Partnership Programme
Undergraduate BSc/BA (Hons)

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
   BSc (Hons) Applied Computing
   BSc (Hons) Applied Science
   BSc (Hons) Creative Technologies and Enterprise
   BSc (Hons) Engineering Studies
   BSc (Hons) Engineering and Management Studies
   BSc (Hons) Maritime Studies
   BSc (Hons) Professional Studies
   BSc (Hons) Engineering Project Management
   BA (Hons) Professional Studies
   BA (Hons) Business
   BA (Hons) Business and Computer Studies

2. Course Code (and UCAS Code if applicable)
   C1736 Applied Computing
   C1737 Applied Science
   C1992 Creative Technologies and Enterprise
   C1740 Engineering Studies
   C1739 Engineering and Management Studies
   C2076 Maritime Studies
   C1738 Professional Studies
   C2202 Engineering Project Management
   C1735 Professional Studies
   C1733 Business
   C1734 Business and Computer Studies

   Each student is initially enrolled on C0406

3. Awarding Body
   University of Portsmouth

4. Teaching Institution
   University of Portsmouth

5. Accrediting Body
   Whilst none of the degrees on the undergraduate Partnership Programme are accredited, all the engineering-related Batchelor’s have the approval of The Institute of Marine Engineering, Science and Technology, The Institution of Mechanical Engineers, The Institution of Engineering and Technology, The Society of Operations Engineers, The Institute of Healthcare Engineering and Estates Management, The Institution of Gas Engineers and Managers and The Royal Aeronautical Society. Students seeking incorporated status are required to submit their learning contracts to the relevant learned institution for approval in lieu of accreditation.
Non-engineering related undergraduate students can follow the same procedure with their relevant learned institution, but, as yet, no formal arrangements exist for approval.

6. QAA Benchmark Groups
Undergraduate QAA benchmarking statements will be included where relevant to the named award and as negotiated with the students’ subject expert tutor.

7. Document Control Information
Release 7.0 – July 2018

8. Effective Session
2018/2019

9. Author
Michelle Juchau

10. Faculty
Faculty of Technology

11. Department
Learning at Work

Curriculum

12. Educational Aims
This suite of undergraduate awards allows students to build and follow a personal undergraduate study programme incorporating a range of topics appropriate to their employment. It is a part-time and work-based programme managed by a Learning Contract.

Undergraduate learning at work programmes developed through the Partnership Programme aim to equip students to progress within their specific fields of practice. More generally, the programme aims to:

- value and accredit the student’s relevant prior learning.
- provide learning relevant to the career development of people who are in work.
- offer study of current technology and business practice relevant to the student and his/her employer.
- provide a quality assured framework that enables negotiated study programmes that include university and work-based study to result in named University bachelor’s awards.
- ensure flexibility within the programme that meets the variable time constraints and changing strategic needs of the world of work.

The overall philosophy of the Partnership Programme is to encourage and reward career related lifelong learning by:

- Accrediting career related and self-managed learning that is at undergraduate level.
- Enhancing the scholarship of work-based learners, by requiring the development of a range of self-managed, conceptual and analytical skills applicable to practical problems within their professional fields.
- Assisting in the personal and professional development of students so that they may improve the contribution they can make to the organisations in which they are employed.
• Furthering the University’s plans for expanding work-based learning and widening participation, by offering education that is relevant to the economy (local, national and international) and by maximising learning partnerships between the University and industry, commerce, the service and voluntary sectors.

• Encouraging industry and commerce to become partners in developing their employees’ technical and business competences

13. Reference Points

The Partnership Programme has been developed with reference to the following:

• QAA UK Quality Code for Higher Education


• The research and scholarship of Partnership staff


• SEEC (2003) Notes For Guidance on Work-related Learning


• QAA Code of Practice on Work-based and Placement Learning (2010)

• University of Portsmouth Curricula Framework Document (2014)

• University of Portsmouth Strategic Plan 2015 - 2020

• The University policy on RPL

• Recognition of Prior Learning Policy, Procedures and Guidance, August 2015


This programme comprises a negotiated learning contract involving units of study from the relevant department/school, Work-based Learning Projects and compulsory Learning Management units. Relevant QAA Benchmarks are used as guidance in the formulation of the individual learning contracts.

Thus the Learning Outcomes are, by necessity, general competencies relevant to this range of topics. In each student’s case, project-specific learning outcomes will be defined by negotiation between the student, his/her tutor and the Learning at Work team. These specific learning outcomes will be matched to the competences stated in the programme learning outcomes.

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 The facts, theories, concepts and the relationship of theory to fact in the student’s own field of work practice and learning as identified in the student’s approved Learning Contract.

A.2 Role of technology in terms of their industry

A.3 An understanding of key professional practices relevant to their industry

A.4 Their employer’s markets, customers, operations, policy and strategy

A.5 The wider industrial, commercial or organisational contexts of their industry

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

B.1 Reflect on work practice and appreciate the limits of own knowledge.

B.2 Apply codes of practice relating to the relevant industry.

B.3 Plan, execute and report on a significant work-based project following company standard procedures.

B.4 Analyse and critically appraise own work

B.5 Propose and manage developments in work practice.

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

C.1 Accurately and appropriately select principles, analytic methods, technologies and practices for the successful development of work-based systems or processes.

C.2 Research, access information and problem solve from appropriate academic, company and professional sources.

C.3 Use appropriate industry standards

C.4 Plan and develop a significant development project at work.

C.5 Work to time and material resource constraints.

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

D.1 Present ideas and work to audiences in a range of situations.

D.2 Use information technology as a research and communication tool.

D.3 Retrieve and generate information, and evaluate sources, in carrying out independent research.

D.4 Study independently, set goals, manage workloads and meet deadlines.

D.5 Work autonomously and with others in teams.

D.6 Deal appropriately with audiences, clients, consumers, markets, sources and users.

D.7 Use interpersonal skills of effective listening, negotiating, persuasion and presentation.
16. Learning and Teaching Strategies and Methods

Core learning is acquired through: the various learning and teaching strategies utilised in the units selected by the students; work-based projects; company mentoring (workplace partner) and supervision and independent research. Workplace partners and tutors provide support for individual learning. Study guides, work-based learning exemplars and the Learning Management programme provide additional development of the skills required for project work.

Students are supported through the provision of teaching material and study skills material on the Learning at Work Moodle site. Online material and tutorials assist students in achieving the learning outcomes and developing their work-based research skills.

Opportunities to develop cognitive skills are acquired and developed through independent study and by exchanges between students in their work environments, with their workplace partners, tutors and learning managers.

Opportunities to develop practical, professional and transferable skills are identified during the induction week and in the development of the learning contract. They are further developed by directed individual study and by the exchanges between students and their course unit tutors when assessed work is in preparation.

Collaborative learning and shared skills are also promoted through on-line discussions forums.

The study skills activities provide a wide variety of formative assessment opportunities for the students to engage in.

17. Assessment Strategy

University units are assessed by the means specified in the relevant Unit Descriptor. Work-based Learning is assessed by the means specified in the approved learning contract, which usually includes a report to the company or presentation of an artefact.

Work-based learning assessment must include reflective reporting on the intended learning outcomes specified for the learning activity. Artefacts are marked by the student's tutor, who is a subject specialist, and double marked where required by University policy.

Students will submit reflective reports on work-based learning and progress reports on learning development. These are marked by the student's tutor, who is a subject specialist, by the Learning Manager who is normally a member of the academic staff of the Partnership Programme, and double marked where required by University policy.

Students will submit Learning contracts and progress reports. These are marked by the student's tutor, who is a subject specialist, by the Learning Management tutor who is normally a member of the academic staff of the Partnership Programme, and double marked where required by University policy.

Work-based learning reports and coursework as specified in Learning Contract

18. Course Structure, Progression and Award Requirements

See Unit Web Search for full details on the course structure and units

Partnership Programme degrees offer an opportunity for people in employment to enhance their knowledge, skills and career prospects through a structured programme of study using work-based

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1 www.port.ac.uk/unitwebsearch
learning projects (WBL) as the primary vehicle. The curriculum is unique to each student and is defined in a Learning Contract agreed by negotiation between the student; his/her work-based mentor and academic tutor; and the Learning Manager, who is a member of the academic staff of the Partnership Programme. Reflective self-evaluation is an important, formally-assessed element of the course, encouraging students to choose learning opportunities that extend their capability, employability and business competitiveness.

Partnership undergraduate awards consist of 20 credit taught units and work-based learning units of 20 or 40 credits, where 20 credits represent approximately 200 hours of study time. The required balance of taught and work-based learning is as set out in the course structure document. Accreditation of Prior Learning will be applicable to a maximum of 240 credits. The flexibility of the learning contract means that the length of time taken varies depending on the student’s work and other commitments. Typically students accumulate 60 – 100 credits per calendar year.

Each student designs his/her own programme comprising Learning Management, one or more work-based projects (20 or 40 credits) and relevant university taught units.

The learning contract will comprise 120 credits at each level and will include the RPL Learning Management unit, credits from university units and work-based learning units.

Each student completes one or more units of work-based learning, the content and specific learning outcomes of which are agreed on an individual basis so that when aggregated they cover all the course learning outcomes. The range of WBL units is provided for management of projects of different sizes, but the units differ only in the quantity of work and evidence required.

A unit may address any or all of the learning outcomes.

Students must complete at least one project or work-based learning unit of 40 credits at level 6. This is the equivalent to the independent final year project on the taught courses. This will be eligible for scrutiny by an appropriate external examiner.

19. Employability Statement

All Partnership Programme students are already employed and are likely to be enrolled on this course as a means of developing their careers and enhancing their knowledge of the subject. Indeed it is their awareness of the career benefits of their programme that brings them to the course. Being accepted on to the Partnership Programme requires the commitment of the employer as well as the student.

Involvement of academic staff creates and strengthens links with the employers, and this often leads to further industrial and commercial support for learning at work.

Course Management

20. Support for Student Learning

- The Programme is managed by a Programme Director, Programme Leader and Department Manager.
- Induction is delivered via a one-day Learning Management course and online via Moodle. This includes course related issues on learning contracts, work-based learning, reflective writing, professional study, student support and library induction.
- Each student has a learning manager, personal tutor and workplace partner in the workplace who respectively provide learning management, academic and professional support & guidance.
- Additional University support services are available where required.
- The Student Centre incorporating Students Union & Student Services.
- Excellent library facilities are provided by the University and in-company library support is provided where specified within individual Learning Contracts.
The student handbook Learning Management Handbook and university online guides and documents provide information about the University (regulations, facilities etc.) and the Programme (structure, Learning Contract and award regulations, etc.)

- Study skills are delivered through the Induction programme (above).
- Typed written feedback is provided for all Partnership unit assessments.
- Online communication, assessments delivered by email and drop boxes.
- Learning achieved through non-Partnership units is additionally supported departmental facilities.
- Personal Development Planning - strongly embodied in the Learning Contract and Learning Management Unit

21. Admissions Criteria

A. Academic Admissions Criteria

As set out in the University regulations, RPL may be granted at Levels 4 and/or 5 and/or 6 to a maximum of 240 credits as all or part of the admission qualification and may be achieved by either certificated learning or via a prior learning portfolio. The portfolio is assessed by the Learning at Work RPL Assessor and subject specialists to agree the presented evidence matches selected unit learning outcomes at or above threshold level. Learning at Work RPL Assessor presents all provisional prior learning claims to the Prior Learning Accreditation Committee.

Prior Learning up to the maximum of 240 credits (combinations of 120 credits at level 4 with the remainder from level 5, and level 6 with a maximum of 60 credits at level 6) will be available.

For international students whose first language is not English, IELTS band 6.0 certification or equivalent is required.

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

- Unit and Course Level student feedback considered at Board of Studies.
- Development and approval of individual learning contracts
- Reflective review and student comment in progress reports.
- Unit Assessment Board consideration of student performance for each unit.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Annual Standards and Quality Review.
- Annual Staff Appraisal.
- Peer Teaching Observation.
- Faculty Learning and Teaching Committee.
- Head of Department’s Annual Quality and Standards Evaluative Review to Pro Vice-Chancellor (Academic) and Faculty Executive.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
• Board of Studies / Staff Student Consultative Committee with overall responsibilities for operation and content of course.
• Student monitoring through periodic Progress Reports
• Heads of the Departments providing non-Partnership units of study for overall coherence and development of the subject area.
• Associate Dean (Academic) for curriculum and quality assurance matters
• Associate Dean (Students) for matters relating to student experience
• 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.
  • Student Progress reports
• Unit and Course level student feedback questionnaires.
• University participates in external student surveys, e.g. 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 appraisals match development to needs
• Managers undertake a variety of management development programmes.
• New academic staff required to undertake the Academic Professional Excellence Framework.
• All academic staff encouraged to seek Higher Education Academy membership.
• 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\(^2\)).

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

\(^2\) www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/
25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition
For IEng status:
IMarEST – for students whose Learning Contracts are approved by the institute
IMechE - for students whose Learning Contracts are approved by the institution.
IET – for students whose Learning Contracts are approved by the institution.
RAeS - for students whose Learning Contracts are approved by the Society.
SOE – for students whose Learning Contracts are approved by the institution.
IHEEM - for students whose Learning Contracts are approved by the institution.

B. Periodic Programme Review (or equivalent)
The Programmes were subject to a successful Periodic Programme Review in October 2012, which confirmed fitness of purpose of curricula and effectiveness of 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).

D. Others
All Partnership Programme academic staff are HEA members. The Director, Learning at Work and the Programme Leader, Partnership Programme are both Members/Fellows of their relevant professional institution. The Partnership Programme was commended in the Dearing Report (1997).

26. Further Information
Further information may be found in:
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- University of Portsmouth⁴ and School/Department⁵ websites

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³ http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4
⁴ www.port.ac.uk/
⁵ http://www.port.ac.uk/learning-at-work/