

<b>Course Title</b>	BA (Hons) Digital Content Creation
<b>Final Award</b>	BA (Hons) Digital Content Creation
<b>Interim Awards</b>	Certificate of Higher Education in Digital Content Creation Diploma of Higher Education in Digital Content Creation BA Digital Content Creation
<b>Awarding Body</b>	Ravensbourne University London
<b>Teaching Institution</b>	Ravensbourne University London
<b>UCAS Code</b>	WN25
<b>HECOS code (with Subject percentage Splits if applicable)</b>	100074
<b>QAA Subject Benchmark</b>	Art and Design (2019) Communication, Media, Film and Cultural Studies (2019) Business and Management (2019)
<b>External Accrediting Bodies</b>	N/A
<b>Apprenticeship Standard used to inform the development of the course (if applicable)</b>	N/A
<b>Accelerated Degree Option</b>	<input type="checkbox"/> No
<b>Level 6 Top Up Option (online only)</b>	<input type="checkbox"/> No
<b>Study Load</b>	<input type="checkbox"/> Full-time
<b>Mode of study</b>	<input type="checkbox"/> Face-to-face
<b>Delivery Location(s)</b>	<input type="checkbox"/> Ravensbourne University campus
<b>Length(s) of Course(s)</b>	3 years
<b>Type (open/closed)</b>	Open
<b>Validation period</b>	Five years
<b>Intended First Cohort Start Date</b>	September 2022
<b>Date produced/amended</b>	20/06/22
<b>Course Leader</b>	Gurinder Hatchard
<b>Course Development Team Members</b>	Katherine Boxall Gurinder Hatchard Rose Gridneff
<b>Course Administrative Contact</b>	TBC

### Course Description

This course enables students to learn the art of digital storytelling, creating content that stands out from the crowd and allow them to build long-lasting relationships between consumers and brands. In this multi-disciplinary course, learners will be guided through the whole digital content creation process, from idea generation, research into audiences and the market, digital content production and measuring the impact of the content produced.

Successful content creation can be game changing for brands, enhancing their visibility and enabling them to connect with audiences worldwide and build long-term awareness and

engagement. By the end of the course, students will have built up a portfolio of digital content creation skills and have had experiences with working with clients.

Ravensbourne is a pioneer in the creative application of digital technologies. Through the Institute for Creativity and Technology, students can learn the creative and conceptual skills required to produce digital content to create powerful campaigns, which can be used to support marketing strategies for brands of all sizes, as well as individuals who want to communicate their ideas to the public.

The modules are designed to enable learners to build their creative, conceptual and digital content skills incrementally and provide an opportunity to support and enhance their long-term career or future academic choices.

In the first year, students will be introduced to the fundamentals of marketing, as well as experimenting with photography, video, podcasting, website design and copywriting. They'll also be introduced to the principles of graphic design and how it relates to branding and how search engine optimisation (SEO) techniques can be used so that an audience can find their content. Learners will also explore the legal and ethics of the digital world, consumer psychology, and begin to pitch for work with clients.

In second year, learners will build on their skills from last year, take a deeper dive into social media marketing and how they can develop a strategy for a brand. They'll also explore more advanced video production techniques including motion graphics and animation to enhance their storytelling. They'll apply user research and use their design skills to create a prototype of an app. Throughout second year, they'll be working on building their professional connections, as well as keeping up with industry news and changes. They will undertake an invaluable industry placement which will further support their skillset and provide them with real-world knowledge of the industry.

Third year will be focused on bringing the best of their skills together and getting them ready for life beyond Ravensbourne. They will respond to client and/or competition briefs, working collaboratively with their peers. They will prepare their portfolio, showing the best of their creations, boosting their employability and demonstrate that they are industry-ready upon graduation. In their final semester, they will research and analyse an aspect of the future of digital landscape – a future they will have a hand in shaping. As well as this they will plan a creative marketing strategy which is informed by audience insights, market analysis and their own production skills, and implement these.

Students will always be encouraged to network and make contacts for the future, and there will be opportunities to work on live briefs for clients. They will be supported to develop their communication skills through pitches and use industry standard professional equipment and software to produce high quality content.

This course is uniquely tailored for students wishing to pursue a career in Digital Marketing, Social Media Marketing, Content Creator, Content Writer and Content Producers.

**Course Aims**

- To enable students to develop a comprehensive and contemporary understanding of Digital Content Creation
- To provide students with the opportunities to network and co-create alongside their peers to advance practical and professional skills
- To provide the opportunity for students to identify and apply creative, entrepreneurial and innovative thinking and problem solving within a digital context
- To enable students to develop career goals and aspirations to enter employment or pursue further interest in postgraduate study in their subject discipline.
- To enable students to harness and develop advanced digital and technological skills with support them in their future endeavours.

**Course Learning Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA (Hons) Digital Content Creation** students will be able to:

<b>Explore</b>	LO1 Critically appraise, analyse and synthesise relevant research materials to generate workable concepts and creations relative to digital content creation
<b>Create</b>	LO2 Demonstrate systematic technical, digital and creative skills which inform both professional and academic practice of digital content creation
<b>Influence</b>	LO3 Demonstrate sound understanding through their work of the broader contextual issues surrounding innovation and creativity including, ethical, economic, social and technological change issues.
<b>Integrate</b>	LO4 Identify and present through work how digital media, film, cultural and creative organisations operate, communicate and are managed in professional context

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Digital Content Creation** students will be able to:

<b>Explore</b>	LO1 Appraise and analyse relevant research materials to generate workable concepts and creations relative to digital content creation
<b>Create</b>	LO2 Demonstrate competent technical, digital and creative skills which inform both professional and academic practice of digital content creation
<b>Influence</b>	LO3 Demonstrate some understanding through their work of the broader contextual issues surrounding innovation and creativity which surrounds the macro environment

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<b>Integrate</b>	LO4 Identify and present through work how digital media, film, cultural and creative organisations operate, communicate and are managed in professional context
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Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Digital Content Creation** students will be able to:

<b>Explore</b>	LO1 Demonstrate good ability to appraise, analyse and synthesise relevant research materials to generate workable concepts and creations relative to digital content creation
<b>Create</b>	LO2 Demonstrate confident technical, digital and creative skills which inform both professional and academic practice of digital content creation
<b>Influence</b>	LO3 Demonstrate sound understanding through their work of the broader contextual issues surrounding innovation and creativity including, ethical, economic, social and technological change issues.
<b>Integrate</b>	LO4 Identify and present through work how digital media, film, cultural and creative organisations operate, communicate and are managed in professional context

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Digital Content Creation** students will be able to:

<b>Explore</b>	LO1 Analyse basic relevant research materials to generate concepts relative to digital content creation
<b>Create</b>	LO2 Demonstrate some basic digital skills which inform both professional and academic practice of digital content creation
<b>Influence</b>	LO3 Demonstrate some understanding through their work of the broader contextual issues surrounding innovation and creativity
<b>Integrate</b>	LO4 Present basic knowledge of digital media, film, and comms and how they are managed in professional context

### Ravensbourne University Assessment Criteria

Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence

	Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

**Core Competencies**

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> <li>• Evaluate their own beliefs, biases and assumptions</li> <li>• Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>• Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>• Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>• Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>• Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>
<b>Emotional, Social and Physical</b>	Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> </ul>	<b>Explore, Influence, Integrate</b>

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	<ul style="list-style-type: none"> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>

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<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	<b>Explore, Create, Influence, Integrate,</b>

### Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
Briefings	Both formative and summative assessment methods will feature throughout the course.
Lectures	
Project work	Assessment for most units within this course will be mixture of holistic ie.100% portfolio of evidence and weighted
Seminars	
Workshops	Assessment Methods & Requirements will include both written and visual components including but not exclusively:
Live Industry project and briefs	
Group work in Level 4	<ul style="list-style-type: none"> <li>• Pitch/Presentation</li> <li>• Digital Content Plan</li> <li>• Marketing Material</li> <li>• PESTEL Boards</li> <li>• Digital Campaign</li> <li>• Reflective Summary</li> <li>• Business Plan</li> <li>• Social Media Campaign</li> <li>• Essay</li> <li>• Digital Film and Content</li> <li>• Showreel/Website/Digital Portfolio</li> <li>• Storyboard</li> </ul>
Individual assessment	
On-line activity & blended learning	
Individual presentations and pitches	
Critiques	
Group presentations and critiques	
Self-directed independent study	
Group tutorials	
Flipped classroom activities	
Industry simulated activities and challenges	
Film Camera Workshops	
Film Studio Workshops	
Work Placements	

<p>Software workshops</p> <p>Exhibitions, Field Visits</p> <p>Learning will be incremental as students' progress through from Level 4 to 5 and finally to Level 6.</p>	
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**Work Placement**

*Please provide details of potential key employers' students may obtain work placements with and the support available to assist students with securing a placement. Though exact placement locations will not be available yet, guidance on work placements should be provided e.g. how it will work, any additional costs the students might incur (CMA guidance).*

E.g from UEL: <https://www.uel.ac.uk/sites/default/files/7816.pdf>

The work placement or equivalent industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this at the end of Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

The course relationship with these agencies would be best exploited by expanding the definition of Work-Based learning beyond work placement to include live and collaborative projects. Learning outcomes will define a developing set of hard & soft professional skills rather than focusing on those specific to work placement.



Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
XXX	Marketing and the Digital Context	x	Mandatory	20
XXX	Visual Content Production		Mandatory	20
XXX	Promotion and Communication Design	x	Mandatory	20
XXX	SEO and Creative Content Production		Mandatory	20
XXX	Professional Life Practice	x	Mandatory	20
XXX	Professional Life Practice	x	Mandatory	20
				<b>120</b>
Level 5				
XXX	Social Media		Mandatory	20
XXX	UX and App Prototyping		Mandatory	20
XXX	Digital Storytelling		Mandatory	40
XXX	Professional Life Practice	x	Mandatory	20
XXX	Work Placement		Mandatory	20
				<b>120</b>
			Total	<b>240</b>
Level 6				
XXX	Live Briefs		Mandatory	40
XXX	Professional Life Practice	x	Mandatory	20
XXX	Planning, Strategy and Creation		Mandatory	40
XXX	The Future of the Digital Landscape		Mandatory	20
				<b>120</b>
			Total	<b>360</b>

Learning Hours

Learning Hours (per 20 credit module excluding the Work Placement)			
Staff – Student Contact Hours		Independent Study Hours	
Formal Scheduled Teaching	48	Independent Study	152
Supervised access to resources		Preparation for Assessment	
		Unsupervised Access to Resources	
<b>Total</b>			<b>200</b>

Course Regulations

Entry Requirements
[Set out the specific course entry requirements, including English language requirements.]

Students will be expected to have five GCSEs (grade C/level 4 or above) or equivalent (including English) and hold at least one of the below or equivalent UK/international qualifications.

- Two A levels, grade C or above
- Four AS levels, grade C or above
- Two vocational A levels, grade C or above
- Level three Foundation Diploma or National Diploma
- Advanced Diploma, grade C or above
- International Baccalaureate, 24 points or above

Candidates should have a demonstrable interest in the course content, as indicated in their personal statement.

English Language: IELTS Academic 5.5 overall plus a minimum of 5.5 in each component or equivalent alternative as per Ravensbourne website.

### **Accreditation of Prior Learning (if applicable)**

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

### **Conditions for Progression**

Students will be deemed to have passed a module if they achieve a D- (40%) for undergraduate students; or a C- (50%) for postgraduate students. Some modules, e.g. electives, use Pass/Fail grades and no marks are awarded. Pass/Fail grades are not used in the calculation of classifications for awards.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

### **Reassessment of Failed Elements**

Failure or non-submission in any assessment will result in a Fail grade for the component and module.

A student shall be permitted three attempts at each assessment; one first sit and two resits.

Where a student successfully retrieves an assessment failure, the grade for the assessment will be capped at D- (undergraduate) or C- (postgraduate) (except where Extenuating Circumstances have been approved).

### **Conditions for the Granting of Awards**

A student who completes an approved course of study, shall be awarded BA (Hons) Digital Content Creation.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in *Digital Content Creation* provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Digital Content Creation, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA *Digital Content Creation* (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

**Any derogation(s) from the Regulations required?**

*If yes, please state which regulation requires a derogation for approval by the Academic Board.*

Student Support	<a href="https://www.ravensbourne.ac.uk/student-services">https://www.ravensbourne.ac.uk/student-services</a>
Assessment Regulations	<a href="https://www.ravensbourne.ac.uk/staff-and-student-policies">https://www.ravensbourne.ac.uk/staff-and-student-policies</a>

Course Learning Outcomes	CLO1 Explore	CLO2 Create	CLO3 Influence	CLO4 Integrate
Level 4 Modules				
XXX Marketing and the Digital Context	X	X	X	X
XXX Visual Content Production	X	X		X
XXX SEO and Creative Content Production	X	X		X
XXX Promotion and Communication Design	X	X	X	X
XXX Professional Life Practice	X	X		X
XXX Professional Life Practice	X	X		X
Level 5 Modules				
XXX Social Media	X	X	X	X
XXX User Experience and App Prototyping	X	X	X	
XXX Digital Storytelling	X	X		X
XXX Professional Life Practice	X	X		X
XXX Work Placement	X		X	X
Level 6 Modules				
XXX Live Briefs	X	X		X

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XXX Professional Life Practice	X	X		X
XXX Content Creation and Implementation	X	X	X	X
XXX The Future of the Digital Landscape	X	X	X	X

### Course Diagram

	Semester 1	Semester 2	
Level 4	<b>XXX Marketing and the Digital Context</b> 20 credits	<b>XXX SEO and Creative Content Production</b> 20 credits	
120 credits	<b>XXX Visual Content Production</b> 20 credits	<b>XXX Promotion and Communication Design</b> 20 credits	
	<b>XXX Professional Life Practice</b> 20 credits	<b>XXX Professional Life Practice</b> 20 credits	
	Semester 1	Semester 2	
Level 5	<b>XXX Social Media</b> 20 credits	<b>XXX Digital Storytelling</b> 40 credits	<b>XXX Work Placement</b> 20 credits
120 credits	<b>XXX User Experience and App Prototyping</b> 20 credits		
	<b>XXX Professional Life Practice</b> 20 credits		
	Semester 1	Semester 2	
Level 6	<b>XXX Live Briefs</b> 40 credits	<b>XXX Planning, Strategy and Creation</b> 40 credits	<b>XXX The Future of the Digital Landscape</b> 20 credits
120 credits	<b>XXX Professional Life Practice</b> 20 credits		