



# BSc (Hons) Creative Media Technologies

## *Programme Specification*

### **Primary Purpose**

Course management and quality assurance.

### **Secondary Purpose**

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

### **Disclaimer**

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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## **Course Details**

### **1. Named Awards**

BSc (Hons) Creative Media Technologies

BSc (Hons) Entertainment Technology

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

C2734S (P3P1)

C0767S

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

None

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

Computing 2016

Music 2016

Communication, Media, Film and Cultural Studies 2016

Art and Design 2016

Business and Management 2015

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

Version 7, September 2017

### **8. Effective Session**

2017/2018

### **9. Author**

Jules Pettitt / Mark Sexton

### **10. Faculty**

Creative and Cultural Industries

### **11. Department**

School of Creative Technologies

## Curriculum

### 12. Educational Aims

The Creative Media Technologies (CMT) Programme:

Aims to equip students with the appropriate skills to enter the creative media industry in various thematic areas, including digital video, animation, graphics, multimedia, games, music technology and project management. The philosophy of CMT is to provide a firm knowledge of all the above subject areas, plus vital project management and business skills. Thereby, allowing the student to explore and develop their own talents and abilities giving them a vocationally and practically-oriented education supported by appropriate theoretical understanding.

Students will follow a curriculum balanced between the development of skills in multimedia and project management.

In addition, and more generally, the course aims to:

- Provide a challenging, stimulating and self-rewarding study environment.
- Provide a framework whereby individual study paths may be forged based on choice from a range of options.
- Enable students to broaden their studies by including study units, from outside their discipline as degree option choices.
- Enable students to exercise choice in their studies and follow a Major/Minor or a sandwich programme.
- Develop a range of key skills by means of opportunities provided in the study units.
- Accommodate student needs in relation to maximising their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.
- Promote career aspirations by including study topics on general and specific professional practices and study skills.

The course is designed to be flexible and allow the student choice of subject matter within the creative media industry. The student can then focus on a career path by the careful selection of options in Levels 5 and 6.

### 13. Reference Points

The major reference points are:

- University of Portsmouth Curriculum Framework Document;
- University policy on Placement Learning;
- Subject Benchmark Statements;
- The UK Quality Code for Higher Education;
- Framework for Higher Education Qualifications (FHEQ).

In particular, the programme has been designed with the following benchmark elements in mind:

- Computing – (C) An understanding and appreciation of the capabilities of modern computer technologies as used in the development and implementation of multimedia software and computer graphics. An understanding of a scripting language, various multimedia tools, 2D-3D modelling animation, web-based authoring tools and music hardware/software. Critically analyse human perception of images and sound and applications within the creative media technologies industry. Manage and organise projects through problem identification, the analysis, the design and the development of a system, with accompanying documentation. Identify practices within a professional and ethical framework and understand the need for continuing professional development. Discuss applications based upon the body of knowledge.
- Art and Design – (AD) Generate ideas, concepts, proposals, solutions or arguments independently/collaboratively to set briefs and/or as self-initiated activity. Use convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making. Develop research and information retrieval skills. Develop ideas

through to material outcomes, for example images, artefacts, products, systems and processes, or texts. Apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others. Study independently, set goals, manage their own workloads and meet deadlines and anticipate and accommodate change. Interact effectively with others, for example through collaboration, collective endeavour and negotiation. Articulate ideas and work to audiences in a range of situations and through a range of forms. Employ critical awareness through reflection, review and evaluation and identify personal strengths and needs.

- Communication, Media, Film and Cultural Studies – (CMFCS) Understand diversity of forms of culture and the role of communication, media and culture within contemporary societies. Consider and evaluate work in a reflexive manner, with reference to academic and/or professional issues, debates and conventions. Produce work, which demonstrates the effective manipulation of sound, image and/or the written word. Manage time, personnel and resources effectively, by drawing on planning and organisational skills. Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity. Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively. Deliver work to a brief and deadline, referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
- General Business and Management – (B) Apply entrepreneurial skills in dealing with audiences, clients, consumers, markets, sources and/or users.
- Music – (M) Social significance of music. Awareness of importance of performance and composition, aesthetics and criticism. Music Technology and its application within the music industry.

## 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**

### **A. Knowledge and Understanding of:**

- A.1 Forms of communication, media, film and culture and appreciate the processes through which they have come into being (CMFCS)
- A.2 Computer graphics, authoring software packages (C)

- A.3 Basic programming (C)
- A.4 Visual design and composition (AD)
- A.5 Music software packages, equipment and musical styles (M)
- A.6 History of arts, cultural practices and the role of technology (CMFCS)
- A.7 Professional issues in creative media production and management (C)
- A.8 Business planning and project management. CMFCS (B)

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

- B.1 Engage critically with major thinkers and debates within the field, putting them to productive use (CMFCS)
- B.2 Write essays/reports according to academic conventions (C)
- B.3 Carry out various forms of research for essays, projects, creative productions or dissertations involving sustained independent and critical enquiry (CMFCS)
- B.4 Draw on and evaluate and apply research enabled by established and emergent technologies
- B.5 Consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates (CMFCS)

**C. Collate, critically evaluate and understand a variety of research material within and beyond academic literature. (CMFCS) Practical (Professional or Subject) Skills, able to:**

- C.1 Develop and produce multimedia artefacts using a range of hardware and software (C)
- C.2 Reflectively select appropriate software to produce and analyse music (M)
- C.3 Produce work that uses the effective manipulation of one or more of sound, images, and the written word, including understanding relevant industry standards and how they are defined and achieved (CMFCS)
- C.4 Appraise and agree project targets with others, plan how these will be met and evaluate progress towards them (CMFCS)
- C.5 Contribute to the management of creative media-related projects (C, CMFCS)
- C.6 Demonstrate enterprise skills in business development plans (B)
- C.7 Prepare CV, personal portfolio and pursue appropriate career paths (CMFCS)

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

- D.1 Communicate effectively using graphical, written, and other viable means (AD, CMFCS)
- D.2 Read and synthesis complex documents from different sources such as research papers and journal articles (AD, CMFCS)
- D.3 Prepare written and oral presentations appropriate to different audiences (AD, CMFCS)
- D.4 Use IT to handle numerical data as a guide to decision making in typical technology or business orientated situations (C)
- D.5 Assess problem domains and formulate appropriate problem solving strategies (C, CMFCS)
- D.6 Build on previous experience and different sources of information in order to generalise ideas and skills (C, CMFCS)
- D.7 Work productively in a group or team, showing abilities at different times to listen, contribute and also to lead effectively (CMFCS)
- D.8 Be reflective and self-critical about own progress and learning and agree actions for improvement (C, AD, CMFCS)

## 16. Learning and Teaching Strategies and Methods

Knowledge will be gained through formal lectures, tutorials, workshops, self-directed study, peer support and practical project work. This will be supported by professional practice visits to creative media industry events, which are particularly related to the subject.

Cognitive skills will be gained through formal lectures, tutorials, workshops, self-directed study, peer support and practical project work. Teaching and learning will involve group and individual work. Regular seminar and presentation during the various stages will allow the development of students' ability to contextualise their position and justify their work. Practical computing and music technology sessions will reinforce and develop techniques in effective media transfer, presentation and performance skills.

Lectures, tutorials, workshops in music production and video production, self-directed study, peer support, team working skills and an emphasis on project management will underpin specific projects as required.

Development of Key Skills is essential for successful performance in the course. Projects will demand that students develop a full range of abilities to enable conception through development to successful implementation of solutions and promotion of solutions.

## 17. Assessment Strategy

Assessment is both formative and summative. Theoretical knowledge will be examined through a mixture of coursework projects, examinations, journals, individual and group work, portfolios, essays, case studies.

Cognitive abilities will be evidenced through course work projects, examinations, journals, portfolios, essays, e blogs, case studies, oral presentations, individual and group work.

Subject specific skills will be evidenced through planning, concept generation, research and development and production. Research and development portfolios, effective project management, 'real' projects and a completed product or artefact. Competence in the application of underlying technologies may be assessed, in part by examination, case studies and demonstration.

Team working and project management skills will be assessed through peer assessment and tutor observation. Communicating effectively, visual, oral and written skills along with continuous development of knowledge and implementation of I.T. skills will constitute a major part of every substantial project. Develop problem solving strategies is contained within planning research and development. Network in a professional context will focus on the development of self-promotional material and planning an individual career path. Key Skills are embedded within project work.

The assessment strategy is complementary to the teaching and learning strategy and is coherent regardless of the units selected by the particular student. Assessment is determined to be appropriate to the individual unit in regard to its subject area and at the appropriate level. A wide range of different assessment methods are embedded within the course units.

At Level 4, many units are assessed with a coursework component which requires the production of an artefact with an associated report. Assessment is mostly related to the acquisition of skills, but essay writing is also tested within the course. The wide range of assessment types should build their confidence in dealing with different assessment strategies. All Level 4 students will engage in group activities that are assessed and will receive guidance on team role and team dynamics.

At Level 5, the course retains a balance between the proportion of units with examination-based assessment and those requiring coursework, with many units requiring a practical artefact-based component. Assessment is mostly related to the underlying understanding of concepts and a development of the project management extending the skills introduced at Level 4.

At Level 6, a significant part of the assessment is related to project work, always with a major individual project, but often with opportunity for significant group project(s). These mostly involve production of artefacts, often for 'real' clients. The associated reports are significant pieces of work and assessment is biased towards the production of professional quality artefacts, often with 'real'



clients, with an associated focus on critical reflection, research methodology, report writing and project management.

## 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 3 or 4 year programme depending on whether a student elects for a sandwich placement. The University strongly recommends the 4 year option since students gain invaluable experience from an industrial placement. The placement year usually takes place at the end of the second year and a placement student should expect to be in employment for a full calendar year.

The course normally consists of 20 credit point units and a 40 credit final project unit. 20 credits represent 200 hours of study time and usually includes 36 hours of time-tabled activities. The course offers a total 360 credits for the award and includes a 40 credit full-time project.

Standard University rules apply – the regulations must be consulted for a full description of exit awards.

The course includes opportunities for students to study foreign languages to increase their scope of employability.

As an alternative to the sandwich placement students can undertake a Study Abroad year under the Erasmus Scheme or with other exchange programme partner institutions.

## 19. Employability Statement

There is a strong core of employability development within the course, encouraging an enterprising spirit, developing from the course specific E-promotion unit at Level 4 developing an ePortfolio and continuing through the levels with embedded employability skills in many units. The personal tutoring system, with associated Professional Development Planning, support career-related development is integrated into careers-related units.

- The mode of the careers management skills is imparted through core units at Levels 4, 5 and 6.
- Informal links with employers and alumni occur through informal discussions with graduating alumni and employers e.g. EA games, Sony UK and Cine Site.
- The elements that are formalised in developing entrepreneurship include elective units at Level 5. They also occur through informal discussion which we have found to be more fruitful than formal implementation.
- PDP occurs at Levels 4, 5 and 6. An example is that PDP are discussed during induction week and are linked in with the CT careers unit and encourages students to be proactive in recognising and addressing personal development needs.
- Students are offered the opportunity of a sandwich placement year between Levels 5 and 6. On completion of the year-long work placement the student returns to full time study to complete Level 6.

## Course Management

### 20. Support for Student Learning

- The Course is managed by a Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.

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

- A dedicated Study Support Centre run from within the department for additional support with assessments and tutoring.
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- University support services include - careers, financial advice, housing, counselling etc.
- A dedicated Student Services Centre.
- Excellent library facilities.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Key Skills opportunities are incorporated into all units.
- Written feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- For students that elect for a placement year there is a placement supervisor and placement handbook.
- All placement locations are carefully vetted in terms of health and safety as well as their potential to support the programme learning outcomes. This is in line with the University of Portsmouth's Code of Practice for Work Based and Placement Learning.

## 21. Admissions Criteria

### A. Academic Admissions Criteria

- 112 points to include a minimum of 2 A levels or equivalent.
- A range of qualifications as specified on the course page on the University of Portsmouth website.
- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.0 (normally with not less than 5.5 in any one component) or equivalent.
- Prior (formal and/or experiential) learning may be assessed and accredited.

### 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
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

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

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), UK Student Engagement Survey (UKES) and International Student Barometer (ISB)

## **D. Staff Development Priorities**

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- 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

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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/)

- 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

None

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

The BSc (Hons) Creative Media Technologies course (previously BSc (Hons) Entertainment Technology) participated in a successful Periodic Programme Review on 21st March 2016.

### 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. Others

None.

## 26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)<sup>4</sup> and School websites:
  - [www.port.ac.uk/school-of-creative-technologies/](http://www.port.ac.uk/school-of-creative-technologies/)
  - [www.ceetee.net/](http://www.ceetee.net/)

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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/)