

## **Programme Specification**

# ***BA Honours in Esports***

***June 2023***

## Programme Specification

<b>1</b>	<b>Awarding Institution</b>	Warwickshire College Group
<b>2</b>	<b>Teaching Institution</b>	Warwickshire College and University Centre
<b>3</b>	<b>Final Award Title</b>	BA (Hons) in Esports
<b>4</b>	<b>Interim Award Titles</b>	CertHE in Esports FdA in Esports
<b>5</b>	<b>Modes of Attendance</b>	Full-time and part-time
<b>6</b>	<b>Pathways available</b>	Integrated Foundation Year at level 4 (120 credits) Foundation Degree at level 5 (240 credits) 'Top Up' Degree at level 6 (120 credits at level 6) BA (Hons) 3-year degree levels 4-6 (360 credits)
<b>7</b>	<b>Locations of Study</b>	Royal Leamington Spa Campus
<b>8</b>	<b>UCAS Code</b>	Institution Code: W25 Course Codes: 1634 Esports FdA 2Yrs RLS 1635 Esports BA (Hons) 3Yrs RLS 1636 Esports IFY BA (Hons) 4Yrs RLS 1637 Esports (Top Up) BA (Hons) 1Yr RLS
<b>8</b>	<b>QAA Benchmark Statements</b>	QAA Subject Benchmark Statement <i>Communication, Media, Film and Cultural Studies</i> (2024)  QAA Subject Benchmark Statement <i>Events, Hospitality, Leisure, Sport and Tourism</i> (2019)
<b>9</b>	<b>Accreditations</b>	None
<b>10</b>	<b>Other External Factors</b>	None
<b>11</b>	<b>Date of Approval</b>	June 2024
<b>12</b>	<b>Date for Next Review</b>	June 2030
<b>13</b>	<b>Dates of Revision</b>	N/A

## 14 Qualification Descriptor for the Programme

### The qualification descriptor for this higher education qualification at Level 6: Bachelors' degree with honours in Esports

Bachelors' degrees with honours are awarded to students who have demonstrated:

- A systematic understanding of Esports including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the Esports industry
- An ability to deploy accurately established techniques of analysis and enquiry within Esports, business, and media through practice.
- Conceptual understanding that enables the student:
  - To devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of the creative industry and
  - To describe and comment on particular aspects of current research, or equivalent advanced scholarship in Esports in the industry
- An appreciation of the uncertainty, ambiguity and limits of knowledge
- The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to Esports).

Typically, holders of this qualification will be able to:

- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- The qualities and transferable skills necessary for employment requiring:
  - a. The exercise of initiative and personal responsibility
  - b. Decision-making in complex and unpredictable contexts
  - c. The learning ability needed to undertake appropriate further training of a professional or equivalent nature.

## 15 Educational Aims and Intended Learning Outcomes of the Programme

The overall educational aims (or purpose) of this programme are as follows:

This BA Honours prepares students for the rapidly growing industry that is Esports. As such an infantile industry, there has been a growing demand for educated students who have developed the skills, knowledge and behaviours to ensure the industry's stability and growth. With the help of learning the newer advanced technologies both innovatively and creatively the course seeks to prepare graduates to be at the forefront of the Esports industry's transforming job market, equipping them with an array of transferable skills, knowledge, and behaviours.

The BA Honours in Esports aims to:

- Develop in students the skills required to make an immediate contribution to a range of careers working within Esports and related industries, including media, marketing and events.
- Equip students for progression to Masters degree study and to develop initiative alongside a positive attitude towards lifelong learning;
- Provide work-based and placement learning within the programme, enabling students to study full-time whilst integrating their studies with employment practise;
- Develop students' self-awareness and personal and professional reflection;
- Develop students' ability to apply and critically evaluate the principles of evidence-based practice;
- Develop students' communication, analytical, technical, and problem-solving skills.
- Engage with the esports industry throughout the course, utilising professional partnerships and distinctive, course-tailored delivery locations.
- Develop confidence in a variety of the external contexts and business environments in which Esports takes place.
- Develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;

Typically, holders of this qualification will be able to:

- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
- Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem.
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- The qualities and transferable skills necessary for employment in the esports industry and many other related fields.

Learning outcomes in the discipline of Esports develops:

- the capacity to be creative
- intellectual enquiry
- skills in team working
- an appreciation of diversity
- an appreciation of quality and detail
- the ability to conduct research
- the quality of critically reflecting on one's own learning and development
- the ability to factor ethical considerations into creative practice
- the capacity to work independently, encouraging resilience and self-determination
- the ability to communicate in a range of formats
- Plan, manage, produce, stage, analyse and evaluate events.

The intended learning outcomes for the BA Honours in Esports are shown in sections 15.1 to 15.4 below, grouped under the following headings:

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- Transferable skills and the WCUC T-shaped employability behaviours

- Professional competencies (set by PSRBs, where relevant)

The knowledge and understanding of the subject, cognitive skills and practical/professional subject skills are based upon the Subject Benchmark Statement:

- QAA Subject Benchmark Statement Communication, Media, Film and Cultural Studies (2019)
- QAA Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism (2019)

Warwickshire College and University Centre believes that students should be equipped with an entrepreneurial mind set – to be confident, innovative, resilient, enterprise-aware and willing to ‘have a go’ – in order to prepare them for personal, social and economic success. The college uses a T-Shaped employability behaviour model as a framework to develop transferable skills.

The T-Shaped framework connects this breadth of personal capabilities and qualities with a depth of technical competence through the development of three core behaviours: personal development, social skills and enterprise. The core enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The T-Shaped skills are as follows (see the platinum level of the T-Shaped employability framework, available in your Course Handbook, for more information):

T-Shaped Framework		
Personal Development	Enterprise	Social Skills
<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Focus and Drive</li> <li>• Reliability</li> <li>• Reflectiveness</li> <li>• Adaptability</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Initiative</li> <li>• Problem solving</li> <li>• Risk taking</li> <li>• Business awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Networking</li> <li>• Empathy</li> <li>• Communication</li> <li>• Leadership</li> </ul>

### 15.1 Knowledge and Understanding of the Subject

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

- |            |  |
|------------|--|
| <b>KU1</b> | Understand the representational, technological and cultural significance of communication, media, film and cultural texts and contexts;                        |
| <b>KU2</b> | Consider the ways in which diverse communities and organisations contribute to the development of media and cultural policies and practices;                   |
| <b>KU3</b> | Analyse the role of media forms, including community and participatory media, in contributing to political and cultural debates and the contestation of power; |

<b>KU4</b>	Understand that communication technologies, practices and products are not 'neutral' but are developed and accessed in relation to their social, cultural, economic, historical, environmental and geographical contexts;
<b>KU5</b>	Demonstrate an understanding of and/or ability to engage in cultural and production practices, applying their theoretical understanding to production processes depending on the specific focus of their course.

<b>15.2 Cognitive Skills</b>	
On successful completion of the programme a student should be able to:	
<b>CS1</b>	Analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of events;
<b>CS2</b>	Be able to locate, retrieve, evaluate and draw upon a range of data, sources and conceptual frameworks appropriate to research, production and professional practice in the chosen area;
<b>CS3</b>	Demonstrate an ability to reflect on new knowledge and understanding, and on their own learning experiences and performance;
<b>CS4</b>	Plan, project manage, produce, stage, analyse and evaluate events, including the procurement of support service provision, the application of new technologies and logistics;
<b>CS5</b>	Demonstrate a critical awareness and understanding of how core values, for example, ethics, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in, events.

<b>15.3 Practical and/or Professional Subject Skills</b>	
On successful completion of the programme a student should be able to:	
<b>PS1</b>	Design creative events, including the programming of spectacle, exhibition, ritual, and performance;
<b>PS2</b>	Apply entrepreneurial skills, if and where appropriate, in dealing with audiences, users, clients, consumers, markets and sources;
<b>PS3</b>	Demonstrate flexibility, initiative and/or personal responsibility/resilience;
<b>PS4</b>	Be aware of the processes of cultural and subcultural formations and their dynamics;

**PS5** Evaluate the importance of cultural and other diversities in developing access to, and participation in; events by specific target groups.

#### **15.4 Transferable Skills and T-Shaped Employability Behaviours (Platinum Level)**

On successful completion of the programme a student should be able to:

**TS1** Communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement;

**TS2** Evaluate and, through reflection, improve own confidence to take initiative

**TS3** Evaluate own ability to reflect meaningfully and honestly on personal performance and review strategies for using feedback from self and others to improve

**TS4** Be aware of current and emerging professional practices and be able to identify their significance in relation to personal development

**TS5** Develop transferable networking, commercial nous, risk taking, problem solving, adaptability, team-work and leadership skills across projects

**TS6** Learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning.

#### **16 Relationship with External Reference Points**

The aims and outcomes of this award are clearly in alignment with the sector-recognised standards that relate to general ongoing condition B5 (Sector-recognised standards) as part of the general ongoing conditions of registration with the Office for Students.

The programme is also mapped to the descriptor for a higher education qualification at Level 5: Foundation Degree.

The aims and outcomes of this award are clearly in alignment with the Frameworks for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (October 2014) at level 5, as referenced in the QAA's UK Quality Code for Higher Education (2023).

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA Subject Benchmark Statement Communication, Media, Film and Cultural Studies (2019), the QAA Subject Benchmark Statement Events, Hospitality, Leisure, Sport and Tourism (2019), and the QAA Subject Benchmark Statement Business and Management (2023). The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the core modules at the end of this document.

## 17 Course Credit and Outcome Requirements

Warwickshire College and University Centre higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include core modules. To achieve a named award, students must pass all core modules.

### **BA Honours in Esports**

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 100 credits must be at level 6, a minimum of 100 credits must be at level 5 and a minimum of 100 credits must be at level 4.

### **BA Honours 'Top-Up' in Esports**

To be awarded a 'top up' honours degree, students must successfully achieve a total of 120 credits at level 6.

### **FdA in Esports**

To be awarded a Foundation degree in Esports, students must successfully achieve a total of 240 credits, of which a minimum of 100 credits must be at level 4 and a minimum of 120 credits must be at level 5. The level 5 work-based and placement learning module must be successfully completed to achieve this award.

### **Certificate of Higher Education in Esports**

To be awarded with a Higher National Certificate, students must successfully achieve a total of 120 credits of which a minimum of 100 credits must be at level 4.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

- **Non-honours degree in Esports**  
Students will have obtained a minimum of 300 credits, of which 80 must be at level 6, at least 80 must be at level 5 and at least 100 must be at level 4.
- **Non-honours degree top-up in Esports**  
Students will have obtained a minimum of 100 credits at level 6.
- **Foundation Degree in Esports**  
To be awarded with a foundation degree, students must successfully achieve a total of 240 credits of which a minimum of 100 credits must be at level 4 and a minimum of 120 credits must be at level 5. The level 5 work-based and placement learning module must be successfully completed to achieve this award.
- **Diploma in Higher Education in Esports**  
To be awarded a Diploma in Higher Education, students must successfully achieve a total of 240 credits, of which a minimum of 100 credits must be at level 4 and a minimum of 100

credits must be at level 5, and where the level 5 work-based and placement learning module has not been successfully completed.

- **Certificate of Higher Education in Esports**

Students will have obtained a minimum of 120 credits, of which 100 must be at level 4.

## **17.1 Course Work-Based and Placement Learning (WBPL) Requirements**

Work-Based and Placement Learning is a fundamental and mandatory aspect of all Warwickshire College degrees. Students are expected to complete 100 hours of work-based or placement learning by the end of Level 5. Due to the progressive nature of the development of a 'working skillset' and knowledge within the esports industry, the first year of the course focuses on those initial skills through introductory units in leadership, sponsorship, broadcasting and events. The mandatory module in Academic Study Skills, Employability and T-Shaped (ASSET) will also help in preparing students for both study and employability in order to prepare them for personal, social and economic success. The second year builds upon these skills across a number of modules and focuses on implementing these skills.

Work-Based Placement Learning can also occur in simulated teams and organisations developed by the college. This can include working across other departments and courses, involvement with the Student Union, and involvement with the WCG's and WCUC's Esports Teams.

## **17.2 Course Structure and Distinctive Features**

The course has been structured around the dynamic ecosystem of esports, and the industries and subcultures that embody it. With the esports industry still far from having peaked, the course is designed to investigate and support undergraduates to critically evaluate the esports industry from a number of different viewpoints.

The curriculum is designed around the vocational experience of the student with a theoretical underpinning based on current critical thinking in the subject of the Esports industry that seeks to inform the development of practical, technical and creative skills.

Year 1 of the course is designed to give students a solid foundation of Higher Education and the higher order skills that will be required of them throughout their study.

Year 2 leads on from this by progressing students into the professional roles available to them within the esports industry. Industry advisors work across both year one and two to advise both tutors and students on up-to-date industry developments specifically in the modules involving Digital Content Creation, Games Design for Esports, Impact of Social Media, Media Production & Presentation, and Branding.

The final year aims to culminate by investigating and researching a topic within the esports industry that may have been under-studied previously by academics. With the industry being in such an infantile state, there are many fields that need further research. Research, Theory and Design and the Dissertation Research Project are the 2 main assessments that capture this. Modules in this year complete the progression pathways of both the media and marketing pathway, and the events pathway.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any prerequisite or corequisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

### 17.3 Course Map – Programme Structure

Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
490AAD	Academic Study Skills, Employability and T-Shaped	20	N	Year 1 Semester 1	M
401MED	The Rise of Esports	20	N	Year 1 Semester 1	M
403MED	Leading, Managing and Coaching Esports	20	N	Year 1 Semester 2	M
405MED	Esports Sponsorship	20	N	Year 1 Semester 2	M
402MED	Introduction To Broadcasting	20	N	Year 1 Semester 2	M
404MED	Organising An Esports Event	20	N	Year 1 Semester 1	M
<b>Level 5</b>					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
590AAD	Work-based and Placement Learning	20	N	Year 2 Semester 1 and 2	M
501MED	Digital Content Creation	20	N	Year 2 Semester 1	M
502MED	Games Design Theory for Esports	20	N	Year 2 Semester 1	M

584AAD	Impact of Social Media	20	N	Year 2 Semester 1	M
503MED	Media Production & Presentation	20	N	Year 2 Semester 2	M
587AAD	Branding	20	N	Year 2 Semester 2	M
<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Credit Value</b>	<b>Pre-req Co-req</b>	<b>Delivery</b>	<b>Module Status</b>
690AAD	Research, Theory and Design	20	Pre-req	Year 3 Semester 1	M
601MED	Digital Esports Marketing	40	N	Year 3 Semester 1 and 2	M
602MED	Online Event Delivery	20	N	Year 3 Semester 2	M
691AAD	Dissertation Research Project	40	N	Year 3 Semester 1 and 2	M

## **18 Learning & Teaching Methods**

Approaches to learning and teaching are designed to provide opportunities for students to progressively develop specific industry focused practical skills and generic transferable skills supported by a theoretical framework which is contextualised to the esports industry, as well as other digital, creative, and sporting industries.

The course will be delivered in two ways; through face-to-face teaching in a classroom setting, and through the course's digital Google Classroom. Face-to-face classroom content will provide students with traditional formats of lectures and seminars, but will also include physical sessions such as live projects, case studies and scenarios, practical workshops, and small-group tutorials. In structured classroom delivery such as lectures, core module concepts, theories and objectives will be delivered, as well as key industry information. In seminars, support for student assessment and classroom work will be provided, and opportunities to apply lecture-delivered concepts in practical and discursive scenarios will be facilitated.

Google Classroom will serve both as a student resource hub and as a teaching platform. The Google Classroom will enable students to access lecture notes and key information delivery, resources, websites and other reference materials, at any time. Alongside this, the Google Classroom will host digital teaching sessions, including online tutorials and small-group activities based around core module content.

Teaching and learning methods for the course are designed to develop students' understanding of how academic theory and real-world practice are inextricably linked. The teaching methods used will often vary depending on the nature of the particular module, but students will most commonly experience technical demonstrations, lectures, seminars, group and individual tutorials, project work, peer assessment and independent research. Most modules will have industry relevance and assessments may look to replicate industry experience. All students will experience a growing sense of independence and control over their learning as they progress further in the course and will aim to rely less on tutor directed teaching and learning.

Taught sessions will be in groups of up to 15. Progress will be monitored through tutorial contact and tracked via records of assessment outcomes.

Transferrable skills, and the development thereof, are supported across all modules and are the foundation of the course. Transferable skills are skills that the student will develop that will not only be applicable to employment in the esports industry, but a variety of other fields. These transferrable skills are identified as communication skills, problem-solving skills, interpersonal skills, team working and self-directed skills, administration skills, numeracy and IT skills.

BA (Hons) Esports will be delivered to small class sizes of around 10-15 students. Small group sizes such as this will allow students to ask more questions and have more engaging class discussion. It also allows for the opportunity for tutors to check understanding and conduct small group activities. Small group sizes allow the opportunity for greater flexibility and group activities to be part of normal teaching and learning practice. The ultimate benefit of all of this is that it leads to more effective learning.

490AAD ASSET, 590AAD Work-based and Placement Learning, and research related modules will provide a particular focus for the development of communication skills, networking skills, organisational skills, flexibility and adaptability. Students will review and explore their academic and professional skills required for success and explore the transferability of these skills.

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Library Services, and the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

#### **Contact time**

A typical 20-credit module will normally have 60 hours of timetabled teaching in lectures, seminars and practical sessions.

#### **Independent self-study**

In addition to contact time, for each module, students are expected to undertake regular self-study plus additional preparation for assessments.

Students are expected to work independently for 140 hours per module. Independent learning is supported by the College's virtual learning environment, Google Classroom and the electronic learning resources available from the College libraries.

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Library Services, and the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

## 19 Assessment

A range of assessment types are used across this course, as appropriate to each module. Assessment is predominantly continuous, employing items that will include academic essays, reports, presentations, portfolios, reflective writing, as well as practical broadcast outputs. Applied assessment tasks are used as far as possible to enable students to link theory with practice, thereby assessing knowledge and understanding alongside practical study-specific skills and key industry skills.

The approach to assessment has been designed to provide students with a variety of challenges appropriate for undergraduate level work. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed.

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader, Module Leader and Seminar Leaders to ensure they are able to fully engage with all assessments across the course.

Module assessments are structured around formative and summative assessment schedules and students will receive an assessment plan at the beginning of each academic year which include submission dates. Detailed assessment briefs are given to students at the start of a module as part of the module guide.

All modules will be assessed by 100% coursework. This will include written assignments, essays, debates, presentations, portfolios and practical projects. Each module has an individual assessment strategy, stated in its module descriptor, showing which assessment tasks are used to assess the learning outcomes.

All practical assessments will be submitted via Google Classroom. All theory and written based assessment will be submitted via Turnitin. Student's written work will be checked using this text matching software, used to detect any plagiarism, AI usage, or poor study skills.

Students will receive prompt written feedback on their work communicated via Google Classroom, Turnitin and email, helping them to develop their academic skills.

The use of a wide range of appropriate assessment methods enables and supports a mix of learning styles and individual differences in terms of ability and skills. The following table shows a mapping for each module of the contribution of each assessment to the Module Learning Outcomes.

The table below 19.1 shows the weighting of different assessment activities used across the programme(s).

<b>19.1 Assessment Grid</b>					
<b>Level 4</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Written Report</b>	<b>Presentation of Research</b>	<b>Pre-product ion</b>	<b>Practical</b>
490AAD	Academic Study Skills, Employability and T-Shaped	✓	✓		
401MED	The Rise of Esports	✓	✓		
403MED	Leading, Managing and Coaching Esports				✓
405MED	Esports Sponsorship	✓	✓		
402MED	Introduction To Broadcasting			✓	
404MED	Organising An Esports Event	✓		✓	
<b>Level 5</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Written Report</b>	<b>Presentation of Research</b>	<b>Pre-product ion</b>	<b>Practical</b>
590AAD	Work-based and Placement Learning	✓			✓
501MED	Digital Content Creation	✓		✓	
502MED	Games Design Theory for Esports	✓			
584AAD	Impact of Social Media		✓	✓	✓
503MED	Media Production & Presentation	✓		✓	✓
587AAD	Branding		✓	✓	✓
<b>Level 6</b>					
<b>Module Code</b>	<b>Module Title</b>	<b>Written Report</b>	<b>Presentation of Research</b>	<b>Pre-product ion</b>	<b>Practical</b>

690AAD	Research, Theory and Design	✓	✓		
601MED	Digital Esports Marketing	✓	✓		
602MED	Online Event Delivery	✓		✓	✓
691AAD	Dissertation Research Project		✓	✓	✓

## 20 Regulation of Assessment

This course uses the Warwickshire College and University Centre higher education (HE) academic regulations for bachelor degrees awarded by Warwickshire College. The full Warwickshire College and University Centre HE academic regulations can be found in the HE area of the Warwickshire College intranet.

WCUC will ensure that it meets the requirements of the Office for Students quality and standards conditions, and with regard to assessment, the College will meet Condition B4: Assessment and awards. The College will ensure that students are assessed effectively; each assessment is valid and reliable; the academic regulations are designed to ensure that relevant awards are credible and are designed to endure the effective assessment of technical proficiency in the English language and relevant awards granted to students are credible at the point of being graded and when compared with those granted previously.

Marks are provided along with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module.

If an overall module grade does not meet the minimum pass grade, then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades. A Course Assessment Board will make decisions about whether students have satisfied all of the requirements for progression or final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module in the following year. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

Inclusion policies and extenuating circumstances procedures are available on the WCG intranet – individual cases are considered based on this framework and passed through a HEQAS Board (Higher Education Quality and Academic Standards).

## 21 Entrance Requirements

The Warwickshire College HE Admissions Policy is available on the College external website.

UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#), then clicking on 'Entry profile'.

### Standard entry requirements

The standard entry requirements for a Warwickshire College undergraduate degree at level 4 is a minimum of two A levels (or equivalent qualification at level 3 such as a BTEC Diploma) which would provide a minimum of **80 UCAS points** plus four GCSEs (grades 4/C minimum or equivalent qualifications) including English Language and mathematics.

Applicants with formal qualifications will normally be expected to have a minimum of 80 UCAS tariff points. This may comprise any combination of:

- UAL Extended Diploma or BTEC National Diploma in a relevant subject (level 3); or
- one A Level in a relevant subject; or
- Kite-marked Access to HE Diploma; or
- Advanced apprenticeship at Level 3 in a relevant subject.

A minimum of 40 points must be from a six- or twelve-unit award.

### Entry onto the Integrated Foundation Year

Entry onto the four-year Integrated Foundation Year is a minimum of 32 UCAS points plus normally four GCSEs including English Language and mathematics at grade 4/C or above. The Foundation phase of the course is integrated and studied across the first two years.

### Alternative entry requirements

Applications are welcomed from individuals with employment experience and non-standard qualifications. Mature applicants (aged over 21) may be able to join the course following an assessment of experience including a discussion with the HE Subject Leader. Applicants with non-standard entry requirements will normally be required to complete the recognition of prior learning (RPL) procedure and this may include an assessment of standards in written English.

### International applicants

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English. (e.g. IELTS score 6.0 or equivalent for the standard entry requirement or IELTS score 5.5 for entry onto the Integrated Foundation Year).

## 22 Support for Students and their Learning

### Induction

All students will be given a full induction to the College and University Centre and their course which will include meeting academic staff and non-academic support staff, plus an overview of College services. Students will receive a copy of the HE Student Handbook which provides key information for students.

**Welfare Team**

The College and University Centre Welfare team provides a range of pastoral and general well-being support for students. There is a named HE pastoral tutor for each student, plus College counsellors, mental health and well-being mentors, student financial support and general support with welfare issues while being a student on the programme.

**Equal Opportunities**

Student support is consistent with the Warwickshire College and University Centre policy on Equality and Diversity which can be found on the Warwickshire College external website. WCG has a proactive Equality and Diversity Committee plus an Access and Participation Committee to review widening access, student support and progression.

**Learning Resources**

Warwickshire College and University Centre library service provides a full range of texts, journals, e-books and other online resources. The College virtual learning environment known as the Google Classroom can be accessed via the Internet and holds a wide range of course materials and assessment information.

**Inclusion**

The HE Inclusion team provides support for students registered with disabilities such as dyslexia. The team will help students access Disabled Students Allowance DSA funding and ensure that students have the support they require to achieve the course.

**Academic Tutorials**

Students will be allocated an academic tutor who will offer support throughout their studies. Each course has a comprehensive course handbook. Students are entitled to a minimum of two academic tutorials per year on an individual basis with their academic tutor.

**Study Skills**

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes, including through the module Academic Study Skills, Employability and T-Shaped, known as ASSET. This module has been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

**Residential Services**

The College and University Centre provides residential accommodation at three of the college sites: Leamington, Moreton Morrell and Pershore Colleges. Moreton Morrell and Pershore Colleges are land-based centres offering a quiet residential experience in the countryside, whereas Leamington offers a vibrant town-based experience in the lively town of Royal Leamington Spa.

**Student Engagement**

The Student Engagement Officer ensures that students have the opportunity to elect Student Representatives to sit on the HE Student Council and Course Consultative Committees. The College and University Centre has a HE Student Experience Committee where HE council members are invited to contribute/lead the discussions.

**Careers Advice**

Each year the higher education team hold a 'Futures Week' where students can explore ideas for their future. The College Careers Team provides guidance for students and present suggestions and new

ideas during futures week. The online Career Launchpad employability portal offers the opportunity for students to prepare for job interviews, and give tips for CV writing in addition to keeping students up to date with current affairs and updates from their chosen profession or sector.

#### **Work-Based and Placement Learning (WBPL)**

All HE Work-Based and Placement Learning is undertaken in line with the approved Warwickshire College and University Centre WBPL documentation and procedures which are held on the HE area of the Warwickshire College and University Centre intranet.

### **23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning**

Quality and standards at Warwickshire College and University Centre are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. The Quality and Enhancement Manual on the college intranet provides details of the regulations, policies and procedures used. The Higher Education Quality Team (HEQT) oversees the monitoring of quality and standards.

The HE Subject Leader completes an Annual Course Report (ACR) at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The ACR is scrutinised at an annual validation event where the resulting quality improvement plan is approved.

One key piece of information that feeds into the Annual Course Report is the External Examiner (EE) Report. The EE looks at the quality of assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College and University Centre assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College and University Centre intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE First Impressions and HE Course Surveys.
- Course Consultative Committees are held three times a year to ensure that student representatives have an input to course management issues including reviewing ACRs, EE reports and HE Course Survey results.
- Students are represented on a number of Warwickshire College and University Centre meetings including the Higher Education Student Experience Committee, Higher Education Academic Board and Academic Standards and Quality Assurance (ASQA) Committee (Governors).

## 24 Indicators of Quality and Standards

This award is designed with reference to the Office for Students quality and standards conditions as part of general ongoing conditions of registration. In particular, this document references Condition B5 - Sector-recognised standards. WCUC will ensure any standards set appropriately reflect any applicable sector-recognised standards; and awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

This award also references the QAA (Quality Assurance Agency) Subject Benchmark Statements (which describe the content expected in courses in particular subjects).

Internal indicators of annual quality and standards include annual reports that are considered carefully by the course team and any actions are responded to:

- Annual External Examiners' reports; and
- Annual Industry Adviser reports.

In April 2021, Warwickshire College was granted Bachelor Degree-Awarding Powers (BDAP) via an Order from the Office for Students following an in-depth scrutiny of quality and standards by the Quality Assurance Agency (as the designated quality body) during 2020.

## 25 Progression

The focus of the course is on developing the essential academic, technical and transferrable skills that ensure students are equipped to meet the needs of an esports industry that is demanding more professional employees. It is understood that in such a dynamic industry and ecosystem that is esports, that the content being taught may become out of date and redundant. Therefore, an important aspect of the course is to develop a thorough understanding of these academic, technical and transferrable skills responsibilities in the light of changing and competing priorities.

The development of the transferrable skills not only allows students to seek employment in a dynamic esports industry, but also in a wide variety of other fields and industries.

Further study at Masters level is also an option to students who successfully complete the BA Esports course. Masters level study in Esports is available externally at other Higher Education providers. Alternatively, the range of topics covered in the syllabus and the transferable skills developed will allow for Masters study in several other fields such as Marketing, Business, Events Management, and Graphic Design.

## 26 Further Information

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Descriptors collated in the Module Handbook.

The language of study is English.

## 27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS Transferable skills (T-Shaped)

Level 4																						
Module Codes	Module Titles	KU 1	KU 2	KU 3	KU 4	KU 5	CS 1	CS 2	CS 3	CS 4	CS 5	PS 1	PS 2	PS 3	PS 4	PS 5	TS 1	TS 2	TS 3	TS 4	TS 5	TS 6
490AAD	Academic Study Skills, Employability and T-Shaped	✓	✓	✓	✓			✓		✓	✓				✓	✓	✓	✓				✓
401MED	The Rise of Esports	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓	✓			✓
404MED	Organising An Esports Event		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓
403MED	Leading, Managing and Coaching Esports		✓	✓		✓		✓		✓	✓	✓		✓		✓	✓	✓	✓	✓		✓

405MED	Esports Sponsorship	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
402MED	Introduction To Broadcasting	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Level 5																						
Module Codes	Module Titles	K U 1	K U 2	K U 3	K U 4	K U 5	C S 1	C S 2	C S 3	C S 4	C S 5	P S 1	P S 2	P S 3	P S 4	P S 5	T S 1	T S 2	T S 3	T S 4	T S 5	T S 6
590AAD	Work-based and Placement Learning			✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
501MED	Digital Content Creation	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
502MED	Games Design Theory for Esports	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
584AAD	Impact of Social Media	✓		✓		✓			✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	
502MED	Media Production & Presentation	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
587AAD	Branding	✓	✓	✓			✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	

Level 6																						
Module Codes	Module Titles	K U 1	K U 2	K U 3	K U 4	K U 5	C S 1	C S 2	C S 3	C S 4	C S 5	P S 1	P S 2	P S 3	P S 4	P S 5	T S 1	T S 2	T S 3	T S 4	T S 5	T S 6
690AAD	Research, Theory and Design			✓	✓	✓		✓		✓	✓			✓	✓	✓	✓			✓		✓

601MED	Digital Esports Marketing	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
602MED	Online Event Delivery	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
691AAD	Dissertation Research Project	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		