COURSE SPECIFICATION

MSc User Experience Design

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Course Title	MSc User Experience Design
Final Award	MSc
Exit Awards	PGCert, PGDip
Course Code / UCAS code (if applicable)	P3591FTC P3591PTC
Mode of study	Full time, Part time
Mode of delivery	Campus
Normal length of course	September intake - 1 year full time, 2 years part time January intake - 17 months full time
Cohort(s) to which this course specification applies	September 2024 intake onwards
Awarding Body	University of Portsmouth
Teaching Institution	University of Portsmouth
Faculty	Creative and Cultural Industries
School/Department/Subject Group	School of Film, Media, and Creative Technologies
School/Department/Subject Group webpage	https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/faculty-of-creative-and-cultural-industries/school-of-film-media-and-creative-technologies
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/postgraduate-taught/msc-user-experience-design
Professional and/or Statutory Regulatory Body accreditations	N/A
Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level	Level 7

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

Educational aims of the course

Aims to equip students to work professionally within a media rich design environment. In particular, the course will aim to develop reflective, practical and creative skills associated with the User Experience Design, as well as the knowledge required to support user focussed research activities in these areas. Students should be able to participate in a range of practical and creative tasks associated with experience design, interface and usability exploration, and user evaluation, including use of the relevant software or equipment. Students will develop intellectual, analytical, creative 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.
- To 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.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	Develop advanced, critical and reflective conceptual knowledge related to the User Experience Design and Evaluation processes, focussing on the ability and readiness to question its principles, practices and boundaries.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key knowledge is developed.	Formative presentations, peer review, and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.
A2	Gather, critically evaluate and synthesise new and existing knowledge, including specialist hardware technologies, software techniques and human centred requirements, to predict their potential effect on the economy or society.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key knowledge is developed.	Formative presentations, peer review, and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.
A3	Critically appraise the apply issues related to Ethics, Risk Assessment, and professional codes of conduct and practice in User Experience Design problems, to understand and develop a range of contextually appropriate solutions.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key knowledge is developed.	Formative presentations, peer review, and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.

B. Cognitive (Intellectual or Thinking) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Think independently, analytically and creatively, and engage imaginatively with ideas, concepts and technology at an advanced level in the field of User Experience Design and across discipline boundaries.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key intellectual and technical skills are developed.	Formative presentations, peer review and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.
B2	Actively seek out challenges and seize opportunities by making appropriate decisions for the application of User Experience Design and Evaluation techniques and technologies, as well as demonstrate intellectual curiosity in their creative influences and approach.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key intellectual and technical skills are developed.	Formative presentations, peer review and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.
B3	Manage the User Experience Design and Evaluation process and its workflow, in terms of concept development, planning, prototyping, evaluation, and troubleshooting, to develop innovative solutions.	Lectures, seminars and laboratory work delivery by means of face-to-face and Blended learning methods to support the development of a self-reflective learning framework in which key intellectual and technical skills are developed.	Formative presentations, peer review and lecturer feedback inform summative portfolios of design and development documentation, as well as the final dissertation.

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C. Practical (Professional or Subject) skills, able to:			
C1	Engage with an extended piece of independent, analytic and creative research by acting autonomously in planning and implementing tasks, within and across subject boundaries.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing extended development projects. This is enhanced by a subsequent client project, supported by two supervisors.	Formative peer review and lecturer feedback inform summative portfolios of design and development documentation, along with formative supervisor feedback during the final dissertation.
C2	Initiate, develop and realise distinctive work in complex, unpredictable and specialised contexts and hence demonstrate adaptability, flexibility and development of new skills for new situations.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing extended development projects. This is enhanced by a subsequent client project, supported by two supervisors.	Formative peer review and lecturer feedback inform summative portfolios of design and development documentation, along with formative supervisor feedback during the final dissertation.
C3	Professionally communicate a reasoned perspective on a complex aesthetic and technological problem clearly and effectively to a range of different audiences, including face to face presentations, demonstrations and written communication.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing extended development projects. This is enhanced by a subsequent client project, supported by two supervisors.	Formative peer review and lecturer feedback inform summative portfolios of design and development documentation, along with formative supervisor feedback during the final dissertation.

D. Transferrable (Graduate and Employability) skills, able to:			
LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	Use current and emerging digital technologies to assist in locating, access and critically engaging with information.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing an industry focussed development project. This is augmented by an explicit programme of professional development activities.	Formative review, lecturer and supervisors' feedback inform summative portfolios and personal reflective reviews. Presentations and Written assessments reflect directly on graduate skills.
D2	Strategically plan, successfully manage and resolve dynamically complex work whilst supporting others to achieve success.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing an industry focussed development project. This is augmented by an explicit programme of professional development activities.	Formative review, lecturer and supervisors' feedback inform summative portfolios and personal reflective reviews. Presentations and Written assessments reflect directly on graduate skills.
D3	Proactively pursue academic, professional and career aspirations by addressing personal development needs.	Lectures, seminars and laboratory work by means of face-to-face and Blended learning methods support a framework for pursuing an industry focussed development project. This is augmented by an explicit programme of professional development activities.	Formative review, lecturer and supervisors' feedback inform summative portfolios and personal reflective reviews. Presentations and Written assessments reflect directly on graduate skills.
D4	Develop a reflexive approach to work that is defined by equality, respect and ethical practice, whilst identifying enterprise and innovation opportunities.	Lectures, seminars and laboratory work by means of face-to-face and Blended	Formative review, lecturer and supervisors' feedback inform

| | | learning methods support a framework for pursuing an industry focussed development project. This is augmented by an explicit programme of professional development activities. | summative portfolios and personal reflective reviews. Presentations and Written assessments reflect directly on graduate skills. |

Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services this course also provides:

CCI Creative Careers: Support to add degree-related and relevant work experience for CV building including a work placement year, summer or short internships and part-time work.

CCI Creative Skills: One to one support sessions and group tutorials in creative software and skills relevant to CCI courses and future careers.

CCI Academic Skills: Access to resources to support learning strategies and techniques through one to one tutorials or group workshops.

CCI Student Support Advisor: Help to find appropriate academic, pastoral or practical support.

Specialist equipment and facilities relevant to the course.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Vision
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for **Computing (March 2022)**
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: **N/A**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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