

Programme Specification

BA(Hons) Media Content Creation

June 2023

Programme Specification

1	Awarding Institution	Warwickshire College Group
2	Teaching Institution	Warwickshire College and University Centre
3	Final Award Title	BA (Hons) in Media Content Creation
4	Interim Award Titles	FdA in Media Content Creation
5	Modes of Attendance	Full-time and part-time
6	Pathways available	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)
7	Locations of Study	Royal Leamington Spa Campus
8	UCAS Code	Institution Code: W25 Course Codes: BA (Hons) - 024W, Top Up - 026W, IFY - 025W, FdA - 023W
8	QAA Benchmark Statements	Communication, media, film and cultural studies (CMFCS, Dec 2019) Foundation Degree Qualification Benchmark (2020)
9	Accreditations	None
10	Other External Factors	None
11	Date of Approval	9 th June 2023
12	Date for Next Review	June 2026
13	Dates of Revision	N/A

14 Qualification Descriptor for the Programme

The qualification descriptor for this higher education qualification at Level 6: Bachelors' degree with honours in Media Content Creation

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

- A systematic understanding of New Media Production including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of the creative industry
- An ability to deploy accurately established techniques of analysis and enquiry within Media Communication 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 Digital Media Production in the creative 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 Media Content Creation).

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 new digital working environment that is seeping into all areas of industry as well as a changing media industry. There has been a huge environmental shift in the way we interact with media platforms which began in 2005 and still continues today, therefore it is inevitable to change the way media is produced to circulate across these platforms and work within new digital systems. 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 this transforming job market, equipping them with an array of adaptable digital production skills – a Skillset Framework.

The BA Honours in Media Content Creation aims to:

- A. Develop in students the skills required to make an immediate contribution to a range of careers in the digital media industry and/or social enterprise activities;
- B. Develop confidence in a variety of creative approaches to the latest technical developments in digital media production that students can apply to their media production work
- C. Develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;
- D. Develop students' self-awareness and personal and professional reflection;
- E. Develop students' ability to apply and critically evaluate the principles of evidence-based practice;
- F. Provide work-based and placement learning within the programme, enabling students to study full-time whilst integrating their studies with employment practise;
- G. Equip students for progression to honours degree study and to develop initiative alongside a positive attitude towards lifelong learning;
- H. To embrace new ways of harnessing current developments in technological communication across platforms such as low-budget independent content creation and the like.
- I. In line with Foundation Degree characteristics, this programme will also provide you with opportunities to develop and reflect on work-based learning skills and competencies at level 5.

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

Learning outcomes in the discipline of Media Content Creation develops:

- the capacity to be creative

- an aesthetic sensibility
- 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.

The intended learning outcomes for the BA Honours in Media Content Creation 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: Subject Benchmark Statement for Art and Design (2019), Foundation Degree Characteristics Statement (2020)

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"> ● Resilience ● Focus and Drive ● Reliability ● Reflectiveness ● Adaptability 	<ul style="list-style-type: none"> ● Creativity ● Initiative ● Problem solving ● Risk taking ● Business awareness 	<ul style="list-style-type: none"> ● Teamwork ● Networking ● Empathy ● Communication ● Leadership

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:	
KU1	the dynamics of public and everyday discourses in the shaping of culture and society;
KU2	different ways in which the history of, and current developments in, media and communication can be understood in relation to technological change;
KU3	how media products and platforms might be understood within broader concepts of culture;
KU4	the ways in which people engage with cultural texts and practices;
KU5	the different modes of global, international, national and local cultural experience and their interaction in particular instances.

15. 2	Cognitive Skills
On successful completion of the programme a student should be able to:	
CS1	analyse the role which community and participatory media forms do or can play in contributing to cultural debates and the contesting of power;
CS2	understand the range of attitudes and values arising from the complexity and diversity of contemporary communications, media, film, culture and society;
CS3	Organise and manage supervised, self-directed projects;

CS4	apply entrepreneurial skills if and where appropriate in dealing with audiences, clients, consumers, markets, sources and/or users;
CS5	develop, as appropriate, specific proficiencies in using a range of current and emergent media technologies;
CS6	effectively communicate information in diverse forms in the appropriate context

15.3	Practical and/or Professional Subject Skills
On successful completion of the programme a student should be able to:	
PS1	understand forms of communication, media, film and culture as they have emerged historically and appreciate the processes through which they have come into being, with reference to social, cultural and technological change;
PS2	consider and evaluate their own work in a reflexive manner, with reference to academic codes of practice and/or professional conventions, issues and debates;
PS3	draw on and evaluate and apply research enabled by established and emergent technologies;
PS4	experiment, as appropriate, with forms, conventions, languages, techniques and practices;
PS5	employ production skills and practices to challenge or advance existing forms and conventions and to innovate;
PS6	be adaptable, creative and reflexive in producing output for a variety of audiences and in a variety of multi-platform media.

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 (2018).

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Communication, Media, Film and Cultural Studies (Dec 2019). The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the core modules at the end of this document. The programme is also mapped to the defining characteristics of Foundation degrees identified in the QAA's Foundation degree qualification benchmark (2020).

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 Media Content Creation

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 Media Content Creation

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

FdA in Media Content Creation

To be awarded with a Higher National Diploma, 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.

CertHE in Media Content Creation

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 Media Content Creation)**
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 Media Content Creation)**
Students will have obtained a minimum of 100 credits at level 6.
- **Foundation Degree in Media Content Creation**
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 100 hours of work-based and placement learning must be completed.
- **Certificate of Higher Education in Media Content Creation**
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 in the acquisition of a working skillset and knowledge for this particular discipline (digital media) the first year is based heavily on skills training with a small project involving client-based work. The emphasis is on students to find the client for the live project as this will reflect industry practice and encourage self-promotion and negotiation

skills required for participation in the industry. Nevertheless, there is the support mechanism in place in the form of the Learning Company RLS Productions (ran by the tutors soon to be graduating students) – an in-house video production company that takes on commercial projects from live clients. RLS Productions also a fully operational business set up and students have the opportunity to take on work with the company to add to their WBL skillset. Students will also be able to utilise College wide marketing projects as live brief clients and be part of the commercial arm of WCG. The second year is heavily based on WBL whilst practising the previously acquired skills across digital platforms:

17.2 Course Structure and Distinctive Features

The course has been structured around the changing world of media creation, circulation and consumption. With the digital age still not at its peak, the course is designed to investigate and support undergraduates to critically evaluate media and communication in the modern world. Focusing on the development of digital media, with emphasis on digital journalism and content production, students will develop a skillset of adaptable digital proficiencies accentuated through practice and underpinned by current critical thinking.

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

Year one of the course is designed to give students a solid skillset base structure in digital film/media production and post-production, digital audio and business awareness, modules 431AAD, 433AAD, 485AAD and 484AAD seek to do this, whilst providing them with the necessary analytical, research and creative tools, module 482AAD seeks to contextualise practice.

Year two leads on from this by progressing the students further into the content producer, professional and managerial roles required of them in the digital media industry enabling students to focus on developing the base structure skillset for digital media production in practice. Industry advisors work across both year one and two to advise both tutors and students on up to date industry developments specifically in modules 586AAD, 582AAD, and 587AAD and 484AAD.

This final year aims to create an environment where projects, and discussions on visual storytelling are carried out with clients and within work-based learning contexts to allow students to frame their artistic and corporate visions through their developing craft. On another level this final year aims to encourage and support creative independence when using media content as a medium to tell stories about society and culture in an emotionally engaging way – the research module at level 6 is based on the critical writings around this development in media communications. Modules 609AAD and 699AAD Collaborative World-building and the Capstone Module are the 2 main assessments that capture this.

The underpinning WBL framework of the course is established through live projects with industry clients, this is supported by the Learning production Company and the College Marketing Department providing the clientele for a professional element in the way of steering students into the professional domain and ensuring authentic working practice.

During the first two years of the course, learning across selected modules will be supported with trips, guest speakers and related experiences where enhancements can be embedded into the student experience.

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
431AAD	Essential Training Part 1: The Craft of Production	20	N	Year 1 Semester 1	M
432AAD	Essential Training Part 2: The Craft of Post-production	20	N	Year 1 Semester 2	M
482AAD	Media Communication	20	N	Year 1 Semester 2	M
484AAD	Podcast Creation	20	N	Year 1 Semester 2	M
485AAD	Introduction to Journalism	20	N	Year 1 Semester 1	M
Level 5					
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
582AAD	Emerging Technologies	20	N	Year 2 Semester 1	M
583AAD	Transnational Activism	20	N	Year 2 Semester 1	M
584AAD	Impact of Social Media	20	N	Year 2 Semester 1	M
586AAD	Journalistic Practice	20	N	Year 2 Semester 2	M
587AAD	Branding	20	N	Year 2 Semester 2	M
Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
690AAD	Research, Theory and Design	20	Pre-req	Year 3	M

				Semester 1	
691AAD	Capstone Project	40	N	Year 3 Semester 1 and 2	M
608AAD	Career and Portfolio	20	N	Year 3 Semester 2	M
609AAD	Collaborative World-building	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 Creative Industry.

Teaching and learning methods for the course are designed to develop students understanding of how theory - current critical thinking, creativity and practice are inextricably linked together. The methods used will often vary in terms of delivery depending on the nature of the module in question, but students will experience technical demonstrations, lectures, seminars, group and individual tutorials, production meetings, peer assessment and independent research. Also, specific modules are industry related and simulate industry experience with critical evaluative feedback from professional industry workers. All students will experience a growing sense of independence and control over their learning as they progress further into year two and rely less on tutor directed teaching and learning.

Students will undertake a wide range of learning activities designed to enable them to achieve the learning outcomes as specified within each module guide. A range of teaching methods will be deployed including lectures, seminars, portfolio, practical demonstrations, project work and tutorials. Taught sessions will be in groups of up to 15. Progress will be monitored through tutorial contact and tracked via records of assessment outcomes.

Teaching and learning methods for the Programme are designed to develop students' understanding of how context, creativity and practice are inextricably linked together within the craft of media production. The methods used will often vary in practice depending on the nature of the module in question. However, specific modules are industry related and simulate industry experience with critical evaluation from professional industry workers, such as 500AAD and 484AAD Podcasting Creation and 586AAD Journalistic Practice. All students will experience a growing sense of independence and control over their learning as they progress further into year two and then onto year three and will rely less on tutor directed teaching and learning.

Learning and teaching will be supported by Google Classroom. This will enable the student to access lecture notes, resources, websites and other reference materials, at any time.

Transferable skills are supported across all modules and are identified as communication skills, interpersonal skills, team working and self-directed skills, administration skills, numeracy and IT skills. It is recognised that, in order to be successful within the film, television and generally the media industries in a wide range of job roles, students need to acquire and practice the skills and attributes required in the world of work, and to develop teamwork, problem solving and appreciation of the value of lifelong learning and personal development.

BA Media Content Creation will be delivered to small class sizes of normally 10 to 15 students. Small group sizes will allow students to ask questions to ensure understanding and engage in discussions to ensure effective learning has taken place. Teaching small groups allows the opportunity for tutors to check understanding and conduct small group activities. Students will be encouraged to share their experiences and understanding. Employer support will be fully utilised to ensure that students can gain knowledge and understanding of the workplace through visits, talks and real case studies. Small group sizes allow the opportunity for greater flexibility and group activities to be part of normal teaching and learning practice.

400AAD Academic Study Skills and Entrepreneurial Thinking, 608AAD Career and Portfolio 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

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.

Summative assessment items are scheduled and students will receive an assessment plan at the beginning of each academic year. 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 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).

19.1 Assessment Grid					
Level 4					
Module Code	Module Title	Written Report	Presentation of Research	Pre-product ion	Practical
490AAD	Academic Study Skills Employability and T-Shaped	✓	✓		
431AAD	Essential Training Part 1: The Craft of Production		✓	✓	✓
432AAD	Essential Training Part 2: The Craft of Post-production		✓	✓	✓
482AAD	Media Communication	✓	✓		
484AAD	Podcast Creation		✓	✓	✓
485AAD	Introduction to Journalism		✓		✓
Level 5					
Module Code	Module Title	Written Report	Presentation of Research	Pre-product ion	Practical
590AAD	Work-based and Placement Learning	✓			✓
582AAD	Emerging Technologies		✓	✓	✓
583AAD	Transnational Activism		✓		✓
584AAD	Impact of Social Media		✓		✓
586AAD	Journalistic Practice			✓	✓
587AAD	Branding		✓		✓
Level 6					
Module Code	Module Title	Written Report	Presentation of Research	Pre-product ion	Practical
690AAD	Research, Theory and Design	✓			
691AAD	Capstone Project	✓	✓		
608AAD	Career and Portfolio	✓			✓

609AAD	Collaborative World-building		✓	✓	✓
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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 granted 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 mitigating 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.

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

- 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 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 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 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 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 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 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 essential art and technical skills to ensure that students are equipped to meet the requirements of the creative industry. It is recognised that

what is taught in the classroom/studio today may be out of date tomorrow. Therefore, an important aspect of the course is to develop a thorough understanding of those management processes and skills that will allow students to effectively manage their responsibilities in the light of changing and competing priorities. With this in mind, students should complete the course with an industry standard portfolio ready for interview and application to jobs in the creative sector.

Possible career opportunities include Content Creator, Editor, Photographer, Videographer, Immersive Artist, Content Writer, Social Media Manager, UX Designer, Digital Journalist, Media Project Manager, CEO, Freelancer, Digital Marketing Manager, Podcaster or Blogger

Further study at Masters level is also an option to students who successfully complete the BA Media Content Creation course. Particularly in relative subject areas such as; Marketing, PR, Events, Media production, Content Creation, Visual Communication etc.

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	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	C S 6	P S 1	P S 2	P S 3	P S 4	P S 5	P S 6	T S 1	T S 2	T S 3	T S 4	T S 5	T S 6
490AAD	Academic Study Skills, Employability and T-Shaped	✓	✓			✓	✓			✓		✓	✓	✓					✓	✓		✓	✓	
431AAD	Essential Training Part 1:The Craft of Production			✓		✓			✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓
432AAD	Essential Training Part 2: The Craft of Post-production			✓		✓			✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓		✓
482AAD	Media Communication	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓							
484AAD	Podcast Creation	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

										✓													✓
485AAD	Introduction to Journalism	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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	C S 6	P S 1	P S 2	P S 3	P S 4	P S 5	P S 6	T S 1	T S 2	T S 3	T S 4	T S 5	T S 6
5*0AAD	Work-based and Placement Learning	✓	✓	✓		✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			
582AAD	Emerging Technologies			✓		✓			✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
583AAD	Transnational Activism	✓	✓		✓	✓		✓	✓	✓		✓			✓		✓	✓	✓	✓			✓	
584AAD	Impact of Social Media			✓		✓		✓	✓	✓		✓			✓		✓	✓	✓	✓			✓	
586AAD	Journalistic Practice	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		
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	C S 6	P S 1	P S 2	P S 3	P S 4	P S 5	P S 6	T S 1	T S 2	T S 3	T S 4	T S 5	T S 6
690AAD	Research, Theory and Design	✓	✓			✓	✓				✓		✓	✓			✓	✓	✓	✓		✓	✓	
691AAD	Capstone Project	✓	✓	✓	✓			✓	✓	✓					✓	✓			✓	✓	✓	✓		
608AAD	Career and Portfolio			✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
609AAD	Collaborative World-building	✓	✓		✓	✓		✓	✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓