



MBiol Biochemistry

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).....	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.....	5
17. Assessment Strategy.....	6
18. Course Structure, Progression and Award Requirements.....	7
19. Employability Statement.....	8
Course Management	8
20. Support for Student Learning.....	8
21. Admissions Criteria.....	9
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	Error! Bookmark not defined.
26. Further Information	11

Course Details

1. Named Awards

MBiol Biochemistry

2. Course Code (and UCAS Code)

C2501F (C700)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

www.qaa.ac.uk Bioscience 2015

QAA Masters Degree Characteristics 2010

7. Document Control Information

V1.2 July 2017

8. Effective Session

2018/2019

9. Author

Dr Julian I. Mitchell

10. Faculty

Faculty of Science

11. Department

School of Biological Sciences

Curriculum

12. Educational Aims

- To provide a research informed understanding of biochemistry, including biomolecular sciences, molecular biology, genome science and cell biology, for students from varied academic backgrounds enabling them to achieve their academic and personal potential
- To instil independent learning in students, in particular with regard to the scientific and research methodologies behind biochemistry, needed to perform an extended research project at level 7

- To introduce students to the practise and evaluation of scientific research in terms of conceptual approach and research methodologies underpinning biochemistry, culminating in the opportunity for independent research provided by the level 6 project
- To provide a course in line with the Biosciences Benchmark statements and the Core Curriculum defined by the Biochemical Society, drawing on specialist experience of teaching and research staff
- To develop students' intellectual, critical and practical skills in the acquisition, analysis, interpretation, evaluation and presentation of biochemical information
- To train students in ethical, safe and responsible handling of biological materials, chemicals and laboratory equipment
- To provide a firm foundation for students to progress into careers in biochemical or biomedical research, further training or employment in industry or the public sector in which analytical, communication and problem-solving skills are required
- To provide opportunities to develop appropriate study and transferable skills (such as: time management, independent & group work, laboratory expertise, experimental design, data recording, management and analysis, numeric, IT (word-processing, presentation, spreadsheets, email, WWW and bibliographic management software), oral and written communication, information retrieval, literature review and report writing skills) to equip students with effective strategies for maintaining, updating and enhancing their biochemical knowledge for future study and employment

13. Reference Points

- University of Portsmouth Curriculum Framework Document
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Biosciences Benchmark Statements
- Biochemistry Society Core Curriculum
- QAA Masters Degree Characteristics 2010

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

Level 7

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

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

Typically, holders of the qualification will be able to:

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

And holders will have:

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

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 The essential facts, fundamental concepts and theories of the biochemical basis of life in the wider context of the multidisciplinary study of biology
- A.2 The current state of research in particular areas of biochemistry
- A.3 The principles of analytical techniques employed in biochemistry
- A.4 The application of a broad range of techniques relevant to biochemistry and evaluation of acquired data
- A.5 The skills to access and evaluate paper and electronic resources for relevant information from a variety of sources including research and review literature and bioinformatic databases
- A.6 Display a knowledge of bioethics in regard to animal experimentation, including humans, and home office regulations for animal experimentation

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

- B.1 Access biochemical information from a range of sources and communicate it effectively both orally and in writing
- B.2 Search, review and evaluate research literature effectively
- B.3 Apply conceptual and practical skills to define, analyse and solve problems

- B.4 Form realistic hypotheses and design experiments to test these
- B.5 Manage experimental data and apply numerical skills necessary to process, analyse and interpret experimental findings
- B.6 Evaluate and integrate experimental information from a variety of approaches

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

- C.1 Demonstrate basic competencies in a range of practical biochemical techniques
- C.2 Plan and execute experiments using materials and equipment safely in the laboratory
- C.3 Make and record accurate and relevant observations within the laboratory
- C.4 Analyse experimental data with the use, if necessary, of appropriate software
- C.5 Use image analysis and molecular graphics software, bibliographic and bioinformatics databases in the preparation of verbal and written reports and posters
- C.6 Where appropriate, gain experience from a work placement and/or a period overseas

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

- D.1 Communicate effectively in oral and written presentations and present data and other information in an appropriate form for the target audience
- D.2 Use standard IT packages (word-processing, presentation, spreadsheets, email, WWW and bibliographic management software)
- D.3 Learn independently and effectively
- D.4 Demonstrate problem solving and critical enquiry skills
- D.5 Apply numerical skills and appropriate basic statistical tests to data analysis
- D.6 Work effectively both independently and as part of a team
- D.7 Manage time effectively and be able to prioritise workloads in a manner consistent with professional behaviour
- D.8 Develop skills in advanced research methodologies and techniques relevant to a professional Biochemistry qualification

16. Learning and Teaching Strategies and Methods

A broad foundation covering biodiversity, cell and micro- and molecular biology and biochemistry is laid at level 4 and as students progress through levels 5 and 6 they gain a more detailed and advanced knowledge of the three dimensional structure and function of biomolecules, biophysical methods, genome organisation and gene expression and current research in these key areas. Core knowledge (Outcomes A1-4) is acquired through a combination of lectures, seminars, laboratory work, tutorials and guided independent study in levels 4 and 5. Outcome 4 will be achieved in particular through practical work in the laboratory at level 5, the level 6 (final year) project and the level 7 extended research project. Increasing emphasis is placed on independent study at levels 6 and 7 involving accessing and evaluating literature and extended laboratory investigations (Outcome A4 & A5). Learning outcome A6 is achieved by the student undertaking bioethics workshops at level 5 and 7.

Intellectual skills are developed throughout the learning and teaching programme. The abilities to search the literature and communicate complex ideas are acquired through independent and guided reading, and written and oral presentations at levels 4 and 5 and extended at levels 6 and 7 to include use of structural and bioinformatic databases (Outcome B1). At level 7 the student will present the results of their extended project at a symposium. Evaluation of key current research is developed in the level 6 and 7 units, particularly during the preparation of the dissertation/project report and reviewing the background for projects and the production of a literature review (Outcome B2). Progressive accumulation of analytical and problem-solving skills, data handling, numerical analysis, interpretation and evaluation skills (Outcomes B3, B4, B5, & B6) occurs through course assessments, tutorial exercises, workshops and laboratory work at levels 4 and 5, culminating in the levels 6 and 7 projects. These provide the major opportunity for students to perform independent research and develop their experimental design and hypothesis testing skills (Outcome B3). Constructive feedback on coursework at levels 4 and 5 and at levels 6 and 7 on the draft of the project report provides opportunities for students to improve their performance.

Laboratory and equipment handling skills (Outcomes C1 & C2) are developed through formal laboratory exercises. Proficiency in key technical skills (C1) is assessed by a practical test in the first year. Experimental design, data management and analysis skills are acquired in workshops and report writing exercises (Outcomes C2, C3 & C4). Information technology and computing skills (Outcomes C4 & C5) are developed during the writing of laboratory and dissertations and poster presentations. Formative feedback on development of bench skills, record keeping and analytical skills is provided particularly at level 4 and in the final year project. The final year and extended projects provide opportunities for these skills to be demonstrated at the highest level. Acquisition of learning outcome C6 is achieved by obtaining a short or long term work placement or by going on an ERASMUS project placement between levels 5 and 6. This learning outcome is optional but it is open to all students.

The tutorial programme is central to the development of personal and study skills (Outcomes D3, D4, D6, & D7). Key communication skills (Outcomes D1, D2) are emphasised at level 4 through the tutorial programme and developed through feedback on written reports and presentations. Statistics and numeracy (Outcome D5) are taught formally along with problem solving skills (Outcome D4) during levels 4 and 5 and developed through application to data either from the literature or generated by the student during laboratory work. Team work (Outcome D6) is developed during laboratory work, as well as other group teaching situations such as the research plan/business plan writing exercise in the optional Biotechnology unit. All skills are further developed during level 6 where particular emphasis is given to independent learning as part of the project unit. Advanced research methodologies and techniques are developed at level 7 through specialized workshops, the extended research project and an extensive literature review (Outcome D8).

17. Assessment Strategy

Students' knowledge base (Outcomes A1 to A3) is assessed through a combination of coursework and unseen examinations, including short answer questions, MCQs and essays. Investigative and analytical skills as well as numerical analysis are assessed through laboratory reports and data handling questions in workshops and formal assessments (Outcome A4). Portfolio, poster and oral presentations as well as project or dissertation reports (level 6) will assess outcome A5. At level 7 the student can achieve learning outcome A6 by presenting a portfolio of advanced research methods and techniques.

Analytical, communication and problem-solving skills (B1, B3, & B5) are assessed through unseen examinations and course work including: short answer questions, MCQs, essays, laboratory reports, portfolio, poster and oral presentations. Experimental design, laboratory and research skills are assessed through laboratory work and reports (B1, B3, B4, & B5). The project/dissertation at levels 6 and 7 allows a student to demonstrate these skills to the highest possible level (B1 to B6).

Practical and report writing skills (Outcomes C1 to C4) are assessed through laboratory work, lab book records, practical and project reports as well as essay writing. Literature searching and IT skills (Outcome C5) are assessed through reports, tutorials and presentations as part of the coursework but with emphasis on the project/dissertation at levels 6 and 7. The ability to analyse data scientifically (Outcomes C4 & C5) is assessed through reports of formal laboratory work and project/dissertation reports. Learning outcome C6 is achieved by the student compiling a project report for those undertaking an ERASMUS placement, or short-term work placement provided that the employer agrees to the results of the project can be publicized. Long-term work placements are assessed by the production of a placement report and oral presentation.

Transferable skills D1-8 are assessed as part of unit assessments in levels 4, 5, 6 and 7 of the course (see Unit Learning Outcomes Map).

Level 4

The assessment strategy for level 4 focuses on ensuring student engagement with the whole curriculum, providing early feedback on performance using MCQs, short answer tests and in-practical questionnaires. Writing skills are developed during the tutorial programme, where essay writing is discussed, and undertaken. Practical skills are appraised in a formative assessment during practical classes in the experimental biology unit and record keeping is summative assessed during tutorials when laboratory books are examined. Effective use of library resources is focused on

finding references, citing them and creating a bibliography. The developing writing skills are summative assessed in some end of year exams. The balance between course work and examination varies between units, ranging from a 50:50 to 30:70 split for course work: examination.

Level 5

Formative and summative assessment at this level take a variety of forms to reflect the diversity of skills we wish the students to develop. Practical reports develop the ability to use the standard scientific format for reporting experimental work. Students are encouraged to develop their presentation skills in the environment of their tutorial group. Direct engagement with scientific literature is encouraged through the tutorial system and the reading expected for each unit. Expectations of increased use of texts in addition to classroom-delivered material are tested through the end of year unseen examinations with questions requiring more extended essays. The balance between course work and examination varies between units, ranging from a 50:50 to 30:70 split for course work: examination.

Level 6

Greater use of the primary scientific literature is expected at this level, and this is demonstrated by unit documentation and the range of references supplied to the students. The enhanced availability of electronic access to scientific journals greatly assists this process. Use of these resources and the increased expectations (expressed in course and unit documentation) of analysis and synthesis of such information is tested through end of year examinations and through the literature survey component of the project/dissertation mark. We expect an increase in confidence in using a wide range of means of communicating ideas and of demonstrating skills. This expectation is matched by a diversity of methods of assessment, such as the greater emphasis on data handling workshop assessments, proposal writing, and small group seminar-based assessments. Students prepare posters within taught units and can use the feedback from these to guide their preparation of posters summarising their project/dissertation work. Teamwork is encouraged, especially in practical classes and this leads to group presentations with peer and facilitator feedback. Teamwork is also an essential part of the optional research proposal/ business plan writing assessment, where the students have to develop a scientific idea related to biotechnology.

Level 7

The assessment emphasis at this level is on independent research-led investigations, as befitting the development of future researchers in academia and industry. The primary assessments are related to the extended research project, where aspects of hypothesis testing, experimental design, laboratory behaviour, data analysis, time management, and scientific communication form parts of the overall assessment. Formal examination does not form part of this assessment, however students are expected to present their findings orally at an open symposium, held on the School's Research Day. Two 20-credit units support the activities associated with the extended research project, where the assessments deal with literature reviewing, and research methods or techniques. Students studying at an outside institute or in industry take a single 120-credit unit where the assessments broadly match those taken by students studying at home.

18. Course Structure, Progression and Award Requirements

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

This is a 4-year full-time programme. Standard University rules apply. The regulations must be consulted for a full description of exit awards. To achieve an MBIol Biology degree, 480 credits must be passed with 120 credits being obtained at levels 4, 5, 6 and 7. The programme is composed of 20 credit units, a 40-credit project or dissertation unit at Level 6 and an 80-credit extended research project unit at level 7. Options can be taken in at Levels 5 and 6

Students wishing to complete their extended research project at level 7 in industry or at an external research institute need to obtain an industrial placement or an ERASMUS grant to support their study abroad, or an agreement with the supporting HEI during level 6. Such students will follow an

¹ www.port.ac.uk/unitwebsearch

alternative 120-credit extended research project unit at level 7, which is designed to handle students studying outside of Portsmouth. Otherwise students will be registered on the 80-credit extended research project unit and the two 20-credit units entitled 'Literature Review' and 'Research Methodology & Technical Training'.

19. Employability Statement

The University Personal Development Planning (PDP) scheme is administered and developed by personal tutors through the tutorial programme delivered at levels 4 and 5. This is continued at levels 6 and 7 in the project units primarily where the project supervisor continues with the student's personal and professional development. Career management skills are a major component of the level 5 tutorial programme that all students take.

Embedded within the curriculum are opportunities to develop generic and subject-specific workplace skills. At level 4, group and individual feedback foster presentation and writing skills within the tutorial system. The basic laboratory skills to be expected of a professional biologist are developed with formative feedback in a Level 4 Experimental Biology unit that raises the standard expected in these skills to one suitable for further development. The cloning course embedded within the Level 5 Genetic Engineering unit develops practical molecular biology technical skills that are key to many areas of biological research. As part of the development in student's employability skills, students are expected to apply for their level-6 project subject by providing a *letter of intent* with a CV, and undergo an interview to demonstrate that they have the skills necessary to complete the project.

Future careers are addressed by a presentation from staff to Level 6 students and one from a local employment agency that specializes in scientific and technical careers. The School Research Day focuses on the activities of our Level 6 and 7 students. Their project work is highlighted through poster presentation (level 6) and oral presentation (level 7) to which members of the local business and government community are invited. Individual presentations to peers more closely reflect the stressful but rewarding experience of presentation in the workplace that many of these students will soon have to undertake. In addition to these activities, the students have the opportunity to write a business plan or research proposal, depending upon their interests, based on a scientific idea with relevance to biotechnology. This provides them with the opportunity to demonstrate their specific and generic transferable skills to an applied problem.

At level 7 students are expected to undertake an extended research project in a research environment. The environment may be a research laboratory or station at the home institution, an external institution in the UK or abroad, or in industry. To undertake a project in industry, students must acquire a placement during level 6 and be in a position to take up the placement by 1 October of level 7. Guidance in finding industrial placements is provided by the tutorial system and by the School's Employability Officer as well as the Faculty of Science's Placement Office.

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
- 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

Admissions to the course will be governed by the current Academic Regulations of the University and Faculty of Science. The normal entry requirements are: A total of 136 UCAS Tariff Points to include 3 A levels or equivalent, with A level biology or chemistry at grade A. See undergraduate prospectus for list of other qualifications.

Student from taking the BSc(Hons) Marine Biology course may apply to transfer into this programme at level 6 provided that they have successfully completed 240 credits at level 4 and 5. Students will be considered provided that they have achieved a weighted average mark at level 4 of >65% and >65% at level 5 and all candidates will need to be interviewed.

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
- Meetings of external examiners with students on the Research Day.
- University participates in external student surveys, e.g., National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), 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 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

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 degree programme will apply for accreditation by the Royal Society of Biology.

B. Periodic Programme Review (or equivalent)

The School of Biological Sciences had a successful Periodic Review in March 2017 which confirmed its courses were fit for purpose.

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. Teaching Excellence Framework

The Teaching Excellence Framework (TEF) is the UK Government's first assessment of teaching excellence in higher education. The University of Portsmouth has been awarded a prestigious 'Gold' TEF rating.

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 of Biological Sciences⁵](#) 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-biological-sciences/