

## Programme Specification for BA Creative Media

<p><b>This document applies to students who commence the programme in or after September 2018</b></p>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Honours
5.	<b>Programme title</b>	Creative Media
6.	<b>Pathways available</b>	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: <a href="https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx">https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</a>
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Full or part time
9.	<b>UCAS Code</b>	Creative Media BA - W212 BA/CDM
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA subject benchmark statement, Art and Design, February 2017</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	February 2018. December 2018 – Amendments to award map. November 2019 – CMED2008 module title changed.

### 12. Educational aims of the programme

The course aims to enable students to:

- perform effectively and creatively in the practice and theory of digital media;
- appreciate relationships between concepts and practices, within the strands studied within design and media;
- develop intellectual, practical & creative skills appropriate to their future interests and needs in relation to further study, employment or both;
- harness their interest in creative media in order to develop, broaden and contextualise their knowledge base of the digital arts;
- develop their creative, imaginative, technical and problem-solving skills to enable them to perform effectively and creatively in digital media and related industries;
- appreciate relationships between concepts and practices, both within digital media and with other subject areas;
- develop critical and analytic skills as well as the ability to derive and apply principles and concepts from practical media experience;
- develop conceptual skills, in order to apply their subject knowledge and skills to innovation and emerging technologies;

- exercise independent judgement, be self-reliant and have the ability to work co-operatively with others.

### 13. Intended learning outcomes and learning, teaching and assessment methods

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Understand the relationship between critical analysis and the practical application of creative media and how to explore, analyse and solve design problems	CMED2002 CMED2003 CMED3003	BA(Hons) BA
2.	Adopt an approach to creative design and concepts that takes into account client and user experience as well future technologies;	CMED2002 CMED3007	BA(Hons) BA
3.	Understand the relationship between form and function and their relationship to concepts of usability and legibility;	CMED2003 CMED3006 CMED3007	BA(Hons) BA
4.	Recognize the cultural, social & historical contexts which underpin design and media.	CMED3003 CMED3005	BA(Hons)

#### Cognitive and Intellectual skills

5.	Demonstrate detailed knowledge in the wide range of disciplines of digital media;	CMED3003 CMED3006	BA(Hons) BA
6.	Demonstrate a critical awareness of debates and issues in the design area and recognise where their own work is located within this;	CMED3003 CMED3008	BA(Hons) BA
7.	Critically engage with and apply design theory and techniques to a diverse range of situations and target audiences in a cultural context through written analyses of design;	CMED3003 CMED3009 CMED3010	BA(Hons)
8.	Reflect critically upon their own interpretations and be able to assess and challenge accepted opinion.	CMED3003 CMED3006	BA(Hons)

#### Skills and capabilities related to employability

9.	Develop creative and original design concepts, solutions to client briefs, in appropriate media outputs;	CMED3006 CMED3009 CMED3010	BA(Hons) BA
10.	Initiate and develop distinctive and creative work that effectively utilises relevant technical practices and theories, including an understanding of the role and impact of Intellectual Property;	CMED2003 CMED3004 CMED3006	BA(Hons) BA
11.	Produce work, which is informed by and contextualised within, relevant theoretical issues and debates such as cultural context, ethics and gender.	CMED3003 CMED3009 CMED3010	BA(Hons)

## Transferable/key skills

12.	Develop an independent, organised approach to learning, and thereby practice time management skills through working to deadlines;	CMED3004 CMED3006 <i>CMED3010</i>	BA(Hons) BA
13.	Develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen, offering and accepting constructive criticism;	CMED3006	BA(Hons) BA
14.	Demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent end product;	CMED3003 CMED3005	BA(Hons)

*NB. Module codes in italics are Optional Modules that include significant content related to the relevant learning outcome.*

### **Learning outcomes and combined subject degrees (joint, major and minor pathways):**

- **Joint Pathway**  
Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**  
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**  
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

### **Learning, teaching and assessment**

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities, including individual and group research projects, written and oral forms of presentation and the creation of new work. Creative Media engages with a wide range of teaching methods: practical workshops, lectures, seminars, large and small group discussion and presentations, it is, therefore, inclusive for a variety of learning styles.

Each module states a range of learning and teaching methods used for its delivery. Opportunities to achieve the learning outcomes will be provided by the following methods:

- Mac studio workshops
- Photographic and sound studio workshops
- Seminars and student-led presentations
- Individual and group tutorials
- Talks and Lectures from visiting speakers/practitioners
- Group work, based on briefs

- Project-based individual and group activities
- Self-directed study, evidenced by blogs and/or learning journals
- E-learning through the use of module websites, Blackboard and e-mail
- Studio visits
- Exhibition and environment visits
- Work-based learning

Students will be assessed by the following methods:

- Visual and written research
- Essays, learning reports and critical statements
- Production of visual, aural and practical work
- Presentations to the module group, tutors, visiting industry clients
- Production of preparatory and secondary material
- Written learning journal with supporting imagery

Learning and teaching methods are kept under review to ensure that as wide a range of methods are being used in order to enhance the opportunities for students to learn. Learning outcomes can be grouped into four areas: knowledge and understanding, cognitive and intellectual skills, practical skills relevant to employment and transferable/key skills.

## **Teaching and Learning**

The University places emphasis on enabling students to develop the independent learning capabilities that will equip you for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support through the personal academic tutoring system enables you to reflect on progress and build up a profile of skills, achievements and experiences that will enable you to flourish and be successful.

## **Teaching**

You are taught through a combination of lectures, seminars, tutorials and individual research activities.

The subject of Creative Digital Media lends itself to a wide range of assessment methods, many of which help prepare for employment. These include lectures, seminars, practical workshops, tutorial activities, group work, independent individual research, digital media artefact analyses, report writing, portfolios of examples, independent and group presentations, blogs and learning journals.

Studio workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and studio software practicals are focused on developing subject specific skills.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

You have an opportunity to undertake a semester long placement in the second year of the course, supervised for agreed projects by a work-based mentor and a University tutor.

You use industry-standard design software and have access to state of the art mac studio facilities throughout the course.

## **Contact time**

In a typical week you will have around 16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year you will normally have slightly less contact time in order to do more independent study.

Typically during each of the four sessions held each week, contact time will be structured around:

- 1 hour of whole group lectures
- 1 hour of group work or seminar discussion
- 1 hour of practical workshops
- 1 hour of tutorial based activities

### **Independent self-study**

In addition to the contact time, you are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve designing and developing practical work, reading journal articles and books, working on individual and group project briefs, undertaking research in the library and online, preparing coursework and presentations.

Independent learning is supported by a range of excellent learning facilities, The Digital Arts Centre, the Printing Room, the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, academic staff who are also current professional practitioners with industry experience, technical demonstrators and a technical support team.

Teaching is informed by the research and consultancy, and all permanent course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles <http://worc.ac.uk/discover/humanities-staff-profiles.html>

### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include:

- Practical media output
- Presentations to the module tutor or group
- Pre-production and production
- Online blogs
- Written learning journal
- Learning reports or reflective critical evaluation.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

No exams

6 x practical media pieces with blog / learning journal

6 x Learning reports / reflective critical analyses  
2 Presentations

#### Year 2

No exams  
4-6 x practical media pieces with blog / learning journal  
8 Learning reports / reflective critical analyses  
1 Presentation

#### Year 3

No exams  
3 x practical media pieces with blog / learning journal  
4 Learning reports / reflective critical analyses  
1 Group Practical  
1 Group Presentation  
1 Degree Show  
Major Independent Study Practical with 3000 word learning report

### **Feedback**

You will receive feedback on practice assessments and on formal assessments undertaken by coursework. Feedback is also given on a regular basis during sessions. Feedback is intended to support learning and you are encouraged to discuss further with personal academic tutors and module tutors as appropriate, and we welcome requests for one-to-one tutorials.

Peer assessment is carried out in small teams to inform you of peer feedback prior to formal hand in of each module.

We aim to provide you with feedback on formal course work assessments within 20 working days of hand-in.

### **Facilities**

Creative Media has access to state of the art and industry standard facilities and equipment, including Apple Macs with the latest Adobe suite, as well as a host of other software packages for the creation of high end animation and sound design. Practical equipment comprises of an extensive range of stills and moving image cameras, audio recording equipment and other borrowable tech such as iPads, lighting gear, film grip and specialist cameras for the creation of virtual reality and slow motion content. Studio facilities comprise of a photographic studio equipped with backdrops and lighting equipment. Our video studio is fully equipped for extensive film and TV work and can be used for film and photography work and can contain fully built film sets. In addition, it contains a full size greenscreen provision with a moving flooring system for use in the creation of visual effects and an extensive lighting rig for optimal lighting options. The Sound Studio is industry standard and comprises of a live room large enough for multiple artists to be recorded for voice, music, instrumental or foley purposes, and a recording room complete with control surfaces for professional sound recording and editing. Our maker space has provision for practical crafts and is equipped with a laser cutter vinyl plotter, 3D printer and CAD router. Our edit suites are sound controlled spaces with high end iMacs and surround sound as well as colour grading surfaces where students can complete their work in a manner which reflects the industry.

The Art House will include The Creative Hub, designed to invite clients in, to discuss briefs and to receive pitches and presentations, emulating a studio environment. The space will also include a creative space for small teams of students to work collaboratively, brain storm, sketch and create, and the furniture will be conducive to this. Due to the nature of the course,

some students for example may be editing a film, another may be photographing a product, another may be filming a voxpop, while another may be building a content management system in order to bring together this creative content for a specific target audience.

#### **14. Assessment Strategy**

Most assignments are assessed against the learning outcomes for the module through a practical piece of work and learning report, supported by an online blog or learning journal. The report is a reflective, self-critical account of the student's learning journey in the experience offered by the module. Supporting this is a learning journal, or online blog, offering evidence – such as research and analysis, competitor research, initial generation of ideas, concept development, and software skill development – that indicate the depth of the student's learning. Transferable skills, such as communication, collaboration and project management, for example, are also explicitly assessed.

Assignments are summatively assessed by the academic staff and formatively by the student themselves and also their peers. During self-assessment, students are required to give a value to their own work, using the course criteria and grading system.

Creative Media employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial system, featured in every module, and feedback. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

#### **15. Programme structure and requirements**

Creative Media is part of the portfolio of courses within the Art and Design Department in the Institute of the Arts (IoA).

Please see the Award Map Annex at the end of this document.

The course is available in full and part-time modes and across the full range of pathways

The course is designed to develop students' knowledge and understanding of digital arts practice and also develop practical skills in the varied strands that comprise digital media. Underpinning the basic ability in concept development and software skills is a strong emphasis on development of a questioning attitude to increasingly demanding projects. Alongside research and critical skills, this is seen as vital to the development of the students' identity as a digital media practitioner. The scope offers a balance between professional considerations and pedagogic elements. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and professional and independence that will be vital for them successfully to pursue their chosen career.

At level four, students are introduced to concepts and techniques in the subject through prescriptive teaching. This enables them, and the staff who teach them, to begin the process of identification of their strengths, weaknesses and identity as creative digital practitioners. These introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

This process is developed through level five, in which students become more independent as learners so that, at level six, they are able to engage with their subject through self-directed study, research and practice. The exhibition component of the Professional Practice module represents the culmination of this learning journey, in which the student demonstrates their competence as a versatile professional practitioner, working on a theoretical and contextual base that is broad and substantial, and able to direct their work through a reflective, and honest, application.

## **16. QAA and Professional Academic Standards and Quality**

This award is located at level 6 of the FHEQ.

The intended learning outcomes for Creative Media provide evidence of the ways in which the [QAA subject Benchmark Statement for Art and Design February 2017](#), has been embedded into the teaching and learning of Art and Design at the University of Worcester.

The learning outcomes of all modules are intended to meet the QAA subject benchmark by providing the opportunity for students to apply and develop the range of Art and Design skills: the productive, the conceptual, the personal and the interpersonal.

## **17. Support for students**

The Creative Media course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Academic staff offer a range of intellectual, practical and pastoral support through a system of personal academic tutoring. Throughout their period of study, students are supported by the Art and Design technical teams.

The student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of the Arts Freshers' Party in induction week and can attend a free coach trip, for example to Oxford, where we set an informal brief is set to encourage the students to get to know each other.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Further inductions continue, which include Health and Safety and Risk Assessment sessions and technical demonstrations.

Students are also provided with a brief induction into their second year in the mandatory modules CMED2001 Motion Graphics and Visual Effects. In the first weeks of CMED3003, students are given guidance for their level six studies as well as the preparation for the Independent Study equivalent. Direct entry students are also provided with an additional brief and informal induction.

In addition, the Institute of the Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are usually available for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through e-mail and/or social networking sites such as Facebook with the ambition of responding within 48 hours.

Staff teaching students on modules support students through one-to-one and small group tutorials and students are provided with clear indications of when staff are available for individual support.

Students are further supported through a range of online support, for example, via e-mail or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. There is a course Facebook page for informal student integration and engagement that provides day to day information.

Furthermore, the Course Team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services which provides specialist support on a one to one basis.  
<http://www.worcester.ac.uk/student-services/index.htm>  
<http://www.worcester.ac.uk/student-services/disabilityanddyslexia.htm>
- Mental Health and Counselling (the disability link tutor supports and refers students as and when necessary)
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

### **Personal Academic Tutoring**

The PAT system is carefully managed by the Course Leader, who also acts as the Lead PAT Coordinator for the Department. During Welcome Week, students are contacted via email, by their Personal Academic Tutor, and are sent their personalised Individual Learning Plan, which contains contact details and room number of their PAT, and a date for their initial tutorial. The Individual Learning Plan travels with them during their time at University. It documents previous experience, aspirations, hopes, achievements and culminates with an exit tutorial. Meetings with students' PAT is either one to one or in a small team depending on the time of year. Vertical tutoring is also a valuable part of the system, where students can talk to other students at differing stages, in order to ask questions and discuss areas they may not want to share with their Tutor. This also fosters a sense of belonging.

Each student is allocated a Personal Academic Tutor who will:

- support the academic development of their allocated tutees;
- act as the first point of call for any tutees experiencing issues or problems arising whilst at University;
- provide the official University reference for tutees.

### **Community**

A sense of community and belonging is fostered from the beginning of the course. A Facebook page run by the Course Leader aids communication and collaboration. This promotes interesting articles, guest industry speakers, achievements and employment opportunities. Graduates stay in touch via this page and regularly comment and encourage current students. The L6 interim show in December provides a perfect time to bring together students from all levels for a celebration, and for L4 and 5 students presents a chance for them to look at the culmination of study, and what they aspire to be.

## 18. Admissions

### Admissions policy

Applicants for the course will be students who wish to pursue a career as a professional media practitioner, whether in a self-employed capacity or as part of a production centre or studio. They will not be expected to have substantial foreknowledge of the subject but must demonstrate an ability in visual thinking, conceptualisation, research and writing skills, an independent creative identity, self-motivation and the intellectual ability to engage with the demands of a degree course.

The course, in line with the University policy, welcomes applications from motivated students with appropriate qualifications, traditional and non-traditional, academic and vocational. We consider applicants to our courses solely on the basis of their merit, ability and potential. Applications are therefore welcomed from those from diverse backgrounds and with qualifications both from the UK or overseas. In particular we welcome applicants who hold alternative qualifications/experience different to those traditionally offered who can demonstrate the ability to benefit from the course and show their potential to complete the course successfully.

### Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Applicants to the course are required to provide an online portfolio to ensure eligibility. If the student prefers, they have the opportunity to come into the University to bring a hard copy portfolio, engage in a tour of the facilities and teaching spaces, and meet a tutor and to discuss one-to-one the course and their suitability.

Full-time applicants apply through UCAS (W212)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

Selection Criteria for Creative Media *must include* the following:

- An online/hard copy portfolio;
- evidence of good visual communication in a variety of media;
- a commitment to the subject;

- good general knowledge and understanding of the subject.

The course would like to see evidence of, the following but they are *not necessary* to being offered a place:

- good communication aptitude through a variety of media, both traditional and digital;
- self-generated projects (outside a curriculum) in any media;
- evidence of experience in developing visual or aural concepts;
- a good selection of sketchbooks and preparatory material with substance.(i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations);
- a good knowledge of cultural and contextual aspect of digital arts, and their impact on contemporary culture.

Candidates are *not expected* to have evidence or experience of advanced software skills.

## 19. **Methods for evaluating and improving the quality and standards of teaching and learning**

The Creative Media course team is committed to a combination of formal and informal methods of quality assurance and enhancement and operates within University and Institute quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Representatives** - Students elect Course Representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The Course Representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to

give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of the Arts Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the Joint Institutes Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.

- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.
- **Complaints and Academic Appeals** - Full details of student appeals and complaints procedures can be found in the [University academic regulations](#).

The Creative Media team benefits from the culture of engagement around how to enhance teaching and learning within IoA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, Institute, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops
- IoA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- Peer Supported Review of Teaching
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

## 20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities that are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see [Taught Courses Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study equivalent module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, please see the Taught Courses Regulatory Framework.

## 21. Indicators of Quality and Standards

Staff that teach on and support the Creative Media course include Senior Lecturers and Lecturers who are Fellows of the Higher Education Academy with Post Graduate qualifications in Learning and Teaching in Higher Education, as well as being recognised as experts in their field with significant industry experience and research interests.

All staff continually develop their skills as educators and academics and measure the comparative level and currency of the course in relation to the sector as a whole by engaging with some or all of the following:

- performing a range of roles across the University sector such as those of external examiner, peer reviewer or consultant;
- attracting funding for research activities relating to the subject area or improving the quality of teaching and learning;
- taking advantage of staff development opportunities provided by the University's Academic Development and Practice Unit, which promotes good practice and advancement in learning and teaching within each subject area;
- peer assessment and discussion of teaching as a means of sharing and benefiting from good practice across subject areas;
- completing a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation;
- dedication to inclusive teaching and equal opportunities;
- consideration of External Examiner reports.

In addition to wide ranging curriculum based teaching and learning activities, academic staff also support learning with visiting speakers from industry and trips.

The Art and Design Department also has technicians to support students as well as other support staff such as our library services who provide workshops/tutorial support for students from the start of their course on how to use resources and improve written work.

## **Statistical Data**

Student Satisfaction ratings of 100% were achieved in the University's Course Experience Survey for both Levels 4 and 5 in 2017.

NSS results from 2017 were, without exception higher than the sector-wide results:

Overall Satisfaction: rose to **84.42%**.

Academic support: rose to **81.81%**.

The teaching on my course: rose to **85.37%**.

Organisation and management: rose to **75.33%**.

Learning resources: rose to **87.33%**.

Practice Placements: rose to **89.72%**.

Assessment and feedback: rose to **74.6%**.

All students expected to complete the course during 2016-17 did so, and received a BA (Hons) degree. Half of the students completing did so with a 2:1 or 1<sup>st</sup> class classification.

Most recent data (for those receiving their award in 2016) shows that 96% of students were in employment. As evidenced by Unistats, the types of job recent graduates were engaged with included Design Occupations (25%), Business and Public Professionals (20%), IT (15%) and Managers and Director (10%). The course team often continue to mentor graduates and regularly advertise job opportunities and/or refer clients.

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations**

The majority of graduates aim for direct entry into a career path. To this end, the flexible nature of the course prepares the Worcester graduate for a range of career paths in design, animation, videography, public relations, visual effects, motion graphics, photography and creative direction. The creative and intellectual nature of the award also fits the graduate for traineeships in areas outside the digital arts: this might include banking, corporate industry, local and national government and business development.

As examples, graduates have recently been placed with the following major employers:

BBC London  
ITV Central  
Aardman  
Saatchi and Saatchi  
Ricochet 4 Bristol  
4:2:2 Bristol  
DRP

as well as independent design agencies, PR and marketing agencies, regional production companies and employers outside the independent media sector. Graduates have also successfully completed postgraduate courses to Master's level or qualified teacher status both in this University and elsewhere. Graduates considering post graduate studies can apply for most courses nationally and internationally.

### **Student employability**

CMED3004 Professional Practice module, a mandatory module for Creative Media students, investigates the vocational potential of the subject and prepares students for their chosen profession. It is designed to focus the level six student on considering their future career, through a series of lectures, workshops, and talks by visiting specialists that require the learner to engage with the media industries.

These include:

- visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking;
- visits from our previous graduates, who are now in the industry;
- engaging with live projects and real clients;
- preparation of an online portfolio or a showreel to a professional standard (subject specific in career preparation)

The culmination of this module is the degree show, held in May each year. Industry contacts, together with previous graduates are invited to the Private View, where students are pinpointed for Awards and cherry picked for jobs, often offered on the spot.

In the Industry Brief and Live Project modules undertaken at Level 6, students work directly, usually one to one, with a real client. They learn to take a brief and understand what the client is requesting, which takes careful investigation and questioning, development of the brief and final presentation to the client. They must liaise with the client throughout the process, discussing and amending content and manage their own time, meeting the client's deadline. This mean that students not only gain valuable experience and confidence, with their tutor's support, but also have real work for their portfolio. This sets them ahead of other graduates when applying for jobs, and ultimately improves employability options.

The Institute-wide scheme, CareersFest, where students are encouraged to take advantage of career workshops, opportunities for postgraduate study options, presentation and interview skills, business start-up initiative and interview preparation. CareersFest links with the University Careers Service and students are made aware of the advantages of this link. Students are also encouraged to consult their academic tutor for advice and guidance in their post graduation applications, plans and initiatives.

Students are also encouraged to enter the Worcester Award, designed so that students record extra activities during their time at the university, reflecting upon how these activities can help to improve future employability. This culminates in an award ceremony and is a useful addition to their portfolios.

### **Links with employers**

Creative Media students take a range of modules that reflect their own talents, aspirations and interests. In this way, they take advantage of work placements and visiting speakers within Creative Media student's pathways. In the Creative Media Professional Practice module, students will benefit from visiting specialists within digital media, and portfolio workshops run by our own graduates. Students will also come into contact with media professionals and clients in the Pressure Projects module and will develop their presentation and pitching skills. Links have been made with design groups such as Saatchi and Saatchi, studios such as Aardman and broadcast agencies such as the BBC in London and Birmingham, and ITV in Birmingham and Bristol. Other facility companies with whom we have links include 4:2:2 and ricochet 4 in Bristol. The links built with industry contacts ensure that a wide range of exciting briefs are received from many businesses for example West Bromwich Albion Football Club, Worcester Swimming Club, West Mercia Police, National Trust – Croome, Snoezelen, Utelize, Worcester Mixed Ability Rugby, local schools, Meadow Arts, and many small start ups and local businesses.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

## Award map

<b>Course Title: Creative Media</b>	<b>Year of entry: 2018-19 onwards</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Designated (D) or Mandatory (M) or Optional (O))		<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites or excluded combinations and other notes</b>
			Single Hons	Joint Hons		
CMED1001	Digital Media Production	30	M	M	None	None
CMED1002	Digital Design and Advertising	30	O	N/A	None	None
CMED1003	Innovation and Experimental Production	30	O	N/A	None	None
CMED1004	Personal Development Skills	30	M	M	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules. However, students may include 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html> in which case CMED1002 or CMED1003 may be substituted.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include CMED1001 (30 Credits) and CMED1004 (30 Credits).

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites or excluded combinations and other notes
			SH	Maj	JH	Min		
CMED2001	Digital Photography	30	M	M	O	O	None	Excluded combination CMED2008 and CMED2009
CMED2002	Immersive and Sensory Design	30	M	M	M	M	None	None
CMED2003	Creative Digital Content	30	O	O	N/A	O	None	None
CMED2004	Motion Graphics	15	O	O	O	O	None	None
CMED2005	Visual Effects	15	O	O	O	O	None	None
CMED2006	Digital Entrepreneurship	15	O	O	O	O	None	None
CMED2007	Media Campaigns	15	O	O	O	O	None	None
CMED2008	Available Light Photography	15	N/A	N/A	O	O	None	Excluded combination CMED2001
CMED2009	Commercial Studio Photography	15	N/A	N/A	O	O	None	Excluded combination CMED2001
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	O	O	O	None	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 30 credits drawn from optional modules - which can include up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

**Major Pathway Requirements at Level 5**

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include the mandatory modules CMED2001 and CMED2002.

**Joint Pathway Requirements at Level 5**

Joint pathway students must take 60 credits but no more than 75 credits from the table above to include the mandatory module CMED2002.

**Minor Pathway Requirements at Level 5**

Minor Pathway students must take 30 and no more than 60 credits from the table above to include the mandatory module CMED2002.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites or excluded combinations and other notes
			SH	Maj	JH	Min		
CMED3003	Creative Media Project	30	M	M	O	O	None	None
CMED3004	Professional Practice	30	M	M	O	O	None	Excluded combinations: DFPR3103, GDES3012
CMED3005	Design and Media Awards	15	M	M	O	O	None	None
CMED3006	Pressure Projects	15	M	M	O	O	None	None
CMED3007	Documentary Photography	15	O	O	O	O	CMED2001 or CMED2008 or CMED2009	None
CMED3008	Experimental Practice	15	O	O	O	O	None	None
CMED3009	Industry Brief	15	O	O	O	O	None	None
CMED3010	Live Brief	15	O	O	O	O	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include the mandatory modules.

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include the mandatory modules. If selecting CMED3003 Creative Media Project, CMED3004 Professional Practice must also be selected.

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

If selecting CMED3003 Creative Media Project, CMED3004 Professional Practice must also be selected.

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

**Minor Pathway Requirements at Level 6**

Minor Pathway students take 30 or 45 credits from the table above.

**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons