

# BA (HONS) ENGLISH LANGUAGE

## **Programme Specification 2015**

### **Primary Purpose:**

Course management, monitoring 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 and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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# **Programme Specification**

## **1. Named Awards**

BA (HONS) ENGLISH LANGUAGE

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

C2148S/C2148F, Q310

## **3. Awarding Body**

University of Portsmouth

## **4. Teaching Institution**

University of Portsmouth

## **5. Accrediting Body**

## **6. QAA Benchmark Groups**

English, Linguistics

## **7. Document Control Information**

August 2015

## **8. Effective Session**

2015-2016

## **9. Author**

Janet Bryant, Principal Lecturer, Curriculum Development and Quality Assurance

## **10. Faculty**

Faculty of Humanities and Social Sciences

## **11. Department**

School of Languages and Area Studies

## **12. Educational Aims**

- To provide an understanding of the basic concepts, modes of analysis and theoretical approaches in those areas of study (in particular linguistics), which contribute to the study of the English Language.
- To enable students to understand and apply a range of concepts from the discipline of linguistics to study a range of texts.
- To provide an opportunity to study diverse modes of communication, oral, written and mixed, and their distinctive levels of phonology, morphology, lexis, syntax, semantics, pragmatics and discourse.
- To provide knowledge of the structure, levels and discourse functions of the English language.

- To develop understanding of the role of language in society, its nature as a cognitive domain, how it is acquired, how it changes and its role in a range of media for communication.
- To introduce students to a range of empirical linguistic phenomena and the relevant descriptive terminology, thereby enabling a practical understanding of what the English language is and how it works.
- To compare the English language with other languages, as appropriate.
- To enable students to develop a high standard of literacy, communication skills, and skills of critical argument.
- In the case of students taking the TEFL units, to provide the opportunity to gain an externally accredited qualification in the Teaching of English as a Foreign Language (units recognised by Trinity College London).
- To prepare students for further research in language or linguistics-related areas.
- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study and to develop specialist interests and knowledge.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

### 13. Reference Points

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

- The University of Portsmouth Curriculum Framework
- The University of Portsmouth Policy Regarding Key Skills
- The scholarship and research expertise of members of academic staff
- QAA Code of Practice for the Assurance of Academic Quality & Standards in Higher Education.
- Framework for HE Qualifications
- The Benchmark Statements for English (E) and Linguistics (L).

### Learning Outcomes

#### A. Knowledge and Understanding of:

1. Language from different periods (E)
2. Regional and global varieties of English (E)
3. The history, structure, levels and discourse functions of the English language (E)
4. The relationship between different genres and different media (E)
5. The basic concepts, modes of analysis and theoretical approaches in phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse and lexis (L)
6. Perspectives on language and society, the nature of language as a cognitive domain, language acquisition, language change and the communicative role and function of language (L)
7. Empirical linguistic phenomena and the relevant terminology with which to describe these (L)
8. Techniques for collecting data; ethical and technical issues in data collection; techniques for the presentation, analysis and evaluation of data (L)
9. Approaches to the practice of and the theory underpinning English Language Teaching (TEFL).
10. The specialist area researched for the dissertation.

#### 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 (A1-10).
- Lectures are used to communicate information and introduce key themes (A1-10).

- 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 (A5-8). Students are expected to prepare in advance selected readings which are provided on the VLE.
- Peer observation, lesson planning & observation, teaching practice and tutor-guided learning are used to prepare students for teaching English and for the Trinity Certificate in TEFL (A9).
- 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.

### Assessment

All assessment strategies and assessment loads for units on this programme conform to the requirements of the Curriculum Framework Document.

FHEQ Level 4 work is assessed primarily through 1500 word essays in combination with a presentation or poster, or an examination. Alternatively, some units may assess by examination only (2 hours) or entirely by coursework (3000 words).

FHEQ Level 5 is assessed through longer essays (up to 3000 words) in combination with individual and/or group presentations, reports, projects or case studies, and examinations. 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).

Similar provision is made for assessment at FHEQ Level 6 but in addition, students are required to undertake a research project (4000 words) or dissertation (10,000 words) (A1-10).

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

1. Show an appreciation for the linguistic theories and explanations, and the central analytical concepts and methods of enquiry appropriate to the topics listed in Section A (L)
2. Show an appreciation of the need for a systematic approach to the understanding of linguistic phenomena and the role of theory in organising understanding (L)
3. Show understanding of how theories from other relevant disciplines can inform the study of language (L)
4. Read closely and critically (E)
5. Analyse texts and discourses and respond to the affective power of language, using appropriate approaches and terminology (E)
6. Write clearly, accurately and effectively (E)
7. Apply scholarly bibliographical skills appropriate to the subject (E)

### Learning and Teaching Strategies and Methods

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 (B1-7). Seminars and workshops will deal with interpreting primary source materials including a range of spoken and written texts (B4-5). 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 (B1-3).

## Assessment

All assessment strategies and assessment loads for units on this programme conform to the requirements of the Curriculum Framework Document.

Level 4 is assessed primarily through 1500 word essays in combination with a presentation or poster, or an examination. Alternatively, some units may assess by examination only (2 hours) or entirely by coursework (3000 words).

Level 5 is assessed through longer essays (up to 3000 words) in combination with individual and/or group presentations, reports, projects of case studies, and examinations. 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).

Similar provision is made for assessment at Level 6 but in addition, students are required to undertake a research project (4000 words) or dissertation (10,000 words).

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

1. Assess the merits of contrasting theories and explanations (L)
2. Distinguish descriptive systems from the data they represent (L)
3. Abstract and synthesise information (L)
4. Construct and manage an argument (L)
5. Test, interpret and analyse information and evidence independently and critically, producing from that analysis, cogent arguments and decisive judgements (E)
6. Think critically and evaluate evidence independently (L)
7. Show awareness of the relationship between knowledge of language and critical evaluation and implementation of language in social life (L)
8. Acquire complex information from a variety of sources (library, WWW, CD-Roms, corpora, discussion, etc.) (L)
9. Plan and conduct research through self-formulated questions, using appropriate analytical methodologies & data collection techniques; show understanding of ethical issues involved in data collection, storage & use (E) (L).
10. Collect, analyse, manipulate and present data in a suitable form (L).
11. Write essays and research reports, using the appropriate style and register and with proper referencing (L)
12. Use the appropriate computational tools and software packages (L)
13. For students taking the units accredited by Trinity College London, demonstrate practical teaching skills at the initial level in the Teaching of English as a Foreign Language.

## Learning and Teaching Strategies and Methods

Subject specific skills are conveyed through a combination of lectures, seminars and discussion classes which allow for whole-class teaching, small group projects and individual work. Workshops deal with interpreting primary source materials (C1-12). Peer observation, assisting in class, lesson planning, teaching practice, and reflective practice allow for the development of C13.

## Assessment

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 (C1-12). Tutor observation of lesson planning, teaching practice, and student reflective practice allow for the assessment of C13.

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

1. Articulate their own and other people's ideas concisely, accurately and persuasively, both orally and in writing (E)
2. Communicate ideas in writing or by oral presentation, using visual aids & relevant IT tools (L)

3. Present a discussion based on information collected from various sources and synthesised into a coherent whole with appropriate acknowledgements and lists of sources. (L)
4. Recognise, identify and interrogate problems; propose interpretative or explanatory solutions and develop problem-solving strategies (L).
5. Develop working relationships with others, especially through constructive dialogue (for example, by listening, asking and responding to questions) (E)
6. Demonstrate time-management, self-directed learning and organisational skills, including the ability to plan and work to clear goals and objectives. (L).
7. Be sensitive to cultural contexts when working with others(E)
8. Develop word-processing skills; familiarity with electronic search tools; search electronic databases and store the results of such searches, to produce electronic documents. (L)
9. Search out, synthesise and interpret information on paper, electronically, visually, or in the form of diagrams, tables and graphs (L)
10. Under supervision, plan, design and execute a piece of research or enquiry, either independently or as a member of a group. (L)

#### Learning and Teaching Strategies and Methods

- 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 BA (Hons) English Language (D1-10). 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 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 Level 4 facilitate the setting and monitoring of learning objectives; these are developed further in Level 5 in preparation for the dissertation or the research project, and during the production of the dissertation or research project in Level 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.

#### Assessment

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 (D1-10).

### 14. Course Structure, Progression and Award Requirements

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) English Language is a three-year programme. English Language is also offered as part of the Combined Honours programme in combination with English Literature or Journalism (minor route). All are offered in full time (3 year) mode.

**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. In many instances, these are complemented by relevant work-related units in the curriculum.

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



At **Level 4**, Studying at University (English Language) 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, these units provide 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. 'Away' combined honours students will undertake an equivalent unit in their 'home' department. Online materials will be available to support all single and combined honours students in the Faculty.

At Level 5, we will continue with developing Career Management skills during Induction Week. 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, as part of Induction Week, personal tutorials and PDP, we will provide further guidance and activities for students (as part of what are currently termed 'Pathfinder Exercises'). This will be linked to individual research/project skills related to the core 40 credit dissertation/project and group research/project skills in core units.

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).

All these activities will be supported by the Personal Tutor system and a refocused PDP – developing students as professionals - **Professional Development Planning**.

**Work-Related Learning:** We provide opportunities for students to engage in work-related learning through active learning and the application of skills in work-related environments. This will consist of an understanding of working environments and the impact of globalisation on career goals (adapted to specific subject areas/disciplines where appropriate). In most subject areas of the Faculty, this will take place through simulated work-related environments in one or more core units. For some subject areas, this will involve real-world working environments.

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.

At **Level 5**, all students will 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.

Between levels 5 and 6, students have the option of undertaking a year long work placement.

The Placement and Internship Centre (PIC) is located in the department, offering guidance and support to all students.

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

At **Level 6**, BA (Hons) English Language units focus on aspects of **Professional Communication**, including professional writing and speaking in business, technical fields, media and internet discourse.

BA (Hons) English Language contains an optional pathway which prepares students for the **Trinity Certificate in Teaching English as a Foreign Language**. The units which support this involve



practical, work-based teaching practice, classroom observation and peer teaching, using technology and creative activities in the language classroom.

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

We are committed to providing opportunities for students to study a **language** at Level 5 as part of preparing students for the global labour market and as part of our commitment to internationalisation.

At **Level 6**, students may undertake an optional period of residence abroad whether as university study or as a work placement through Erasmus. 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. All SLAS programmes now have an optional placement year. Students wishing to undertake study abroad and/or placement based learning are fully supported by a combination of the departmental Placement and Internship Centre (PIC), 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.

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).

### **15. 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.
- The department has a number of Learning Support Tutors to support students in their learning
- The Placement and Internship Centre (PIC) is located in the department, offering advice and support
- University support services include careers, financial advice, housing, counselling etc.
- 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 provided for all assessments.

- Personal Development Planning (PDP) for all awards.

## 16. 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 prior learning may be assessed and accredited

Requirements for students considering a work placement or study abroad may include:

- Criminal Records Bureau (CRB) checks.
- Statutory health checks or fitness standards.

Some placements may not be appropriate for all students.

### 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.

## 17. 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.
- University Contact for day-to-day running of course.
- 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 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.

## **18. Assessment Strategy**

All assessment strategies and assessment loads for units on this programme conform to the requirements of the Curriculum Framework Document in terms of the maximum assessment loads, scheduling and weightings. Shorter assessments are typical of FHEQ Level 4 work is assessed primarily through 1500 word essays or reports in combination with a presentation or poster, or an examination. Alternatively, some units may assess by examination only (2 hours) or entirely by coursework (3000 words). FHEQ Level 5 is assessed through longer essays or reports (up to 3000 words) in combination with individual and/or group presentations, projects of case studies, and examinations. 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). Similar provision is made for assessment at FHEQ Level 6 but in addition, students are required to undertake a research project (4000 words) or dissertation (10,000 words). On the English Language Programme, students may choose between a 40 credit 10 000 word dissertation or a 20 credit 4000 word research project. If a student opts to write a Research Project, they must also take a Directed Research Unit (DRU) for 20 credits. The assessment on DRU units fosters independent research skills, and taken in conjunction with a Research Project, is the equivalent of a dissertation. The DRU for the English Language programme is Researching English Vocabulary.

The core units on BA (Hons) English Language at Portsmouth are drawn mainly from the disciplines of English Language & Literature and Linguistics. The core and optional units that contribute to the Trinity TEFL Certificate relate to the practice of language teaching and learning and are drawn from the field of education. A range of assessment types are used at all levels to assess knowledge, understanding and subject specific skills which include linguistic analysis; language structure, form and usage; critical commentaries of text; interpretation of media representations; application and interpretation of data; and critical readings of cultural artefacts. Units such as Workplace Discourse, Writing to Persuade, Clinical Linguistics, Forensic Linguistics, Language, Learning and Teaching,

Using Technology in LT, and Creative Activities in the Language Classroom have clear professional applications and these are reflected in the learning & teaching strategies and in the assessment strategies which simulate the world of work in related fields.

The assessment strategy links to the learning and teaching strategies deployed in the core and optional units on this programme. It emphasises the importance of learning from experience and doing, and responding to feedback from the tutor and from peers. It highlights the importance of research as an essential underpinning that informs the curriculum and by enabling students to develop skills of research and enquiry, thereby encouraging them to engage actively in the process of developing knowledge. Students receive tutorial support and guidance during the delivery of the units in order to assist them in preparing for the assessments. Formative feedback on draft essay plans, monitoring progress from seminars and discussion classes, and practice assessment makes an important contribution to student learning at Level 4. This can take the form of verbal or written feedback from discussions, presentations, activities conducted in workshops as part of the learning and teaching process. Alternatively, it may involve students doing a practice examination on which they receive written generic feedback relating to the performance of the cohort. Students receive personalised written feedback on all summative assessments.

At all levels, workshops, seminars and discussion classes provide opportunities for students to try out ideas; demonstrate what has been learned; share knowledge; test their own understanding and interpretation; and engage in the practical application of subject-specific skills. Working in small groups on a specific task, these sessions prepare students for working effectively as a team and provide an opportunity to engage in peer learning. Group presentations in seminars require students to further develop team-working skills, monitor their progress and manage their time. These activities provide students with peer learning opportunities and to gain formative feedback from the tutor. In many instances, these activities are also formally assessed thereby contributing to the summative assessment of the unit.

From a more hands-on approach at Level 4, students are encouraged to conduct more independent research using a range of sources, and critically analysing primary source materials at Levels 5 & 6. Preparation for undertaking research for the dissertation or research project is also provided through workshops at level 5 and dissertation and project supervision at Level 6 is based around written feedback on submitted draft chapters, discussion and guidance via individual tutorials, and progress reports.

## 19. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

## 20. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- approve unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner, who for this programme is Peter Brown) 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.

## 21. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Trinity College London, TEFL Certificate

British Council Accreditation

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

Periodic Review was conducted in February 2014 and confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its 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](#)*).

[1] [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)

### D. Others

REF 2014 <http://results.ref.ac.uk/Results/BySubmission/269>

## 22. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and School/department (<http://www.port.ac.uk/slas>) website.

