



BSc (Hons) Human Physiology

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) Human Physiology

2. Course Code (and UCAS Code if applicable)

C2368F (B121)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Royal Society of Biology

6. QAA Benchmark Groups

Biosciences and Health Sciences

7. Document Control Information

July 2018

8. Effective Session

2018-19

9. Author

Dr Assaf Givati

10. Faculty

Science

11. Department

School of Health Sciences and Social Work

Curriculum

12. Educational Aims

- To create a supportive environment that is stimulating and challenging.
- To develop knowledge and understanding of the scientific principles which underpin human physiology.
- To produce graduates with a range of theoretical and practical skills relevant within human physiology
- To enable students to develop the necessary skills to carry out research and to impart the significance of research in relation to clinical practice within the field of human physiology

- To facilitate the ability to independently manage lifelong learning through the development of graduate skills.
- To provide students with a framework that aids the development of a range of transferable skills for personal, present and future career development within industry, public sector service or academic research.

13. Reference Points

- University of Portsmouth Curriculum Framework Document (2016)
- University of Portsmouth Examination and Assessment regulations (2017)
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA, 2017-18)
- QAA The UK quality code for Higher Education: Overview and expectations (Aug 2015)
- QAA Subject Benchmark Statements for Biosciences (BS) and Health Studies (HPFC) (QAA 2015, 2008 respectively).
- University of Portsmouth University Strategy (2015-2020)

14. General Learning Outcomes

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 Basic concepts of physiology including biodiversity and evolution, principles and terminology underpinning human physiology (HPFC1) (BS3.2, 3.5).
- A.2 Anatomical, physiological and psychological features in health and range of human disease processes (HPFC1) (BS3.2, 3.5).
- A.3 A range of methods used in physiology for the investigation of the human body in health and disease (HPFB3) (BS3.2, 3.3, 3.6).
- A.4 Theoretical concepts and how to apply the investigational methods used in human physiology (HPFB2, B3, C1) (BS3.2, 3.3, 3.5, 3.6).
- A.5 How to implement and maintain guidelines, health and safety and clinical governance to a published professional standard (HPFA1, A3, C1) (BS3.5, 3.6).
- A.6 The importance of communication, intellectual, personal and practical skills (HPFA1, A2, A3) (BS3.4, 3.8, 3.9).
- A.7 Research design, implementation and appropriate statistical analysis in experimentation (HPFC2) (BS3.3, 3.4, 3.5, 3.6, 3.7).
- A.8 The importance of scientific research in the development in the field of human physiology (HPFC1, C2, B1) (BS3.5).
- A.9 The essential nature of continuous professional development (CPD) and lifelong learning in relation to human physiology (HPFA1, A4, B4) (BS3.4, 3.9).

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

- B.1 Apply theoretical knowledge to a range of scenarios (HPFA1, A3) (BS3.3, 3.5).
- B.2 Problem-solve (HPFC2) (BS3.3, 3.5, 3.7).
- B.3 Communicate effectively (HPFB4).
- B.4 Critically analyse existing/new evidence and apply to a range of physiological scenarios (HPFB1, B2, B3) (BS3.3, 3.5, 3.7).
- B.5 Formulate and test new hypotheses (HPFC2) (BS3.3, 3.4, 3.5).
- B.6 Plan, conduct, analyse and report upon research (HPFC2) (BS3.3, 3.5, 3.6).

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

- C.1 Perform a range of technical skills in laboratories including the simulation centre and clinical skills laboratory (BS3.4, 3.6) demonstrating proficiencies in core technical skills, appropriate to human physiology, in a safe, accurate and precise manner.
- C.2 Identify and plan appropriate clinical / technical methods to employ in a range of in health and disease in the field of human physiology (HPFB2, B3) (BS3.3, 3.4, 3.5).
- C.3 Assess own performance and identify Continuing Professional Development (CPD) needs (HPFA3, A4, B3, B4).

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

- D.1 Communicate effectively using a number of different media (HPFC2) (BS3.4, 3.7).
- D.2 Work independently or as part of a team (HPFA2, B1, B2, B3) (BS3.4, 3.7).
- D.3 Manage time and meet deadlines (HPFC2) (BS3.4, 3.9).
- D.4 Critically reflect upon their learning experience and relate this to other situations (HPFB4, B2) (BS3.3, 3.4, 3.5).
- D.5 Use the appropriate resources for effective learning (HPFB1, C2) (BS3.3, 3.4, 3.5).

D.6 Use a range of IT applications (HPFC2) (BS3.4, 3.7).

D.7 Demonstrate numerical and statistical skills relevant to the field of human physiology (HPFC2) (BS3.4, 3.7).

16. Learning and Teaching Strategies and Methods

The learning outcomes will be achieved by a variety of successful teaching and learning methods already employed at School of Health Sciences and Social Work and will include:

- Lecture, lecture-group discussions, small group, seminars, tutorials (A1 – A9).
- Use of IT and web-based learning materials (A1 – A9).
- Self-directed learning (A1 – A9).
- Reflective logbooks (A4, A5, A6, A9).
- Laboratory work (A1, A2, A3, A5, A7, A8).

Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate the subject matter and to broaden their individual knowledge and understanding of the subject (A3).

A range of cognitive skills will be developed by employing a range of strategies and methods which may include some or all of the following:

- Lecture, lecture-group discussions, small group, seminars and tutorials (B1 – B6).
- Use of IT and web-based learning materials (B1 – B6)
- Self-directed learning (B1 – B2, B4 – B6).
- Practical laboratory work (B1 - B6)

Cognitive skills are developed through large and small group work, discussions, tutorial support, relevant feedback on assessed work which will allow students to integrate theory and scientific principles (B1-B4). Throughout, the learner is encouraged to further develop intellectual skills by independent study.

This course has been developed with a strong emphasis upon development of theoretical and practical skills within the field of human physiology. Methods and strategies employed will include:

- Lecture, lecture-group discussions, small group, seminars, tutorials (C1 – C3).
- Use of IT and web-based learning materials (C1 – C3).
- Self-directed learning (C1 – C3).
- Portfolios (C2 – C3).
- Practical classes and simulated practical laboratory work (C1 – C3).

Students develop key transferable skills throughout the duration of the course. The development of effective communication is encouraged throughout the course (D1, D2, D6 & D7). The development of appropriate numerical and statistical skills (D7), IT applications (D6), methods to implement own learning and improve performance, working with groups and problem-solving is extensively covered throughout the duration of the course (D1 – D7).

17. Assessment Strategy

Testing of knowledge and understanding is through a combination of course assessments (A1-A8), in the form of laboratory reports (A1), essay assignments, practical and laboratory reports (A5, A6), project reports and practical laboratory activities (A1-A8).

Intellectual skills are assessed by problem-solving through in-class tests, presentations, laboratory reports, coursework, project reports and practical laboratory activities (B1-B6).

The assessment of students practical abilities will be carried out in a number of different ways, such as, technical skills assessments, coursework, unseen examinations, open book examinations, individual and group oral presentations, written assignments, reports and projects. These will support C1 – C3.

A range of transferable and key skills are developed through a variety of teaching methods which will be assessed in a number of different ways, such as coursework, unseen examinations, open book examinations, individual and group oral presentations, written assignments, reports and projects. These will support D1 – D7.

18. Course Structure, Progression and Award Requirements

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

The programme of study was offered as a full-time 3 year course leading to a BSc (Hons) Human Physiology. The programme is made up of three levels, incorporating 20 and 40 credit units (where 1 credit = 10 hours of learning). In the final year, a 40 credit dissertation will be undertaken.

Students are required to undertake 120 credits per academic year. All level four units are core. An option slot exists at level five in accordance with the curriculum framework document 2012 (Aug 2010) so that they may elect to undertake the institution wide language unit (level 5 only).

Students are required to complete 360 credits in order to be awarded an honours degree. Exit points are also available at 300 credits (ordinary degree), 240 DipHE and 120 credits CertHE. A full description of the exit awards are detailed on the course structure form. Standard University of Portsmouth regulations apply.

Additional career development sessions can be booked within the personal tutorial system and University of Portsmouth careers advisory service. A strong support network is provided by the course team including personal tutor, personal development planning and optional volunteering, shadowing and placement opportunities for the development of a range of transferable skills and employability skills.

19. Employability Statement

This course has been designed to encompass a variety of learning and assessment approaches designed to encourage students to develop communication, listening and interpersonal skills, learning to work both independently and as part of a collegiate team on a range of syllabus items. As the student develops knowledge of the field, additional skills are developed which include questioning, problem solving, generating, handling and analysing numerical data. The student will also be given the opportunity to participate in a course which will allow them to:

- manage information
- work and manage others
- develop initiative
- develop a sense of self motivation in relation to their learning

The opportunities for students to develop employability skills will be supported through a programme of personal development planning (PDP). The PDP will principally be delivered through the Personal Tutor system using central and departmentally produced and context specific materials. This will include students maintaining a self managed, online individual reflective portfolio of activities and achievements. There are also opportunities to engage in extra- curricular activities which are encouraged throughout the programme including volunteer, short placement, visits to a range of work places, liaison with purple door career development and arising enterprise opportunities available within the University.

The course employability strategy includes the following activities, taken from the UoP Employability Audit tool and reference to Society of Biology, The physiological society, STEM network employability skills, CBI, HE academy and key QQA bench mark statements:

- Key employability skills from relevant QAA benchmarking statements have been included in the curriculum

¹ www.port.ac.uk/unitwebsearch

- Opportunities to increase work-related learning activities are encouraged through unit assessment strategies that encourage project work with local employers.
- Unit syllabi rely on case studies and evidence taken from the clinical arena and therefore offer an insight into potential work situations.
- The course team have established collaboration with numerous local employers, including the Alzheimer's and Stroke Association, local hospitals and NHS services and voluntary agencies including HealthWatch Portsmouth to encourage voluntary and short placement experience for students, and the undertaking of relevant dissertations within these applied settings.
- Seminars from Purple Door on career management skills are part of the extra curricular timetable.
- Local employers are aware of this course and will visit the department to give talks about employment opportunities and skills.
- Personal development planning includes the identification and review of skills at all levels of study and the method of delivery. This is through the Personal Tutor system, centrally produced materials, learning contracts and personal development portfolios.

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, 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 undergraduate awards
- Timetabled tutorial system

21. Admissions Criteria

A. Academic Admissions Criteria

You will need to have GCSE's at grade C or above to include English Language and Mathematics or equivalent

And

112 points from A-levels with 32 points in a biological science and one other subject (which can include Mathematics)

Or

Appropriate BTEC National Diploma 64 or certificate 64

Or

Advanced GNVQ (must include biological science) which equates to 112 points.

Or

One full award in Science (AVCE double award) which equates to 112 points.

Or

A suitable Access or foundation degree (must include biological or science or speech, Language and communication science content) which equates to 112 points.

Or

International Baccalaureate (must include biological science) which equates to 112 points.

Applicants with alternative qualifications to those listed or with relevant experiential learning may be eligible to apply for accreditation of Prior Learning and/or experiential learning (APEL). In the first instance, you should contact the Course Leader to discuss the suitability of the qualifications on an individual basis.

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 17.02.11.
- Student Representatives and Student/Staff Consultative Committees.
- National Student Survey.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies 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.
- SHSSW Placement committee
- Faculty Placement Office

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)
- Individual student feedback via tutorial system

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 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.
- Specific development in relation to Professional and Regulatory requirements.

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

Royal Society of Biology accreditation granted December 2015 for a period of 5 years.

B. Periodic Programme Review (or equivalent)

The course received confirmation of its fitness for purpose through a Periodic Programme Review in March 2017.

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

None.

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 [School⁵](#) websites

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

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-health-sciences-and-social-work/