



UNIVERSITY OF
PORTSMOUTH

WHAT IS

Connected Curriculum?

CONNECTED CURRICULUM

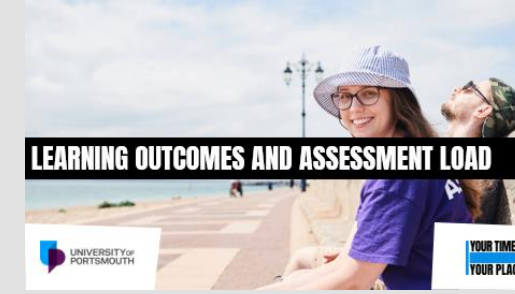
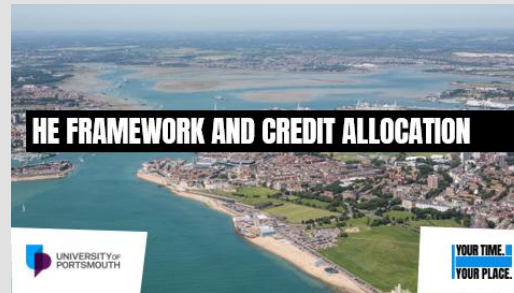
YOUR TIME.
YOUR PLACE.


CONTEXT

The Portsmouth Connected Curriculum document replaces the previous *Curriculum Framework Specification* (dated June 2018) for all home courses running from August 2027.

Based upon University of Portsmouth vision, mission and strategy, the Portsmouth Connected Curriculum aims to promote and incorporate innovative and effective teaching and learning practices, allowing for flexibility in course design, teaching and assessment and progression to graduate employment.

CONTENTS



Tip – in slideshow view, click any image to take you to the section 





INTRODUCTION



The **Portsmouth Connected Curriculum** provides principles and guidance for the design, development, teaching and assessment of courses at the University of Portsmouth. **It applies to all taught home courses with effect from 2027-2028.**

There is no requirement for Collaborative and Externally validated courses to comply with the Portsmouth Connected Curriculum. Those course teams are, nonetheless, encouraged to consider and adopt this curriculum, if applicable.

This document, with close reference to the University's mission and vision, and underpinned by the University, Education and Global Engagement strategies, affirms the University of Portsmouth's commitment to ensuring an outstanding and transformative student experience through the delivery of courses that provide the skills and knowledge for success.

Back to contents



These ambitions are achieved through four key pillars of Portsmouth Connected Curriculum

**Contemporary
curriculum**

**Skills and
employability**

**Inclusivity and
support**

**Authentic and
altruistic
teaching and
learning**

CONTEMPORARY CURRICULUM

Contemporary curriculum, based on academic, subject and research excellence, underpinned by relevant developments, innovations, digital technologies and professional practices in its subject areas.



SKILLS AND EMPLOYABILITY

Skills and employability, informed by local, national and global demands, to produce future-ready graduates.





INCLUSIVITY AND SUPPORT

Inclusivity and support, driven by our EDI commitments, to ensure all students are effectively and appropriately supported to succeed in their studies.

AUTHENTIC AND ALTRUISTIC TEACHING AND LEARNING

Authentic and altruistic, where teaching, learning and assessments methods allow students to achieve their best work and actively engage in their educational experience through feedback, co-production and reflection.



CONTEMPORARY CURRICULUM

Contemporary curriculum, based on academic, subject and research excellence, underpinned by relevant developments, innovations, digital technologies and professional practices in its subject areas.

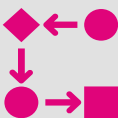
- Courses demonstrate the critical and reflective knowledge and understanding of their subject, its principles, practices and boundaries.
- Courses are designed to enable students to learn together, independently, analytically and creatively, and give students the opportunity to engage imaginatively with new areas of investigation within and across disciplinary boundaries.



- Learning, teaching and assessment will support students to synthesise new and existing knowledge in order to generate ideas and develop creative solutions of benefit to the economy and society.
- Courses draw on research, innovation and professional practice, so as to remain current and relevant.
- Courses are designed to support students with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability.
- A pedagogic stance based on the notion of “teach well, consistently well, every session, for every student, every time”. Learning, teaching and assessment will inspire students through pedagogical techniques, practices and technologies that facilitate engaged and interactive learning.

Skills and employability, informed by local, national and global demands, to produce industry-ready graduates

- A 'broader base' for industry-ready graduates: courses align with evolving local, national and global employment demands to equip students with relevant, transferable skills for immediate workplace readiness and entrepreneurship.
- Career-enhancing opportunities: curricula integrate practical experiences such as internships, placements, projects and research, fostering real-world engagement and professional growth.
- Global mobility and outlook: courses support international exchange and work placements, enriching students' adaptability and cultural competence.
- Adaptable and resilient graduates who are empowered to thrive in diverse environments, embracing flexibility, awareness and realistic expectations in dynamic contexts.
- Dynamic and innovative curricula, continually enhanced to remain current and relevant, integrating teaching, research, and professional practice to address evolving societal and economic needs.
- Courses provide career-enhancing opportunities that address the changing employment needs and landscape. Such opportunities include work-experience, internships and placements, real or 'live' projects, enterprise, research and volunteering, and embedding identifiable skills development within and across the curriculum.
- Social mobility and capital: courses are designed to enhance social mobility by empowering students to build networks, confidence and skills that increase their social capital, enabling them to access and thrive in diverse professional and community settings.



INCLUSIVITY AND SUPPORT

Inclusivity and support, driven by our EDI commitments, to ensure all students are effectively and appropriately supported to succeed in their studies

- Courses are designed to aid transition to higher education and the subject area, and to provide both personal and academic support, and foster inclusivity and equality of opportunity.
- Students are supported to become independent learners and engage in deep learning, and to be intellectually curious, embrace challenges and seize opportunities for development.
- Students are supported to communicate clearly and effectively, in a range of forms and to different audiences.



- Students are supported to engage with and consider all views and opinions, and to understand how to challenge them respectfully in the case of disagreement.
- Courses enable students to locate, access and critically engage with information, using current and emerging technologies.
- Students are supported to be proactive in recognising and addressing personal development needs.
- Courses demonstrate a range of perspectives, fostering informed citizenship, and promoting diversity and respect.



AUTHENTIC AND ALTRUISTIC TEACHING AND LEARNING



Authentic and altruistic, where teaching, learning and assessments methods allow students to achieve their best work and actively engage in their educational experience through feedback and community learning.

- Curricula are designed to achieve assessment of and for learning, and provide both formative and summative assessment, underpinned by authentic assessment principles.
- Authentic assessment methods mirror real-world professional tasks, enabling students to tailor their learning to their career aspirations.
- Students are supported to use and incorporate AI in their studies in a safe, responsible, accountable and ethical manner.

- Engage students as active partners in learning, and enable continuous enhancement of curricula by incorporating feedback, evaluation and review into the design and development of the course.
- Student feedback is central to monitoring, review and continuous enhancement of courses, and is gathered regularly through a variety of formal and informal mechanisms.
- Partnership between course teams and students to co-create elements of curricula.
- Courses are informed by internal and external management information, and benchmarked, as appropriate.



An aerial photograph of Portsmouth, UK, showing the harbour, the city, and the surrounding landscape. The harbour is filled with boats and ships, and the city is built on a peninsula. The surrounding landscape is green and hilly.

THE FRAMEWORK AND CREDIT ALLOCATION

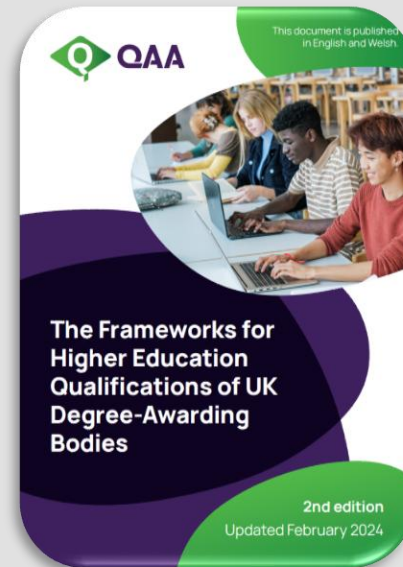
HE FRAMEWORK AND CREDIT ALLOCATION

The UoP framework has been produced with reference to the [QAA Framework](#) for Higher Education Qualifications in England, Wales and Northern Ireland and the QAA Quality Code.

The QAA Framework provides collectively agreed requirements or points of comparison (at international, national and degree-awarding body level) which are used by degree-awarding bodies to ensure consistency in academic standards.

All elements of the UoP curriculum should comply with these requirements and colleagues are encouraged to familiarise themselves with the QAA Framework and Quality Code.

We are also required to ensure that the academic standards of courses meet the [Office for Students](#) requirements and conditions of registration.



THE FRAMEWORK AND CREDIT ALLOCATION



Qualifications normally comprise modules that are taught and assessed at a particular level. The level indicates the relative academic challenge, complexity of understanding, depth of learning, and degree of autonomy expected of the learner undertaking the module.

Each module has a set of learning outcomes and, to earn credit, a student must satisfy the assessment criteria for the module.

The module is the smallest entity for which credit is awarded and a student cannot gain a proportion of the total credit. The credit awarded for the successful completion of the module is the credit value of the module.

Modules forming part of the Institution Wide Module Programme, including Institution Wide Language Programme offered as options outside of a language course, will be assigned to an appropriate FHEQ level of learning through the use of a translation table. As such they will count towards credit accumulation and, where the level is appropriate, to classification.

[Back to contents](#)

THE FRAMEWORK AND CREDIT ALLOCATION

The Connected Curriculum Framework refers to credit-bearing taught modules. Non-credit bearing modules are covered by the [Flexible Curriculum Framework](#).

Undergraduate and postgraduate modules are rated in multiples of 15. Each credit point is equal to ½ ECTS (European Credit Transfer System) and is equivalent to ten notional hours of student activity (study hours) regardless of mode or location of study. Study hours include formal contact time, directed study, and independent study.

Minimum credit ratifying for an award is outlined in [Awards of the University of Portsmouth](#).

Undergraduate courses, whatever the mode of study, are divided into stages. These stages are based on the volume and level of credit that will enable students to exit with accumulated credit and, where sufficient credit has been accumulated, with a nationally recognised award.

Placement years are not considered as progression points. Level 7 Postgraduate courses, whatever the mode of study, are not defined in terms of stages, unless specifically designed with staged exit awards.



CURRICULUM STRUCTURE

CURRICULUM STRUCTURE

The standard academic year starts in September with exact dates published by the Academic Registry. It consists of 3 terms, starting in September, January and May, respectively.

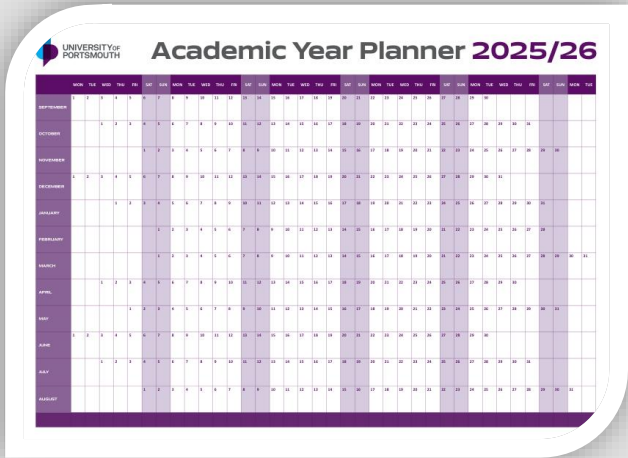
Each term starts with an Induction week, followed by 10 teaching weeks, including directed study, with a mid-term assessment week and an end of term assessment and examination period, as shown in Table 1 (next slide).

Modules can be taught in one or two terms. Modules taught across three terms require an approved exemption (except Level 8 modules).

Induction week can be used as refresher and/or teaching week for continuing students.

Mid-term assessment week can be used for retrieval of failure from the previous term.

Assessments should not take place during Christmas, Easter and summer breaks. Scheduled exams should not take place outside assessment weeks.



CURRICULUM STRUCTURE

[Back to contents](#)

Table 1. Summary of academic year teaching and assessment activities

Week number	Formal teaching week number	Activity
7	1	September Induction
8-12	2-6	Term 1
13	7	Mid-term assessment week
14-18	8-12	Term 1
19-24*	13-18*	Assessment period
24	18	January Induction
25-29	19-23	Term 2
30	24	Mid-term assessment week
31-38**	25-32**	Term 2
39-42	33-36	Assessment period
43	37	May Induction
44-48	38-42	Term 3
49	43	Mid-term assessment week
50-2	44-48	Term 3
3-6***	49-52***	Assessment period

* A three-week Christmas Break is included in this period

** A three-week Easter Break is included in this period

*** A two-week Summer Break is included in this period

CURRICULUM STRUCTURE

For campus-based courses – Levels 4, 5, 6, including Foundation year, will be taught as follows:

- Full time and part-time – Level 4: course teams are encouraged to implement a single 120-credit module structure, to support student transition to HE and accommodate extended induction. Where the 120-credit model is not feasible, all credits will be taught in 30-credit modules or multiples thereof, structured to support students' transition to higher education. Course teams must be mindful of the assessment load, especially in the first term, to prevent early failure.



- Full time and part-time – Levels 5 and 6: all credits will be taught in 30-credit modules or multiples thereof. Modules may be contained into a single term or span across two terms. Course teams must be mindful to incorporate career-enhancing activities and authentic assessments in the curriculum and accommodate part-year placements and exchanges, with project/dissertation/work-based learning modules, typically spanning across two terms, permitted up to 60 credits. No more than two 15-credit modules are permitted unless an approved exemption is in place.
- Full time and part time – Levels 7 and 8: all credits will be taught in 30-credit modules or multiples thereof, but single modules with credit loads above 60 credits are not allowed.

Whilst a minimum number of academic year-long credits is not specified, there is an expectation that teaching activities at all levels and for all modes of study will be appropriate to the student entry profile and course mode.

“Connected Curriculum offers flexibility in course structure arrangements; modules can span across two terms, single term or half of the term.

Where the latter strategy is employed, course teams are advised to be mindful of the assessment arrangements during teaching weeks, which should be avoided unless continuous assessment strategy is employed.”

– Some of the possible models are shown over the next three slides



CURRICULUM STRUCTURE

Level 4 and Foundation year

Level 4

120-credit module

Level 4 and Foundation year

30-credit module

30-credit module

30-credit module

30-credit module

Level 4 and Foundation year

30-credit module

30-credit module

30-credit module

30-credit module



Back to contents

CURRICULUM STRUCTURE

Level 5 and Level 6

[Back to contents](#)

Level 5

30-credit module	30-credit module
30-credit module	15-credit module
	15-credit module

Level 5

30-credit module	30-credit module
15-credit module	30-credit module
15-credit module	

Levels 5 and 6

30-credit module	30-credit module
30-credit module	30-credit module

Level 6

30-credit module	30-credit module
15-credit module	30-credit module
15-credit module	

Level 6

30-credit module	
30-credit module	
30-credit module	30-credit module

CURRICULUM STRUCTURE

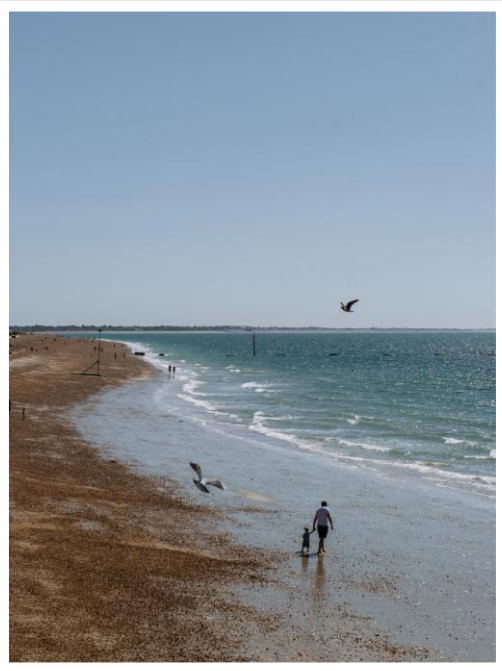
[Back to contents](#)

Level 7

Level 7		
30-credit module	30-credit module	60-credit module
30-credit module	30-credit module	

Level 7		
30-credit module	30-credit module	60-credit module
15-credit module	15-credit module	
15-credit module	15-credit module	

Level 7				
30-credit module	30-credit module	30-credit module	30-credit module	60-credit module



CURRICULUM STRUCTURE

These models are sufficiently flexible to accommodate most teaching and learning pedagogies and/or PSRB requirements. Any unavoidable exemptions should be sought at the time of course approval or through the formal Academic Policies Exemption process. **Exemptions will not automatically be granted**, and the expectation is that they will be avoided as far as possible.

Distance learning modules Levels 4 - 8 are expected to be primarily taught in a single term, taking account of the principles and guidance set out above, and in the Flexible Curriculum Framework.

Modules linked by prerequisites and corequisites should be kept to a minimum in order to facilitate student choice and access to the curriculum.

Where it is essential that two modules are studied at the same time, the modules should be linked by the use of corequisites. Where it is essential that specific modules or groups of modules have been studied before another module, then the latter module in the module specification document must explicitly state the prerequisite modules, including prerequisite module code and name. Where prerequisites and corequisites are specified, equivalent modules or learning will also be acceptable, as occurs in the case of advanced standing and RP(E)L.

CURRICULUM STRUCTURE

All modules must be designated as either **core** (required modules for all students studying for the named award) or **optional** (where students are free to choose, within defined constraints, between alternative modules that are specified within the course specification and contribute to the course learning outcomes).

All modules at Level 4 will be core. The allocation and positioning of credit between core and option beyond Level 4 is a matter of academic judgement, and a balance should be struck between choice and the management of the student learning experience, especially where there is a direct entry route beyond Level 4.

All students are expected to have the option to study 15 credits of Institution Wide Programme module (for example, languages) during Level 5, i.e. during the second year of study, in either term 1 or term 2. The number of 15 credits modules (core or optional) across Levels 5 and 6 is expected to be 2 and they must be delivered in the same term to ensure balanced credit allocation across the academic year.

Modules taught in a single term at Levels 5 - 7 enable January and May starts and part-year exchanges. This cannot be accommodated where modules span across multiple terms, especially for project/dissertation/work-based learning modules.

In cases where modules are shared across courses, colleagues must consult all course areas leaders prior to making changes.



STUDY HOURS

STUDY HOURS

The University adheres to UK and European expectations regarding credit and notional student learning hours (formal, directed, and independent). Thus 15 credits = 150 hours of learning and therefore 120 credits require 1200 hours of studying.

Study hours include formal contact time, directed study, and independent study. Formal contact time is expected to take the form of either face-to-face teaching or online synchronous teaching activities.

We would expect to see a higher level of directed study at Levels 3 and 4 to support students' transition to higher education.



STUDY HOURS

A full-time undergraduate student cannot be required to study more than 120 credits at any one stage. Credit loads for part-time courses, undergraduate courses and master courses will be considered during and confirmed through the course approval process.

Whilst it is recognised that credit is awarded for achievement of learning outcomes, and the University expects students to experience blended learning, students also expect and deserve some consistency in the University's approach to contact time (face-to-face or online synchronous) for conventionally taught modules along with clear explanations as to how they are expected to spend the non-contact time.



STUDY HOURS

The following slides provide guidance regarding typical ranges of contact time by level of study.

Whilst there is no expectation that every week will have an identical teaching structure, there is an expectation that there will be a balanced spread of activities throughout the period of timetabled teaching.

The module specification documents will include explicit details about the range of activities that will comprise the total notional study hours.



STUDY HOURS

It should be noted that the number of study hours in any module is expected to be distributed across:

a) preparation and planning for a module, such as pre-reading;

b) teaching weeks;

c) assessment weeks.

There is no expectation that students complete 600 hours (60 credits) of study within the 10-week teaching period.

STUDY HOURS

Back to contents

4

Level

30 (300 hours) credits
Typical contact hours would fall in the range 50–100 hours;
2–5 hours/week across two terms

5

Level

15 (150 hours) credits
Typical contact hours would fall in the range 20–40 hours;
2–4 hours/week in a single term

5

Level

30 (300 hours) credits
Typical contact hours would fall in the range 40–80 hours;
4–8 hours/week if a module is taught in a single term and 2–4 hours/week when module is taught across two terms.

6

Level

15 (150 hours) credits
Typical contact hours would fall in the range 10–40 hours;
1–4 hours/week in a single term

6

Level

30 (300 hours) credits
Typical contact hours would fall in the range 20–80 hours;
2–8 hours/week if a module is taught in a single term and 1–4 hours/week when module is taught across two terms



Placements, Work experience and Study abroad modules are encouraged. Implementation, credit level and consideration for degree classification purposes will likely depend on the subject area and PSRB requirements, where relevant.

Levels 7 and 8

15 (150 hours) credits
Typical contact hours would fall in the range 10–30 hours;
1–3 hours/week in a single term

Levels 7 and 8

30 (300 hours) credits
Typical contact hours would fall in the range 20–60 hours;
2–6 hours/week if a module is taught in a single term and 1–3 hours/week when module is taught across two terms



COURSE SPECIFICATION DOCUMENTS

COURSE SPECIFICATION DOCUMENTS

A course specification document will be produced for each course or group of courses according to the University's guidelines for the production of course specifications.

The course specification documents will define the expectations of the level of award for which students are studying. They must be produced in plain English and conform to the UoP accessibility standards.



COURSE SPECIFICATION DOCUMENTS

Subject Benchmark Statements (SBS) are not a prescription for course content, but the course specification and mapping table must make it clear which ones have been consulted and to what extent they have/have not been incorporated into the course and why.

For Combined Honours Degree Course and multidisciplinary courses, aspects of two or more SBS may need to be considered and documented.



COURSE SPECIFICATION DOCUMENTS

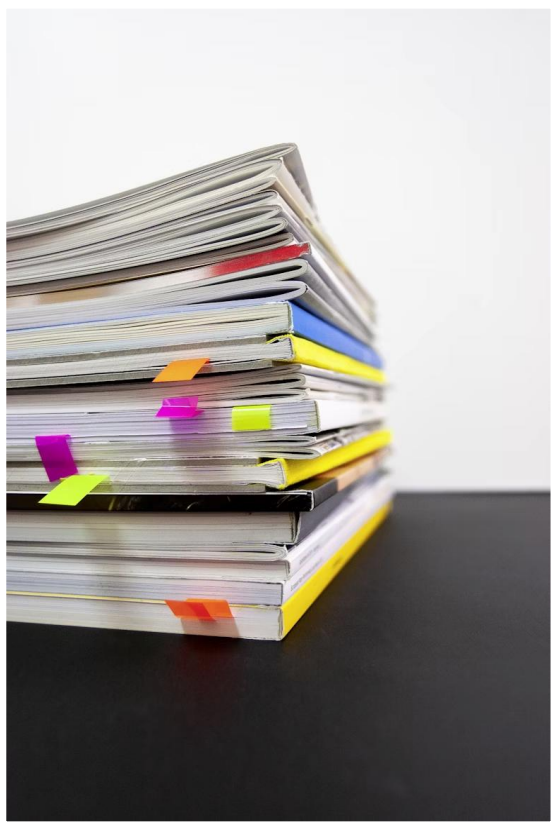
Course titles must be clear to students and all stakeholders, take account of SBSs, the expectations of the academic community, accurately represent the content and not be misleading.

Where courses share similar content but different titles, the justification for this should be made clear along with the marketing rationale.



COURSE SPECIFICATION DOCUMENTS

Course learning outcomes are greater than the sum of the module learning outcomes. They should be expressed at threshold level and be developed taking account of SBS, PSRB requirements and/or other regulatory standards requirements, as well as staff research and scholarship.





LEARNING OUTCOMES AND ASSESSMENT LOAD

LEARNING OUTCOMES AND ASSESSMENT LOAD

A 30-credit module is expected to have 2-3 learning outcomes (maximum 4), and a 15-credit module to have 1-2 learning outcomes (maximum 3). The maximum number of learning outcomes for 120 - credit module is 6.

Learning outcomes should be defined to reflect high level skills and competencies achieved in the module. All learning outcomes must be summatively assessed. A single module learning outcome can be assessed in multiple individual assessment artefacts where there is a strong rationale to do so. Individual module assessment artefacts must assess unique module learning outcomes (all module learning outcomes must not be assessed in all module assessment artefacts).

Maximum assessment load for traditional assessments types and their equivalence are given in Table 2 (next slide). Whilst the maximum assessments load has been defined taking in account diverse nature of modules and courses, as well as PSRB requirements, it is unlikely that all modules will require maximum allowable load.

Course teams are encouraged to avoid overassessment. A strong rationale must be provided in cases when the assessment load is at the maximal allowable value (excluding major projects and dissertations).

LEARNING OUTCOMES AND ASSESSMENT LOAD

[Back to contents](#)

Maximum assessment load for portfolio-type artefacts, other coursework-type artefacts and non-traditional assessment artefacts is not prescribed due to diverse nature subject-specific requirements. Individual presentations of more than 20 minutes are not permissible.

Where portfolios, vivas, media production and similar forms of assessments are used, course teams are mandated to set a sensible assessment length appropriate for the assessment (for example, design portfolio 20 pages or podcast 20 minutes).

Table 2. Maximum assessment load for different assessments types and their equivalence

Credits	Written coursework (words)	Exam (minutes)	Individual oral presentation excluding Q&A (minutes)
15	3000	90	10
30	6000*	180	20
60	12000*	-	-

* Where necessary, maximum word count can be exceeded for major projects and dissertations if necessitated by subject-specific requirements

LEARNING OUTCOMES AND ASSESSMENT LOAD

[Back to contents](#)

A 30-credit module is expected to have no more than 3 individual assessment artefacts, and a 15-credit module to have no more than 2 individual assessment artefacts. The maximum number of assessment artefacts in a 120-credit module is 9.

Expected assessment load for modules with multiple assessment artefacts, depending on the weighting of individual assessment artefacts, is given in Tables 3 and 4 (slide 46)

No assessment artefact should have weighting below 20% or above 80%, unless a single assessment artefact strategy is used. Assessment load for assessment artefacts weightings not shown in Tables 3 and 4 (slide 46) can be estimated by interpolating between the assessment artefact lengths given.

Scheduled exams must take place during the assessment weeks. In class tests and online exams, which are not done under examination conditions, can take place during teaching weeks at the discretion of the module team.

LEARNING OUTCOMES AND ASSESSMENT LOAD

[Back to contents](#)

Course and module teams are encouraged to employ innovative and diverse assessment strategies: authentic assessments (Annex 3), continuous assessment, alternative assessment (Annex 2), programmatic assessment, synoptic assessment, to name a few. If continuous assessment strategy is employed in 15-credit module, it is expected to be the only assessment artefact.

Students should have opportunities to receive formative feedback in all modules. Where exams and practical assessments are employed, examples of past papers, mock tests and/or equivalent must be provided.

Where all learning outcomes are assessed in a single assessment artefact, it is necessary to provide substantial assessment preparation and support (written formative feedback, mock test, or equivalent) before the summative assessment takes place.

Foundation year and Level 4 modules, especially if default 120 credits structure is employed, may benefit from a series of multiple assessment artefacts, which may be summative or formative. In some subject areas, continuous assessment may comprise several short assessments at any Level.

Course and module teams may use pass/fail assessments as and when appropriate, especially on Level 4. Zero-credit modules must not have any assessments.



LEARNING OUTCOMES AND ASSESSMENT LOAD

Group assessments should not be considered as a sum of the maximum assessment loads for individual assessment artefacts. Maximum assessment load for group assessments should be generally of same, similar or slightly higher length than that of individual assessments.



Module teams are encouraged to use Group Work Guidance (Annex 4) and Inclusive Curriculum Guidance (Annex 1) when designing and administering group assessments.

LEARNING OUTCOMES AND ASSESSMENT LOAD

[Back to contents](#)

Table 3. Maximum assessment load for 15-credit modules with multiple assessment artefacts

Artefact weighting	Written coursework (words)	Exam (minutes)	Individual; presentation excluding Q&A (minutes)
25%	750	30	-
50%	1500	45	5
75%	2250	60	7-8
100%	3000	90	10

Table 4. Maximum assessment load for 30-credit modules with multiple assessment artefacts

Artefact weighting	Written coursework (words)	Exam (minutes)	Individual; presentation excluding Q&A (minutes)
25%	1500	45	5
50%	3000	90	10
75%	4500	135	15
100%	6000	180	20



ANNEXES



UNIVERSITY OF
PORTSMOUTH

Tip – in slideshow view, click any image to take you to the section



Back to contents

1

**Inclusive
Curriculum**

2

**Reasonable
Adjustments and
Alternative
Assessments**

3

**Authentic
Assessments
and use of AI**

4

**Group Work
Guidance**

5

**Personal
Tutoring @ UoP**

6

**Combined
Honours
Degrees**

7

MRes

8

ProfDoc

ANNEX 1 - INCLUSIVE CURRICULUM

Back to contents

The University of Portsmouth is committed to supporting all students to succeed and thrive

To ensure we can progress towards equity of opportunity and outcomes for all UoP students, module and course development must be firmly grounded on inclusivity principles.

The inclusive nature of the course should be reflected in all aspects of the curriculum (teaching and learning, assessment and feedback) and more broadly, designed to meet diverse needs of our students.

Inclusive curriculum resources are available on the [CADI website](#).



ANNEX 2 - REASONABLE ADJUSTMENTS AND ALTERNATIVE ASSESSMENTS

Reasonable adjustments

Students with disclosed and undisclosed disabilities who have concerns regarding module assessments and/or require reasonable adjustments can submit a request for an alternative assessment through ASDAC. Students can also contact their personal academic tutor, module coordinator or the course leader to discuss reasonable adjustment requirements. Academic services must be made aware of adjustments agreed. Accommodating reasonable adjustments is our duty; staff guidance is provided in Reasonable Adjustments to Assessments and Competency Standards Guide.

All timetabled on-campus exams must have an alternative coursework-based assessment (covering the same Learning Outcomes) which can be made readily available to students who require reasonable adjustments. In cases where a coursework-based assessment adjustment cannot be provided, an exemption must be sought through the formal Academic Policies Exemption process.



ANNEX 2 - REASONABLE ADJUSTMENTS AND ALTERNATIVE ASSESSMENTS

Alternative assessments

Traditional forms of assessment have served Universities reasonably well for a very long time, but more recently it has become clear that they do not always produce equitable outcomes and they do not always prepare students well for what is the destination for the majority: the labour market.

Traditional forms of assessments (for example: tests, quizzes, essays) tend to assess student's remembering and understanding of the topic and rely on recall and the student's ability to recognise information. Nowadays it is recognised that the traditional forms of assessment can disadvantage some students.

Alternative assessments allow students to demonstrate higher-level knowledge through creation and evaluation, analysis and application.



ANNEX 2 - REASONABLE ADJUSTMENTS AND ALTERNATIVE ASSESSMENTS

Alternative assessments

Alternative and authentic assessments often focus on real-world examples and student's comprehension and skills, especially those that are directly linked to professional competencies and graduate outcomes.

The University of Portsmouth wishes to support students to achieve their best work, and this includes allowing students to choose how they wish to be assessed.

The nominal module assessment strategy and alternative assessment methods are shown in module specification documents. Students have several windows of opportunity to choose the assessment methods (for selected modules); if no choice is made the default nominal assessment is expected to be taken.



ANNEX 2 - REASONABLE ADJUSTMENTS AND ALTERNATIVE ASSESSMENTS

[Back to contents](#)

Alternative assessments

Alternative assessments must assess the same learning outcomes as the default assessment. Alternative assessments may not be available for some modules due to professional body requirements and necessity to maintain integrity of academic standards.

Some examples of alternative assessments are in the table below.

Traditional assessments	Alternative assessments
Closed book exams Closed book CBTs	Open book exams Open book CBTs Viva
Closed book exams	Case study analysis Problem-based assignments
Group presentation Group discussion	Recorded presentation Podcast Video documentary
Presentation Showcase	Portfolio Exhibitions Student-run conference Short submission + reflective work Podcast Video diary
Essay	Assessed essay plan + short essay Policy paper Podcast Video documentary



ANNEX 3 - AUTHENTIC ASSESSMENTS AND USE OF AI

Students are supported and encouraged to use AI tools creatively, responsibly and ethically. This includes understanding capabilities and limitations of different AI tools and how they can use AI to enhance their learning, whilst maintaining academic integrity and avoiding academic misconduct.

“[Using AI at University](#)” article on MyPort provides comprehensive guidance to students and “[Generative AI for Teaching, Assessment and Feedback](#)” outlines principles for integrating AI in education and guidance for evaluating and designing assessment for staff.

In order to boost employment and maximise the educational gain, module and course teams are encouraged to implement authentic assessments wherever possible.

Using AI at university

How to use these new technologies responsibly and transparently



Back to contents



ANNEX 4 - GROUP WORK GUIDANCE

Groupwork

Groupwork can be one of the most powerful parts of the student experience especially when it's designed well. It's not just about teamwork for the sake of it, but about building real-world skills, encouraging collaboration, and supporting deeper learning through shared problem-solving.

There is a section on the [CADI web pages](#) to help you make groupwork more effective, inclusive, and manageable. You'll find the full Groupwork That Works guides which are packed with strategies and examples alongside a selection of accessible info sheets you're welcome to use and adapt.

Whether you're just starting out or refining your approach, these resources will help you design group activities that are purposeful, fair, and genuinely engaging for all students.

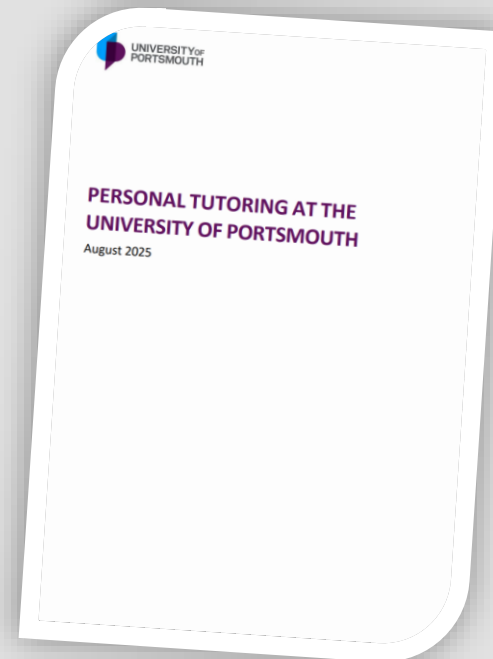


ANNEX 5 - PERSONAL TUTORING @ UoP

Personal tutoring at the University of Portsmouth

The [Personal tutoring at the University of Portsmouth](#) document sets out the Personal Tutoring arrangements for students at the University of Portsmouth. The personal tutoring model applies to all on-campus students, although the principles in the document are equally applicable to students studying at distance.

“Personal tutoring forms a central activity in our students’ academic, personal and professional development; improves engagement; increases retention; and encourages students to become partners in their learning, progression and achievement.”



ANNEX 6 - COMBINED HONOURS DEGREES

A Combined Honours Degree Course (CHDC) enables students to study two academic subjects in depth. The two disciplines will form an academically coherent, complementary course. Thus, the course will be multidisciplinary rather than interdisciplinary.

Joint Honours (for all combinations except those incorporating languages)

Most combinations will be offered as joint degrees where students must study a minimum of 120 credits in each subject area and the remaining 120 credits, including the Project /Dissertation, can be made up of either subject area or options outside of these subjects, such as languages.



ANNEX 6 - COMBINED HONOURS DEGREES

Students who are awarded a Joint Honours degree will have studied both subjects to Level 6 with each subject area contributing a minimum of 120 credits. The award will bear the title of BSc/BA Subject A and Subject B with the transcript recording the subject area of the Project/Dissertation.

Some combinations will be specified as Major/Minor combinations in that students will only study 120 credits of the Minor subject area. Students will always undertake the Project/Dissertation in the Major subject area.

Students who are awarded a Major/Minor Honours degree will have studied both subjects to Level 6 with the Minor subject area contributing not less than 120 credits in total. The award will bear the title of BSc/BA Subject A with Subject B.



ANNEX 6 - COMBINED HONOURS DEGREES

Combined Honours courses incorporating languages

Combined Honours Degree Courses incorporating languages will only be given the title 'and language' where the course of study has enabled students to spend an academic year abroad studying their chosen language. Where this has not been the case, the language component will be considered to be the Minor component of the award, i.e. 'with language'.



ANNEX 7 - MRes

The title Master of Research (MRes) shall be used for courses with a substantial research component accounting for the majority of the course.

This component will typically consist of module(s) focusing on a research project, or the training necessary to prepare an individual for Level 8 studies, or the construction of a research proposal.



ANNEX 7 - MRes

The curriculum structure will follow one of two models:

A

Model

Where students will have already identified a subject or topic for their research through the application process:

- 60 credit module – Research Preparation and Development
- 120 credit module – Research Project

B

Model

Where the study of a subject specialist module informs and supports the development of the research topic:

- 30 credit module – Subject specialism
- 60 credit module – Research Preparation and Development
- 90 credit module – Research Project



ANNEX 7 - MRes

The Board of Examiners will then assign a preapproved award title appropriate to the research area. The name of these awards can be:

- ✓ The Faculty course name – e.g. MRes Science;
- ✓ The School/Subject Group name – e.g. MRes Pharmacy and Biomedical Sciences;
- ✓ Subject-specific named MRes awards – e.g. MRes Microbiology

Exit awards will be available on all MRes courses and will bear the following generic titles:

- PgCert Research Training;
- PgDip Research Training.



ANNEX 8 - PROFDOC

The research phase of Professional Doctorate courses is governed by the Regulations for Professional Doctorates. ProfDocs courses will only be offered where there is a critical mass of students to ensure the cohort experience of the taught phase.

ProfDocs courses should align with the University Research and Innovation Strategy and the Education Strategy, and be linked to Schools or research centres which have sufficient research active and/or engaged staff to provide appropriate supervisory capacity.

ProfDoc awards will be titled according to the subject area. Due regard will be given to avoiding the proliferation of awards.



ANNEX 8 - PROFDOC

The taught phase of the course is subject to the relevant academic, examination and assessment regulations, and quality assurance and enhancement processes for postgraduate taught courses. All modules in the taught phase will be assigned to a Subject External Examiner and considered by a module assessment board in the appropriate cognate area.

The ProfDoc course consists of 540 credits. The taught phase consists of 180 credits, with a minimum of 60 credits at Level 8, and the research phase consists of 360 Level 8 credits. Courses may be offered on a full-time or part-time basis. The nominal minimum registration period is three years and the maximum registration period is six years.



ANNEX 8 - PROFDOC

The modules in the taught phase include:

- opportunities for reflection on professional practice, models of learning, skills gaps, etc.;
- advanced qualitative and quantitative research methods;
- opportunities for dissemination through a variety of formats, and produce an article or artefact suitable for publication;
- the submission of the research proposal including completion of the relevant paperwork in preparation for transition to the research phase.

A Board of Examiners will confirm that students have acquired the 180 credits required to progress to the research phase. ProfDoc courses may have exit awards of PGCert (60 credits), PGDip (120 credits) or MA/MSc (180 credits) available to students who exit the course during or at the end of the taught phase. The default title is Professional Research Methods, but a different title for a particular course may be submitted for approval to the relevant committee.



For more information on Connected Curriculum

CADI Connected Curriculum web page ➡

On the site you will find:

- ✓ A [Video message from Professor Anne Murphy](#), Deputy Vice-Chancellor (Education), providing more detail about the benefits, principles and main features of the new Connected Curriculum
- ✓ The full [Connected Curriculum keynote presentation](#) from the Learning and Teaching Conference 2025
- ✓ Information on 'Deep Dives' provided by CADI to support you and your team engage creatively with the principles of the Connected Curriculum.
- ✓ [Frequently asked questions](#)

