



BSc (Hons) Environmental Science

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) Environmental Science

2. Course Code (and UCAS Code if applicable)

C0529S; C0592P (F900)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Institution of Environmental Sciences

6. QAA Benchmark Groups

Earth Sciences, Environmental Sciences and Environmental Studies

7. Document Control Information

July 2018

8. Effective Session

2018/2019

9. Author

Dr Michelle Bloor

10. Faculty

Science

11. Department

School of Earth and Environmental Sciences

Curriculum

12. Educational Aims

The BSc (Hons) Environmental Science course is designed to offer an integrated approach to the scientific study and analysis of the environment, backed-up with a good awareness of current environmental issues and concerns. The course aims to provide a stimulating learning environment to enable students develop a range of academic and generic skills to help them find good quality employment on graduation, and provide the basis for a lifetime of learning. The course embraces the integrated nature of environmental science, drawing on biology, chemistry, physics and geology to allow students to interpret the pressures on our environment and point to ways in which we can act to manage these more successfully. Elements of the course can be chosen so as to follow either

a broad or focused range of topics, including environmental forensics, freshwater systems, flood hazard management, contaminated land and climate change. There is the opportunity to specialise and numerous opportunities for fieldwork. In the final-year project/dissertation, students are able to choose their own area in which to conduct a substantial environmental investigation to produce a report to a professional standard.

The course aims to equip students to work as environmental scientists or within alternative employment. In general, the course aims to:

- Develop knowledge of the variety of strategies needed to work in the field of environmental science.
- Train environmental scientists with a specialist knowledge of a specific aspect of environmental science, such as ecology, environmental chemistry or environmental physics.

In addition, and more specifically, the course aims to:

- Provide a stimulating, wide ranging, yet integrated programme in the environmental sciences.
- Develop a range of key skills through opportunities provided in the study units, including critical, analytical, practical, professional, research and communication skills, to prepare students for postgraduate study and/or professional qualifications.
- Provide a challenging, stimulating and self-rewarding study environment.
- Provide a framework whereby individual study paths may be forged based on choice from a range of options.
- Accommodate student needs in relation to maximising their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.
- Train students in a professional manner such that it will enhance their employability prospects and help them towards a satisfying career in environmental science.
- Develop the skills necessary for life-long independent learning and acquisition of knowledge.

13. Reference Points

The BSc (Hons) Environmental Science course has been developed taking into account a number of reference points. The degree has professional accreditation from the Institution of Environmental Sciences (IES), and conforms to their requirements. The course design therefore takes careful note of the relevant subject benchmark statements (SBS) and in many cases the programme learning outcomes are derived directly from the SBS and are denoted by the abbreviation [B] after the learning outcome in the section below. Many other programme outcomes are modified versions of those in the SBS, adapted to suit the specific requirements and focus of this course.

The course makes excellent use of the specialist professional, analytical, and fieldwork skills of staff who are actively involved in research and knowledge transfer activities, and provides students with access to a wide range of analytical facilities. The course is sponsored by the International environmental consultancy: White Young Green Environmental Ltd, from their New Forest office.

The course conforms to the University of Portsmouth undergraduate curriculum, as outlined in the University of Portsmouth Curriculum Framework Document, as well as the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, and is designed for students to develop a wide range of key transferable skills, including personal development planning and employability skills, ensuring students are prepared for a wide range of potential careers.

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 need for a multidisciplinary and interdisciplinary approach to acquire and advance knowledge and understanding of the Earth's environmental systems [B 2.3.1].
- A.2 The processes that shape the natural world at different temporal and spatial scales and their influence on and by human activities. [B 3.2.1].
- A.3 The human causes and consequences of environmental impacts, and solutions and controls of impacts [B Appendix 2b].
- A.4 The methods of observing, acquiring, interpreting and analysing environmental information, with a critical understanding of the appropriate contexts for their values and use [B 3.2.1].
- A.5 The issues concerning the finite re-use, availability and sustainability of resources [B 3.2.1].
- A.6 The terminology, nomenclature and classification approaches drawn from the natural and social sciences, and developed within each individual discipline [B 3.2.1].
- A.7 The major Earth systems involved in the cycling of energy, water and matter, and the complexity and inter-relatedness of them [B appendix 2b]

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

- B.1 Plan, conduct and report on a programme of original research at undergraduate level including the formulation and testing of hypotheses [B 3.3.5].
- B.2 Critically consider, select and apply appropriate mathematical, scientific, laboratory and computer-based methods and principles in the analysis and solution of environmental problems.
- B.3 Be creative and innovative in the analysis and solution of environmental science problems.
- B.4 Work with confidence from basic principles to apply essential environmental science techniques to unfamiliar situations.
- B.5 Estimate and scope the scale of environmental problems and their potential consequences.
- B.6 Integrate and evaluate relevant information from a variety of sources and recognise legal, moral, ethical and other social issues [B 3.3.4].

- B.7 Contribute to topical debate on environmental issues and use specialist knowledge to propagate informed views [B 3.3.6].

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

- C.1 Plan, conduct and report on scientific investigations, including the use of secondary data [B 3.3.5].
- C.2 Collect, record and analyse data using appropriate techniques in the field and laboratory [B 3.3.5].
- C.3 Undertake field and laboratory investigations in a responsible and safe manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations, and sensitivity to the impact of investigations on the environment and stakeholders [B 3.3.5].
- C.4 Reference work in an appropriate manner [B 3.3.5].
- C.5 Identify and work towards targets for personal, academic and career development [B 3.3.9].
- C.6 Develop an adaptable and flexible approach to study and work [B 3.3.9].
- C.7 Develop the skills necessary for self-managed and lifelong learning [B 3.3.9].

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

- D.1 Communicate appropriately to a variety of audiences in written, verbal and graphical forms, using information from a variety of sources [B 3.3.6].
- D.2 Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory [B 3.3.7].
- D.3 Use the Internet critically and professionally as a means of communication and a source of information [B 3.3.7].
- D.4 Identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles [B 3.3.8].
- D.5 Recognise and respect the views of others and evaluate performances as an individual and a team member [B 3.3.8].
- D.6 Solve numerical problems using both computer and non-computer based techniques [B 3.3.7].

16. Learning and Teaching Strategies and Methods

Subject knowledge and understanding is acquired through a range of lectures, seminars, practical, field, laboratory and coursework exercises, together with group-work sessions as appropriate to the units. Specifically, acquisition of A1 is through the Environmental Systems and Introduction to Oceanography units at level 4 and many other units at levels 5 and 6, including Hydrology and Freshwater Ecosystems. A2 is developed through the Planet Earth, Introduction to Marine Ecology and Oceanography and Biodiversity and Evolution units. A3 is developed through a range of units, starting with Environmental Systems in the first stage and then through a range of conservation, pollution and other units relating to human activity and its impact on the environment, including Energy Resources, Hydrology and Flood Hazard Assessment, Contaminated Land and Groundwater Management, and Waste Management and Environmental Pollution. A4 is delivered by a range of units including mathematics and computing units, including Quantitative Methods, Environmental GIS and Data Analysis, Environmental Fieldwork and Professional Skills, Environmental Chemistry and Monitoring, Scientific and Technical Diving Techniques, Climate Change, and Environmental Auditing and Assessment, as well as through a variety of fieldtrips and the final year Project/Dissertation unit. A5 is developed through the Environmental Systems unit leading to other energy related units such as Energy Resources, the Hydrology units, and Waste Management and Environmental Pollution. A6 is embedded in all units, particularly through level 4 units such Biodiversity and Evolution, Introduction to Marine Ecology and Oceanography and Planet Earth, and is further developed through a range of units depending on the student's chosen specialization. A7 is developed in the Planet Earth, Environmental Systems and Introduction to Marine Ecology and Oceanography units and further explored in a number of other units at later

stages, including Environmental Chemistry and Monitoring, Hydrology and Freshwater Ecosystems, and the Study Tour units to Belize and Portugal.

Intellectual skills are embedded throughout the programme and are developed through the teaching and learning programme described in section 14A above. In particular, B1 is specifically developed during Environmental Fieldwork and Professional Skills, Oceanography, Study Tour units, and the final year Project or Dissertation. B2 is developed through a range of units including Quantitative Methods, Environmental Chemistry and Monitoring, and Environmental GIS and Data Analysis. B3 is developed through many units, including Climate Change, Waste Management and Environmental Pollution, as well as the final year Project or Dissertation. B4 is primarily developed through the Environmental Fieldwork and Professional Skills, Environmental Chemistry and Monitoring, Environmental Auditing and Assessment, and the Climate Change units. Other units, including the final year Project/Dissertation units also contribute to achieving this learning outcome. B5 is demonstrated within Environmental Systems, Environmental Auditing and Assessment, and Contaminated Land and Groundwater Management, as well as other pollution-based units, such as Waste Management and Environmental Pollution. B6 is developed through most units, including Environmental Systems, Energy Resources, Climate Change, and Environmental Auditing and Assessment, as well as the Project or Dissertation units. B7 is treated explicitly in the Environmental Systems unit and further developed in other units, including Oceanography, Energy Resources, and Climate Change.

Laboratory classes involving all aspects of C1-C3 are a feature of many units within the Environmental Science Programme. C1-C3 are particularly stressed in Environmental Systems, Environmental Chemistry and Monitoring, Environmental GIS and Analysis, Environmental Fieldwork and Professional Skills, Environmental Auditing and Assessment, and the final year Project or Dissertation. C4 is developed in all units, particularly where units are assessed by fully referenced reports or presentations. Students are encouraged to critically read and cite primary literature and are taught and required to use the prescribed APA format. Specific examples of such units are Environmental Systems, Introduction to Marine Ecology and Oceanography, Energy Resources, as well as the final year Project/Dissertation units. C5-C7 are stressed explicitly within the tutorial system (particularly at levels 5 and 6), and in the Environmental Fieldwork and Professional Skills unit, as well as throughout a number of other units where site visits and guest speakers provide students with experience and understanding of the work place, such as Environmental Forensics, and Waste Management and Environmental Pollution. Fieldwork in a number of units, particularly Environmental Fieldwork and Professional Skills, Study Tour units, and the final year Project or Dissertation, further develop C6.

D1 is developed in the tutorial programme and a number of units where students are required to undertake group discussions, and give oral and poster presentations to staff and their peer group, including Environmental Systems, Environmental Geochemistry and Analytical Techniques, Hydrology and Freshwater Ecosystems, Environmental Fieldwork and Professional Skills and the final year Project/Dissertation unit. In some units, external visitors may also be present at the presentations. Written communication skills are developed in all units. D2 is addressed in a number of units where laboratory or fieldwork is undertaken. The concept of sample, accuracy, precision and uncertainty during collection, recording and analysis of data is introduced in Environmental Systems, Introduction to Marine Ecology and Oceanography, Quantitative Methods, and Biodiversity and Evolution and further developed at later stages in units such as Environmental Chemistry and Monitoring, Environmental Fieldwork and Professional Skills, Environmental GIS and Data Analysis, Hydrology and Freshwater Ecosystems, Environmental Forensics and the final year Project or Dissertation. D3 is first addressed in units such as Quantitative Methods, Introduction to Marine Ecology and Oceanography and Environmental Systems, and reinforced throughout the tutorial programme. Students are encouraged to critically assess the use of the internet as a source of information throughout the entire course, particularly when researching and preparing coursework. Group work plays an important role in many units, and thus, D4 and D5 are addressed in a number of units, including Environmental Systems, Environmental Chemistry and Monitoring, Environmental Fieldwork and Professional Skills, Climate Change, and the Study Tour units. In addition, the tutorial programme is used to examine Belbin's theory on group formation and dynamics and students take part in group analysis and role play exercises. Students also engage in analysis and evaluation of their team and individual roles throughout the course, through peer- and

self- assessment exercises in a number of units. D6 is specifically addressed in units such as Quantitative Methods, Science for Earth Systems, Environmental GIS and Data Analysis, Oceanography, Environmental Auditing and Assessment, and Climate Change, amongst others.

17. Assessment Strategy

Assessment of the learning outcomes A1-A7 is through a combination of unseen examinations, in-class tests and assessed coursework that takes the form of essays, coursework reports and portfolios, laboratory reports, and oral and poster presentations, as appropriate to the units studied. Assessment is also through the final year Project or Dissertation report.

Learning outcomes B1-B4 are assessed through the formal assessment by examinations and coursework tasks of taught units. B5 is predominantly assessed by the Environmental Auditing and Assessment and Climate Change units. Assessment of learning outcomes B1-B7 culminates in the assessment of the Project or Dissertation research proposal, the poster presentation and finally the Project/Dissertation report.

Practical and professional skills covered in learning outcomes C1-C7 are assessed through the many laboratory and fieldwork-based tasks and professional style reports, appropriate to the chosen units and pathway, including the final year Project/Dissertation reports and poster presentation.

Transferable skill assessment (D1-D6) is embedded in the formal assessment of fieldwork notebooks, and in all units through coursework, examination, report writing and both oral and poster presentations, as appropriate.

18. Course Structure, Progression and Award Requirements

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

The course is the keystone of the successful Environmental Sciences Programme within the School of Earth and Environmental Sciences at the University of Portsmouth. It is necessary to achieve 360 credits to be awarded the BSc (Hons) Environmental Science degree. Exit awards of an Ordinary degree (300 credits), a Dip HE (240 credits), a Cert HE (120 credits) are also available. Standard University rules apply and the regulations must be consulted for a full description of exit awards.

Units are offered as 20 credits, with the final year Project or Dissertation being 40 credits. Each credit is equivalent to 10 hours of student learning. Level 4 of the course consists of six core units – this is felt to be necessary as students enter the course from a wide variety of backgrounds and there is a need to bring them all to a common standard. In levels 5 and 6, students have a range of optional units to choose from to enable them to tailor the course towards their individual interests, including the option of taking a language from the University Wide Language Programme.

The degree is offered in full time (3-year) mode or Sandwich mode (4-year). Study in part-time mode is possible and is encouraged, however students wishing to study part-time are made aware that timetabling constraints will call for flexibility on their part.

19. Employability Statement

Employability is stressed very strongly throughout both degree pathways in the Environmental Science Programme from Induction Week onwards. During Induction week, new students take part in an Employability Conference, where recent graduates speak about their recent employment experiences in the Environmental Sector. In addition, the Environmental Science pathway is sponsored by the national Environmental consultancy company, White Young Green Environmental Ltd, based in the New Forest, Hampshire and the course benefits from site visits and guest speakers from outside organisations (e.g. in Waste Management and Environmental Pollution plus Environmental Forensics units).

Personal Development Planning (PDP) and career skills are a major component of the tutorial programme and the Environmental Fieldwork and Professional Skills unit. Personal Development

¹ www.port.ac.uk/unitwebsearch

Planning is instituted from level 4 with the Individual Learning Profile documents which all students complete, discuss with their tutors and then review together at year's end. At level 5, the tutorial programme and the Environmental Fieldwork and Professional Skills unit include sessions on CV writing, job applications and interview skills. Students will research jobs (and examine selection criteria) in their chosen field of work to assist in their PDP. Formative feedback will be provided on CVs and mock applications and interviews. Individual tutorials at all stages monitor PDP, academic progress and referral to relevant support service, as appropriate. Professional body awareness through student-membership of the accrediting body, the Institution of Environmental Sciences (IES) is strongly encouraged and leads naturally on to Continuing Professional Development (CDP) and PDP for lifelong learning. Graduates are encouraged to progress through membership towards the professional goal of Chartered Environmental Scientist status.

Students have the option of completing a Sandwich year to undertake an industry placement or study overseas, after completion of level 5. Many academic members have research and consultancy links with local industry, government and consultancies (including overseas) and a number of graduates from the environmental programme find both project support and/or employment via these contacts each year. The University's careers and recruitment service, Purple Door, can also assist in finding placements and employment for students.

Fieldwork, especially within the Project unit, provides opportunities for students to engage formally with the local community, consultancies, local government and non-governmental organisations to study, monitor, understand and ultimately improve the environment. A decade of work at Baffin's Pond and Halsea Moats, in collaboration with the City Council and the Environment Agency, for instance, has led to tangible environmental benefits for both the local disabled fishing community and the general population and excellent networking opportunities for students. Recent links with the Hampshire and Isle of Wight Wildlife Trust have resulted in many students undertaking volunteer work with the Trust and several final year students undertaking their Projects and Dissertations on topics of direct interest and applicability to the Trust's conservation work.

Optional units, such as Language Units offered through the IWLP, Practical Boating Skills and the Scientific and Technical Diving Skills units are offered at level 5 and provide students with opportunities to broaden their skills base and improve their employability.

Course Management

20. Support for Student Learning

- The Course is managed by a Course 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
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- World-class, ISO 9001:2008 accredited laboratory 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
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

The UCAS tariff is 104-120 points, to include two A levels or equivalent, with 32 points from a Science subject (e.g. Environmental Science/Studies, Biology, Chemistry, Geology, Mathematics, or Physics) and GCSE Mathematics, English and Science at grade C or above.

Applications from mature students, international students and students who have undertaken an Access to Higher Education course are encouraged. If appropriate, prior learning 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
- National Postgraduate Taught Experience 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 with overall responsibilities for operation and content of course
- 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, e.g. National Student Survey (NSS), 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 appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

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

The BSc (Hons) Environmental Science course was re-accredited by the Institution of Environmental Sciences in 2016. The next re-accreditation event is due to take place in 2020.

B. Periodic Programme Review (or equivalent)

The BSc (Hons) Environmental Science underwent Periodic Programme Review in 2016 which confirmed the course was fit for purpose.

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 2015³](#)*).

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

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

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](#)⁴ and [School](#)⁵ websites

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-earth-and-environmental-sciences/