



UNIVERSITY OF
PORTSMOUTH

BA (Hons) Logistics and Business Communication

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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Contents

Course Details	1
1. Named Awards.....	1
2. Course Code (and UCAS Code if applicable).....	1
3. Awarding Body	1
4. Teaching Institution	1
5. Accrediting Body	1
6. QAA Benchmark Groups	1
7. Document Control Information.....	1
8. Effective Session.....	1
9. Author	1
10. Faculty.....	1
11. Department	1
Curriculum	1
12. Educational Aims.....	1
13. Reference Points.....	2
14. General Learning Outcomes.....	2
15. Learning Outcomes	4
A. Knowledge and Understanding of:.....	4
B. Cognitive (Intellectual or Thinking) Skills, able to:	4
C. Practical (Professional or Subject) Skills, able to:	5
D. Transferable (Graduate and Employability) Skills, able to:	5
16. Learning and Teaching Strategies and Methods.....	6
17. Assessment Strategy.....	7
18. Course Structure, Progression and Award Requirements.....	7
19. Employability Statement.....	7
Course Management	8
20. Support for Student Learning.....	8
21. Admissions Criteria.....	8
A. Academic Admissions Criteria	9
B. Disability	9
22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching	9
A. Mechanisms for Review and Evaluation	9
B. Responsibilities for Monitoring and Evaluation.....	9
C. Mechanisms for Gaining Student Feedback	9
D. Staff Development Priorities.....	10
23. Assessment Regulations	10
24. Role of Externals	10
25. Indicators of Standards and Quality.....	10
A. Professional Accreditation/Recognition.....	10
B. Periodic Programme Review (or equivalent).....	10
C. Quality Assurance Agency	11
D. Others	11
26. Further Information	11

Course Details

1. Named Awards

BA (Hons) Logistics and Business Communication

2. Course Code (and UCAS Code if applicable)

C2364F

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

General Business and Management, Mathematics, Statistics, and Operational Research, Languages

7. Document Control Information

August 2016

8. Effective Session

2017-2018

9. Author

Janet Bryant Associate Head Academic

10. Faculty

Faculty of Humanities and Social Sciences

11. Department

School of Languages and Area Studies

Curriculum

12. Educational Aims

International Trade and Business Communication seeks to:

- Enable students to acquire a sound knowledge and understanding of logistics, international business and communication.
- Provide a framework for understanding organisations and interpreting their diverse needs in an international environment.

- Provide students with a sound understanding of English language so that they can communicate confidently and effectively in the fields of logistics and international business.
- Develop awareness of and sensitivity to the importance of culture in communication in the context of International Business.
- With English as the target language (TL), the programme seeks to engage students in:
 - learning all four basic language skills (reading, writing, listening and speaking);
 - understanding language structures (grammar);
 - acquiring vocabulary and idiom;
 - developing English language skills to enable them to fully benefit from their subject study;
 - an appreciation of Anglophone (or other foreign) culture and linguistic conventions.
- To provide students with the opportunity to develop key skills
- To provide students with the opportunity to develop business communication skills
- To provide students with the skills and knowledge required to maximise careers and postgraduate study opportunities in the context of changing labour markets.
- To provide a framework allowing students to follow a flexible and coherent programme of study.

13. Reference Points

General Learning Outcomes of the BA (Hons) Logistics and Business Communication

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

- Understanding of a range of concepts, practices and approaches employed in logistics and supply chain management.
- Understanding of the relationships between organisations, the business environment, culture and society.
- An appropriate level of competence in English including areas of specialisation in subject areas relating to logistics, business communication and language usage in a range of professional contexts.

The programme and outcomes have been developed taking account of:

- The University of Portsmouth Undergraduate Curriculum Framework
- The University of Portsmouth Policy Regarding Key Skills
- The scholarship and research expertise of members of academic staff
- Framework for HE Qualifications
- The Benchmark Statements for General Business and Management; Mathematics, Statistics and Operational Research; Languages and Area Studies; Council of Logistics Management.

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

- Outcomes which directly cross reference to the Languages Benchmark Statement are indicated with an (L).
- Outcomes which directly cross reference to the General Business and Management Benchmark Statement are indicated with a (B).
- Outcomes which directly cross reference to the Mathematics, Statistics and Operational Research are indicated with (MSOR).
- Outcomes which directly cross reference to the Council of Logistics Management are indicated with (CLM)

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 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 Display specialist knowledge in the area researched for the Independent Project.
- A.2 The relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed (B).
- A.3 Business policy and strategy – the development of appropriate policies and strategies within a changing environment, to respond to stakeholder interests (B).
- A.4 Pervasive issues relevant to international business including sustainability, globalisation and diversity (B).
- A.5 The fundamentals of logistics and transportation (L&T), including the management of resources, operations, people and information, the relationship between these, their application and their importance in an integrated framework (supply chains) (MSOR; CLM);
- A.6 The key mathematical theories and algorithms, mathematical modelling, and computer support tools for L&T; their importance, application, and limitations (MSOR; CLM);
- A.7 The common applications of the theory and practice of L&T to the management of organisations, taking into account the external environment in which they operate (markets, customers, etc.) (GBM)
- A.8 The need for effective and efficient management of L&T processes and the benefits to be realised through proper application of the L&T methodology (CLM);

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

- B.1 Demonstrate critical understanding of contributory disciplines and theories, and the capacity to assess and compare the merits of different approaches. (A)
- B.2 Communicate information, ideas and arguments cogently and coherently, both orally and in writing, with due regard to the target audience. (L).
- B.3 Identify and analyse problems using relevant approaches, and reflect on the scope and limitations of what has been ascertained and understood (A).
- B.4 Effective problem-solving and decision-making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems (B)

- B.5 demonstrate general skills in reasoning and numerical and symbolic thinking; demonstrate general abilities of an intellectual, analytical, critical, creative, and problem-solving nature;
- B.6 demonstrate a reasonable level of skill in calculation and manipulation within the areas of L&T covered in the programme (MSOR);
- B.7 apply the L&T concepts learned in well-defined contexts for effective and efficient organization and management of logistics and transport processes, showing judgement in the selection and application of tools and techniques (MSOR; GBM);
- B.8 demonstrate a reasonable level of skill in comprehending new L&T problems based on information that may be incomplete or contradictory, making judgements and framing appropriate assumptions, formulating the problems mathematically and obtaining (a range of) solutions by appropriate methods (MSOR, GBM);
- B.9 develop a critical awareness of the benefits of the effects of L&T techniques and developments both for the individual firm and society (GBM, GBM).

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

- C.1 Numeracy and quantitative skills including data analysis, interpretation and extrapolation (B).
- C.2 Identify, analyse and present practical problems under supervision in the areas of international business and logistics.
- C.3 Appreciate the similarities and differences between areas of the world, thus fostering cross-cultural and international perspectives (A).
- C.4 Demonstrate an understanding of business practices, different business cultures and practices.
- C.5 Demonstrate knowledge and understanding of the structures, registers and, as appropriate, varieties of English (L)
- C.6 Apply effectively and appropriately their language skills in a professional context (L).
- C.7 Formulate, apply, manage, and evaluate logistical concepts at a professional or equivalent level to manage (parts of) a supply chain or a transportation process, including the areas of production, warehousing, and distribution, in relation to given strategic objectives (of the firm);
- C.8 Identify problems of design, optimisation or operation in L&T practices; devise an appropriate solution methodology; identify and critically assess performance of suggested improvements (through e.g. SWOT-analysis);
- C.9 Use computer support tools for modelling and optimisation of L&T processes and problems, including tools for linear and integer programming, (discrete event) simulation, and (meta)heuristics;
- C.10 Recognise and discuss the key principles of relevant management information and planning tools common within the L&T sector, including MRP/DRP/ERP systems, and vehicle routing and scheduling tools;
- C.11 Critically apply professional codes of conduct and appreciate the ethical (and legal) considerations that underpin them (GBM)

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

- D.1 Communicate information, ideas and arguments with clarity, coherence and persuasiveness (A).
- D.2 Gather, process and evaluate critically information from a variety of paper, audio-visual and electronic sources. (L)
- D.3 Utilise proficiently a range of IT resources, including word processing, email, databases, text files, and internet sites (A)
- D.4 Work independently and to deadlines within a guided framework, with a capacity to define problems/questions and know how to set about finding answers (A).

- D.5 Read and understand documents related to L&T software products and systems;
- D.6 Use information technology to handle data, simulation, and assist with design and testing;
- D.7 Apply mathematical techniques in business simulation and practice.

16. Learning and Teaching Strategies and Methods

- Lectures are used to communicate information and introduce key themes.
- Discussion classes and seminar sessions offer an opportunity for students to apply the knowledge that they have acquired in order to explain and analyse situations. Students are expected to prepare in advance selected readings which are provided on the VLE
- Source materials are available to students in English. These include written texts, on-line materials, video and audio materials.
- For logistics, core knowledge is acquired mainly through lectures, group work and practical exercises. Lectures will include a limited number of well-chosen examples of real-life applications, mainly but not restricted to a L&T context (3 and 4), but will primarily focus on the fundamental concepts and the mathematical theories and algorithms (1 and 2). Group work and practical exercises will be used to allow students to closely interact with the tutor and to gain skills in the application of the core knowledge to L&T (3 and 4).

Discussion classes and seminar sessions offer an opportunity for students to develop intellectual skills by testing out ideas, and applying the knowledge that they have acquired in order to explain and analyse situations. Workshops, discussion classes and seminars deal with interpreting primary source materials; document analysis including business plans and reports; international business themes and issues, data and statistics.

In logistics, lab-based practical sessions will give students the opportunity to learn how to build mathematical models, how these can be solved by mathematical tools, and develop their critical appreciation of the benefits. In addition, problem-based exercises will be used for students to learn how to transfer and apply core knowledge to other well-defined practical problems. Cases and group work will give students the ability to address somewhat more loosely-defined problems in a simulated business context. Project work will allow students to enhance their skills in analysis, synthesis, evaluation, and application of core knowledge to a (simulated or real-life) complex problem. It also enables them to learn research methods and how to complete an important project, supervised and guided but self-managed.

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.

Subject specific skills are conveyed through a combination of lectures, language laboratory sessions, seminars and discussion classes which allow for whole-class teaching, small group projects and individual work. The full range of receptive (reading, listening) and productive (writing, speaking) language skills are developed in a variety of learning contexts: classes delivered in the target language; language laboratory classes and independent work; access to printed, audio-visual and audio materials in the target language (video, tapes, television, press, film and other forms of cultural production). These are employed at all levels.

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

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 units on this degree programme. Many of these have been identified in the core units but some benefit from specific mention. The production of the project enables students to develop skills in project and time management, organisation, independent working and self-discipline. Furthermore, many units foster team working skills through seminar work, discussion classes, and presentations.

17. Assessment Strategy

All assessment strategies and assessment loads for units on this programme conform to the requirements of the Curriculum Framework Document and the December 2015 Policy on Maximum Assessment Loads. FHEQ Level 5 is assessed through longer essays (up to 4000 words) in combination with individual and/or group presentations, reports, projects or case studies, in class tests and examinations of varying duration (60 minutes; 90 minutes; 120 minutes). Alternatively, some units may opt to assess entirely by coursework with portfolios or other artefacts (up to 4000 words), or solely through examinations (up to 3 hours). The same provision is made for assessment at FHEQ Level 6 but in addition, students are required to undertake an extended research Project (4000 words). There is a strong emphasis on building in formative assessment at all levels, but most especially at FHEQ Level 4, to facilitate constructive 'feed-forward' from academic staff to students.

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A range of assessment types are used at all levels to assess subject specific and practical skills. In particular, with reference to a range of issues these include assessments involving primary document production and analysis, critical commentaries on and production of business plans and reports, application and interpretation of statistical data, and critical readings of cultural artefacts in a business context.

With regard to the target language, the full range of receptive (reading, listening) and productive (writing, speaking) language skills are assessed at all grades through a variety of oral and text-based assignments, including individual and/or group presentations, interviews under exam conditions; reading and listening comprehension, essays, summaries, reports, written examinations.

The assessment methods described in Sections A, B, C demonstrate the development and achievement of the range of graduate and employability skills indicated in Section D. These are embedded in the units and consequently provide an accumulation of opportunities for students over the duration of their programme of study.

18. Course Structure, Progression and Award Requirements

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

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

BA (Hons) Logistics & Business Communication is a direct entry two year programme offered in full time mode.

19. Employability Statement

Employability skills will be delivered (and assessed where applicable) through the curriculum, with structured support. Core units include opportunities to acquire and develop many of the academic and employability skills that are listed in Annex 5 of the 2012 Curriculum Framework.

Career management skills specifically (as a subset of employability skills) will be embedded throughout the curriculum. At Level 5, we will continue developing Career Management skills during

¹ www.port.ac.uk/unitwebsearch

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. There are additional employability activities in the Consolidation and Assessment Period (CAP) for level 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 20 credit project and group research/project skills in core units.

For Level 6 students we 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.

Concepts, models and strategies in business; key concepts and principles of marketing; import, export, trade law and finance from an international perspective; logistics and supply chain management are all covered in the core units. These provide opportunities in their learning and teaching strategies and/or assessment strategies to apply what has been learned in a simulated work-related way.

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

Internationalisation & Global Graduate Skills:

Students who enter this programme at Level 6 are studying abroad. This experience enhances students' employability by providing opportunities to develop essential life skills including problem solving, inter-cultural awareness, and improving foreign language skills.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader.
- The International Office provides support for orientation and guidance of students from induction and throughout their course.
- 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.

21. Admissions Criteria

A. Academic Admissions Criteria

For entry to BA (Hons) Logistics and Business Communication, applicants must have either successfully completed a course of study at the appropriate grade at a partner institution as specified in the relevant Memorandum of Agreement (MoA) for articulation or achieved or be eligible for progression from level 5 of the BA International Business Communication or BA International Trade and Business Communication. In addition students must have a suitable level of Mathematics and this will be determined by the Department of Mathematics who will scrutinise and judge individual profiles.

Students applying from international institutions where there is no MoA will be considered on the basis of equivalent achievement. All students must have a minimum of IELTS 6.0 or equivalent.

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.
- Deputy Course Leader for day-to-day running of Combined Honours route.
- University Contact for day-to-day running of course.
- Partner Institution Academic Contact.
- Board of Studies with overall responsibilities for operation and content of course.
- Combined Honours Management Board.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.
- University participates in external student surveys, eg National Student Survey (NSS), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB).

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- 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

N/A

B. Periodic Programme Review (or equivalent)

This programme underwent External Periodic Review in February 2014. The Review confirmed the 'fitness of purpose' of the curriculum and the effectiveness of its annual monitoring and review processes.

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

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](#)).

D. Others

- UoP made one of the largest submissions to REF2014 in Area Studies and is in the top 4 universities for research power# in Area Studies in the UK.
- 25% of our research was rated world-leading (4*) and 68% either world-leading (4*) or internationally excellent (3*). This compares to 15% 4* and 45% either world-leading or internationally excellent in 2008. Overall, the unit has 26.79 FTE staff whose work was rated at 4*/3*. This places Portsmouth in the top ten universities in the UK for 4* and 4*/3*-rated research.
- 40% of our impact was rated outstanding 4* and 84% as either outstanding or as being very considerable in terms of reach and significance. This places Portsmouth in the top ten universities in the UK for impact in area studies.
- 90% of our Environment was rated as 4* (world leading) or 3* (internationally excellent).
- The Grade Point Average for the equivalent submission (to European Studies in 2008) was 2.4 and this has risen to 2.9 in 2014. Our GPA this year for Impact (3.24) and Environment (3.20) was significantly above the national average.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth⁴](#) and [School/Department⁵](#) websites

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

⁴ www.port.ac.uk/

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