



# BA (Hons) French Studies

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## Course Details

### **1. Named Awards**

BA (Hons) French Studies

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

C0290F / R110

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

N/A

### **6. QAA Benchmark Groups**

Languages & Related Studies, Area Studies

### **7. Document Control Information**

August 2016

### **8. Effective Session**

2017-2018

### **9. Author**

Janet Bryant, Associate Head Academic

### **10. Faculty**

Faculty of Humanities and Social Sciences

### **11. Department**

School of Languages and Area Studies

## Curriculum

### **12. Educational Aims**

#### **Single and Combined Modern Languages degree programme:**

- To provide students with knowledge and understanding of the country/ies where their target language(s) is/are spoken using a range of appropriate disciplinary or interdisciplinary approaches.
- To provide students with a sound understanding of contemporary affairs in one (single) or two (combined) language areas, with opportunities for specialisation in historical studies (including social and cultural), politics and social science, or business and economics.

- To enable students to acquire an informed sense of the similarities and differences between areas, thus fostering cross-cultural and international perspectives.
- To equip graduates with the necessary transferable skills for lifelong learning and flexibility in the context of changing labour markets
- To offer students the opportunity to be recommended for Qualified Teacher Status (QTS) via the MFL (Modern Foreign Languages) with ITT (Initial Teacher Training) pathway.
- To provide students with the skills and knowledge required to maximise careers and postgraduate study opportunities
- To provide all students with the opportunities to develop their linguistic skills in accordance with their needs and with their overall programme objectives. For each target language (TL), the programme seeks to engage students in: Using the target language for the purposes of understanding, expression and communication in written, oral and aural forms.
- Attaining explicit knowledge of the language (grammar, idiom, registers, and vocabulary).
- Acquiring knowledge of aspects of the cultures, communities and societies where the language is used.
- Developing intercultural awareness and understanding.

### 13. Reference Points

Outcomes of the BA (Hons) Single Honours and Combined Honours Modern Languages Programme:

General Learning Outcomes of the Programme

On successful completion of the programme students will be able to demonstrate the following:

- • Substantial knowledge of the country/ies where the target language(s) is/are spoken from a range of disciplinary or interdisciplinary perspectives.
- • Understanding of a range of concepts, theories and approaches employed in the study of the country or countries studied from a range of disciplinary or interdisciplinary perspectives.
- • An informed sense of the similarities and differences between areas.
- • An appropriate level of competence in the target language(s).

**The programme and outcomes have been developed taking account of:**

- The University of Portsmouth Curriculum Framework.
- The scholarship and research expertise of members of academic staff.
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.
- Framework for HE Qualifications.
- The Benchmark Statement for Languages and Related Studies
- The Benchmark Statement for Area Studies.
- The Benchmark Statement for Education

The outcomes below refer to threshold level as indicated in the Area Studies Benchmark Statement and the Languages & Related Benchmark Statement.

- Outcomes which directly cross reference to the Languages Benchmark Statement are indicated with an (L).
- Outcomes which directly cross reference to the Area Studies Benchmark Statement are indicated with an (A).
- Outcomes which directly cross reference to the Education Studies Benchmark Statement are indicated with an (E).

Some additional outcomes may also be achieved depending on the choice of options selected and these are shown separately.

## 14. General Learning Outcomes

### 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

Diplomas in Higher Education 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 /Bachelor's degrees with honours 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

## 15. Learning Outcomes

### A. Knowledge and Understanding of:

- A.1 One or more aspects of the cultures, history, institutions, linguistic context, social and economic structures of the societies of the country/ies of the target language. (L) (A)
- A.2 The cultures and societies of the country of the target language gained through the study of written texts and other cultural products (in English or in the target language). (L)
- A.3 A comparison of the similarities and differences between the country or countries of the target language(s) and the country of the student's normal residence (L).
- A.4 Display specialist knowledge in the area researched for the dissertation.
- A.5 One or more cultures and societies other than the student's own that will normally be significantly enhanced by a period of residence in the country or countries of the target language(s), or by an equivalent experience (L).

### Students who additionally take the optional MFL with ITT pathway will be able to demonstrate the following:

- A.6 Theories of teaching and learning including learning styles and teaching styles and methods relevant to subject content. (E)
- A.7 A range of strategies for promoting good behaviour and establishing a purposeful learning environment. (E)
- A.8 Basic enquiry methods relevant to education. (E)

Some of these Education-based learning outcomes can also be met by students who do not take the MFL with ITT pathway but who take certain optional units, such as Introduction to Teaching.

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

- B.1 Critically analyse and demonstrate detailed knowledge of the area, its history, culture, and society (A)
- B.2 Demonstrate critical understanding of contributory disciplines and theories, and the capacity to assess & compare the merits of different approaches. (A)
- B.3 Describe, differentiate and compare concepts from different disciplines and/or interdisciplinary approaches as a means of understanding the area under study (A).
- B.4 Communicate information, ideas and arguments cogently and coherently, both orally and in writing, with due regard to the target audience. (L).
- B.5 Identify and analyse problems using relevant approaches, and reflect on the scope and limitations of what has been ascertained and understood (A).
- B.6 Demonstrate awareness of a diverse range of relevant information and research resources. (A).

### **Students who additionally take the optional MFL with ITT pathway will be able to demonstrate the following:**

- B.7 Reflect critically on the relationship between theory and their professional practice. (E)
- B.8 Deal with educational issues systematically and creatively using principal sources of educational information and data and make sound judgements based on information. (E)
- B.9 Apply professional ethics to their own practice. (E)
- B.10 Differentiate between the effectiveness of a range of learning strategies. (E)

Some of these Education-based learning outcomes can also be met by students who do not take the MFL with ITT pathway but who take certain optional units, such as Introduction to Teaching.

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

- C.1 Communicate fluently and appropriately, maintaining a high degree of grammatical accuracy, in the target language with competent or native speakers of the target language (L)
- C.2 Demonstrate knowledge and understanding of the structures, registers and, as appropriate, varieties of the target language (L)
- C.3 Exploit for a variety of purposes and, as appropriate, to contextualise a broad range of materials written or spoken in the target language (L)
- C.4 Apply effectively & appropriately their language skills in a professional context (L).
- C.5 Compare and contrast the appropriateness of different disciplinary approaches in an examination of the area studies (A).
- C.6 Appreciate the similarities and differences between areas of the world, thus fostering cross-cultural and international perspectives (A).
- C.7 To be able to make specialised vocational use of their language skills through applied studies of translating and/or interpreting. (L)

### **Students who additionally take the optional MFL with ITT pathway will be able to demonstrate the following:**

- C.8 Improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They will be motivated and able to take increasing responsibility for their own professional development. (E)
- C.9 Demonstrate that they treat pupils consistently with respect and consideration, and are concerned for their development as learners. (E)

Some of these Education-based learning outcomes can also be met by students who do not take the MFL with ITT pathway but who take certain optional units, such as Introduction to Teaching.

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

- D.1 Communicate information, ideas and arguments with clarity, coherence & persuasiveness (A).
- D.2 Gather, process and evaluate critically information from a variety of paper, audio-visual and electronic sources. (L)
- D.3 Utilise proficiently a range of IT resources, including word processing, email, databases, text files, and internet sites (A)
- D.4 Work independently & to deadlines within a guided framework, with a capacity to define problems/questions and know how to set about finding answers (A).
- D.5 Plan for future career progression
- D.6 Adapt to living, studying and working in a foreign environment.
- D.7 Develop a range of relevant professional skills by engaging in simulated or authentic work-related learning.

**Students who additionally take the optional MFL with ITT pathway will be able to demonstrate the following:**

- D.8 Organise and communicate their opinions and arguments in speech and writing showing confident use of specialist vocabulary. (E)
- D.9 Articulate their own preferred learning styles and strategies; reflect on these in the light of learning theories and use them to organise an effective work pattern including working to deadlines. (E)

Some of these Education-based learning outcomes can also be met by students who do not take the MFL with ITT pathway but who take certain optional units, such as Introduction to Teaching.

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

- Information about the area studied is conveyed through a combination of lectures, seminars, discussion classes or tutorials. This allows for whole-class teaching, small group projects and individual work.
- Lectures are used to communicate information and introduce key themes.
- Discussion classes and seminar sessions offer an opportunity for students to apply the knowledge that they have acquired in order to explain and analyse situations. Students are expected to prepare in advance selected readings which are provided on the VLE.
- At FHEQ Level 4, priority is given to introducing the student to the disciplines and areas of study through directed learning and guided tasks. These complement the lecture programme and prepare students for conducting independent research using a range of sources; monitoring their progress and managing their time. Group-oriented tasks prepare students for working effectively as a team and engaging in peer learning.
- At FHEQ Level 5, students are encouraged to work increasingly independently though still under tutor guidance. In addition to the lecture and seminar programme, students engage in individual and/or small group projects or case studies in order to pursue their own interests within the broader framework of the programme.
- By FHEQ 6, students are expected to be working more independently, specialising in particular aspects of their programme in greater depth.



- Source materials are available to students in English. These include written texts, on-line materials, video and audio materials.

At all levels, discussion classes and seminar sessions offer an opportunity for students to develop intellectual skills by testing out ideas, and applying the knowledge that they have acquired in order to explain and analyse situations. Workshops will deal with interpreting primary source materials, document analysis, historiographical issues, statistics, literature, film and popular memory.

Students are expected to prepare in advance selected readings and secondary source materials which are provided on the VLE. This requires incisive reading of a variety of materials, identifying theoretical approaches, key arguments and issues; synthesising the information to present a coherent argument.

The full range of receptive (reading, listening) and productive (writing, speaking) language skills are developed in a variety of learning contexts: classes delivered in the target language; language laboratory classes and independent work; access to printed, audio-visual and audio materials in the target language (video, tapes, television, press, film and other forms of cultural production). These are employed at all levels.

At all levels students are expected to undertake directed, private study using on-line materials, and reference sources for grammar and vocabulary. There is extensive provision for independent language learning on the VLE and in the Learning Resources Centre.

The period of residence abroad at FHEQ 6 makes a significant contribution to the development and enhancement of language skills and inter-cultural awareness.

- A wide range of transferable skills which enhance academic performance and promote employability among graduates are implicit and explicit within the teaching and learning strategies of degree programmes comprising Area Studies. Many of these have been identified in the above sections but some benefit from specific mention.
- Academic study skills and basic research skills are embedded in the core units Studying at University and Starting Language Research at level 4 in the Autumn & Spring Terms. The full range of these skills is noted above in Sections A, B, and C and are developed thoroughly in core and optional units throughout the programme.
- Tutorials in FHEQ 4 facilitate the setting and monitoring of learning objectives; these are developed further in FHEQ 5 in preparation for dissertation, and during the production of the dissertation in FHEQ 6.
- In the final year, working on the dissertation enables students to develop skills in project and time management, organisation, independent working and self-discipline.
- Many units foster team working skills through seminar work, discussion classes, and presentations.
- In addition to the above, students on the MFL with ITT pathway will encounter a variety of learning and teaching strategies and methods in the School of Education and Childhood Studies (SECS) including lectures, seminars and individual tutorial sessions. Taught sessions will be supplemented by input from trained mentors, self-supported study tasks and school based practice.

## 17. Assessment Strategy

All assessment strategies and assessment loads for units on this programme conform to the requirements of the Curriculum Framework Document and the December 2015 Policy on Maximum Assessment Loads. FHEQ Level 4, work is assessed primarily through 1500 word essays, plus other combinations of assessment including presentations (individual or group), posters, in class tests, or examinations of varying duration (60 minutes; 90 minutes; 120 minutes). The length of essays may extend to 2500 words in combination with fewer of the other assessment modes outlined above. Alternatively, some units may assess by examination only (3 hours) or entirely by coursework (4000 words). For FHEQ Level 4, assessment loads towards the lower end is usually the norm. FHEQ Level 5 is assessed through longer essays (up to 4000 words) in combination with individual and/or group presentations, reports, projects or case studies, in class tests and

examinations of varying duration (60 minutes; 90 minutes; 120 minutes). Alternatively, some units may opt to assess entirely by coursework with portfolios or other artefacts (up to 4000 words), or solely through examinations (up to 3 hours). The same provision is made for assessment at FHEQ Level 6 but in addition, students are required to undertake a dissertation (10,000 words). There is a strong emphasis on building in formative assessment at all levels, but most especially at FHEQ Level 4, to facilitate constructive 'feed-forward' from academic staff to students.

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A range of assessment types are used at all levels to assess subject specific and practical skills. In particular, with reference to a range of issues these include assessments involving primary document analysis, critical commentaries, interpretation of media representations, application and interpretation of statistical data, and critical readings of cultural artefacts. With regard to the target language, the full range of receptive (reading, listening) and productive (writing, speaking) language skills are assessed at all grades through a variety of oral and text-based assignments, including individual and/or group presentations, interviews under exam conditions; reading and listening comprehension, essays, summaries, reports, written examinations.

The assessment methods described in Sections A, B, C demonstrate the development and achievement of the range of graduate and employability skills indicated in Section D. These are embedded in the units and consequently provide an accumulation of opportunities for students over the duration of their programme of study. However, some assessment forms such as the dissertation, group projects, presentations or posters, essays and reports merit particular mention.

In addition to the above, students on the MFL with ITT pathway may be assessed through both formative assessment records and summative assignments which are designed to enable trainee teachers to demonstrate their knowledge and understanding as well as their intellectual and transferable skills. There will also be observation and assessment of school based practice.

## **18. Course Structure, Progression and Award Requirements**

See [Unit Web Search](#)<sup>1</sup> for full details on the course structure and units

One credit is equivalent to 10 hours of learning. Units are offered as 20 credits and the final year dissertation is worth 40 credits. Each level comprises of a minimum of 120 credits.

BA (Hons) French / German / Spanish / Spanish & Latin American Studies Single Honours are four year programmes.

The four year Single Honours programmes, above, are also offered in three year mode, where students undertake study or a work placement abroad during the Autumn Term of Level 6.

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

BA (Hons) Combined Modern Languages (two from French, German, Spanish, Mandarin Chinese and English) is a four year programme. The single honours and combined modern languages programmes have a compulsory year of study or work placement abroad between levels 5 and 6.

Students taking Mandarin will be required to spend one academic year in China; they will be expected to spend no less than 4 months studying or working in the country of their other language of study. This can be done during the summer months between level 4 and 5, or 5 and 6.

**Employability skills** will be delivered (and assessed where applicable) throughout the curriculum, with structured support between **Level 4** and **Level 6**. Core units at each level will include opportunities to acquire and develop most of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework.

**Career management skills** specifically (as a subset of employability skills) will be embedded throughout the curriculum:

At **Level 4, Studying at University** (Modern Languages) and Starting Language Research include an introduction to basic career management skills (self awareness, personal and professional development planning, CV writing etc) in order to get students to start thinking about what they might want from a career and what they might have to offer, and introduce students to a range of research methods for application in units throughout their degree. Additionally, it provides a forum for students to begin researching possible fields of employment and postgraduate study if appropriate. Here students will research organisations, fields of employment and the range of skills, knowledge and attributes required in these. Online materials will be available to support all single and combined honours students in the Faculty.

At **Level 5**, there will be a plenary session for all students in induction week which will develop awareness of the careers opportunities open to them and provide guidance on researching the relevant skills, experience and knowledge required. There will be plenary sessions for students on the further development of career management skills and this will be backed up by interactive online exercises and website resources related to the subject area. Additional employability activities take place during the Consolidation and Assessment Period (CAP) for levels 4 and 5.

At **Level 6**, students will be invited to reflect on their skills, knowledge and experience through guidance and activities (Pathfinder) provided during induction week and personal and professional development planning in personal tutorials.

For both **Level 5 and Level 6** students we also will run a series of Faculty-wide careers events with employers from a range of relevant employment sectors during the year (including a Faculty Alumni Day).

## 19. Employability Statement

### Work-Related Learning

At **Level 5 and Level 6**, all students will also have the opportunity to take the Faculty-wide **Learning from Experience (LiFE)** unit. This allows students to gain credit from paid or unpaid work including volunteering, placements, internships, working on research projects for staff etc. We are committed to providing opportunities for students to study a **language** as part of preparing students for the global labour market and as part of our commitment to internationalisation.

At **Level 6**, all students will have an opportunity to undertake a work-related learning dissertation/project (where appropriate) as an alternative to the traditional dissertation.

At **Levels 4, 5 and 6**, we will provide opportunities for students to engage in work-related learning through active learning and the application of skills in simulated work-related environments. Full details can be found in **Sections C & D of the Programme Specification Documents**.

Single honours Language and Combined Modern Languages degree programmes offer a range of units that explore the application of language skills in professional contexts. These include **Language for Professional Communication 1 & 2 (Levels 5 & 6 respectively)**; **Interpreting & Translation Theory and Practice at Level 6**.

The units which comprise the optional **MFL with ITT pathway**, particularly **LiFE: Teaching Practice**; **Professional Practice in MFL Teaching**; and the **Language Education Research Project** have clear professional applications and these are reflected in the learning & teaching strategies and in the assessment strategies which simulate (or are directly located in) the world of work in related fields.

### ***Internationalisation & Global Graduate Skills:***

Between **Levels 5 and 6**, students undertake a period of residence abroad whether as university study or as a work placement. This experience enhances students' employability by providing opportunities to develop essential life skills including problem solving, inter-cultural awareness, and acquiring or improving foreign language skills. Students on Combined Modern Languages spend the third academic year abroad in two countries where their target languages are spoken. Students wishing to undertake study abroad and/or placement based learning are fully supported by a combination of the departmental Placement and Internship Centre, the Year Abroad/Placement Tutor, designated Institutional Coordinators, or the programme Course Leader. Details of what students must do to complete this phase of the programme, where the study abroad or placement learning is credit bearing, are set out in the SLAS Placement Supplement Student Handbook on the Accredited Study Abroad Moodle site (<http://moodle.port.ac.uk/course/view.php?id=3935>).

Degree programmes in SLAS have a strongly international flavour and this feeds into the world of work in the unit **Managing Across Cultures**. Students can apply what they learn in the unit to employment fields relating to their programme of study. The following skills are embedded in this unit:

- Applying and reflecting on their graduate and employability skills in a real or simulated work environment in an international and cross cultural context.
- Gain insights and learning into the world of work in a national, international and cross cultural context.
- Gain an understanding of how organisations work and how they plan their business and make decisions.
- Gain an insight into how they manage themselves in a range of situations found in the workplace.

The unit is optional on all undergraduate degree programmes in SLAS (**Level 5** for home & EU students; **Level 6** for international students).

## **Course Management**

### **20. Support for Student Learning**

- The Course is managed by a Subject Area Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- The department has a number of Learning Support Tutors to support students in their learning
- University support services include careers, financial advice, housing, counselling etc.
- The Placement and Internship Centre (PIC) is located in the Department.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is word processed for all assessments.

- Personal Development Planning (PDP) for all awards.

## 21. Admissions Criteria

### A. Academic Admissions Criteria

Students are recruited with a variety of different qualifications. As general guidance:

- A-levels: should include 2 x 6 units
- GNVQ: students must have achieved at least a C grade for a single 12-unit GNVQ in a relevant area.
- Students may also offer more varied GNVQ and A/AS combinations, including 6-unit and 3-unit GNVQ awards.
- Professional qualifications & experience and other equivalent qualifications considered positively.
- Access courses: 60% overall.
- Mature and International students are welcomed.
- Highly accurate English writing and listening skills with an IELTS or equivalent of at least 6 for applicants for whom English is not their mother tongue.
- If appropriate Recognised Prior Learning (RPL) may be assessed and accredited

### 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.

## 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.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

### B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Subject Area Leader for day-to-day running of course.
- Deputy Course Leader for day-to-day running of Combined Honours route.
- University 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.

### **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, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

### **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 PgCert Learning and Teaching in Higher Education.
- 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)
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

## **23. Assessment Regulations**

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations<sup>2</sup>](#)).

## **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

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<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

British Council Accreditation (Applied Languages, Bed TESOL, EL)

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

These programmes underwent External Periodic Review in March 2014. The Review confirmed the 'fitness of purpose' of the curriculum and the effectiveness of their annual monitoring and review processes.

### 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>3</sup>).

### D. Others

None.

## 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>4</sup> and [School/Department](#)<sup>5</sup> websites

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<sup>3</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>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> <http://www.port.ac.uk/school-of-languages-and-area-studies/>