



# MSc Mobile Media Applications

## *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**

MSc Mobile Media Applications

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

C2456F, C2456P

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

None

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

Computing 2011 (Masters level)

Adapted for Postgraduate from:

Communication, media, film and cultural studies 2016

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

Version 4, September 2017

### **8. Effective Session**

2017/2018

### **9. Author**

Mr Nipan J Maniar

### **10. Faculty**

Creative and Cultural Industries

### **11. Department**

School of Creative Technologies

## Curriculum

### **12. Educational Aims**

The course aims to equip students to work professionally within an interactive media (text, graphics, animation, and video) rich mobile (phones and tablets) industry. In particular, the programme will aim to develop reflective, technical and creative skills associated with the design, development and management of mobile media applications, as well as the knowledge required to support activities in these areas. Students should be able to participate in a range of technical and creative tasks

associated with digital asset and applications design, development and testing, including use of the relevant software or equipment. Students will develop intellectual, analytical and problem solving skills, in order to develop professional and interpersonal abilities.

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

- Provide a challenging, stimulating and self-rewarding study environment and hence provide an advanced educational experience which develops the intellectual and practical skills of the student.
- Provide an opportunity for students to develop as critically reflective practitioners in their chosen specialism.
- Accommodate student needs in relation to maximising their career potential, or progress to higher postgraduate study, by enabling them to develop knowledge, critical understanding and advanced skills in their chosen subject area, as well as related professional and career management skills.

### 13. Reference Points

The major reference points were the University of Portsmouth Postgraduate Curriculum Framework, The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) and The Quality Assurance Agency (QAA) for Higher Education Master's degree characteristics (March 2011) and The UK Quality Code for Higher Education. In particular the programme has been designed with consideration to the benchmarking standards for taught masters degrees in computing by the Council of Professors and Heads of Computing (CPHC) and The British Computer Society (September 2010) as well as The Quality Assurance Agency (QAA) Subject benchmark statement: Communication, media, film and cultural studies (June 2016).

QAA's characteristics of graduates of specialised/advanced study masters, such as MSc, MA, MRes, typically have:

- i) subject-specific attributes
  - an in-depth knowledge and understanding of the discipline informed by current scholarship and research, including a critical awareness of current issues and developments in the subject
  - the ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs
- ii) generic attributes (including skills relevant to an employment-setting)
  - use initiative and take responsibility
  - solve problems in creative and innovative ways
  - make decisions in challenging situations
  - continue to learn independently and to develop professionally
  - communicate effectively, with colleagues and a wider audience, in a variety of media

The Council of Professors and Heads of Computing (CPHC), The British Computer Society suggests (September 2010) and the QAA Subject Benchmark Statements for Master's Degrees in Computing (2011) suggest that students who reach MSc level will be characterised by being able to

- Demonstrate a systematic understanding of the knowledge of the domain of their programme of study, with depth being achieved in particular areas, and this should include both foundations and issues at the forefront of the discipline and/or professional practice in the discipline; this should include an understanding of the role of these in contributing to the effective design, implementation and usability of relevant computer based systems.
- Demonstrate a comprehensive understanding of the essential principles and practices of the domain of the programme of study including current standards, processes, principles of quality and the most appropriate software support; the reason for their relevance to the discipline and/or professional practice in the discipline and an ability to apply these.
- Consistently produce work that applies and is informed by research at the forefront of the developments in the domain of the programme of study. This should demonstrate critical evaluation of aspects of the domain including appropriate software support, the ability to recognise opportunities for (software or hardware) tool use as well as possible tool

improvement, an understanding of the importance of usability and effectiveness in computer systems development, and generally the acquisition of well-developed concepts.

- Understand and be able to participate within the professional, legal and ethical framework within which they would have to operate as professionals in their area of study and this includes being familiar with, and being able to explain, significant applications associated with their programme of study and being able to undertake continuing professional development as a self-directed life-long learner across the elements of the discipline.
- Demonstrate the ability to apply the principles and practices of the discipline in tackling a significant problem. The solution should demonstrate a sound justification for the approach adopted as well as a self-critical evaluation of effectiveness but also a sense of vision about the direction of developments in aspects of the discipline.

The Quality Assurance Agency (QAA) Subject benchmark statement: Communication, media, film and cultural studies (June 2008) suggest graduates in the subject area should have (but not in all categories):

- knowledge of the central role that communications, media and cultural agencies play at local, national, international and global levels of economic, political and social organisation, along with the ability to explore and articulate the implications of this
- awareness of the historical formation of their particular objects of study, and their contexts and interfaces
- knowledge of appropriate research practices, procedures and traditions, and some awareness of their strengths and limitations
- awareness of the diversity of approaches to understanding communication, media and culture in both historical and contemporary contexts, and of the uses and implications of these approaches
- knowledge of a range of texts, genres, aesthetic forms and cultural practices, and the ability to produce close analysis of these, and to make comparisons and connections
- engagement with forms of critical analysis, argument and debate, expressed through an appropriate command of oral, written and other forms of communication
- understanding of production processes and professional practices within media, cultural and communicative industries
- critically informed competency in the management and operation of production technologies, procedures and processes
- the ability to engage with and to advance creative processes in one or more forms of media or cultural production
- knowledge of a range of communicative situations and cultural practices, along with the ability to produce detailed analyses of these, and to make comparisons and connections
- the ability to consider views other than their own, and exercise a degree of independent and informed critical judgement in analysis the ability to work across a variety of group and independent modes of study, and within these to demonstrate flexibility, creativity and the capacity for critical self-reflection
- the ability to use their knowledge and understanding of communication, cultural and media processes as a basis for the examination of policy and ethical issues, whether in the public domain or in other aspects of democratic participation and citizenship.

## 14. General Learning Outcomes

### Level 7

Master's degrees/Postgraduate Certificates/Postgraduate Diplomas are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

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 situations
- the independent learning ability required for continuing professional development

## 15. Learning Outcomes

### A. Knowledge and Understanding of:

- A.1 The applicability, implementation and management of mobile media applications, including engagement with current research and cutting edge industrial developments.
- A.2 Operation and manipulation of digital media, digital media environments and storage technologies related to mobile devices (phones and tablets).
- A.3 Digital design, production equipment, and processes related to mobile devices.
- A.4 Development, planning and management of mobile media application projects.
- A.5 Intellectual property, copyright and contractual issues.
- A.6 Ethical issues, codes of conduct and professional practice.

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

- B.1 Deploy technology-related intellectual, analytical, and problem-solving skills.
- B.2 Critically evaluate information needs against the available technology.
- B.3 Make appropriate decisions as to relevant techniques and technologies to use in given situations.
- B.4 Design and implement digital media assets and applications for mobile devices to a given brief.
- B.5 Plan, manage, undertake and report on a significant mobile media project.

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

- C.1 Carry out an extended piece of independent research by acting autonomously in planning and implementing tasks.

- C.2 Initiate, develop and realise distinctive work in complex, unpredictable and specialised contexts and hence demonstrate adaptability and development of new skills for new situations.
- C.3 Demonstrate, to a high level, appropriate choices of approach to the solution of a problem, be they creative, methodological or technological.
- C.4 Apply appropriate data collection and analysis techniques when assessing the quality of deliverables during progression and at resolution.
- C.5 Write and present materials suitable for use in industry or for academic research and publication.
- C.6 Professionally present a reasoned perspective on a complex technological problem to an informed audience and be able to respond appropriately to critical review.

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

- D.1 Communication: communicate effectively in writing, speaking and in appropriate forms of presentation.
- D.2 Communication: read and understand complex documents, including those related to software products and requirements.
- D.3 Information Technology: use IT to assist in presentations, demonstrations and communications.
- D.4 Problem Solving: explore complex domains and develop viable solutions.
- D.5 Improving Own Learning: build on previous achievements in order to generalise.
- D.6 Personal Skills Development: strategically plan, successfully manage and resolve dynamically complex work.
- D.7 Career Management: Reflexively pursue academic, professional and career aspirations.

### **16. Learning and Teaching Strategies and Methods**

Core knowledge and skills will be acquired through taught class based lectures, tutorial sessions and seminar sessions that include the use of video and case studies as well as computer laboratory work. Individual learning will be supported by visits from industry professionals and researchers, as well as peer-critical review.

Methodological and analytical skills will initially be supported by lectures, seminars and tutorials. The ability to plan and manage software development against a given brief will be addressed during all units, as well as the final project.

The taught units will underpin key professional skills, including conducting of a research programme and help prepare students to think critically about their professional role and develop innovation from scholarly literature. However, professional and technical skills and good scholarship will also be developed through self-directed research during the major project, supported by discussion with project supervisors (and other staff and possibly clients). This will be supplemented by personal tutor sessions and activities such as industrial/commercial visits, attendance at student conferences or other events, visiting speakers, etc. so that students are exposed to a range of relevant professional experiences.

The taught units will underpin key professional skills, including self-awareness, communication and career management skills. These skills, along with the complex problem solving skills related to artefact development that form part of the unit assessments, are also refined through self-directed research in the major project.



## 17. Assessment Strategy

The core methodological and content skills will be assessed by reports and presentations that result from simulation of media working practice. Software design and related activities will be assessed during summative assignments, although supported by formative critical review.

Cognitive abilities will be evidenced through written materials. All project stages, including development documentation, the completed artefacts and reflective review will together form the assessments. Presentations during the units will allow the formative development of students' ability to contextually position and justify the work, and peer-critical review will further develop critical evaluation skills.

A reasoned and critical approach to professional practice will be evidenced through both written and presentation assessments. All development stages, including development documentation, research /development reports and presentations and demonstrations of artefacts will form the submitted unit assessments that will evidence the appropriate practical skills. Clarity in dissemination of ideas will also be assessed in reports, presentations and formative peer-critical review.

Technical, practical and personal skills will be assessed by presentations, development documentation and reflective reports. Further project skills will be assessed in the final project report.

A range of different assessment methods are embedded within the programme's units. However, the main aims are to develop subject specific knowledge as well as the ability to creatively solve complex problems.

The taught units extend the individual students' technical, scholarship and professional skills. Thus, assessment is mostly related to the acquisition of skills and assessed coursework components are typically used as the vehicle for driving learning. This could include assessment artefacts that typically include a report related to the production of a 'media' artefact. Reflective review or presentation is also used to ensure threshold learning has taken place and to differentiate amongst students.

In stage 3 (Teaching block 3 full time / Year 3 part time), a significant individual and self-directed project is conducted. The artefact production (for a client) is used as the mechanism to further develop critical reflection, academic scholarship and professionalism. This focuses on the context of the development work, a formal project management method, structured design and research methodology as a framework for the development and evaluation of the artefact. To further demonstrate the acquisition of Master's level skills and knowledge, as well as a reflective approach to practice, the students formatively peer assess each other's work.

## 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 1 or 3 year programme depending on whether a student elects for full-time or part-time study.

The taught element of the course consists of 30 or 60 credit point units, where 30 credits represent 300 hours of study time and usually includes 24 hours of timetabled activities.

The course offers a total of 180 credits for the award, made up of taught units and an individually negotiated self-directed project work, supervised by an academic in the School of Creative Technologies.

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

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



## 19. Employability Statement

The programme contains a taught unit specifically design to underpin the development of Graduate Academic and Employability skills, and so students must explicitly demonstrate Career Management and Research skills (including primary research) as well as Management of Self and Tasks (including Study and self-management skills, Critical thinking and reflective skills and Problem-solving and creativity skills), although these will also be developed further during the major project. Moreover, the assessments for the programme explicitly assess Management and Communication of Knowledge and Information, whilst presentations and artefact demonstrations develop Oral communication skills. Interpersonal skills will be implicitly involved at all stages, for peer critiques, discussion and formative feedback.

Career management activities initiated in the taught unit will be returned to again in the post-Easter period, both times supported by the personal tutoring system and Department of Employability.

## 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
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- CCI Creative Skills Centre and CCI Academic Skills Centre
- CCI Creative Careers Centre
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards
- Units are managed and supported in Moodle, in accordance with the University's policy on e-learning
- Facilities for students to borrow latest technology for course-related purpose (i.e. video cameras, mobile phones, mobile tablets, digital cameras)
- Mobile phone application laboratory with up-to-date software and hardware facility for developing android, iPhone and windows applications
- Sound Studios and Mac laboratory with music software (such as Pro Tools and Max-MSP) which facilitate students to create sound for mobile applications
- Cutting age video production facilities

### 21. Admissions Criteria

#### A. Academic Admissions Criteria

A minimum of a second-class honours degree in a Computing or Information Technology subject or an art-based subject with a significant information technology component, or equivalent professional experience and/or qualifications. An online portfolio submission may be required as part of the selection process.

Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.5 (normally with not less than 6.0 in any one component) or equivalent.

Prior (experiential) learning may be assessed and accredited on an individual basis.

## **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 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
- 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 course will be subject to normal monitoring and review policy and procedures.

#### 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

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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/)

<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)

- [University of Portsmouth](#)<sup>4</sup> and [School of Creative Technologies](#)<sup>5</sup> websites
- [etCeTera](#)<sup>6</sup>

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<sup>4</sup> [www.port.ac.uk/](http://www.port.ac.uk/)

<sup>5</sup> [www.port.ac.uk/school-of-creative-technologies/](http://www.port.ac.uk/school-of-creative-technologies/)

<sup>6</sup> [www.ceetee.net/](http://www.ceetee.net/)