



# MRes Creative Industries

## *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**

MRes Architecture

MRes Creative Practice

MRes Curation

MRes Design

MRes Design Practice

MRes Digital Curation

MRes Media Industries

MRes Sustainable Innovation

MRes Theatre Performance

MRes Urban Design

MRes Visual Culture

MRes Visualisation

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

C2600F, C2600P

### **3. Awarding Body**

University of Portsmouth

### **4. Teaching Institution**

University of Portsmouth

### **5. Accrediting Body**

N/A

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

UK Quality Code for Higher Education (2011)

UK Quality Code for HE Chapter B11 Research Degrees (2011)

RCUK Researcher Development Framework

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

Version 4, August 2018

### **8. Effective Session**

2018/2019

### **9. Author**

Deborah Shaw

## 10. Faculty

Creative and Cultural Industries

## 11. Department

School of Film, Media and Communication

## Curriculum

### 12. Educational Aims

- To enable students to demonstrate excellence in appropriate research design and techniques
- To provide an extended experience of research and the research process
- To prepare students to move into further postgraduate (doctoral) research study and/or project management in general
- To provide students with enhanced transferable skills for general employment
- To enhance critical analysis of methodological and conceptual issues
- To have a critical and reflective knowledge and understanding of the chosen subject, with both the ability and readiness to question its principles, practices and boundaries.
- To think independently, analytically and creatively, and engage imaginatively with new areas of investigation within and across discipline boundaries.
- To be able to synthesise new and existing knowledge and to generate original research ideas
- To be intellectually curious, embrace challenges and seize opportunities for development.
- Be able to locate, access and critically engage with information, using current and emerging digital technologies.
- To be able to communicate clearly and effectively, in a range of forms and to different audiences.

### 13. Reference Points

The programme learning outcomes have been developed in alignment with the University of Portsmouth's regulations, policies and procedures and after consulting a number of relevant documents that are mentioned below. The MRes has also been developed with the Graduate School's Development Programme (GSDP) in mind that is benchmarked against much of the RCUK Researcher Development Framework.

- University of Portsmouth Curricula Framework Document
- The University of Portsmouth's Hallmarks
- The scholarship and research expertise of academic members of staff
- The UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- National Qualifications Framework (NQF)
- RCUK Researcher Development Framework
- Graduate School Development Programme (GSDP)

### 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

The MRes Creative Industries Programme will reflect contemporary learning, research and practice in a specific area of the creative and cultural industries. As such, the programme will enable students to develop an enhanced critical awareness and conceptual understanding of research issues, methodology and design, and varying forms of reporting appropriate to the creative disciplines.

It is expected that students who have successfully completed the course will, at threshold level, have:

### A. Knowledge and Understanding of:

- A.1 A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights in their subject specialism
- A.2 Project planning and ethical procedures required for research
- A.3 The theoretical and methodological underpinnings of research undertaken in appropriate areas
- A.4 Comprehensive techniques, methods and approaches applicable to the completion of research projects

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

- B.1 Critique varying intellectual paradigms, methodologies, research approaches, and analytical techniques and how they contribute to the development of research questions
- B.2 Formulate appropriate research questions within the realm of creative industries' research
- B.3 Critically appraise the value of theoretical perspectives and research evidence collected in the specified area of study

- B.4 Select methodological approaches to the collection and analysis of data that can be evaluated, interpreted and disseminated into relevant formats
- B.5 Synthesise and contribute to the creation of new knowledge within the research project

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

- C.1 Demonstrate competency in a range of relevant data collection and data analysis techniques
- C.2 Produce critical reports in an appropriate format
- C.3 Identify ethical considerations and risk issues related to specified area of study
- C.4 Develop well-reasoned arguments and integrate appropriate empirical research
- C.5 Identify and develop the relevant skills for a research career

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

- D.1 Exercise initiative and personal responsibility
- D.2 Communicate effectively and confidently, using a range of media
- D.3 Be an independent learner and demonstrate collaborative skills
- D.4 Solve problems and demonstrate sound judgement in decision making in complex and unpredictable situations
- D.5 Identify and use the appropriate resources to enable the successful completion of a task
- D.6 Demonstrate relevant skills for a career in research
- D.7 Develop a self-reflective element to learning and evaluation

## 16. Learning and Teaching Strategies and Methods

A variety of learning and teaching strategies will be used based on successful methods currently employed within the varying Faculty of Creative and Cultural Industries Schools, Research Centres and in the Graduate School.

- Core knowledge mainly delivered via seminars, tutorials and workshops.
- The emphasis on good practice throughout the programme encourages students to utilise and appraise a variety of information sources including traditional books and journal-based literature, as well as using information technology resources such as internet based journals, VLE's and human resources for the applied setting.
- Opportunities to attend subject specialist unit lectures and seminars, GSDP workshops, Graduate School Research Students conference and research seminars held within specific Schools, research groups and centres.

Intellectual skills will primarily be developed through supervision tutorials and GSDP workshops on the taught units. Individual supervision and GSDP workshop sessions will contribute to development.

The emphasis of this MRes is on the application of research and analytical techniques with acknowledgment of the key factors involved in the research process. The taught units will provide students with the opportunity to develop their overall confidence in the design and execution of research projects and their own development as a researcher.

- Practical supervision will be included in the research units.
- The format of the programme will enable students to obtain proficiency in a range of relevant approaches as well as the ability to communicate effectively. Attention to ethical considerations, risk and health and safety issues is also addressed within units and through the production of reports and completion of a research project(s).

Students' work will be supervised by a member of staff whose research is relevant to their field of interest. Students will enter this programme following undergraduate study and therefore many underpinning academic and professional attributes may already have been acquired. Further development of these and other transferable capacities are critical features of this MRes. The course curriculum enables students to acquire knowledge of a broad range of research techniques as well as insight into ethical and organisational issues faced by researchers. These aptitudes have been identified for every unit and there is extensive coverage of all aspects of communication, information technology, improving own learning and problem-solving.

## 17. Assessment Strategy

The assessment strategy for the MRes is varied with an emphasis on: reflective, critical, theoretical, methodological and conceptual issues; research development (strategies and techniques); understanding of research and the research process; project management; and enhancing transferable capacities for employment. The assessments have been designed to enable students to build upon aptitudes acquired within the individual units so that they can conduct the research in an autonomous and largely independent manner.

Assessments consist of formative, self-assessed and summative elements. Coursework includes analytical essays, oral presentation, reflections on appropriate research projects, engagement with ethics protocols and a critical engagement with the relevant literature, oral / poster presentation and ethics application.

All elements will be formatively assessed via tutorial meetings, project development and/or data collection processes. Summative assessments may include analytical essays, oral presentations and ethics applications. Students are also expected to complete relevant assessment in relation to professional development that include a reflective practice portfolio and research job application.

These skills will be formally assessed through a variety of assessment techniques. Presentations will be delivered by students in taught and research focused units. Independent work will be required in many unit assessments and collaborative work will be formatively assessed where appropriate. Specific transferable aptitudes relating to professional development will be assessed by a research-related application, reflective practice portfolio, and a research job application.

## 18. Course Structure, Progression and Award Requirements

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

- The programme is offered as a full-time (12 month) and as a part-time (24 month) postgraduate course.
- A student who has passed 180 credits will qualify for the award of MRes with the relevant named exit award listed in section 1.
- A student who exits having passed 60 credits will qualify for the award of PgCert in Research Training. A student who exits having passed 120 credits will qualify for the award of PgDip in Research Training.
- Standard University rules apply. The regulations must be consulted for a full description of exit awards.

## 19. Employability Statement

Those students completing the course will have moved to the next level of qualifications with the advantages that this offers in terms of learning and employability. They will also be in an excellent position to apply for any related Doctoral training programme, research assistant positions, graduate teaching positions, or general research related roles.

Career management skills are embedded in the course and will be supported by a tutorial programme and developed via relevant formative and summative assessment activities. A focused Personal Development Plan including the identification and review of skills will also be formulated and developed through the tutorial programme.

Career management skills are formatively assessed within the Research Preparation and Development unit and this will enable students to demonstrate to employers that they have the necessary skills to perform research roles. Furthermore, all students will be introduced to the University's Careers' advice provisions within their induction to facilitate links between the students and career advisors.

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



## **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 (who will also be their research supervisor) 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.
- Maths Café.
- 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.

### **21. Admissions Criteria**

#### **A. Academic Admissions Criteria**

- An upper second class honours degree in a related subject. Applicants may be subject to interview.
- 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.
- Mature students are encouraged to apply for the course.
- International students with backgrounds in relevant creative industries' disciplines are encouraged to apply for the course.
- If appropriate, prior 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**

- Course Leader for day-to-day running of course and unit co-ordination
- 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
- Graduate School Management Board

#### **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**

- All supervisors should be classified as research active or research engaged.
- 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 are 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) 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>](#)).

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<sup>2</sup> [http://policies.docstore.port.ac.uk/policy-107.pdf?\\_ga=2.35873504.1363879306.1532935696-1470967879.1491987462](http://policies.docstore.port.ac.uk/policy-107.pdf?_ga=2.35873504.1363879306.1532935696-1470967879.1491987462)

## 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

Despite there being no official professional links, the Graduate School has benchmarked the taught units against the RCUK Researcher Development Framework (<http://www.vitae.ac.uk/rdf>).

### 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
- [University of Portsmouth](#)<sup>4</sup>, [Faculty of Creative and Cultural Industries](#)<sup>5</sup> and [Graduate School](#)<sup>6</sup> websites

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<sup>3</sup> [http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581\\_4](http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4)

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

<sup>5</sup> [http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?\\_ga=2.258035018.1363879306.1532935696-1470967879.1491987462](http://www2.port.ac.uk/faculty-of-creative-and-cultural-industries/?_ga=2.258035018.1363879306.1532935696-1470967879.1491987462)

<sup>6</sup> <http://www.port.ac.uk/graduate-school>