



UNIVERSITY OF
PORTSMOUTH

Partnership Programme Postgraduate MSc/MA

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

MA Business and Computer Studies

MA Business Management

MA Professional Studies

MSc Applied Computing

MSc Applied Science

MSc Professional Studies

MSc Engineering

MSc Engineering and Management

MSc Engineering Project Management

MSc Maritime Studies

MSc Occupational Health and Safety Management

MSc Occupational Health, Safety and Environmental Management

2. Course Code (and UCAS Code if applicable)

Each student is registered on C0407P Partnership Masters Programme

C1742P MA Business and Computer Studies

C1743P MA Business Management

C1744P MA Professional Studies

C1745P MSc Applied Computing

C1746P MSc Applied Science

C1747P MSc Professional Studies

C1748P MSc Engineering

C1749P MSc Engineering and Management

C2169P MSc Engineering Project Management

C2077P MSc Maritime Studies

C0633P MSc Occupational Health and Safety Management

C2453P MSc Occupational Health, Safety and Environmental Management

3. Awarding Body

University of Portsmouth

4. Teaching Institution

The University of Portsmouth and other HE

5. Accrediting Body

Whilst none of the degrees on the postgraduate Partnership Programme is accredited as a route to Chartered status (apart from the Health and Safety degrees), all the engineering-related Master'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 chartered status are required to submit their learning contracts to the relevant learned institution for approval in lieu of accreditation.

The MSc in Occupational Health and Safety Management and the MSc in Occupational Health, Safety and Environmental Management are accredited by the Institute of Occupational Safety and Health for Graduate membership. The MSc in Occupational Health Safety and Environmental Management is accredited by the Institute of Environmental Management and Assessment for Graduate membership.

Non-engineering related postgraduate students can follow the same procedure with their relevant learned institution, but, as yet, no formal arrangements exist for approval.

6. QAA Benchmark Groups

Master's Degree Subject Benchmark Statements for Business and Management, Computing and Engineering. As further postgraduate QAA benchmarks emerge, they will be included according to their relevance to the named awards

7. Document Control Information

Version 8, 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 postgraduate awards allows students to build and follow a personal study programme at Master's level incorporating a range of topics appropriate to their employment. It is a work-based programme managed by a Learning Contract. Please see annexes 1 – 11 for subject-specific information.

Postgraduate learning at work programmes developed through the Partnership Programme aim to equip students to progress within their specific fields of practice and to be able to apply their skills and knowledge in new areas. More generally, the programme aims to:

- provide learning relevant to the career development of people in work
- provide learning which is at the leading edge of technology and professional practice and which is relevant to the career development of people who are in work
- value and accredit the student's relevant, Master's level, prior learning
- provide a quality assured framework that enables negotiated study programmes, encapsulated in personal Learning Contracts, that include university and work-based study to result in named University master'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 relevant and self-managed learning that is at postgraduate 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 (WBL) and widening participation, through the provision of education that is relevant to the economy (local, national and international) and maximise learning partnerships between the University and industry, commerce, the services 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:

- UK QAA Quality Code for Higher Education
- Work of the Learning from Experience Trust 1991-2004 and CAEL on Learning Contracts (1992)
- The research and scholarship of Partnership staff
- Boud, D., Keogh, R., Walker, D. (1995) Reflection: Turning Experience into Learning. London, Kogan Page
- SEEC (2003) Notes For Guidance on Work-related Learning
- SEEC (2003) Code of Practice for the Assessment of Prior (Experiential) Learning
- QAA Code of Practice on Work-based and Placement Learning (2010)
- QAA Code of Practice on Collaborative Provision and Flexible and Distributed Learning (2004)
- University of Portsmouth Curricula Framework Document (2014)
- University of Portsmouth Recognition and Accreditation of Prior Learning, Policy, Procedures and Guidance (2011)
- University of Portsmouth Strategic Plan 2015-2020
- University of Portsmouth Code of Practice for Work-based and Placement Learning (2010)
- University for Industry, Learning through Work (2001) Generic Work-based learning levels indicators
- Academic Infrastructure. The Framework for Higher Education qualifications in England, Wales and Northern Ireland (2008)
- QAA Benchmark Statements – As further appropriate Master's level benchmarks become available, they will be used as additional reference points.

This programme comprises a negotiated learning contract involving units of study from the relevant department/school, WBL Projects and a core WBL Unit with a Learning Management element. Postgraduates will be able to demonstrate comprehensive knowledge and a critical awareness of current issues pertinent to their study programme, to their organisation and to the external environment in which their organisation operates. This knowledge will be at, or informed by, the forefront of their professional practice or discipline. Graduates will be able to apply their knowledge with originality and self-direction. There is likely to be an emphasis on understanding and responding to change and the consideration of the future of their organisations in their operating environment. The inter-relationships among, and the integration of, these areas are important within the overall student learning experience, and will be demonstrated in the capabilities of successful postgraduates. Please see annexes 1 – 10 for subject-specific information.

The Learning Outcomes are, of 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 competencies stated in the programme Learning Outcomes.

14. General Learning Outcomes

Level 7

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

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

And holders will have:

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

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 A comprehensive understanding of principles and techniques applicable to their own research or advanced scholarship defined in the Learning Contract
- A.2 The ability to apply these techniques in addressing real-world situations and problems
- A.3 Current issues and / or new developments, many of which are at, or informed by, the forefront of their specific field of study or area of professional practice
- A.4 Future trends in their area of study and an appreciation of their impact on their field of employment

Please see annexes 1 – 11 for subject-specific information.

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

- B.1 Habitually reflect on and appraise professional achievements, leading to action on professional practice within valued professional standards

- B.2 Analyse and critically appraise own work and propose and manage innovative developments in professional practice
- B.3 Be self aware, open and sensitive to diversity in terms of people, cultures, business and management issues

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

- C.1 Plan, execute and report on a significant work-based project using established professional techniques
- C.2 Manage projects to time and material resource constraints
- C.3 Research, analyse and evaluate information from academic, company and professional sources to understand and progress their work in a wider context
- C.4 Apply professional codes of practice and industry standards to work in the context of the named award

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

- D.1 Communicate professionally using various written forms and IT and through presentations and discussion
- D.2 Read, understand and be critically aware of complex documents from own and related fields of practice
- D.3 Use information technology as a research and communication tool
- D.4 Deal with complex issues both systematically and creatively. Make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences
- D.5 Identify problems and use problem-solving methods in own professional practice and developing areas.
- D.6 Self-appraise learning strengths and needs. Plan, manage deliver and evaluate own work against agreed criteria

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.

Skills are developed through work-based learning projects, learning management activities and presentations.

17. Assessment Strategy

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

WBL 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 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 a member of the academic staff of the Partnership Programme, and double marked where required by University policy.

Presentations to peers and company representatives, WBL reports and coursework as specified in Learning Contract.

18. Course Structure, Progression and Award Requirements

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

The courses within the Partnership Postgraduate Programme all share the same structure. They offer an opportunity for people in employment to enhance their knowledge, skills and career prospects through a structured programme of study, using work-based projects 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 workplace partner 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. Research skills are introduced in the Learning Management element and developed in the WBL units.

Partnership postgraduate awards consist of 30 credit taught units and work-based units of 30 or 60 credits, where 30 credits represent approximately 300 hours of study time. Recognition of Prior Learning can result in the award of up to two thirds of the credits required for the award. 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 120-180 credits per calendar year.

Each student designs a personal programme comprising the core WBL M (60) Learning Management unit, one or more WBL projects and relevant university taught units (where practicable).

Each student completes one or more units of WBL, the content and specific learning outcomes of which are agreed on an individual basis so that when aggregated they cover all the course general

¹ www.port.ac.uk/unitwebsearch

learning outcomes. The range of WBL units provides for the 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 general learning outcomes.

Students must complete at least the WBL M (60) Learning Management project. 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 registered 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.
- A learning management day is conducted within induction week, however, there is also an online induction programme for those who cannot attend in person. This induction process introduces the student to the University and Programme and this is followed by successive learning management unit workshops. The programme will include course related issues on learning contracts, WBL, reflective writing, professional study, student support and library induction and research methods.
- Each student has a learning manager, personal tutor and workplace partner at work who respectively provide learning management, academic and professional support and guidance.
- Additional University support services (careers, financial advice, housing, counselling) are available where required.
- The Student Centre incorporating Students Union and Student Services
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities are provided by the University and in-company library support is provided where specified within individual Learning Contracts
- The University of Portsmouth has consistently been awarded an excellent rating for student support and guidance in a number of Quality Assurance Agency inspections.
- The Learning Management Handbook and unit guides 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).
- Written feedback is provided for all Partnership unit assessments.
- Learning achieved through non-Partnership units is additionally supported with standard means.
- Personal Development Planning (PDP).

21. Admissions Criteria

A. Academic Admissions Criteria

Minimum entry requirements are in accordance with University Regulations. Applicants to this course must have successfully completed an honours degree, or the equivalent, in a subject area compatible with the subject theme of this award. RPL may be granted as all or part of the admission qualification.

Prior certificated or experiential learning may allow a student to enter with advanced standing, to a maximum of 120, level 7 credits and may be achieved by either certificated learning or via a prior learning portfolio, which is assessed by the Learning at Work Prior Learning Assessor and subject specialists before being presented to the Prior Learning Accreditation Committee.

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

Ref: Recognition of Prior Learning, Policy, Procedures and Guidance (2015)

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.
- Course Leader for day-to-day running of course.
- Board of Studies/Student-Staff Consultative Committee with overall responsibilities for operation and content of course.
- Head of Department and Heads of the Departments providing non-Partnership units of study for overall coherence and development of the subject area.
- 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, e.g. Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).
- Student reflective reports with workplace projects and Learning Management progress reports

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 are required to seek Professional Recognition by following the Academic Professional Excellence Programme (APEX)
- All academic staff encouraged to seek Higher Education Academy membership.
- 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 Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

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

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

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

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

- 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
- IOSH -Institute of Occupational Safety and Health accreditation to graduate membership

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

- IEMA – Institute of Environmental Management and Assessment accreditation to graduate membership
- IHEEM Institute of Healthcare Engineering and Estates Management
- The Institute of Gas Engineers and Managers

B. Periodic Programme Review (or equivalent)

The programmes were subject to a successful Periodic Programme Review in October 2012, which confirmed the fitness of the curricula and effectiveness of annual review and monitoring 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](#)*³).

D. Others

All Partnership Programme academic staff are HEA members and 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 Portsmouth](#)⁴ and [School/Department](#)⁵ websites

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/>