

# **BSc (Hons) Aquaculture and Fishery Management (University Centre Sparsholt)**

## *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 (Honours) Aquaculture and Fishery Management

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

UCAS Code D480, Course Code R0040F/P

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University Centre Sparsholt, Sparsholt College Hampshire

### **5. Accrediting Body**

N/A

### **6. QAA Benchmark Groups**

Biosciences (2015). Benchmark Statement for Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (A), and Biosciences (B) (2009)

### **7. Document Control Information**

July 2018

### **8. Effective Session**

2018-19

### **9. Author**

DE Hide

### **10. Faculty**

Faculty of Science

### **11. Department**

School of Biological Sciences

## Curriculum

### **12. Educational Aims**

The Mission Statement of the College is to inspire learners to recognise and achieve their full potential.

The aims of the Higher Education provision for the land-based industries are:

- To provide, in consultation with the land-based industries, course programmes which will meet current and anticipated education and training needs;

- To provide a systematic, coherent and balanced education through study within the course programmes on offer;
- To create an environment within which each student may fully realise his or her academic potential and within which the student's achievements are recognised;
- To develop, test and assess at appropriate level each student's intellectual capabilities;
- To equip each student with the necessary transferable skills and applied knowledge to enable them to make an immediate contribution in employment or to progress to further study;
- To provide course programmes that ensure equality of opportunity and encourage access and participation.

The aims of the BSc (Hons) Aquaculture and Fishery Management programme are:

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible coherent programme of study.
- To develop and assess a range of key skills by means of opportunities provided in the units of study.
- To provide a high level of work-based and work-related learning.
- To develop technical and work specific skills underpinned by academic learning.
- To equip graduates with the necessary transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career opportunities.

### 13. Reference Points

The programme outcomes have been developed taking account of:

- UK Quality Code for Higher Education
- University of Portsmouth Curriculum Framework (2016)
- University of Portsmouth Code of Practice for Work-based and Placement Learning (2015)
- The scholarship and research expertise of academic members of staff
- Framework for Higher Education Qualifications (FHEQ)
- QAA Benchmark Statement for Agriculture, Forestry, Agricultural Science, Food Sciences and Consumer Sciences (2009).
- QAA Benchmark Statement for Biosciences (2015)

Please note the benchmark statements have been used as a guide and are not necessarily quoted verbatim

### 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

## 15. Learning Outcomes

Students will be able to demonstrate, at a threshold level, the:

### A. Knowledge and Understanding of:

- A.1 Terminology, nomenclature and classification systems used in Aquaculture and Fishery Management (B)
- A.2 Scientific principles of sustainable production systems and environmental conservation
- A.3 Biological factors limiting production of aquatic systems and aquaculture systems (A)
- A.4 Aquaculture production systems and how they can be improved (A)
- A.5 Methods of acquiring, interpreting and analysing information with a critical understanding of the context for their use (B)
- A.6 Practical and presentational methods relevant to aquaculture and fishery management including data analysis and the use of statistics (B)
- A.7 Principles of habitat and aquatic ecology and conservation
- A.8 Changes and developments in aquaculture and recreational fishery management
- A.9 Economic and business management theory and techniques (A)
- A.10 Regulatory and advisory bodies and their roles related to aquaculture and fishery management (A)
- A.11 The need for ethical standards and professional codes of experimental design (B)

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

- B.1 Recognise and apply subject specific theories, paradigms, concepts or principles (B)
- B.2 Analyse, summarise and synthesize information from a variety of sources, considering issues from a number of perspectives to arrive at a considered judgement (B)
- B.3 Apply subject knowledge and understanding to address familiar and unfamiliar problems (A)
- B.4 Analyse, summarise and synthesize information from a variety of sources, considering issues from a number of perspectives to arrive at a considered judgement (B)
- B.5 Design an experiment, investigation or survey to test a hypothesis or proposition (A)
- B.6 Demonstrate awareness of the provisional nature of the facts and principles associated with the discipline (A)

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

- C.1 Design, plan, conduct and report on an investigation which may involve primary and secondary data (B)
- C.2 Collect, record, collate and analyse information or data in the library, laboratory or field, using appropriate techniques (B)
- C.3 Devise, plan and undertake field and laboratory investigations in a responsible, safe and manner, paying due attention to risk assessment, rights of access, relevant health and safety regulations and legal requirements (A)
- C.4 Appreciate and analyse financial and other management information and its use in decision making (A)
- C.5 Critically appreciate and apply techniques and concepts available to assist effective business management

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

- D.1 Appreciate issues of sample selection, accuracy, precision and uncertainty during collection, recording and analysis of data in the field and laboratory and the difficulties of incomplete information (A)

- D.2 Receive and respond to a variety of sources of information: textual, numerical, verbal and graphical (B)
- D.3 Prepare, process, interpret and present data and solve problems using appropriate qualitative and quantitative, computer based and non-computer based techniques and packages (A)
- D.4 Cite and reference work in an appropriate manner (B)
- D.5 Use the internet and other electronic sources critically as a means of communication and sources of information (B)
- D.6 Identify and work towards targets for personal, academic, professional and career development (B)
- D.7 Evaluate performance as an individual and a team member (A)
- D.8 Take responsibility for personal and professional learning and development (A)
- D.9 Develop an appreciation of the interdisciplinary nature of science and the validity of different points of view (B)

## 16. Learning and Teaching Strategies and Methods

The programme of learning will be managed through a combination of lectures, visits, industrial placement, practical lab work & fieldwork, visiting speakers and guided independent study (A1-A11). The use of specific group projects and independent research will allow students to pursue more advanced knowledge and understanding. A11 is incorporated into taught sessions on experimental design and through dissertation tutorials.

Cognitive skills are conveyed through a combination of lectures, seminars, fieldwork and coursework such as laboratory investigations, assignments, seminars, applied guided research projects, work placements and group work (B1-B6).

Subject -specific practical skills are developed through a combination of lectures, laboratory practicals, practical fieldwork, guided and independent study, tutorials and work placements (C1-C5).

Transferable skills are developed through computer-based and non-computer-based work, they are embedded throughout the programme and are also supported by fieldwork and laboratory practicals as well as visiting speakers, group work and individual tutorial support (D1-D9).

## 17. Assessment Strategy

Level 4 and 5 work is assessed primarily through examination and coursework, including assignments, laboratory and fieldwork reports, presentation and seminars (A1-A11). Level 6 work is assessed through examinations, coursework, report preparation (A1-A11) and the dissertation (A5, A6, A11).

Cognitive skills at Level 4 and 5 are assessed primarily through examinations and coursework (B1-B6). Level 6 work is assessed through examinations, coursework, applied guided research and dissertation (B1-B6).

Practical skills at Levels 4 and 5 are assessed primarily through coursework, including assignments, laboratory reports, presentations and seminars (C1-C4). Level 6 is assessed through coursework, a business plan and the dissertation (C1-C5).

Assessment of transferable and key skills is evidenced through coursework, presentations and group, laboratory and field investigations.

Assessment will be both formative and summative throughout the programme. Formative assessments throughout the duration of studies will allow for skill development and the potential for learners to develop both research and study skills as well as the technical and subject specific knowledge.

### Level 4

The assessment approaches for the core units include all the different assessment types the student is likely to encounter at the higher levels (bar the research project) but at a learning level that befits a first year student. The assessments have been selected so as to enable students to

practice research and referencing, writing essays and reports, preparing short presentations and learning to collect information for lab reports and portfolios, as well as building confidence in their ability to learn. Formative assessment will enable the students to practice these skills before the final summative assessment, e.g., in the Introductory Science unit the best mark out of three lab report write ups is used for the summative assessment grade. The in class tests and end of year exams will provide an opportunity for the students to demonstrate their knowledge base. Formative assessment will also enable the students to demonstrate practical industrial skills, e.g., during the unit duties in the Industry Skills unit and during the fry rearing in the Salmonid Farming unit.

Core units at this level do not allow students great scope to choose their assessment topics, or to provide evidence of critical thinking or in-depth analysis as it is believed that these areas test higher level cognitive skills that are best suited to levels 5 and particularly 6.

### Level 5

The assessment approaches for level 5 units expand on those for level 4 enabling the students to exercise more choice in assessment topics. Formative assessment will be used to test skills development and the application of knowledge. For example, in the Financial Studies unit the students undertake a variety of formative case studies and in the Fish Health unit formative in class tests are undertaken on pathogen identification and management and treatment calculations. Students will be expected to use a wide range of published source material and will be expected to correctly acknowledge all sources. Increased use of essays and portfolios will demonstrate their ability to work independently, and examinations will continue to prepare them for level 6.

### Level 6

The assessment approach for level 6 involves the students being given as much scope as possible to develop their personal interests within each of the subject areas. Assessments are designed to gauge higher level cognitive skills and the ability to critically evaluate and utilise knowledge appropriately. Seminars and case studies will be used extensively so that all students can be drawn into an atmosphere of intellectual curiosity. The Developments in Fish Production & Processing unit involves the group undertaking collaborative industrial research. The experimental planning, background literature review, data collection and analysis and write up provides valuable skills development and formative assessment for the independent research of the Dissertation unit. Examination questions will be designed for students to demonstrate their wider reading and ability to analyse problems and evaluate scientific debate.

## **18. Course Structure, Progression and Award Requirements**

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

Total unit value: 360 credits for the full Honours degree of award (standard university rules apply. The regulations must be consulted for a full description of exit awards).

There are three intermediary exit awards:

- Certificate of Higher Education requiring 120 credits
- Diploma of Higher Education requiring 240 credits
- BSc Aquaculture and Fishery Management requiring 300 credits

BSc (Hons) Aquaculture and Fishery Management is offered as a 3-year full-time programme. A flexible part-time route is available through students completing a part-time Foundation Degree and then Level 6 of the honours degree part time.

One credit is equivalent to 10 hours of learning. Each Level comprises of a minimum of 120 credits. Units are offered as 10 or 20 credits with the final year dissertation being 30 credits.

Initial assessment during induction includes an array of tests including on-entry skills assessment and learning styles test (for example VARK). The results of these are used to produce a profile of each student for the personal tutor, and a group profile for the course team. Where appropriate, students are referred to the Learning Support Advisors for diagnostic testing and support. Each

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

student and tutor set aims and objectives as part of an individual Personal Development Plan (PDP), which is developed and monitored through the individual tutorial system during the course and a portfolio developed through Work Placement units. Study skills, employability skills and career management skills are developed throughout the curricula, especially through the Work Placement units and the Dissertation and through individual and group tutorials. University Centre Sparsholt operates a 'flying start' programme for students to insure developmental formative assessment, with feedback, occurs within the first two weeks of the academic year. The college recognises formative assessment as an integral and required element of the learning process. Penalties for non-completion of formative assessment may range from grade penalties on summative assessments to withdrawal of services. See Sparsholt Policy on Higher Education Student Performance and Conduct.

Links with employers occur through the work placements and through a range of structured industrial visits. Specialist guest lecturers also provide students with insight into areas of work and employability.

Careers guidance is included through group and individual tutorial support throughout Levels 4, 5 and 6. Guest speakers also provide useful careers guidance.

## **19. Employability Statement**

Sparsholt College benefits from a high profile locally, regionally and nationally in the land-based industries. Through their time at the college, students are exposed to a great swathe of the fish related industries through visits, guest lectures and their work placements.

Employability skills are developed across the curriculum and specifically through the Work Placement/Practice units. Personal Development Planning is embedded in the programme and explored in personal and group tutorials.

Part and full time students are likely to be gaining employability skills through work-place learning opportunities and all students will directly benefit from the on-site physical resources at the College. On-site facilities provide real-work environments where students can begin to develop their applied knowledge and understanding of business skills.

Specialist units make use of realistic simulations and case studies associated with the real-work environments provided by the facilities at the College. Students will be aware of the importance of voluntary work and of extra-curricular activities to develop the skills needed by employers and the industry. Employers will be involved in specialist units as guest speakers and visits will relate directly to the requirements of employers and industry.

It is expected that some students will already be working in the industry (or an associated industry) on a part-time basis and other prospective students will be encouraged to gain experience of the industry through voluntary work or part time employment.

### Links with employers:

A key strength of the provision at University Centre Sparsholt, Sparsholt College is the link to employers in developing a higher level vocational curriculum.

The Learning Area of Fishery Studies engages extensively with the aquatic ecological management sector through day-to-day work with students (for example in conducting fishery surveys), through participation in committees, conferences and events (with organisations such as the DEFRA, Environment Agency, Institute of Fisheries Management and Salmon & Trout Association) and in the work of its full-time staff in the private sector. Many lecturing staff maintain business out with the College as professional fish farmers, fishery managers and consultants; this ensures that the Learning Area has intimate contact with the industry it serves. Membership of Trade associations, the European and World Aquaculture societies informs the curriculum programme and ensures staff are aware of current trends in production and research. This is also enhanced by regular attendance at international conferences in these fields, with SCH staff chairing conference sessions and presenting papers. Department membership of AQUATT (A European forum for developing consistency within aquaculture teaching and research) has meant that the curriculum has relevance throughout Europe as well as in UK.

This close involvement with the industry is reflected across the whole curriculum and enables current developments to be incorporated into the programme. In particular, guest lecturers are a regular feature.

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Tutor
- Collaborative programmes are managed on a day-to-day basis by the Partner Contact who may or may not be the Course Tutor
- Extensive induction programme introduces the student to the University of Portsmouth, University Centre Sparsholt and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- College support services include careers, financial advice, housing, counselling etc.
- Learning Support and Disability Advisors provide DSA assessments and required learning support
- Excellent library facilities at both U of Portsmouth and University Centre Sparsholt at Sparsholt College
- A well-equipped teaching block, the Sainsbury Building, with a lecture theatre, laboratories and other teaching facilities is available
- Student, course and unit handbooks provide information about the course structure and University/College regulations etc.
- Feedback is provided for all assessments, both summative and formative
- Personal Development Planning (PDP) for all awards
- Group and individual briefings are given prior to all placements with employers and students receiving handbooks to support the learning whilst on placement

### 21. Admissions Criteria

#### A. Academic Admissions Criteria

Entry requirements are:

- Academic judgement that the student will benefit from the programme and successfully complete the course
- 96-112UCAS points, which can be evidenced by:

	A Level	BTEC Extended Diploma	City & Guilds Ext. Diploma	BTEC Diploma	City & Guilds Diploma	Access to HE	International Baccalaureate
<b>All courses</b>	GCSE math & English at Grade C or above or L2 Functional skills in maths and English						
BSc	3 A level passes, including 2 at Grade C or above - one A level C should be in a Science	DMM	M + 6 units at Distinction	N/A	N/A	A merit profile in a relevant Access courses with 45 credits at level 3	24 pts with HL Science at 4

Pre-college experience in an appropriate work area or as a volunteer is strongly recommended.

We welcome applications from mature students (over 21 years) with experience or interest in all aspects of land based industries and we consider each application on an individual basis. If appropriate, prior learning may be assessed and accredited through the [University of Portsmouth Recognition of Prior Experience and Learning \(RP\(E\)L\) process](#)<sup>2</sup>.

<sup>2</sup> [www.port.ac.uk/accesstoinformation/policies/accreditationofpriorlearning/filetodownload,11037,en.pdf](http://www.port.ac.uk/accesstoinformation/policies/accreditationofpriorlearning/filetodownload,11037,en.pdf)

Applicants wishing to start the course in the autumn after leaving school are expected to have completed 14 years of schooling and normally be aged 18 or over.

International students will be expected to demonstrate an IELTS score of 6.0 in proficiency in English language

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 Sparsholt on a course of their choice.

## **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 Tutor's Annual Standards and Quality Evaluative Review (ASQER)
- University Academic Contact's Annual Standards and Quality Report
- Annual Standards and Quality Evaluative Review for Collaborative Programmes including consideration of Subject and Award External Examiner Reports
- Unit and Course Level student feedback considered at Unit Assessment Boards, Boards of Study and Exam Boards
- Unit Assessment Board (UAB) consideration of student performance for each unit
- Periodic Collaborative Programme Review
- Periodic Collaborative Partner Review
- Student Representatives/ Learner Voice/ HE Student Council
- Staff Appraisals and Performance and Development Review
- Peer Review including Teaching and Learning observations
- Ethics and Research Standards Group's Annual Report

### **B. Responsibilities for Monitoring and Evaluation**

- Unit tutors for unit content and delivery
- Course Tutor for day-to-day running of course
- Partner Institution Academic Contact
- University Contact
- Board of Studies
- Head of Faculty
- Assistant Principal of Higher Education, University Centre Sparsholt
- Associate Dean (Academic)
- Associate Dean (Students)
- Unit Assessment Boards, Award and Progression Board of Examiners
- Ethics and Research Standards Group for ethical review and project approval

### **C. Mechanisms for Gaining Student Feedback**

- Student representation on the Governing Board
- HE Student Council and Cross College Learner voice meetings
- Board of Studies
- Unit and Course and College level student feedback questionnaires

- The College participates in external student surveys, e.g., National Student Survey (NSS),
- Sparsholt Learner Surveys

#### **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support, guidance and professional certification
- Annual Teaching observations inform CPD requirements
- Annual staff appraisal reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake PTTLs, or equivalent, initially (Staff teaching in both FE and HE are required to undertake PGCE-PCET equivalent)
- All academic staff are required to seek Higher Education Academy Fellowship and/or participate in the University of Portsmouth APEX programme
- Academic staff new to teaching required to undertake New Teaching Staff Induction
- Support Staff are encouraged to attend short courses in areas such as specific IT packages

### **23. Assessment Regulations**

The current University of Portsmouth academic regulations for Collaborative Partners will apply to this programme (see [Regulations and Handbooks](#)<sup>3</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

### **25. Indicators of Standards and Quality**

#### **A. Professional Accreditation/Recognition**

N/A

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

The outcomes from the periodic Review in January 2014 confirmed fitness of purpose of curriculum, it also found the annual monitoring and review processes effective.

The key strengths of provision were as follows:

- The college is clearly responsive to feedback received from the external examiners, students and the University

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<sup>3</sup>  
[www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentation/RegulationsandHandbooks/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/CollaborativePartnerships/documentation/RegulationsandHandbooks/)

- Clear evidence of critical and evaluative reviews of the provision to enhance the student experience
- Wide breadth of curriculum to reflect the complex and diverse sector areas
- Having practitioners on the teaching team is clearly advantageous to students
- Extensive, effective and proactive student engagement in enhancing quality

### **C. Quality Assurance Agency**

The College underwent QAA Higher Education Review in March 2014.

The report confirms that:

- The maintenance of the threshold academic standards of the awards offered on behalf of the degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the provider's information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities meets UK expectations

The full report is available at [QAA report – Sparsholt College](#)<sup>4</sup>

University of Portsmouth: 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>5</sup>).

### **D. Teaching Excellence Framework**

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

## **26. Further Information**

Further information may be found in:

- Student, Course and Unit Handbooks
- University of Portsmouth Curriculum Framework Document
- Sparsholt College Higher Education Prospectus
- [University of Portsmouth](#)<sup>6</sup>, [School of Biological Sciences](#)<sup>7</sup> and [Sparsholt College](#)<sup>8</sup> websites

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<sup>4</sup> [www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10006050#.VR1SfKNwaUk](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10006050#.VR1SfKNwaUk)

<sup>5</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>6</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>7</sup> [www.port.ac.uk/school-of-biological-sciences/](http://www.port.ac.uk/school-of-biological-sciences/)

<sup>8</sup> [www.sparsholt.ac.uk](http://www.sparsholt.ac.uk)