BA (Hons) Media and Digital Practice

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

BA (Hons) Media and Digital Practice

BA (Hons) Media Studies and Entertainment Technology

2. Course Code (and UCAS Code if applicable)

C2733S (P31P)

C1791S

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

N/A

6. QAA Benchmark Groups

Communication, Media, Film and Cultural Studies 2016

7. Document Control Information

Version 1, February 2017

8. Effective Session

2017/2018

9. Author

Dr Trudy Barber

10. Faculty

Creative and Cultural Industries

11. Department

School of Media and Performing Arts

Curriculum

12. Educational Aims

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a coherent but varied programme of study.
- To develop skills of critical thinking.
- To encourage the development of sophisticated skills of research.

- To promote the student's ability to make independent judgments of a wide range of texts, visual and written.
- To equip students with other transferable skills for flexibility in the context of changing labour markets.
- To foster knowledge and understanding of the media and related industries.
- To challenge individuals in a supportive environment to realize their potential as reflective thinkers, researchers and practitioners.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

13. Reference Points

- The University of Portsmouth Curriculum Framework Document
- The UK Quality Code for Higher Education
- Vocational and professional experience, the scholarship and the research expertise of academic members of staff
- The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualification Frameworks)
- The Benchmark Statement for Communication, Media, Film and Cultural Studies 2016

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 to successfully engage in the highly competitive and fluid media and communications market

Level 5

Higher Education/Higher National Diplomas 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 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:
  - o to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - o 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:

        o   the exercise of initiative and personal responsibility

        o   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:

A1.   The economic forces which frame the media, cultural and creative industries, and the role of such industries in specific areas of contemporary political and cultural life.

A2.   Particular media forms and genres and the way in which they organise understandings, meanings and affects.

A3.   The role of technology in terms of media production, access and use.

A4.   The history of media organisations and their contribution to the shaping of the modern world.

A5.   The range of mediated writing from academic to the popular.

A6.   The ways in which identities are constructed and contested through engagements with media and culture.

A7.   The use of quantitative and qualitative research methods.

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

B1.   Appreciate the complex contexts of the evolving media landscape.

B2.   Gather, retrieve and synthesise information.

B3.   Engage analytically and critically with media and communication events and products.

B4.   Select and develop research methodologies to support projects and written work.

B5.   Evaluate evidence and make considered judgements.

B6.   Develop and sustain reasoned argument.

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

C1.   Generate creative and original ideas.

C2.   Problem solve.

C3.   Work flexibly and under pressure.

C4.   Work effectively in a team.

C5.   Project manage.

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

D1.   Communicate through a range of media, visually, orally, written.

D2.   Use IT and/or web development tools.

D3.   Apply skills of numeracy.

D4.   Project manage.

D5.   Improve own learning and performance.

16. Learning and Teaching Strategies and Methods

Teaching and learning evolves over the three levels to enable the student to acquire the academic and vocational/professional knowledge skills of a self-reflexive independent learner, through lectures, supported by seminars, workshops, group and individual projects.

- Level 4: introductory core lectures, supported by seminars, workshops, group and individual projects with some optional elements.

- Level 5 increasing specialisation through a programme of options selected under staff guidance and advice. Theorisation of subjects introduced at Level One to develop critical engagement, research skills and methodologies and application to practice. Advanced IT. Work experience/work placement

- Level 6: Taught units and student-led units supported by staff supervision which combine practice and theory to develop skills in sustained project management

NB. Study Skills are embedded in all units and projects

Understanding of the skills and knowledge required of the media industries is encouraged through a programme of confidence building, profiling, oral presentation and written skills, IT, social networking skills, work awareness, work experience and work placement, self-promotion.

The course uses the benchmark statement in *Communication, media, film and cultural studies* to identify the transferable and key skills required by the media, creative and cultural industries: interpersonal communication, professional writing and editing skills, and presentation skills.

17. Assessment Strategy

Level 4

Assessment is both formative and summative: essays, research folders, reviews, practical projects, presentations, combination of essays, reviews, group presentations and research folders.

Level 5

Assessment at Level 5 both builds on those core academic modes of assessment (the formal essay and the oral presentation) and introduces variety. Formal essays may be longer than in diploma studies and oral presentations may be conducted on an individual rather than group basis. They are also encouraged to be more self-reflexive in their written and oral work. Elsewhere students are introduced to research methods of media analysis and experimental practice in core options as a means of interrogating the media and preparing them for the extended final research project or dissertation, at Level 6. At Levels 5 and 6 students are required to demonstrate not only competence in new digital skills in practice but also a higher level of understanding and a broader range in their studies of the Internet, digital networks including social and ethical issues, traditional media, emerging media practice, transmedia, and global media.

Level 6

Level 6 work is increasingly sophisticated in its demands upon students and units not only require writing at greater length, but offer students more scope to develop their own interests and skills to pursue their own research, engaging with primary sources and archival material and software engagement. Such rigour is built into Level 6 units in part to support the skills and demonstrate the standards required of the 10,000-word dissertation or research project options, which require students to develop a research project, frame a question and outline structure, conduct a literature review and research and write at length independently, over an extended period, with the benefit of one-to-one tutorial supervision. Units typically continue to offer a wider range of assessment experience (e.g. an experience of the methods and practices of web ethnography or exploring emerging media trends in creative digital practice). There is also the alternative choice from the Dissertation allowing for practice strength that is expressed in the range of extended artefact research and creation projects accompanied by written reports.

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 for a sandwich placement. The University strongly recommends the 4 year option since students gain invaluable experience from an

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[1] www.port.ac.uk/unitwebsearch

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.

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

- The Media and Digital Practice programme promotes awareness of, and develops competence in, key communication and self-presentation skills (oral, written and IT).
- During the programme emphasis is placed upon teaching about the media in the context of its industrial, political and commercial culture.
- Throughout the programme employment skills are supported by the completion of Personal Development Plans which are discussed at regular intervals in meetings between students and personal tutors.
- Encouragement is given to all students to enter national and international competitions and to be aware of enterprise initiatives and key contacts in the market place. Likewise, students are encouraged to submit their work to media outlets and build their own personal portfolios of work to submit to employers. Alumni with relevant post-graduate experience have returned to help foster these developments.
- The teaching team is supported by adjunct staff who are current practitioners working in industry, therefore ensuring the content remains current and contextualised.

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.
- University support services include careers, financial advice, housing and counselling.
- The Academic Skills Unit (ASK).
- CCI Creative Skills Centre and CCi Academic Skills Centre.
- The Additional Support and Disability Advice Centre (ASDAC).
- Access to excellent online library facilities and appropriate library facilities at the partner institution.
- Student course and unit handbooks provide information about the course structure and University regulations.
- 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

- 104-120 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

C. 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 School
- 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 Regulations*[2]).

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
- 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) 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*[3]).

D. Others

None.

26. Further Information

Further information may be found in:
- Student Handbook
- University of Portsmouth Curriculum Framework Document

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[2] www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/
[33] www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

- University of Portsmouth[4] and School of Media and Performing Arts[5] websites

[4] www.port.ac.uk/

[5] www.port.ac.uk/school-of-media-and-performing-arts/