the unit is attached (i.e. the end date for the unit cannot be later than September).

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

2.5.8 Distance learning units levels 4 to 8 will be delivered taking account of the principles in 2.5.5.

2.5.9 Course documentation will clarify for students the availability of staff to support them, throughout the year and especially over the Christmas break and Easter period and during the summer in the case of year-long Master’s courses.

2.6 Pre and co-requisites
2.6.1 Units linked by pre and co-requisites should be kept to a minimum in order to facilitate student choice and access to the curriculum.

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

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

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

2.7 Core and option units
2.7.1 Within pathways, all units must be designated as one of the following:

i. **Core**: required units for all students studying for the named award;
ii. **Option:** where students are free to choose, within defined constraints\(^9\), between alternative units that are specified within the programme specification and contribute to the programme learning outcomes;

iii. **Subject Core Option (at levels 5 and 6):** where students have a limited choice of alternative units but within a specified core subject area. This is generally, but does not have to be exclusively, used for Combined Honours Programmes.

2.7.2 All units 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.

2.7.3 All full-time Undergraduate curricula must make provision for 20 credits of year-long languages to be studied as an option during the delivery of level 5, i.e. during the second year of study. Exemptions from this policy must be approved through Academic Registry.

2.8 **Structures to support mid-year entry or exit points for exchange or study abroad students\(^{10}\)**

2.8.1 The preferred approach to supporting exchange or study abroad students is for these to be delivered through year-long study. However, half-year exchanges will be facilitated where such approaches are strategically important, where there is a critical mass of students and/or where resources permit. In such circumstances the curriculum at the level of the exchange must be adapted to support the acquisition of 60 credits without detriment to students who are studying for the whole academic year.

2.8.2 Where such exchanges take place this should be managed through the following model:

i. Participating departments should ensure that for, generally, undergraduate level 5 (formerly referred to as Level 2 within the University) which is where the preponderance of exchange activity occurs, there should be a pool of at least three “short fat” units in the autumn term and another pool (of at least three different “short fat” units) in the spring term.

ii. These units may be drawn from more than one course, i.e. there will be no requirement for any single course to be the host to exchange opportunities.

iii. The pool of “short fat” units would be commonly available to both “exchange in” and “exchange out” students, and delivered both to half-year exchange students and to students on the parent courses not involved in exchanges.

iv. Units in this pool offered in the autumn term should be assessed so as to avoid formal examinations during the Consolidation and Assessment Period. However exchange students may be expected to undertake assessment activities during the Christmas break as per paragraph 2.5.3 of the Curriculum 2012 Framework.

v. No assessment restriction need apply to units in this pool offered in the spring term on the assumption that the exchanges would not finish until the end of the Consolidation and Assessment Period.

vi. For students on an “exchange in” arrangement this would facilitate the award of credit, which could readily be translated into ECTS if appropriate.

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\(^9\) These will form part of the Timetabling Policy, which will be developed in due course.

\(^{10}\) Operational details will be included in the Timetabling Policy.
vii. For University of Portsmouth “home” students involved in an “exchange out” it would mean that in addition to AP(E)L for the half year studied elsewhere, the student would be required to be awarded 60 credits from this pool of “short fat” units.

2.8.3 If this preferred model is not considered to be appropriate by the participating department then possible consideration will be given to alternative means of facilitating half-year exchanges. Such alternatives such as the creation of “shadow” units must be considered by the Revised Academic Structures (RAS) Steering Committee. This should be achieved by following the exemption procedure in place as part of the course alignment process to be undertaken in preparation for Curriculum 2012.

2.8.4 If “shadow” units are proposed they would need to be created specifically for exchange students. This would mean the use of half units (generally of 10 or 20 credits) for students entering from abroad or exiting to study abroad. This model by its nature will constrain the delivery (and possibly assessment) of the parent unit. With this model, there is some benefit if exchanges take place in the final year of study as, alongside a probable 40 credit dissertation/project, this will result in fewer shadow units being created. The following approaches are permissible:

- **Incoming September and outgoing January students**: weeks 1-12 will be used for teaching with some assessment. The remaining assessments may be left to a formal examination in May or completed over the Christmas break during weeks 13-15. This would have minimal impact on year-long parent units other than for the teaching material to reach a natural pause at week 12.
- **Incoming January students**: this will require the teaching in weeks 1-12 to have reached a natural break point. Incoming students in teaching week 16 will pick up the material midway through the year-long delivery (after appropriate induction) and undertake 12 weeks of teaching plus assessment appropriate to the shadow units they are studying.

2.8.5 Once the course alignment process for Curriculum 2012 has been completed, any further proposals to facilitate mid-year entry or exit point exchange or study abroad students will need to be considered by Course Approval Panels for new courses and as part of the normal unit/course modification procedures for existing courses.

2.9 **Structures to support mid-year entry to existing programmes**

2.9.1 Mid-year entry points will be considered exceptional and only permitted where they are strategically important, where there is a critical mass of students and/or where resources permit. If whole or part joint teaching with students who commenced in September is anticipated then the entry point curriculum will need to be adapted without detriment to students who are studying for the whole academic year.

2.9.2 Approaches similar to those described in 2.8.2 and 2.8.3 may be adopted to facilitate mid-year entry of students.

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11 Operational details will be included in the Timetabling Policy.
2.9.3 Proposals to facilitate mid-year entry or exit point exchange or study abroad students will need to be considered by Course Approval Panels for new courses and as part of the normal unit/course modification procedures for existing courses.

2.10 Workloads, contact, guided and independent study time

2.10.1 A full-time Undergraduate student cannot be required to study more than 120 credits at any one stage unless it is to retrieve failure and make normal progress.

2.10.2 Workloads for part-time courses, Undergraduate courses, Master’s courses and Foundation Degrees will be approved by the Course Approval Committee.

2.10.3 The University will adhere to UK and European expectations regarding credit and notional learning. Thus 20 credits = 200 hours of learning and therefore 120 credits requires 1200 hours of learning - at 40 hours per week this is equivalent to 30 weeks\(^\text{12}\). Therefore where courses are delivered through a combination of year-long (long thin) and half-year or intensive block (short fat) units, course teams must ensure that it is possible to deliver the requisite credits in the time frame.

2.10.4 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 units\(^\text{13}\) along with clear explanations as to how they are expected to spend the non-contact time. The following provides guidance\(^\text{14}\) 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 12 or 24 weeks.

- **Level 4** - 20 (200 hours) credits - typical contact hours would fall in the range 36-72 hours; for half-year units this equates to between 3-6 hours/week and 1-3 hours/week for long delivery.
- **Level 5** - 20 (200 hours) credits - typical contact hours would fall in the range 24-60 hours.
- **Level 6** - 20 (200 hours) credits - typical contact hours would fall in the range 18-48 hours.
- **Levels 7 and 8** - 30 (300 hours) credits - typical contact hours would fall in the range 18-48 hours.

2.10.5 The Unit Learning, Teaching and Assessment Strategy will include explicit details about the range of activities that will comprise the total notional learning hours.

2.11 Course differentiation

2.11.1 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

\(^{12}\) This is consistent with UUK/QAA credit framework for England, European Frameworks and the vocational Qualifications and Curriculum framework which is based on 1 credit per 10 hours of learning. http://www.qaa.ac.uk/england/credit/creditframework.pdf

\(^{13}\) Conventionally delivered units 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.

\(^{14}\) This is based on student expectations and the principle of students becoming increasingly independent as they progress through the levels.
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.

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

2.12 Programme specifications

2.12.1 A Programme Specification will be produced for each course or group of courses according to the University’s guidelines for the production of Programme Specifications. The Programme Specification will normally define the expectations of the level of award for which students are studying. Programme Specifications will be reviewed annually and endorsed by the Board of Studies or subcommittee in good time to enable publication for the next academic year.

2.12.2 Subject Benchmark Statements are not a prescription for course content, 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 relatively straightforward, but for Joint and Minor routes within the Combined Honours Degree Programme and multidisciplinary programmes, aspects of two or more SBS may need to be considered and documented.

2.12.3 Course Learning Outcomes are greater than the sum of the unit learning outcomes. They should be expressed at threshold level and be developed taking account of Subject Benchmark Statements, PSRB requirements and/or Sector Skills Councils (SSC) requirements as well as staff research and scholarship.

2.12.4 Students leaving before the end of their course will be assumed to have achieved the accumulated learning outcomes of the units for which credit has been assigned. Where courses are specifically designed to include staged exit awards, a composite Programme Specification will give details of the learning outcomes at each stage.
3 CURRICULUM DESIGN REQUIREMENTS

The following curriculum design requirements underpin the principles expressed in the Preface and apply to all courses regardless of level or mode of study, unless specified to the contrary. Specific Foundation Degree, Combined Honours Degree and Professional Doctorate requirements are included in sections 4-6. Exemptions from parts of this framework may be sought from Academic Policy Committee (through Academic Registry), where:

- The pathways are funded by and run on behalf of another agency.
- There is a proven irreconcilable conflict with the published accreditation requirements of a professional body.

3.1 PRINCIPLE 1

A holistic and coherent curriculum, based on academic, subject and research excellence, aligned with relevant external and internal reference points and informed by and benchmarked with internal and external management information

3.1.1 Academic, subject and research excellence

3.1.1.1 Curricula will be designed to develop students and instil in them academic and subject excellence and actively involve them in the research and scholarship of their subject discipline(s) at all levels of study. Curricula will be designed to ensure increasing and progressive demands and independence as students progress through the course.

3.1.2 Alignment with external and internal reference points

3.1.2.1 Curriculum design will be informed by relevant external reference points such as the QAA Academic Infrastructure\(^{15}\) (Code of Practice for the assurance of academic quality and standards in higher education; the Framework for Higher Education Qualifications (FHEQ), Foundation Degree Benchmark, Subject Benchmark Statements (SBS – undergraduate and, where they exist postgraduate, QAA guidance on Master’s degree characteristics) and the Southern England Consortia for Credit Accumulation and Transfer (SEEC) credit guidelines (revised 2010)\(^{16}\). Where appropriate, the requirements of Professional, Statutory and Regulatory Bodies (PSRB) and Sector Skills Councils (SSC) should also be taken into account.

3.1.2.2 Curriculum design will take account of key University of Portsmouth strategies, policies and codes including: the University’s Strategic Plan for 2007-12\(^{17}\), the Learning, Teaching and Assessment Strategy 2008-2012\(^{18}\), the University’s Code of Practice for the Assessment of Students\(^{19}\), Collaborative Programme Policy and Procedures\(^{20}\), Careers Education, Information and Guidance Policy\(^{21}\), Policy on Placement Learning\(^{22}\).

\(^{15}\) http://www.qaa.ac.uk/academicinfrastructure/default.asp
\(^{16}\) See UoP. Guidance Notes for Writing Unit Aims and Learning Outcomes. Available June 2010
\(^{17}\) http://www.port.ac.uk/ accesses/ information/policies/Directorates/ filetodownload, 71106, en.pdf
\(^{18}\) UoP. Learning, Teaching and Assessment Strategy, 2008–2012
\(^{19}\) UoP. Code of Practice for the Assessment of Students, Revised 2006. Being updated for June 2010
\(^{20}\) UoP. Collaborative provision Policy and Procedures, 2009
\(^{22}\) UoP. Policy for Placement Learning, 2003. Being updated for June 2010
3.1.3 **Informed by and benchmarked with internal and external management information**

3.1.3.1 Management information relating to the following should also be taken into account in the design of the curriculum, specifically:

- Student entry profile (age, qualifications, ethnic and international mix).
- Progression and achievement data, including by gender, ethnicity and disability.
- Employability data including Destination of Leavers in Higher Education data and specifically data relating to employment in graduate occupations.
- Student feedback, including the National Student Survey (NSS) and, as applicable and available, surveys such as the International Student Barometer (ISB), Postgraduate Research Experience Survey (PRES) and Postgraduate Taught Experience Survey (PTES).

Where possible undergraduate subject level data should be benchmarked with external HESA or NSS data (much of which is available via unistats.direct.gov.uk).

3.2 **PRINCIPLE 2**

An excellent, inclusive learning experience

3.2.1 **Induction and acculturalisation**

3.2.1.1 Curricula will be designed to incorporate an induction period or equivalent for each level/year of study as appropriate (see Induction Guidelines).

3.2.1.2 All general University and course induction activities for full-time campus-based pathways starting in September will be undertaken before the start of the first teaching week. However, induction extends well beyond the formal introduction to the University and course. Therefore entry point curricula will be designed to facilitate gradual acculturalisation with the Department and subject area for several weeks after the formal start date.

3.2.1.3 Specific arrangements should be made for direct entry students - especially when they are joining an existing cohort.

3.2.1.4 Should courses be designed to facilitate a mid-year entry, appropriate arrangements outside of the teaching period needs to be made for induction.

3.2.1.5 Induction for other modes of study should occur prior to the start of formally structured learning activities.

3.2.2 **Personal and academic support**

3.2.2.1 The Personal Tutor system is a cornerstone of student support and personal and academic development at Portsmouth. Every student will be allocated a
named Personal Tutor within one week of entering the course (see Annex 3 for Personal Tutor Policy Statement).

3.2.2.2 The Personal Tutor will maintain regular contact with his or her tutees and will have regular timetabled\textsuperscript{27} (face-to-face, telephone, online) meetings to provide support in the following areas:

- Affective support: confidence building, communication of course and level requirements, and explanation of study culture.
- Learning support: engagement on general and subject issues. It is expected that Personal Tutorials will be integrated into the delivery of the curriculum. The range of activities covered will depend on the local strategy but is likely to include the facilitation of Personal Development Planning (PDP).
- Organisational support: providing orientation to the course, Department and University, and discussions regarding the selection of options.

3.2.3 Inclusivity and equality of opportunity

3.2.3.1 Students will be entitled to a curriculum content and delivery that is designed to take account of their diverse backgrounds and needs and that promotes equality of opportunity, intercultural awareness and the proactive integration of minority and diverse student groups.

3.2.3.2 Course design will take account of historical data relating to achievement and satisfaction by gender, ethnicity, disability and domicile and seek to address any identified persistent differences and difficulties.

3.2.4 Technology enhanced learning

3.2.4.1 Students will be entitled to experience a curriculum that is enriched with technology enhanced learning opportunities and this may be achieved in many ways. The elearning strategy for 2007-2010 set a minimum requirement for all units or (cluster of units) to have a Virtual Learning Environment presence by September 2010. Thereafter the expectation is that pedagogically informed blended elearning will be used to support communication, collaboration, assessment and content delivery to engage students in active and simulated learning and assessment as appropriate.

3.2.5 Assessment

3.2.5.1 The curriculum for 2012 places particular emphasis on the promotion of assessment for, as well as of, learning. The revised requirements will reaffirm and extend the principles within the University’s Code of Practice for the Assessment of Students\textsuperscript{28} especially with respect to:

- Assessment scheduling and load.
- The balance of formative and summative assessment.
- Timeliness and quality of feedback to students on all types of assessment.
- The use of feedback by students.

\textsuperscript{27} Timetabled i.e. occurring on both staff and student timetables.

\textsuperscript{28} UoP. Code of Practice for the Assessment of Students. Being updated for June 2010
3.2.5.2 Course teams will be required to take a holistic approach to assessment and develop level-by-level assessment strategies with differentiated, progressive assessment strategies for each level of study. These should build in different norms and expectations at different levels of study in relation to the:
- Balance between summative and formative assessment.
- Variety of assessment methods.
- Form of feedback given to students.

3.3 PRINCIPLE 3
Skills for roles in the global workforce

3.3.1 Graduate skills and attributes
3.3.1.1 Employers expect graduates to demonstrate a number of high-level skills transferable to the workplace and preferably proven by work-related or work-based challenges. They want graduates with a range of skills who are willing to learn, reflect on, and improve their performance as well as individuals who are attuned to the demands of the global community. From an early stage in their Undergraduate and Postgraduate experience, students should be encouraged to identify and work on goals to respond to these challenges and so curricula must offer frequent and sustained opportunities to enable them to take ownership of and to facilitate their progress.

3.3.1.2 Curricula will need to meet these demands by demonstrating, at a minimum, that:
- There is a structured opportunity for students to take responsibility for and personalise their learning through Personal Development Planning activities.
- Generic graduate academic and employability skills development opportunities are integrated into the curriculum.
- Career Management skills development opportunities are integrated into the undergraduate curriculum.
- Opportunities for work-related learning and the development of specific employability skills are incorporated into the core curriculum.
- Additional opportunities will also exist to enable students to engage in, and reflect on the learning derived from, a range of extracurricular employability enhancing activities. These will supplement and not replace work-related learning incorporated into the curriculum.
- Opportunities to engage employers in curriculum delivery or extracurricula activities will be incorporated as appropriate.
- Opportunities to enhance cultural awareness, language skills and international perspectives in subject-specific material are provided and that teaching, learning and assessment approaches are culturally inclusive.

3.3.1.3 Figure 1 in Annex 7 summarises the interrelationship of these skills.

3.3.2 Personal development planning
3.3.2.1 Curriculum design should promote “personalised learning” with a framework that supports students in taking responsibility for, and exercising choice in,
planning their academic and personal development and documenting and reflecting on their skills and attributes. Thus Undergraduate and Postgraduate programmes will provide students with the opportunity to undertake **Personal Development Planning (PDP) activities**. Personal Development Planning may be delivered in a number of ways including through the Personal Tutor system, through integration into core units of study or a combination of both. Annex 4 outlines the University’s Personal Development Policy.

### 3.3.3 Graduate academic and employability skills

**3.3.3.1** Opportunities for the development of graduate academic and generic employability skills will be integrated into the core curriculum. These must take account of the student entry profile and meet the diverse needs of the students. This is particularly relevant for part-time and Postgraduate courses.

**3.3.3.2** Graduate academic and employability skills encompass a range of generic and transferable skills that are fundamental to successful academic study and employment success. Various classifications of graduate academic and employability skills are used in the sector. At Portsmouth these two groups of interrelated skills are considered together as they are the transferable skills that employers expect in their graduates. Therefore, at a minimum the following academic and employability skills should be included:

- Management of self, learning and tasks:
  - Study and self-management skills.
  - Thinking and reflective skills.
  - Problem-solving skills.
- Management and communication of information:
  - Writing skills.
  - Reading skills.
  - Oral communication skills.
  - IT/Information/Numeracy skills.
  - Research skills.
- Interpersonal skills
  - Team work.
  - Leadership skills.

These are elaborated in Annex 5 and course teams are strongly encouraged to map where they will be delivered and assessed within the curriculum.

Additional skills may be required by Subject Benchmarks, PSRBs or SSCs.

**3.3.3.3** The demonstration of **Independent Study** at levels 6 and 7 is essential to fulfil the expectations of the FHEQ level descriptors. As a guideline it is expected that students at levels 6 and 7 will engage in the equivalent (in one unit or across a number of units) of 40 and 60 credits of independent study respectively.

### 3.3.4 Career management skills

**3.3.4.1** Career management skills will be integrated into the core Undergraduate curriculum. The majority of such opportunities are likely to be embedded at
level 5 although it is good practice to cover elements throughout the course, especially through Personal Development Planning.

3.3.4.2 Whilst there is no specific requirement for career management skills to be explicitly incorporated into Postgraduate programmes, course teams are encouraged to consider the applicability of including selected areas as appropriate to their student profile.

3.3.4.3 Mechanisms whereby career management skills may be delivered and achieved are set out in the Career Management Skills Quality Template which covers four areas of development:

- **Self-awareness** - students recognise what they want from a career and what they have to offer.
- **Opportunity awareness** - students identify the options open to them and understand how to research the skills, experience and knowledge required in the local, national and global marketplaces.
- **Decision making** - students critically evaluate possible options and formulate an action plan to achieve their career goals and are able to adapt to changing circumstances.
- **Transition skills** - students are able to reflect on their skills, knowledge and experience and are able to put plans into action by presenting themselves effectively on paper and in person.

3.3.4.4 Additionally, employers seek graduates with organisational and labour market awareness. These skills have been added to the previously approved Career Management Skills Quality Template and are included in Annex 6. The development of the career management skills may be facilitated through integration of the Graduate Employment module (developed by the Department for Employability) into the curriculum, locally developed units and/or integration of specified material into other units as set out in the employability statement.

### 3.3.5 Work-related learning

3.3.5.1 Courses must include opportunities, through whole or part of the total unit learning activities of a core unit, for students to engage in work-related learning. Work-related learning can be defined as learning outcomes achieved through activities that are based in, or derive from, the context of work or the workplace. They involve active learning and application of skills in a real or simulated environment. A key feature is developing an awareness of the context of the functioning workplace. In its simplest form work-related learning provides opportunities for students to:

- Apply and reflect on their graduate and employability skills in a real or simulated work environment.
- Develop attributes of value in the workplace.
- Gain insights and learning into the world of work.

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29 The term module is used intentionally to distinguish this packet of learning, which was previously equivalent to 10 credits at level 5, from the 20 credit unit base of the new curriculum.
• Gain an understanding of how organisations work and how they plan their business and make decisions.
• Gain an insight into how to manage themselves in a range of situations found in the workplace.

In addition, opportunities may arise for students to:
• Gain an insight into the skills and attitudes required for entrepreneurship and/or business start-up.
• Gain an understanding of what customers/service users require.
• Gain an insight into the global labour market and the impact of globalisation on their career goals.

3.3.5.2 The expectations of this learning will be articulated through unit and course learning outcomes and reflected in the Learning, Teaching and Assessment Strategies.

3.3.5.3 Work-based learning\textsuperscript{30} involves short/long work-based/placement/volunteering activities for which they receive credit. For vocational courses, such learning may be substantial and incorporated in and across many units.

3.3.5.4 The aim should be for courses to incorporate opportunities for work-based learning into their curricula. Where this is not possible then simulated work relevant learning should seek to mimic the challenges and experiences of the workplace. Simulations may include role-play, case-studies, games, assessments modelled on meeting clients’ needs.

3.3.5.5 At a minimum, it is expected that work-based or work-related activities should occupy the equivalent of 100 notional hours of learning.

3.3.5.6 Course teams should also explore curricula opportunities to enable students to meet and interact with a range of employers and workplaces.

3.3.6 Extracurricula opportunities

3.3.6.1 Students will have access to a wide range of employability-enhancing extracurricula learning opportunities. This might arise, for example, from paid or unpaid opportunities in the workplace or community, engagement in various Student Union activities or acquisition of additional qualifications. Provision should be made through Personal Development Planning to enable students to reflect on the learning derived from these activities and how they may complement the employability skills development embedded in their course curriculum.

3.3.7 Opportunities to promote the development of an international perspective

3.3.7.1 Students should be provided with opportunities to develop an international perspective. All curricula should be designed to enhance cultural awareness and an understanding of an international perspective with learning, teaching and assessment approaches that are culturally inclusive.

\textsuperscript{30} UoP. Code of Practice for Placement and workbased Learning. Being updated for June 2010
3.3.7.2 All full-time Undergraduate courses will provide opportunities for students to undertake 20 credits of foreign language study during the second year of their course.

3.3.7.3 In addition, course teams should consider what opportunities may be incorporated within the curriculum to facilitate students to study part of their credit abroad, e.g. through the Erasmus scheme.

3.4 PRINCIPLE 4
Curricula design that incorporates feedback, evaluation and review and engages students as partners in learning

3.4.1 Feedback, evaluation and review
3.4.1.1 In designing and developing curricula, opportunities should be sought to gather and reflect on feedback from external examiners, employers and other stakeholders.

3.4.2 Student engagement
3.4.2.1 Students are entitled to have their feedback gathered and acted upon and to be informed as to actions taken as a consequence of it. Therefore, curricula should be designed and continually reviewed taking account of the feedback from relevant groups of students and alumni.

3.4.2.2 Course teams should seek means by which students are provided with a range of opportunities to review, comment on, and shape their courses.

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31 Student Feedback Policy – to be revised during 2010-2011
4. FOUNDATION DEGREES

4.1 Introduction
4.1.1 Unless specified otherwise, the curricula requirements for Undergraduate programmes (section 5) will also apply to Foundation Degrees.

4.2 Specific curricular, admission and assessment requirements
4.2.1 Defining characteristics: All Foundation Degrees must include the core components as identified in the Foundation Degree Qualification Benchmark and adopted by the University of Portsmouth.

4.2.2 Employer involvement: Employers must be involved in the design and review of programmes. Where available, Sector Skills Council Frameworks for Foundation Degrees and/or Occupational Standards should also inform curriculum design. Although not an essential requirement, it is also desirable for employers to be involved in the assessment and monitoring of students in the workplace.

4.2.3 Accessibility: Foundation Degrees are intended to increase access and widen participation into higher education with programmes of study that are designed with work-based learning as an integral part of their programmes. The accessibility of Foundation Degree programmes should increase opportunities for learning since they can enable learners to 'earn and learn'.

4.2.4 Skills and knowledge development: Foundation Degrees will provide technical and work specific skills relevant to the sector. This will be underpinned by rigorous and broad-based academic learning. Personal Development Planning will be incorporated into the curriculum and form part of the formal assessment strategy.

4.2.5 Application of skills to the workplace: All programmes must provide sufficient work-based learning opportunities to enable students to demonstrate their work-related skills. Curricula design should ensure that a minimum of 40 credits at each level will be derived from work-based learning. Employability is a key aspect in Foundation Degree programmes and its inclusion should equip and assist learners to enhance their employment opportunities and/or allow them to prepare for a career change.

4.2.6 Flexibility: Flexibility in terms of curriculum delivery is central to many aspects of Foundation Degrees. The requirements of students with respect to delivery modes and study patterns, including full-time, part-time, distance, work-based, and web-based learning should be considered.

4.2.7 Accreditation of prior learning: Appropriate prior certificated and non-certificated learning including work-based learning should be recognised through the award of credits. The maximum AP(E)L permitted will be 180 credits.

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32 QAA. Foundation Degree Qualification Benchmark.
33 These credits may be delivered through discrete work-based learning units or integrated throughout a number of units.
34 The term work-based learning in this context has an expectation that the learning will be at and from the workplace. Simulated, work-related and learning for work activities must be over and above these 40 credits.
4.2.8 **Progression:** There must be guaranteed articulation arrangements with at least one Honours degree programme and these must be clearly stated at the Curriculum Approval Committee and included in the Programme Specification. For those students wishing to progress to an Honours degree, the time taken should not normally exceed 1.3 years for a full-time equivalent (FTE) student. Guaranteed progression will normally be available only if the student takes up his or her place within five years of obtaining the Foundation Degree. Thereafter normal AP(E)L arrangements will apply. Where students may gain additional professional accreditation and/or qualifications in the course of studying for a Foundation Degree, these requirements should be considered at the Course Approval event.

4.2.9 **Distance learning provision:** Where a Foundation Degree has been delivered through distance learning, a progression route delivered in the same way must also be made available.

4.2.10 **Careers guidance:** Career management will be included as part of Personal Development Planning and will be sensitive to the needs of the students and their employers.

4.2.11 **Exit awards:** The regulations for exit awards will be broadly consistent with other Undergraduate awards although there may be circumstances where the exit award bears a slightly different title from the final award.

4.2.12 **Entry requirements and admission arrangements:** The entry requirement for all individuals will be academic judgement that the student will benefit from the programme and successfully complete it. This may be evidenced by one A2 level, vocational A level, NVQ level 3, professional qualifications or experience, or equivalent.

4.2.13 **Grading:** Foundation Degrees are likely to consist of units graded fail/pass and credits obtained via AP(E)L. Therefore they will be graded on a fail/pass basis. Transcripts will indicate the level of achievement in individual units.
5 COMBINED HONOURS DEGREES

5.1 Introduction
5.1.1 The Combined Honours Degree Programme (CHDP) enables students to study two academic subjects in depth. The units comprising the various Combined Honours Programmes (CHPs) will be offered as part of Single Honours Degree Programmes (SHDPs) or specific subject areas. The two disciplines will form an academically coherent, complementary programme. Thus the programme will be multidisciplinary rather than interdisciplinary.

5.2 Naming conventions

5.2.1 Joint Honours (for all combinations except those incorporating languages)
      5.2.1.1 Most combinations will be offered as Joint Degrees in that, although students must study a minimum of 140 credits in each subject area the remaining 80 credits, including the Independent Study Project/Dissertation, can be made up of either subject area or options outside of the subjects such as languages.
      5.2.1.2 The generic joint honours structure is as follows:
          • Level 4 - 60 credits core units (3 x 20) to be derived from each subject area; a minimum of 80 credits to be delivered via year-long delivery.
          • Level 5 - 40 credits (2 x 20) to be derived from each subject area; 20 credits of options to be available for 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.

      5.2.1.3 Students who are awarded a Joint Honours Degree will have studied both subjects to level 3 with each subject area contributing a minimum of 140 credits (including 40 at level 3). 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.

5.2.2 Major/Minor Honours (for all combinations except those incorporating languages)
      5.2.2.1 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.

      5.2.2.2 The generic Major/Minor structure is as follows:
          • Level 4 - 40 credits core units (2 x 20) from subject B; 80 credits core units (4 x 20) from subject A; a minimum of 80 credits to be delivered via year-long delivery.
          • Level 5 - 40 credits (2 x 20) to be derived from subject B; 60 credits (3 x 20) to be derived from subject A; 20 credits of options including languages to be made available.
          • 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.

      5.2.2.3 Students who are awarded a Major/Minor Honours Degree will have studied both subjects to level 3 with the Minor subject area contributing not less than 120 credits in total (including a minimum of 40 credits at level 3). The award will bear the title of BSc/BA Subject A with Subject B.
5.2.3 **Combined Honours incorporating languages**

5.2.3.1 In keeping with current established convention, CHPs incorporating languages will only be given the title “and language” where the programme 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”.

5.2.4 **Award of BA or BSc**

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

5.2.5 **Core Units** - the structure of each half will be composed of core elements that will provide a coherent structure with academic integrity and depth. 60 credits at level 4 and a minimum of 20 credits at level 5 from each subject area will be core.

5.2.6 **Subject Core Option Units** - will ensure the balanced accumulation of credits from each subject area whilst providing students with a limited choice of units with the core subject area.

5.2.7 **Optional Units** - 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.

5.3 **Three types of Combined Honours Programme will be offered**

5.3.1 **Three Year Full-time Programme**

5.3.2 **Four Year Sandwich Programme**, in which a year of industrial or professional experience is taken between the second and final academic years.

5.3.3 **Four Year Language Programme**, which will include a year abroad, 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.

5.4 **Management**

5.4.1 Each CHD 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.

5.4.2 The Head of Academic Development will be responsible for:

- Co-ordinating the management and further development of the CHDP including:
- Chairing the Management Board.
- Chairing the Student Staff Consultative Committee.
- Preparing an annual report for Quality Assurance Committee.
6 PROFESSIONAL DOCTORATE

6.1 Introduction
6.1.1 This Framework Document sets out the University-wide curricula and management requirements for Stage Two, Part One of Professional Doctorate (PD) programmes. Stage Two, Part Two of PD programmes are governed by the Regulations for Higher Degrees by Research.

6.2 Management
6.2.1 PDs will only be offered where there is the subject, research, knowledge transfer and professional development/work-based learning expertise and resources. In addition, programmes will only be offered where there is a critical mass of students to ensure the cohort experience of Part 1 of Stage 2. A University Professional and Integrated Doctorate Operations Group will provide oversight for the further development, management and review of the University’s PDs.

6.2.2 PDs should be delivered in “clusters” of awards and managed as a Programme that will ideally, but not always, align with a broad REF-funded subject area. The Programme area (and REF-funded area to which it is aligned) should be specified at Stage 1 of the Course Approval process and be identified on the Programme Specification at Stage 2. The clustering of PD management and delivery into specific programmes will ensure a critical mass of students, an appropriate multidisciplinary cohort experience and enable clear lines of communication.

6.2.3 Each new PD Programme and associated award titles will be considered through the University’s Curriculum Approval procedures, with a University Curriculum Approval Committee (UCAC) considering Stage 3 proposals. The membership for the UCAC for PDs will differ from other UCACs in that membership will be drawn from both the Quality Assurance Committee and the University’s Research Degrees Committee (URDC).

6.2.4 The addition of award titles to an existing PD Programme will follow the University’s Curriculum Approval procedures normally with a Faculty Curriculum Approval Committee considering Stage 3.

6.2.5 Each award title within the PD Programme Area will have a designated Course Leader who will also normally act as the Unit Co-ordinator for Part 2 of Stage 2.

6.2.6 All units will be assigned to a Subject External Examiner and considered through a UAB 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 programme. External Examiners will be appointed by Faculties to Units and Awards according to the prevailing University regulations.

6.2.7 A University Professional and Integrated Doctorate Operations Group will provide oversight for the further development, management and review of the University’s PDs. The Director of Curriculum and Quality Enhancement will Chair the Group, which will submit minutes to URDC.

6.3 Naming conventions for award titles
6.3.1 Awards will be titled according to the subject area. Due regard will be given to avoiding the proliferation of titles. The use where possible of generic titles, e.g. PD Health
Science, is recommended. Each new title must be approved by Academic Council. New titles will be proposed at Stage 1 of the Curriculum Approval process and progressed through the committee structure by the Academic Registrar.

6.4 Admissions
6.4.1 The PD Programme consists of 180 level 7 credits (Stage One) and 360 level 8 credits (Stage Two). All students enter with advanced standing and register on a PD programme at Stage Two. PDs will be offered in part-time mode.

6.4.2 Admission to Stage Two will require demonstration of the following:
- Postgraduate Master’s award in an appropriate discipline or area of professional development or through the normal University AP(E)L arrangements.
- Employment in an environment that will enable students to achieve the programme learning outcomes
- A draft research and development topic to be explored in Stage Two, Part Two

6.5 Award structure
6.5.1 All PDs should be developed within the University’s Framework for PDs as set out in the Curriculum Framework Document. Stage 2, part 1 of the programme will be managed through the University’s procedures for postgraduate programmes. It will consist of 120 level 8 credits delivered through an approved programme of “taught” units that enable the students to progress through it as a cohort. The following credit rating and indicative unit content should be followed:
- Unit 1 – 30 credits: Professional Review and Development: reflection of professional practice, models of learning, skills gaps etc.
- Unit 2 – 30 credits: Advanced Research Methods: covering qualitative and quantitative approaches, regardless of those that will be used in the final project.
- Unit 3 – 30 credits: Publication and Dissemination: opportunities to disseminate though a variety of formats and produce an article or artefact suitable for publication.
- Unit 4 – 30 credits Proposal for Professional Research and Development Project: Including completion of the relevant paperwork in preparation for transition to Stage 2, Part 2. To align PD and PhD progression requirements for the major piece of research, the assessment of the Proposal for Professional Research and Development Project unit will require consideration of the proposal by:
  - Two assessors nominated by the unit coordinator
  - One assessor from the approved list nominated by the appropriate Faculty Research Degrees Committee.

6.5.3 A Board of Examiners will confirm that students have acquired the 120 level 8 credits required to progress to Stage 2, Part 2. Departments are responsible for informing successful students and ensuring that records are transferred to Quality Management Division in Academic Registry who will then assume responsibility for overseeing the management of the final 240 level 8 credits through the Regulations for Higher Degrees by Research.

6.5.4 An exit award of Postgraduate Diploma in Advanced Professional Research will be available to students who have been assigned 120 credits at level 8 through satisfactory completion of Part 1, Stage 2 of a University of Portsmouth Professional Doctorate programme and who do not complete Part 2, Stage 2 of the programme.
ANNEX 1

Guidance regarding the management of learning, teaching and assessment during teaching weeks 25-30

The six-week period of weeks 25-30 will comprise of a range of directed and self-directed learning activities and assessment.

In addition to formal examinations, which will occur towards the middle/end of the six-week period, the following are suggestions regarding the type of directed activities that may be scheduled/undertaken during this period. Many of these activities should be timetabled in advance. 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 units 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.
ANNEX 2a – Undergraduate and MPharm curriculum delivery models

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Note:
- Red indicates minimum requirement per level.
- One or more 20 credit half-year units could be delivered as an intensive block providing no impact on other courses sharing units.
- At level 4 academic skills will need to be integrated into one or more unit.
- At levels 5 and/or 6 – careers and research methods will need to be integrated into one or more unit.
- At level 5 - 20 credits (year-long unit) needs to be made available for the study of languages.
- In the final year the equivalent of 40 credits of independent study is anticipated, but may be via 2 x 20 credit units and include WBL.
ANNEX 2b – Postgraduate (levels 7 and 8) curriculum delivery models

Note:
- Recommended delivery involves significant year-long (Sept.–May) units.
- See section 2.5 for guidance regarding approved modes of unit delivery.
- Full time courses may be delivered over 1 or 1.5 calendar years.
- Part time courses may be completed over 2 or 3 academic/calendar years.
- See Registry Guidance Note 1 ([www.port.ac.uk/ras2012](http://www.port.ac.uk/ras2012)) for further information.
ANNEX 3 – 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 programmes).

2 Objectives and focus
2.1 Personal Tutors are an essential part of the University’s Learning, Teaching and Assessment 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.

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. Student responsibilities and expectations regarding behaviour.
  iv. Subject-specific matters.
  v. Personal Development Planning (PDP).
  vi. Option choices.
  vii. The University’s Graduate Employability Programme.
  viii. Feedback on academic performance during the academic year.
  ix. Extenuating circumstances.
  x. Referral to specialist student services provided by the University and the Students’ Union (ASK, ASDAC, Purple Door Careers and Recruitment).
  xi. 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.

35 This updates and replaces the previously issued University Guidelines: The Role of Personal Tutors.
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 4 – 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.

2.2 **Level 4 - developing as effective learners**
   i. Explore the benefits of PDP.
   ii. Clarify reasons for their choice of programme.
   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 programme.
   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 the Department for Employability will provide cross-University oversight of the framework, produce resources, disseminate good practice and provide periodic reports on its effectiveness to University Learning and Teaching 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

4.1 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.

All students will be offered access to an electronic portfolio: The Portsmouth Portfolio.
ANNEX 5 - Graduate Academic and Employability Skills

1 Policy statement
All students at the University of Portsmouth will have the opportunity to develop and demonstrate a range of academic and employability skills culminating in a broad set of graduate attributes.

2 Key objectives and focus
2.1 Students will be provided with opportunities to develop, and ideally demonstrate, the following skills as appropriate to their level:

3. Management of self, learning and tasks
3.1 Study and self-management skills - students will be expected to be able to:
- Manage time and prioritise tasks.
- Consider and act on feedback.
- Generate ideas and goals.
- Evaluate and monitor their own performance and progress in relation to goals.
- Adopt a flexible approach, seek out new learning opportunities and adapt to new situations.
- Demonstrate an understanding of how to learn and the best methods/conditions for learning.

3.2 Critical thinking and reflective skills - students will be expected to be able to:
- Think critically when reading, writing, listening and speaking.
- Evaluate a range of sources and/or options.
- Analyse an argument.
- Think logically and construct a logical argument.
- Critically reflect on their own performance and professional issues.

3.3 Problem-solving and creativity skills - students will be expected to be able to:
- Define the nature of a problem.
- Identify and prioritise options.
- Demonstrate clarity of judgement, providing rationale.
- Identify an effective means of implementing a solution.
- Demonstrate initiative and creativity in solving problems.

4. Management and communication of knowledge and information
4.1 Writing skills - students will be expected to be able to:
- Structure writing for a variety of academic and non-academic contexts.
- Write in a style appropriate to the discipline(s)/audiences.
- Write with accurate spelling, grammar and punctuation.
- Reference accurately and avoid plagiarism.
- Use a variety of sources in a context appropriate to the task.
- Proofread, edit and revise written work.

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56 Appropriate adjustments will be made as required to enable students with disabilities to achieve the equivalent skill.
4.2 **Oral communication skills - students will be expected to be able to:**
- Speak and present information and ideas clearly at a level, and in a manner, appropriate to the context and audience.
- Listen and respond to the ideas of others.
- Engage in conversation and use argument, debating and/or negotiating skills appropriate to the context.

4.3 **Reading skills - students will be expected to be able to:**
- Decode the written word in a variety of contexts.
- Read critically.
- Read and take notes on the reading at the same time.
- Employ a wide range of reading skills, e.g. skimming, scanning, predicting, reading at speed, close reading and assimilation.
- Adopt appropriate strategies for reading a range of texts for different purposes.

4.4 **IT/Information/Numeracy skills - students will be expected to be able to:**
- Select and use technology appropriate to the context.
- Use IT and VLE packages and applications as appropriate to the task.
- Demonstrate awareness of appropriate netiquette.
- Apply numeracy skills appropriate to the task.

4.5 **Research skills - students will be expected to be able to:**
- Select or negotiate a topic for research.
- Construct a search strategy of literature/information using sources as appropriate.
- Summarise background information and define any gap in knowledge/understanding.
- Undertake primary or secondary research appropriate to the context.
- Evaluate and justify conclusions/recommendations.
- Structure and communicate findings in a form appropriate to the subject, context and/or audience.

5. **Interpersonal skills**

5.1 **Team work - students will be expected to be able to:**
- Work as an individual or member of a team.
- Build effective working relationships and work collaboratively.
- Work with a range of individuals irrespective of age, gender, race, religion or political persuasion.
- Work collaboratively to review and evaluate progress and processes of group work and achieve goals.
- Demonstrate an understanding of individual and group dynamics and the nature of team working (leadership, negotiation and delegation skills).
- Provide and receive constructive criticism.
- Show sensitivity to the views of others.

5.2 **Leadership skills - students will be expected to be able to:**
- Assume and/or understand the role of team leader.
- Assist, support and motivate others.
6 Responsibilities

6.1 The Heads of Academic Development and Academic Skills in the Department for Curriculum and Quality Enhancement and the Head of Employability will provide advice and guidance to course teams to support them in integrating the development and assessment of these skills into the curriculum.

6.2 The Head of the School of Languages and Area Studies will be responsible for providing advice and guidance to course teams to support them in integrating the development and assessment of foreign language and intercultural skills into the curriculum.

6.3 Heads of Academic Departments will ensure that students have opportunities to develop and demonstrate the acquisition of academic and employability skills.

6.4 Course Leaders will be responsible for ensuring that programme specifications and other relevant documents (e.g. Course Handbooks) identify where, and how, graduate and employability skills will be delivered.

6.5 Course Approval and Review committees will be responsible for ensuring that academic and employability skills development opportunities are embedded within the curriculum.
ANNEX 6 - Career Management Skills

1. **Policy statement**
   All Undergraduate students at the University of Portsmouth will develop and demonstrate specified career management skills.

2. **Key objectives and focus**
   2.1 The career management skills requirements have been developed taking specific account of the 2010 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Section 8 - Career education, information, advice and guidance. Sections 2.2-2.5 represent the list currently approved as part of the Career Management Quality Template. Section 2.6 represents additional skills. Students will be required to develop and demonstrate the following career management skills:

   2.2 **Self-awareness - able to:**
   1. Identify own skills, interests and motivations in the context of career decision making.
   2. Demonstrate how these skills, interests and motivations may be applied in a career management context.

   2.3 **Opportunity awareness - able to:**
   3. Explore and understand the options open to students and graduates.
   4. Identify the specific skills, experience and qualities required for all chosen opportunities.
   5. Identify and research different sources of labour market intelligence, vacancy information and recruitment and selection methods used by employers, in the private, statutory and voluntary sector, and course providers.
   6. Demonstrate an awareness of how organisations work and act in accordance with this.
   7. Demonstrate an awareness of the ethical and legal requirements of different professions and organisations.
   8. Demonstrate an awareness of the global labour market taking into account the impact of globalisation and own personal career goals.

   2.4 **Decision making - able to:**
   9. Identify those employability skills an individual student may need to develop further in order to achieve personal career goals.
   10. Evaluate how personal priorities and constraints may affect career decisions and to formulate the action needed to achieve career goals.

   2.5 **Transition - able to:**
   11. Recognise, and demonstrate what makes an effective application.
   12. Recognise the purpose and process of all selection procedures, including interviews and assessment centres and identify and prepare strategies for effective self-presentation.

3. **Responsibilities**
   3.1 The Head of the Department for Employability will provide oversight of the framework, produce resources, disseminate good practice and provide periodic reports on its effectiveness to University Learning and Teaching Committee.
3.2 Heads of Academic Departments supported by Associate Deans (Students) will ensure 
that students have opportunities to develop and demonstrate their career management 
skills.

3.3 The Careers Adviser, linked to each Faculty, will advise on, and contribute to, the 
delivery of the career management skills within the context of a negotiated Service Level 
Agreement.

3.4 Course Leaders will be responsible for ensuring that programme specifications and other 
relevant documents (e.g. Course Handbooks) identify where, and how, career 
management skills will be delivered.

3.5 Course Approval and Review committees will be responsible for ensuring that career 
management skills are embedded within the Undergraduate curriculum.

4. Delivery of career management skills
4.1 Career management skills will be offered in one of three ways:
   1. Route A: Independent Learning Graduate Employment module designed by the 
      Department of Employability and incorporated into a core unit (generally at level 5) 
      within the curriculum.
   2. Route B: Career Management Skills Unit designed by the Course Team.
   3. Route C: Career Management skills addressed through the totality of the 
      curriculum.
Annex 7 - Representation of gradation of graduate employability skills

Skills developed:

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<tr>
<th>GLOBALLY READY GRADUATE</th>
<th>Global skills</th>
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<tr>
<td></td>
<td>• Intercultural awareness</td>
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<td>• Language skills</td>
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<td>• Global organisational awareness</td>
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Through:

- Curriculum
- IWLP
- Study abroad

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<tr>
<th>WORK READY GRADUATE</th>
<th>Specific employment related skills</th>
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<td>• Apply and reflect on graduate and employability skills in a real work environment.</td>
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<tr>
<th>WORK AWARE GRADUATE</th>
<th>Career management skills</th>
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<td>• Self-awareness</td>
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<td>• Transition</td>
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<td>• Organisational and labour market awareness</td>
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Through:

- Curriculum and extracurricula activities

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<tr>
<th>BASIC GRADUATE</th>
<th>Generic graduate and employability skills</th>
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<td>• Management of self, learning and tasks:</td>
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<td>• Study and self-management skills</td>
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<td>• Management and communication of information:</td>
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<td>• Team work</td>
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<td>• Leadership skills</td>
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Curriculum and extracurricula activities