



# MBiol Biology

## *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

MBiol Biology

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

C2502F (C100)

### 3. Awarding Body

University of Portsmouth

### 4. Teaching Institution

University of Portsmouth

### 5. Accrediting Body

None

### 6. QAA Benchmark Groups

[www.qaa.ac.uk](http://www.qaa.ac.uk) Biosciences v 2015

QAA Masters Degree Characteristics 2010

### 7. Document Control Information

V1.2 July 2017

### 8. Effective Session

2018/19

### 9. Author

Dr J I Mitchell

### 10. Faculty

Faculty of Science

### 11. Department

School of Biological Sciences

## Curriculum

### 12. Educational Aims

- To develop a broad understanding of the biological sciences
- To enable students to select a focus for their studies in the light of insights gained during their broadly based first year of study
- To develop and refine students' intellectual, critical and practical skills in the acquisition, analysis, interpretation, understanding, evaluation and presentation of biological information

- To enable students to form scientific judgements, make decisions and demonstrate competence in key transferable skills
- To foster an active and self-reflective learning approach to enable students to engage in life-long learning
- To provide a firm foundation for further training in bioscience research or employment in a range of contexts where the combination of biological knowledge with analytical and critical enquiry skills are required
- To produce graduates with skills and a knowledge base suitable for the employment market and with an appreciation of the value to society of an education in science, particularly in biology
- To instil independent learning in students with particular reference to the scientific and research methodologies that form the basis of bioscience subjects, and develop the skills necessary to perform an independent extended research project at level 7

### 13. Reference Points

- Scholarship and research expertise of academic staff
- University of Portsmouth Curriculum Framework Document
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Biosciences Benchmark Statements 2015
- 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 fundamental concepts, principles and theories of biology; the means of identifying organisms, biological classification and evolutionary processes; the distribution of organisms in space and time; the molecular basis of cellular structure and function; cellular systems and their integration into tissues and multicellular systems; genetics at the molecular, organism and population level
- A.2 The essential facts, concepts, principles and theories in particular areas of biology including those of biochemistry, genetics, molecular biology, microbiology, organismal biology and ecology
- A.3 Application of appropriate investigative, experimental and analytical research methods and the evaluation of acquired data, including the importance of bioethics in animal experimentation
- A.4 Paper and electronic resources for biological information and of how to use the results to synthesise novel ideas
- A.5 The applications of biology in medical, environmental and industrial situations
- A.6 The current state of research methodologies in specific fields of biology

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

- B.1 Communicate effectively both orally and in writing
- B.2 Evaluate the merits of explanations of observed biological phenomena
- B.3 Analyse acquired data and determine the strength and validity of the conclusions
- B.4 Design, execute and report the results of a series of experiments
- B.5 Formulate and test scientific hypotheses
- B.6 Integrate and evaluate information from a variety of experimental approaches, and model the biological phenomena revealed, reporting the findings in a written report and by oral presentation
- B.7 Be able to abstract and synthesise information
- B.8 Take responsibility for personal learning and develop the habit of reflecting on that learning

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

- C.1 Make and record accurate observations and use laboratory equipment correctly
- C.2 Analyse experimental results with the use, where necessary, of appropriate statistical tests
- C.3 Make effective use of software for data presentation, data analysis, and the presentation of written and oral reports and posters, and including the application of biological databases
- C.4 Search the scientific literature effectively and use the results to develop novel ideas
- C.5 Prepare accurate written scientific reports
- C.6 Plan and execute a series of experiments
- C.7 Understand and implement health & safety procedures necessary for professional work in laboratory and/or field situations

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

- D.1 Communicate ideas effectively orally, through the written word or by visual presentation
- D.2 Learn independently and effectively
- D.3 Demonstrate problem solving and critical enquiry skills
- D.4 Apply basic statistical tests and numerical skills to the analysis of biological data
- D.5 Use information and communication technology effectively
- D.6 Be able to work effectively both independently and as part of a team
- D.7 Manage time and be able to prioritise workloads
- D.8 Present experimental data and other information in a form appropriate for the target audience
- D.9 Where appropriate, gain experience from a work placement or a external study period in the UK or abroad

## **16. Learning and Teaching Strategies and Methods**

A broad foundation is laid at level 4 and as students progress through levels 5 and 6 they gain a more detailed and advanced knowledge of the subject. Core knowledge (A1 & 2) is acquired through a combination of lectures, seminars, laboratory work, fieldwork, tutorials and guided independent study in levels 5 and 6. Outcome A3 will be achieved in particular through practical work in the laboratory and in the field. More emphasis is placed on independent study at level 6 through literature searching and extended laboratory investigations (A4). This enables the student to develop a greater degree of knowledge and understanding of the key concepts and ideas in biology (A5). Independent study is an essential part of level 7 where the student performs an extended research project (A4, A5 and A6) and undertakes training in specific research methodologies (A6).

Intellectual skills are taught throughout the teaching and learning programme.

Communication skills (B1) are developed through written work, especially essays, posters and oral presentations. Analytical and problem-solving skills (B2, B3 & B7) are acquired through course assessments, tutorial exercises, simulations and seminars. Research and experimental design skills (B4, B5, B6 & B8) are developed through laboratory, field and project work. Learning to apply these cognitive skills to life science issues is obtained through discussions during practical work and in tutorials, and through simulations (B5). Development is also fostered by the feedback provided on all course work and during tutorial and supervisor contact (B8).

Experimental skills (C1, C2, C6 & C7) are developed through formal laboratory exercises and project work. Literature searching skills (C4) are enhanced in levels 6 and 7 during preparation of a dissertation or a background review for project work, a literature review and the background review for the extended research project. Information technology and computing skills (C3 & C5) are developed during the writing of laboratory and project reports and dissertations as well as presentations.

The tutorial element of Graduate Skills 1, the Level 5 Tutorial Programme, and of project supervision is central to the development of personal and study skills (D2, D5, D6, & D7). Key communication skills (D1 & D8) are emphasised at level 4 through tutorials and developed through feedback on written reports and presentations.

Statistics and numeracy (D4) are taught formally along with problem solving skills (D3) 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 (D6) is developed during practical classes and field courses as well as in other group teaching situations. All skills are further developed during levels 6 and 7 where particular emphasis is given to independent learning as part of the project units and the research skills units delivered at level 7. Work experience (D9) may be acquired from short-term work placements or internships taken between levels 5 and 6, or long-term work placements taken during level 7. Experience abroad may be acquired for the short or long term through Erasmus or Operation Wallacea placements.

## 17. Assessment Strategy

Students' knowledge base (A1, A2 and A5) 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 formal assessments (A3). Portfolio, poster and oral presentations as well as project or dissertation reports (level 6) will assess outcome A4. Learning outcome A6 is assessed by the production of a research report, oral presentation and literature review at level 7, as well as a research methodologies portfolio.

Analytical and problem-solving skills (B2 & 3) are assessed through unseen examinations and course work including: short answer questions, MCQs, essays, laboratory reports, posters and oral presentations. Experimental design, laboratory and research skills are assessed through laboratory work and reports (B3 & 4). The project/dissertation at level 6 and, especially, the extended research project at level 7 allow a student to demonstrate these skills at the highest possible level (B5, 6 & 7). Achieving outcome 8 is encouraged through the implementation of individual learning plans as part of the PDP. The ability to communicate is assessed via a variety of written assessments including essay, report and posters and well as orally including presentation (B1).

Practical skills (C1, C2, C6 & C7) are assessed through laboratory and project reports. The proficiency in key technical skills (C1) is assessed by a practical test in the first year. Literature searching skills (C4) are assessed through reports, tutorials and presentations as part of the coursework but with emphasis on the project/dissertation in the final year and the extended research project at level 7. The ability to analyse data scientifically (C2, 3, 5, & 6) is assessed through reports of formal laboratory work, project/dissertation reports, and the literature review. Communication skills (D1 & 8) are demonstrated by oral and poster presentations using the appropriate software (D5) given at levels 4, 5, 6 and 7 in the units Graduate Skills 1, Level 5 Tutorial Programme, the Honours Project and the extended research project where the students are expected to participate in a student symposium open to external examiners and other invited people. At level 6 the Honours Project allows the student to demonstrate independent learning skills (D2 & 6), acquired during levels 4 and 5, where assessments include practical reports, examinations, experimental record keeping and essay writing with student reflection upon their learning provided by the PDP system. The final year project and extended research project at level 7 also provides the student with the opportunity to demonstrate their problem-solving skills (D3) that have been developed and assessed in previous years by participation in formative workshops, completing multiple-choice questionnaires, and laboratory exercises as well as examinations. The ability to work as part of a team (D6) is assessed by the student's performance in exercises designed for groups such as team laboratory work, fieldwork, poster presentations, and group project work, where this is applicable. The application of statistical and numeracy skills (D4) in analysing biology data is assessed by short answer questionnaire, multiple-choice questionnaires, practical/field reports and by the final year project report and the level 7 extended research project report. Personal development in time management (D7) and prioritising workloads is assessed via the PDP and tutorial systems, and the levels 6 and 7 projects. At level 7 learning outcomes D2, D3, D5, D7 are assessed by the production of a literature review and a research methodologies portfolio. Learning outcome D9 is assessed at different levels according to the extent and nature of the experience. Long-term work or Erasmus placements taken at level 7 are assessed by the production of a report, equivalent to the extended research project report, an oral presentation and a research methodologies portfolio. Short-term Erasmus or Operation Wallacea placements taken



between levels 5 and 6 are assessed by the production of a report, as are short-term work placements providing confidentiality agreement by the employer.

#### Level 4

The assessment strategy focuses on ensuring engagement with the whole curriculum and providing early feedback on performance using mainly MCQs, short answer tests and in-practical questionnaires. Writing skills are developed through the tutorial system where essay writing is discussed, then tested. Practical skills are assessed in class in the experimental biology unit. Effective use of library resources is demonstrated via the appropriate use references and bibliography. The developing writing skills are 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 skill 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 unthreatening environment of their tutorial group. Direct engagement with scientific literature is encouraged through the tutorial system. Expectations of increased use of texts in addition to classroom-delivered material are tested through the end of year 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

The expectation of a much greater use of the primary scientific literature is expressed in unit documentation and is implied by 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. 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 work 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](#)<sup>1</sup> 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

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<sup>1</sup> [www.port.ac.uk/unitwebsearch](http://www.port.ac.uk/unitwebsearch)

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 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

A 20 credit Institution Wide Language Programme can be taken at Level 5, giving students the opportunity to develop language skills for further study or work abroad.

The University Personal Development Planning scheme is administered and developed by personal tutors through Graduate Skills 1 and the Level 5 Tutorial Programme in the first two years. This will be continued at level 6 by the project supervisors who will be involved in giving careers advice.

Career management skills are a major component of the tutorial system unit that all students take place during their course. Personal tutors undertake the assessment and feedback.

Embedded within the curriculum are opportunities to develop generic and subject-specific workplace skills. At level 4, basic presentation and writing skills are fostered by group and individual feedback 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 addresses the lack of training in this area in schools. Career planning is a major aspect of the Level 5 Tutorial Programme. Research careers are addressed by a presentation from staff to Level 6 students. The School Research Day focuses on the activities of our Level 6 students. Their project work is highlighted through poster presentation to which members of the local business and government community are invited. They also participate in a presentation from a local employment agency that specialises in scientific and technical careers. 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.

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 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*.

## Course Management

### 20. Support for Student Learning

- The Course is managed as part of the Biological Sciences BSc programme by a team comprising the Head of School, Associate Head (Learning and Teaching) and the 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.
- Academic Skills Unit (ASK)
- Additional Support and Disability Advice Centre (ASDAC)
- The Student Centre incorporating Students Union and Student Services

- Excellent library facilities with recently extended working areas and enhanced electronic resources
- All units are supported by their own Moodle sites
- 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, local 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 at grade A. See undergraduate prospectus for list of other qualifications.

Student from taking the BSc (Hons) 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.

### 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
- Board of Studies with overall responsibilities for operation and content of course
- Student Representatives and Student Staff Consultative Committee
- Associate Head (Learning and Teaching)

- Head of School
- Associate Deans (Academic) and (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 Committee
- Unit and Course level student feedback questionnaires
- Meetings of External Examiners with students on 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**

- The 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 is required to undertake appropriate University of Portsmouth learning and teaching programmes
- The academic staff is encouraged to seek Higher Education Academy membership
- Academic staff new to teaching is 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 Regulations<sup>2</sup>](#)).

## **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

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<sup>2</sup> [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)

## 25. Indicators of Standards and Quality

### A. Professional Accreditation/Recognition

Accreditation will be sought from 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.

### C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*<sup>3</sup>).

### 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 Portsmouth](#)<sup>4</sup> and [School of Biological Sciences](#)<sup>5</sup> websites

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<sup>3</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf](http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf)

<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [www.port.ac.uk/school-of-biological-sciences/](http://www.port.ac.uk/school-of-biological-sciences/)