

BSc (Hons) Mobile Media Applications

Programme Specification

Primary Purpose:

Course management, monitoring 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 and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Programme Specification

1. Named Awards

BSc (Hons) Mobile Media Applications

2. Course Code (and UCAS Code if applicable)

C2476F (G454)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Computing 2007

Art and Design 2008

Communication, Media, Film and Cultural Studies 2008

7. Document Control Information

Version 3, December 2014

8. Effective Session

2014/2015

9. Author

Nipan Maniar

10. Faculty

Creative and Cultural Industries

11. Department

School of Creative Technologies

12. Educational Aims

Mobile Media Applications(MMA) Programme:

The MMA programme aims to equip students with the skills necessary to work within the Creative Industries, whether as technical managers or practitioners dealing directly with the use of computing technologies in this sector. The focus is on project management and content development skills alongside programming and other more technical areas. The programme fundamentally aims to offer both highly specialist learning experiences that are directly linked to the current state of the art

and practice in industry, together with a broad understanding of the sector and the role of technologies within it.

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

- Provide a challenging, stimulating and self-rewarding study environment.
- 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 2012;

University policy on Key Skills;

University policy on Placement Learning;

Subject Benchmark Statements;

Framework for Higher Education Qualifications (FHEQ).

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

Computing (A)

Hardware – Capabilities of computer architecture and peripheral technologies in relation to the needs of the field. Capabilities of external Input/Output devices for multimedia production and delivery

Software – Design/ programming web based and native applications for mobile phones/traditional computers which includes multimedia authoring/production/delivery.

Communication and Interaction – User interaction design and cross platform delivery.

Practice – Project inception, management and evaluation. Software artefact evaluation.

Theory – Epistemology of creativity in relation to computing. Computer science and creative theory. Human Behaviour and Performance.

Art and Design (B)

Self-Management – Initiate, monitor and evaluate ideas and projects in response to briefs; deal with changing priorities, structures and requirements and independently develop their understanding, skills and ideas. Work within teams and collaboratively. Project management (initiative, self-reflection, time, skill and workload management).

Critical Awareness – Operate as critical practitioners, developing knowledge and skills within a changing context; in response to critical judgements and to the changing sector landscapes; and to develop their skills of analysis, reflection and evaluation. Effective interaction and communication in relation to a wide range of client and user needs and methodologies.

Skills in communication and presentation – Effective delivery of content and information in a variety of formats, including written, visual, multimedia and oral. The development of an understanding of audience and user orientation will be a vital factor within the programme.

Information skills – Students will learn how to source, utilise, manage and evaluate information and content of a highly diverse nature and from multiple and diverse sources. The effective deployment and presentation of this information is equally central to the programme.

Communication, Media, Film and Cultural Studies (C)

Communications, culture and society – The role of the Creative Industries in society from an economic, communications, cultural, creative and technological perspective. The role and function of digital media in society.

Histories – Contextual information about the development of computing in relation to the Creative Industries and to digital media.

Processes and Practices – The practices of cultural production and commercial operations of creative practitioners in general.

Forms and aesthetics – Creative skills, techniques, challenges and opportunities. Spectrum of media applications.

Culture and identity - Implications of digital media and creative technological production. Context of cultural issues and environments, how it informs both individuals within cultures and the nature of these cultures themselves.

14. Learning Outcomes

A. Knowledge and Understanding of:

1. Cultural and industrial context of using computers and developing software and packages for the creative industries, or for content with a creative basis (A,B,C)
2. Specific and generic software and principles used in creating and delivering digital content (A,B,C)
3. Project and product management and evaluation (A,B)
4. Creation, manipulation and management of digital media (A,B,C)
5. Creative, cognitive and computing theory as applied to product briefs and specifications (A,B)
6. Working in teams, planning and managing group outcomes and evaluating methodologies (A)
7. Emergent delivery and construction platforms and alternative methods of delivering content (A)
8. Researching, formulating, delivering and evaluating projects, artefacts and documentation, including research papers (B)

Learning and Teaching Strategies and Methods

Knowledge will be gained through formal lectures, tutorials, workshops, self-directed study, group work, peer support and practical project work. This will be supported by professional practice visits to exhibitions, festivals, industrial and other cultural and technology events which are particularly related to the subject.

Assessment

Assessment is both formative and summative. Theoretical knowledge will be examined through a mixture of coursework, product development, individual and group work, journals and research documents.

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

1. Selected and evaluate the use of appropriate computer software, and understand their underlying concepts (A,B)
2. Understand theoretical concepts and trends underlying practice (B,C)
3. Plan, deliver and evaluate projects and research (B)
4. Apply contextual understanding to personal methodology and practice (B)
5. Present information, outcomes and evaluation in a variety of formats (B)
6. Evaluate existing artefacts, research and methodology (A,B,C)

Learning and Teaching Strategies and Methods

Cognitive skills will be developed through formal lectures and practical application of theoretical and industrial knowledge. Individual and group work will be supported by peers and tutors, and provide opportunities for self-reflection and evaluation at each significant threshold. Seminars and presentation sessions will track student's ability to critique work (theirs, peers and professional products) within the contexts of the programme. Ongoing tutor support and practical tutorials will enable students to develop skills in a wider cognitive and contextual framework, whilst applying skills specifically to tasks and projects.

Assessment

Assessment is both formative and summative. Cognitive skills will be examined through a mixture of coursework, product development, individual and group work, journals and research documents and the strong emphasis on self-reflection and evaluation the programme contains.

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

1. Utilise and, where necessary, modify appropriate technology (A)

2. Project initiate, manage and evaluate (A,B)
3. Research, evaluate and apply information from a variety of sources (A,B)
4. Create, manage and deliver effective digital media content (A,B,C)
5. Effectively use industry standard technologies (A)
6. Present and evaluate products and content (A,B)

Learning and Teaching Strategies and Methods

Lectures, seminars and practical tutorials in a diverse set of appropriate technologies and methodologies will develop specific skills. Course work that emphasises group and individual project management will enable these skills to be developed in the context of wider industry practice.

Assessment

Assessment is both formative and summative. Subject specific skills will be evidenced through journals and presentations tracking the initiation and development of projects, and through research projects which focus upon the usage of appropriate technologies and methodologies within an industrial context. Competence in project management and technical ability will form the cornerstone of most units assessments.

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

1. Communication skills in a variety of formats, presentation delivery and construction (A,B)
2. Project and product management skills and team working (A,B)
3. Evaluate and select appropriate technological tools (A)
4. Create, manage and evaluate content (B)
5. Combine, utilise and evaluate research materials from different sources (B)
6. Team working and management, self-management and evaluation (A,B)

Learning and Teaching Strategies and Methods

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.

Assessment

Key Skills are embedded in project work, and will be evidenced by artefact-based outcomes and evaluatory documentation, supported by peer reviewed presentations. Developing key skills forms an essential and central aspect of all coursework deliverables, both as an individual and team member. Assessment will therefore be integrated within presentations, journals, artefacts and research documents.

15. Course Structure, Progression and Award Requirements

This one year final year top-up programme has been developed to respond to students completing a course in computing or software engineering, or looking to transfer from one of these courses, to one where the focus shifts towards the creation and distribution of interactive native and web based multimedia content for mobile phones and traditional computers.

The programme will equip its students with a reliable understanding of the sector, covering a broad sweep of potential technologies, applications and challenges from both a technological and cultural perspective.

16. Employability Statement

Graduates from this course will be ready to work within the sector as programmers, developers and managers. They will have a solid base of skills and knowledge combined with highly specific expertise, be this orientated towards project management or programming. Previous graduates have found employment in multimedia development, IT support in education, the games industry, software development and have set up their own businesses as developers and designers.

17. 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).
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- The Additional Support and Disability Advice Centre (ASDAC).
- 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.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.

18. Admissions Criteria

A. Academic Admissions Criteria

- Only those who have previously studied at higher education level should apply. An appropriate HND or 240 HE credits.
- This course should be of interest to any students who have completed their second year of a degree course or have a Diploma in subjects in computer science, programming, entertainment technology and courses related to arts and media. Students should have basic level of understanding of multimedia applications and an interest in media development and content management.
- 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.

19. 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 School'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 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 Research Experience Survey (PRES), Postgraduate Taught Experience Survey (PTES) 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 new to teaching required to undertake the APEX HEA Fellow Programme for new academic staff.
- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

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 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.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. 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.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

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

C. Quality Assurance Agency

QAA Institutional Audit, December 2008, 'broad confidence' (for full report see [QAA Institutional Audit: University of Portsmouth 2008](#)).

D. Others

None

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Undergraduate Prospectus.
- Assessment Regulations.

University of Portsmouth (<http://www.port.ac.uk/>) and School of Creative Technologies website (<http://www.port.ac.uk/school-of-creative-technologies/>)

Unit Assessment Map

UNITS						COURSEWORK				EXAMINATION			
Level	Name	Code	Credit	Delivery	Core/ Option	Total %	Type of Artefact	Duration/ Length	Weighting %	Total %	Open/ Closed	Duration (hrs)	Weighting %
6	FINAL YEAR PROJECT	U20234	40	Year	C	100	Project Report Presentation	8000-10000 words 15 minutes	90 10				
6	INTERDISCIPLINARY GROUP PROJECT	U25567	20	Year	C	100	Presentation Project (incl. Artefact) Reflective Report	15 minutes 2000 words 1500 words	20 50 30				
6	DATABASE DRIVEN STREAMING MEDIA WEBSITE DEVELOPMENT	U20240	20	Year	C	100	Group Presentation Group Presentation	20 minutes 20 minutes	50 50				
6	MOBILE APPLICATION DEVELOPMENT	U23499	20	Year	C	100	Presentation - Application Design Demonstration - Working Prototype Application	20 minutes 20 minutes	50 50				
6	HANDHELD DEVICE WEB PROGRAMMING	U23951	20	Year	C	100	Presentation-Design Demonstration Presentation - Working Prototype Demonstration	20 minutes 20 minutes	50 50				

Unit Learning Outcomes Map¹

UNITS						LEARNING OUTCOMES																										
Level	Name	Code	Credit	Delivery	Core/ Option	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	
6	FINAL YEAR PROJECT	U20234	40	Year	C			X					X		X	X	X	X	X		X	X			X	X					X	
6	INTERDISCIPLINARY GROUP PROJECT	U25567	20	Year	C	X	X	X			X			X	X	X	X			X		X	X			X	X	X	X		X	
6	DATABASE DRIVEN STREAMING MEDIA WEBSITE DEVELOPMENT	U20240	20	Year	C		X	X	X	X				X	X	X	X	X		X	X	X		X		X	X		X			
6	MOBILE APPLICATION DEVELOPMENT	U23499	20	Year	C		X		X			X		X						X	X			X		X	X	X	X		X	
6	HANDHELD DEVICE WEB PROGRAMMING	U23951	20	Year	C																											

¹A = Knowledge and Understanding; B = Cognitive (Intellectual) Skills; C = Practical (Subject Specific) Skills; D = Transferable Skills