



BSc (Hons) Digital Media

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) Digital Media

2. Course Code (and UCAS Code if applicable)

C1515S (P301)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Computing 2016

Art and Design 2016

History of Art, Architecture and Design 2016

Communication, Media, Film and Cultural Studies 2016

7. Document Control Information

Version 7, September 2018

8. Effective Session

2018/2019

9. Author

Claire Bailey-Ross

10. Faculty

Creative and Cultural Industries

11. Department

School of Creative Technologies

Curriculum

12. Educational Aims

The Digital Media Programme:

Aims to equip students with a wide range of skills to enter the digital media industry. The course is intended to be broad-based, covering all the incarnations of media in digital form that are of importance in the media industry and beyond.

Students will follow a curriculum balanced between manipulating and integrating digital media into new artefacts; the technical skills to deploy them on relevant platforms, the design of interfaces to allow users to interact with the artefacts in logical, usable ways, and the critical thinking skills to deconstruct and understand digital culture. Alongside this students will learn the skills required to work effectively in teams and manage projects.

- Provide a challenging, stimulating and self-rewarding study environment.
- Enable students to broaden their studies by including study units, electives, from outside their discipline as optional units.
- 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 professional practice and study skills.

13. Reference Points

The major reference points are:

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

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

Computing (CP) - Networks, graphics processing, object libraries, visual modelling techniques and algorithms, programming, image processing, animation and manipulation of images, systems analysis, design, human computer interaction, class definitions, scripting, video images, representation and storage, data transmission and digital forms and tool support, emergent technology.

Art and Design and History of Art, Architecture and Design (A) - generate ideas independently and/or collaboratively in response to set briefs. Articulate and synthesise knowledge and understanding, attributes and skills in effective ways in the context of creative practice. Apply learning in different contextual frameworks and situations. Research and information retrieval skills. Apply resourcefulness and entrepreneurial skills to support their own practice, or the practice of others. Explore the designer's relationship with audiences, clients, markets and/or participants. Employ self-management skills to set goals, manage workloads, meet deadlines and anticipate and accommodate change. Employ critical awareness through reflection, review and evaluation and identify personal strengths and needs. Articulate ideas and information comprehensively in visual, oral and written forms.

Communication, Media, Film and Cultural Studies (CM) – Understand the role of changing technology in media production, content manipulation, distribution, access and participation. Have knowledge of the ways in which specific media and their attendant technologies make possible different kinds of aesthetic effects and forms. The ability to draw on and evaluate and apply research enabled by established and emergent technologies.

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 The value and utility of research in creative practice. A
- A.2 Industrial software and technologies and their application domains. CP
- A.3 The digital media production process including concept production and post production. A
- A.4 The manipulation of digital media by computer programming. CP
- A.5 The underlying processes relating to media artefacts transfer and presentation CP
- A.6 Values and responsibilities in production. A
- A.7 The role of changing technology in media production, content manipulation, distribution, access and participation. CM

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

- B.1 Solve problems relating to a variety of digital media scenarios. A, CP
- B.2 Make effective use of a wide range of digital media software. A
- B.3 Understand problem domains and critically review solutions. A, CP
- B.4 Plan, conduct and produce a report on a programme of original research, both individually and in a group. A, CP
- B.5 Select appropriate algorithms to generate media effects. CP
- B.6 Apply professional codes of conduct and appreciate the ethical considerations that underpin them. A, CP
- B.7 Make critical judgements in the understanding and evaluation of these forms. CM
- B.8 Consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates. CM

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

- C.1 Use and manage appropriate software and hardware to produce designed outcomes CP
- C.2 Project manage based on a defined digital media brief. A
- C.3 Produce scripts and programs to manipulate digital media. CP
- C.4 Use modelling to define and manage media briefs. A, CP

- C.5 Apply standards for the communication and presentation of media. A, CP
- C.6 Be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media. CM

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

- D.1 Communicate effectively through visual, oral written work. A
- D.2 Continually develop knowledge and implementation of IT. CP
- D.3 Develop problem solving strategies appropriate to the problem domain. A, CP
- D.4 Work effectively in teams, and apply development methodologies. CP, CM
- D.5 Manage project time efficiently. A, CP
- D.6 Promote own work and develop strategies for career development. A
- D.7 Work in flexible, creative and independent ways, showing self-discipline awareness of relevant ethical considerations, self-direction and reflexivity. CM

16. Learning and Teaching Strategies and Methods

General Principles: Knowledge will be gained through formal lectures, and practical application of theory in workshops. Assessment is primarily through artefact development with critical reflection via written work or presentation. There is a balance between group and individual work to reflect industry practice whilst also assessing individual knowledge.

Level 4

Covers the core media (video, web and graphics) and relevant software skills required by all students. They are also introduced to programming principles using scripting. Workshops are used to direct students through the required knowledge. Initial preparation is also done for student careers and planning their path through the degree programme. This will be supported by professional practice visits to exhibition, industry and other cultural and technology events, which are particularly related to the subject.

Level 5

Extends students' knowledge and critical evaluation skills, through workshops that are more challenging and less directed. Students begin focussing on their key areas of interest through option choices. They are further encouraged to question the subjects multi-discipline principles, practices and boundaries developing their independent, analytical thinking and extending their creativity. Engagement with Industry is extended to help them identify career paths and requisite skills and attributes following on and enhancing the work in the first year. They can also begin to follow routes involving entrepreneurship at this level.

Level 6

Through client based project work students will develop their effectiveness as team players and leaders. They will be required to communicate clearly and effectively, to a range of audiences further developing their communication and presentation skills. Through project work they will be expected to develop their skills for innovation and productivity. In relevant areas cutting edge research is introduced to the students.

17. Assessment Strategy

Assessment is both formative and summative. Theoretical knowledge will be examined through a mixture of coursework, examinations, dissertation and project development. Research, development and production in projects will provide the major coursework elements.

Cognitive abilities will be evidenced through planning, research, justification during development and project reports. Formal project proposals, research and development dossiers, project plans, production logs, presentations, completed product and dissertations will together inform the assessment. Competence in the application of underlying technologies will be assessed, in part by examination.

Subject specific skills will be evidenced through concept generation, development and production. A range of artefacts will be produced evidencing the core abilities required for the students specialism.

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.

The assessment strategy is part of the School's Teaching, Learning, Assessment and Support Strategy and is coherent through all the units selected by the particular student. Assessment is determined to be appropriate to the individual unit in regard to its subject area and 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 formal essay/report writing is also developed 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 practical artefact-based work, with associated reporting and reflection, either written or verbal. 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, including for real clients. The associated reports are significant pieces of work and assessment is biased towards the production of professional quality artefacts, with an associated focus on analysis, critical reflection, research methodology, report writing and project management.

18. Course Structure, Progression and Award Requirements

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

This is a 3 or 4 year programme depending on whether a student elects a sandwich placement. The University strongly encourages 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 multiples of 20 credit point units, where 20 credits represent 200 hours of study. The course consists of a total 360 credits for the award and includes a 40 credit full-time individual 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 developing from the School-wide 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.

¹ www.port.ac.uk/unitwebsearch

These units provide the skills for:

- CV and personal Portfolio development
- Awareness of Industry requirements and opportunities
- Job application skills
- Understanding of Industry context

Students are offered the opportunity of a sandwich placement year between Level 5 and 6. In some courses, students may also opt for the Student Initiated Projects at Level 5 and 6 which are client centred projects and/or entrepreneurship units.

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.
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- CCI Creative Careers Centre.
- A dedicated Study Support Centre run within the School for additional support with assessments and academic development.
- 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 (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
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff 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 Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None.

B. Periodic Programme Review (or equivalent)

The BSc (Hons) Digital Media participated in a successful Periodic Programme Review on 5th March 2014.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)*).

D. 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 Portsmouth⁴](#) and [Faculty of Creative and Cultural Industries⁵](#) websites
- [etCeTera⁶](#)

² http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462

³ http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4

⁴ www.port.ac.uk/

⁵ http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462

⁶ www.ceetee.net/