

## Programme Specification for BA Creative Digital Media

This document applies to students who commence the programme in or after  
September 2017

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Honours
5.	<b>Programme title</b>	Creative Digital Media
6.	<b>Pathways available</b>	Single, Joint, Major, Minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Full or part time
9.	<b>UCAS Code</b>	<p>Single Honours: Creative Digital Media BA - W212 BA/CDM</p> <p>Joint Honours: Animation and Creative Digital Media BA - WW6G BA/AniCDM</p> <p>Creative &amp; Professional Writing and Creative Digital Media BA - WP38 BA/CPWCDM</p> <p>Creative Digital Media and Film Production BA - P393 BA/CDMDFP</p> <p>Creative Digital Media and Graphic Design &amp; Multimedia BA - PW3G BA/CDMGDM</p> <p>Creative Digital Media and Journalism BA - GP45 BA/CDMJ</p>
10.	<b>Subject Benchmark statement and/or professional body statement</b>	QAA subject benchmark statement, Art and Design, March 2008
11.	<b>Date of Programme Specification preparation/ revision</b>	<p>January 2013. July 2013 module ILTN1012 added to the course. September 2013 <i>Design: Skills and Theory</i> module code corrected to GDES1010.</p> <p>April 2014- JOIN coded modules added to Level 6 JH options.</p> <p>June 2014- CDME1011 not available to students on Joint Honours pathway with Animation, replaced by DFPR1101</p> <p>August 2014 and October 2014 – amendment to regulations</p> <p>October 2015 – CDME2002 title corrected.</p> <p>January 2016 – CDME2029 title changed.</p>

		January 2017 – New module CDME3034 and shared module GDES3015 added. CDME3005 and CDME3027 removed. August 2017 - AQU amendments
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## 12. Educational aims of the programme

The course aims to enable students to:

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

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

### Subject knowledge and understanding:

On successful completion of the course, students will be able to:

- generate and select ideas;
- undertake research and analysis of information and contextualization to support these ideas;
- process concept development;
- understand the relationship between form and function and its relationship to concepts of usability and/or narrative;
- understand the importance of technical ability and creativity within digital media practice;
- adopt an adaptable approach to digital media principles and concepts that takes into account client and audience concerns as well as changes in technology both now and in the future;
- understand the relationship between critical analysis and the practical application of digital media;
- develop a substantial independent study topic of academic weight and validity;
- recognise critical terminology such as will inform their personal practice;
- employ appropriate techniques for the realisation of an artefact;
- sustain the process of realisation from brief to completion;
- develop a critical understanding of how digital media has influenced the development of communication as a formative function in society;
- locate their practice within the cultural landscape.

### Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- employ critical thinking within the subject paradigm, encompassing close reading of texts and analyses of digital media work;
- contextualise and interrogate primary and secondary evidence;
- critically evaluate theoretical concepts;
- summarize, form and conclude arguments;
- research and analyse, involving the location, collation and evaluation of materials;
- deploy and accurately employ the citation of relevant data in written and electronic form, and include it within a conceptual framework;
- demonstrate independence in organizing learning that enables the prioritizing and planning of private study time;
- research assignments, meet deadlines, manage commitments and maintain contact with staff;
- reflect critically on and evaluate their own practice and research through constructive tutor and peer feedback;
- develop clear, concise oral presentations that enable debate and discussion;
- demonstrate independence of motivation and approach in order to perform consistently in a variety of learning and teaching situations;
- maintain a positive and responsible attitude to study and research and confidence in making and defending judgments;

**Examples of learning, teaching and assessment methods used:**

Lectures, seminars, practical workshops, tutorial activities, group work, independent individual research, digital media artefact analyses, report writing, portfolios of examples, practical research projects, independent and group presentations, blogs, online tests.

**Transferable/key skills:**

On successful completion of the course, students will have developed:

- high-level written skills, including the ability to write a body of academic discourse characterized by accuracy, cohesion, clear documentation and the use of a register that is both appropriate in thematic and stylistic tone to the task set;
- communication skills in an appropriate idiom that responds to digital media concepts through the medium of assessed presentations;
- the ability to formulate views and interpretations which can accommodate or resist those given by reading, teaching, or discussion;
- through providing and receiving constructive feedback on analytical writing and research tasks with tutors and peers, the ability to selectively apply such feedback to revisions of their own work;
- the ability to express and defend their opinions, and participate in debates informing digital media theories;
- the ability to work cooperatively with others and manage team dynamics;
- effective planning and time management skills that may be applied to the corporate environment.

**Examples of learning, teaching and assessment methods used:**

Lectures; seminars; tutorials; individual research activities. Activities and materials will be available through Blackboard virtual learning environment and/or module websites.

The subject of Creative Digital Media lends itself to a wide range of assessment methods, many of which build employability. Assessment methods can include: planning and preproduction processes; the production of digital or traditional artefacts; presentations, project identification, ethics in research; data transcription; identifying links between methodology and theory; creation and production of a hypertext, an academic essay.

**14. Assessment Strategy**

In line with the University Assessment Policy, the Creative Digital Media course sees assessment as an integral part of learning. As such, consideration are given to how students develop skills in relation to the various forms of assessment required by the course – in terms of learning opportunities, formative assessment and feedback, and progression. The details of this consideration are as follows;

1. A balanced integration of formative and summative assessments in to the structure of all modules.
2. An appropriate range of assessment modes and tasks as follows:
  - Visual and written analysis of research
  - Presentations to the module tutor or group
  - Production of preparatory material and completed artefacts
  - Online blogs
  - Written learning journal
  - Essay or reflective critical evaluation.
3. Regular formative feedback especially at level 4, to aid learning, and inform the learner. This is part of staged assessment strategy, to permit students to benefit from feedback to re-work/develop further aspects of an assignment and may include multiple learning assignments, where a learner may submit a section of best work for grading
4. Reliance on a single assessment point has been minimised with formative submissions and feedback throughout the course of the semester/s
5. Larger and longer modules have more than one summative assessment point built into the structure of the module.

As the student progresses through each level, the criteria assessed become more demanding, searching and challenging. At level 4, the concentration is upon basic understanding of the origins and functions of the subject, developing transferrable skills and acquiring basic technical skills, such as in software and equipment operation. At level 5, the student is assessed on their understanding of core subject criteria and how research, contextualisation and concept development forms the foundation for a successful outcome. At this level, students are also assessed on their ability to formulate an original and creative solution to a problems posed within the brief. At level 6, all of these criteria are tested at a more advanced level but, in addition, the student is expected to demonstrate their capacity to function as an independent learner and a self-motivated practitioner operating within a professional framework. These criteria are located in the CDME3001/2, Independent Study, the CDME3033, Professional Practice, module and also the Major Negotiated Project module, CDME3027; all three are mandatory to the course. (See Award Map.)

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

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

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

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

## Award map

<b>Course Title: Creative Digital Media</b>	<b>Year of entry: 2017-18 onwards</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Designated (D) or Mandatory (M) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites or excluded combinations and other notes</b>
			Single Hons	Joint Hons		
ANIM1002	Introduction to Animation: Human Locomotion	15	O	N/A	None	None
ANIM1004	Character and Characterisation	15	O	N/A	None	None
CDME1003	Video Production Project	15	O	O*	None	None
CDME1011	Crafting the Digital Image	30	M	M**	None	Excluded combination DFPR1101 Not available for Joint Honours Animation
DFPR1104	Introduction to Sound Design	15	O	N/A	None	None
GDES1001	Multimedia in Context	15	O	N/A	None	None
GDES1010	Design: Skills and Theory	30	M	M	None	None
ILTN1011	Image Making	15	O	N/A	None	Excluded combination ILTN1101
ILTN1012	Image and Meaning	15	O	N/A	None	Excluded combination: ILTN1101
ILTN1100	Illustration: Origins and Function	15	O	N/A	None	None
LANG1002	Improving English and Academic Style in Academic Writing	15	O	N/A	None	None

LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None
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#### Single Honours Requirements at Level 4

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

#### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include CDME1011 (30 Credits) and GDES1010 (30 Credits), unless taking Animation and Creative Digital Media, **or** Creative Digital Media and Digital Film Production **or** Creative Digital Media and Graphic Design & Multimedia. See below.

\* If students are Joint Animation and Creative Digital Media, they are required to select ANIM1003 (30 Credits), DFPR1101 (30 Credits) GDES1010 (30 Credits) **plus, either**, ANIM1001 (15 Credits) **or** ANIM1002 (15 Credits) from Animation **and** CDME1003 (15 Credits) from Creative Digital Media, to make 120 credits in total.

\* If students are Joint Creative Digital Media and Digital Film Production, they are required to select DFPR1101 (30 Credits) (\*\*in preference to CDME1011), DFPR1102 (30 Credits), GDES1010 (30 Credits) **plus**, CDME1003 (15 Credits) from Creative Digital Media, **and either** DFPR1103 (15 Credits) **or** DFPR1104 (15 Credits) from Digital Film Production, to make 120 credits in total.

\* If students are Joint Creative Digital Media and Graphic Design & Multimedia, they are required to select CDME1011 (30 Credits), GDES1010 (30 Credits), GDES1011 (30 Credits) **plus**, CDME1003 (15 Credits) from Creative Digital Media, **and either** GDES1001 (15 Credits) **or** GDES1014 (15 Credits) from Graphic Design & Multimedia, to make 120 credits in total.

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites or excluded combinations and other notes
			SH	Maj	JH	Min		
ANIM2000	2D Animation	15	O	O	N/A	N/A	CDME1011 or ANIM1001	None
ANIM2001	Introduction to CGI 1: Modelling & texturing	15	O	O	N/A	N/A	None	None
ANIM2002	Introduction to CGI 2: Rigging and Animation	15	O	O	N/A	N/A	None	None
ANIM2003	Stop Motion	15	O	O	N/A	N/A	ANIM1001 or ANIM1002 or CDME1011	None
CDME2002	Digital Sound Design	15	M	O	O	O	None	None
CDME2003	Negotiated Video Production	15	O	O	O	N/A	CDME1003	None
CDME2008	Concept Generation, Research and Preproduction	15	M	M	O	N/A	None	Excluded combination CDME3008
CDME2011	Digital Photography	15	O	O	O	O	None	Excluded combination: CDME2030
CDME2018	Multi Camera Studio Production	15	O	O	O	N/A	CDME1003 or CDME1011 or DFPR1011 or JOUR1006	None
CDME2029	Communication Design and Motion Graphics	30	M	O	O	O	None	Excluded combination (CDME2025)
CDME2030	Digital Photography and Image Manipulation	30	M	O	O	O	None	Excluded combination (CDME2011)
GDES2000	Graphic Design for Internet and Multimedia	30	O	O	N/A	N/A	None	Excluded combinations GDES2100, GDES2200



GDES2010	Graphic Design for Print	30	O	O	N/A	N/A	None	Excluded combinations GDES2011, GDES2012
ILTN2013	Narrative Illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012
ILTN2014	Editorial and Advertising illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None

### Single Honours Requirements at Level 5

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

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

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

### Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include CDME2008 (15 Credits) and at least one of CDME2029 (30 Credits) and CDME2030 (30 Credits).

### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include and at least one of CDME2029 (30 Credits) and CDME2030 (30 Credits).

Students intending to complete their Independent Study in this subject must take CDME2008 (15 Credits).

### Minor Pathway Requirements at Level 5

Minor Pathway students must take 30 and no more than 60 credits from the table above.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites or excluded combinations and other notes
			SH	Maj	JH	Min		
CDME3001/2	Independent Study	30	M	M	O	N/A	CDME2008 or CDME3008	Taken in one or two semesters. Level 6 direct entry students must take CDME3001 in semester 2.
CDME3008	Concept Generation, Research and Preproduction	15	O	N/A	N/A	N/A	None	Excluded combination CDME2008. CDME3008 is delivered in semester 1. To be taken by Level 6 direct entry students only. The module will be delivered as tutorials/online.
CDME3009	Experimental Practice	15	O	O	O	O	None	None
CDME3021	Studio Photography	15	O	O	O	N/A	CDME2011 or CDME2030	None
CDME3026	Negotiated Project	15	O	O	O	O	None	None
CDME3028	Documentary Photography	15	O	O	O	O	CDME2011 or CDME2030 or JOUR1008	None
CDME3033	Creative Digital Media Professional Practice	30	M	M	O	N/A	None	Excluded combinations ANIM3014, ARTD3108, DFPR3103, GDES3012, ILTN3009
CDME3034	Professional Brief	15	O	O	O	N/A	None	None
GDES3003	Green Design	15	O	O	O	O	GDES2010	None
GDES3015	Pressure Project	15	O	O	O	N/A	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include CDME3001/2 (30 Credits) and CDME3033 (30 Credits).  
Level 6 direct entrant students must take CDME3008 (15 Credits) in Semester 1 and CDME3001 in Semester 2.

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

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

### Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include CDME3033 (30 Credits) and **either** CDME3001 (30 Credits) **or** CDME3002 (30 Credits).

### Joint Pathway Requirements at Level 6

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

Joint pathway students taking their Independent Study (equivalent) in this subject must take **either** CDME3001 (30 Credits) **or** CDME3002 (30 Credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take CDME3033 (30 Credits) Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

### Minor Pathway Requirements at Level 6

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

### Credit requirements for awards involving two subjects

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

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

## 16. QAA and Professional Academic Standards and Quality

The subject benchmarks have been formulated from the QAA assessment criteria, March 2008, stated in Intended learning outcomes and learning, teaching and assessment methods. The award is located at level 6 of the FHEQ – Bachelor's degrees – and the benchmarks for the Creative Digital Media Course have been devised to meet all of the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2008. In particular, attainment of the necessary point of reference in the course standard is set by the QAA definition of the principal aims. Creative Digital Media is defined in 3.12 as employing “both the practices and methodologies of both art and design”. Opportunities for creative and professional development, as cited in the benchmark statement 5.1, have been built into the course teaching and learning structure.

In accordance with the QAA Framework for HE Qualifications (2008), Honours degrees are awarded to students who have demonstrated the following qualities, in accordance with Section 4 of the QAA Subject Benchmark Statement. These are matched, below, to the assessment criteria for Art and Design, of which Creative Digital Media is a component course.

Typically, holders of the degree will be able to:

- a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- b) 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;
- c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and will have:

- d) qualities and transferable skills necessary for employment requiring
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable contexts
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
  - Collaborative and process management
  - Investigation, enquiry and visualization
  - Process and/or concept development
  - Research and analysis of information, contextualization and/or critical thinking

## 17. Support for students

The Creative Digital Media course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

The student's transition into University life is assisted by an initial short, one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week, and in the first Worcester Week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the mandatory modules CDME2029, Motion Graphics and Design for Television and Cinema, CDME2030, Digital Photography and Image Manipulation and CDME3001/2 Independent Study. In CDME2008, Concept Generation, Research and Preproduction, students are given guidance for their level six studies as well as the preparation for the Independent Study. Direct entry students are also provided with an additional brief and informal induction.

In addition, the Institute for Humanities and Creative Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are usually available for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through e-mail and/or social networking sites such as Facebook with the ambition of responding within 24 hours, all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester and there will be opportunities during Worcester Weeks for students to meet with their academic tutors to discuss issues of concern.

Each student is allocated an Academic Tutor who will:

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

Staff teaching students on modules support students through one-to-one and small group tutorials; and provide students with clear indications of when they will be available to see students - either on their office door, via email or in module outlines.

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

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

- The Disability and Dyslexia Service within Student Services which provides specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

## **18. Admissions**

### **Admissions policy**

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

## Entry requirements

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

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

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

## Recognition of Prior Learning

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

## Admissions procedures

Applicant to the course are required to attend an interview bringing with them a portfolio to ensure eligibility, but perhaps more importantly, for the teaching team to ascertain if Worcester can provide the right environment and the expertise for each individual to realise their aspirations. Prior to the interview each applicant is given a full tour of the facilities and teaching spaces students of the course use.

Full-time applicants apply through UCAS (W212)

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

## Admissions/selection criteria

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

- A satisfactory interview (for international applicants, and in exceptional cases, submission of electronic portfolios along with answers to pre-determined questions can be arranged); overseas students might also be interviewed by live link, such a Skype;
- evidence of good visual communication in a variety of media;
- a commitment to the subject;
- good general knowledge and understanding of the subject.

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

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

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

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

The Creative Digital Media course team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

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

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

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

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

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.
- **Complaints and Academic Appeals** - Full details of student appeals and complaints procedures can be found in the [University academic regulations](#).

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

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

- University Teaching and Learning Conferences and staff development workshops provided by the Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester

- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

## 20. Regulation of assessment

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

### Requirements to pass modules

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

### Submission of assessment items

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

### Retrieval of failure

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

### Requirements for Progression

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

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher



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

## Classification

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

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

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

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

## 21. Indicators of Quality and Standards

In his most recent report (2012), the External Examiner stated that the Course embraces the academic standards and the achievements of students comparable with those in other UK higher education institutions. In achieving this, he observed that it was evident that all forms of assessment used were appropriate for assessing the learning outcomes specified in the validated programme documentation and, at all appropriate points of delivery, subject benchmarks were addressed.

An indicator of the quality of a course is progression to employment, following graduation. In 2012, 63% of the graduates from the Course found graduate level employment. A further 10% set up their own practices and a further 11% went on to Masters or postgraduate teaching courses, 16% remain unaccounted for. The placement figure of 84% is well above *The Guardian's* assessment of the national average, which is 66%.

Current modules that will form the foundation for the mandatory modules in level 5 (CDME2008, CDME2011 and CDME2025) all received enthusiastic feedback on the module evaluation questionnaires. In each case, without exception, all respondents were either satisfied or very satisfied with the overall quality of the module.

As an indicator of quality in student completion in the present structure that forms the foundation for the proposed programme, in 2012, the Course returned two Firsts. The ratio of Upper to Lower Seconds was in good proportion, with 21 Upper Seconds to 14 Lower Seconds.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

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

## Graduate destinations

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

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

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

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

## Student employability

The Creative Digital Media course focus on student employability starts at level five within CDME2008, Concept Generation, Research and Planning, where the students are expected to engage with defending their ideas, making a presentation, prepare for a major project and being able to discuss their research proposal through the writing of a critical essay. Accompanying this is the necessity – as a summative assessment – for the student to interview a practitioner in the digital arts and formulate a reflective report on the outcome in relation to their own practice.

The CDME3033, Professional Practice module – a mandatory module for Creative Digital Media students – investigates the vocational potential of the subject and prepares students for their chosen profession. It is designed to focus the level six student on a consideration their future career, through a series of lectures, workshops, and talks by visiting specialists that require the learner to engage with the media industries.

These include:

- visits by practitioners from various relevant industries, both national and regional to provide insight and to encourage networking;
- work placements;
- engaging with live projects;
- preparation of a portfolio or a showreel to a professional standard (subject specific in career preparation)

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

## Links with employers

Creative Digital Media students take a range of modules that reflect their own talents, aspirations and interests. In this way, they take advantage of work placements and visiting speakers within these modules that are owned by courses that form the Creative Digital Media student's pathway. In the Creative Digital Media Professional Practice module, students will benefit from visiting specialists within

digital media. In that module, students will also come into contact with media professionals and potential clients in the pressure projects brief and presentations. In CDME2008, students interview industry practitioners within their specialism and those taking both the Animation and Graphic Design and Multimedia modules have the opportunity to visit production studios and design agencies. Links have been made with design groups such as Saatchi and Saatchi, studios such as Aardman and broadcast agencies such as the BBC in London and Birmingham, and ITV in Birmingham and Bristol. Other facility companies with whom we have links include 4:2:2 and ricochet 4 in Bristol. Both the Course and the subject receive regular live briefs from local organisations: an example is the Citizens' Advice Bureau for whom the Course has prepared publicity material and a short promotional video.

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