

## Course Specification

A. Course Information															
<b>Final award title(s)</b>	<i>Pearson BTEC Level 4 Higher National Certificate in Creative Media Production; pathways in;</i> <ul style="list-style-type: none"> <li>- <i>Pearson BTEC Level 4 Higher National Certificate in Creative Media Production (Film)</i></li> <li>- <i>Pearson BTEC Level 4 Higher National Certificate in Creative Media Production (Game Development)</i></li> <li>- <i>Pearson BTEC Level 4 Higher National Certificate in Creative Media Production (Television)</i></li> </ul>														
<b>Intermediate exit award title(s)</b>	N/A														
<b>UCAS Code</b>		<b>Course Code(s)</b>	5816 FT 5817 PT												
<b>Awarding Institution</b>	London South Bank University/Pearson														
<b>School</b>	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS														
<b>Division</b>	Creative Technologies LSBU SBC – Faculty of Digital and Creative Industries														
<b>Course Director</b>	Anne Murphy														
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: (please specify) South Bank Technical College														
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)														
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1</td> <td>Sept</td> <td>July</td> </tr> <tr> <td>Full time with placement/</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1	Sept	July	Full time with placement/			
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	<table border="1"> <tr> <td>sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>2</td> <td>Sept</td> <td>July</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </table>	sandwich year				Part time	2	Sept	July	Part time with Placement/ sandwich year			
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<b>Is this course suitable for a Visa Sponsored Student?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
<b>Approval dates:</b>	<table border="1"> <tr> <td>Course validation date</td> <td>06/06/2022</td> </tr> <tr> <td>Course specification last updated and signed off</td> <td>26/07/2022</td> </tr> </table>	Course validation date	06/06/2022	Course specification last updated and signed off	26/07/2022								
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<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Pearson are the awarding body for the qualification.												
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	N/A												
<b>Reference points:</b>	<table border="1"> <tr> <td>Internal</td> <td>Corporate Strategy 2020-2025 (including strategic plan for South Bank Colleges) Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations</td> </tr> <tr> <td>External</td> <td>Pearson BTEC Higher Nationals Creative Media Specification (First Teaching from September 2018, First Certification from 2019) QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6</td> </tr> </table>	Internal	Corporate Strategy 2020-2025 (including strategic plan for South Bank Colleges) Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations	External	Pearson BTEC Higher Nationals Creative Media Specification (First Teaching from September 2018, First Certification from 2019) QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6								
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		<p>Subject Benchmark Statements - Communication, Media, Film and Cultural Studies,2019.  OfS Guidance  PSRBs  SEEC Level Descriptors 2021  Competitions and Markets Authority  Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)</p>
<b>B. Course Aims and Features</b>		
<p><b>Distinctive features of course</b></p>	<p>Gaining this industry-led qualification will not only provide you with a direct route to Higher Education, including direct entry to the second year of some of London South Bank University's Bachelor's degrees, it also will further your understanding of the practical and theoretical elements and specialist practices of either film, television, or game development.</p> <p>This suite of courses emphasis is on developing a comprehensive understanding of sophisticated digital technologies within film, television or game development applying your newly acquired knowledge and skills by working on live briefs from employers, giving you first-hand industry experience.</p> <p>Through immersive, project-based working, you will gain professional-level competencies in a range of key areas within either film, TV or game development. You will be using industry standard equipment and software in NEW facilities and will have the chance to develop specialisms to further your chosen career or study path. When undertaking practical assessments, you will be supported by industry-professional lecturers to perform to an industry standard, either working within a team or on your own, using your own initiative to research required topics.</p> <p>It does not matter if you have had no experience studying either film, television or game development previously as this course will provide you with all the knowledge to prepare you to work or study at a media industry entry-level standard. Students will be able to access some of London South Bank University's specialist facilities and benefit from the expertise of the</p>	

	<p>University lecturers via master classes and other activities, whilst studying in small groups in a supportive College environment.</p> <p>On successful completion of the HNC (120 credits for progressing to level 5 with compensation/condonement allowed only in optional modules [not core or specialist]) students may enter the following degrees in the School of Arts and Creative Industries at LSBU:</p> <p>BA (Hons) Film and TV Practice</p> <p>BA (Hons) Game Design and Development</p>
<p><b>Course Aims</b></p>	<p>The apparent differences reflected by the three pathways within the programme—film, games development, and television—in fact represent a more coherent range of commonalities. From production and development technologies and cycles, distribution and consumption platforms, new markets, and the wider socio-cultural discussion, film, games development, and television technologies and products are closer than ever before.</p> <p>The HNC programme seeks to locate and contextualise these practical and intellectual skills so that students are best equipped to succeed within the continuing cross-fertilisation and audience dialogues the creative media industry represents. Critical thinking, problem solving, and innovative students with transferrable skills between pathways will find themselves able to work effectively within the demands of the emerging media industry and create novel products that meet traditional and speculative markets.</p> <p>In any society, people's lives are shaped in part by a wide variety of communicative, cultural, and aesthetic systems and practices. The media industries, of which film, games, and television are a significant part, represent large sectors of employment. To be a professional within these industries requires both a practical, critical and reflexive education, it also requires an appreciation of the wider theories and methodologies developed within the arts and humanities, the social sciences, and the physical sciences.</p> <p>The production and development of cultural artefacts that form the symbolic resources through which a society may collectively understand its past, present, and future, the formation and expression of individual and collective identities, requires practitioners who are engaged and</p>

thoughtful. The wide-ranging artefacts the media industry produce, the diverse aesthetic pleasures and forms of engagement, provide some of the central socio-political references for a dynamic and healthy society. Media and culture play pivotal roles at local, regional, national, international levels. The organisations that produce media and the people who work within the industries themselves embody structures and practices that warrant engaged analysis.

Traditionally, the opportunities to participate actively in the central sites of public culture have been differentially distributed in ways that manifest the prevailing structures of economic and symbolic power, and central axes of social division such as ethnicity, gender, age, religion, nationality, location, sexuality, and social class. The programme we offer is located within a community where access to media industries has been marginal, not geographically but in terms of social capital.

We seek to redress this imbalance through nurturing and encouraging skilled and intellectually reflexive students who can operate with confidence and help shape the future of media sector. There is a need for educational opportunities that recognise the existing divisions, ones which consider the importance of access and inclusion in the public cultural life of a democratic society, and for British values. Our programme promotes skills and citizenship, understanding and knowledge that are transferable and valuable to any sector.

The course aims to:

- practice and develop professional technical skills across all qualification pathways alongside the production and development principles and scholarly skills required to meet contemporary media industry and education expectations.
- provide a creative and professional studio environment that stimulates and engenders a progressive approach to learning and self-development that replicates contemporary media industry practice.
- employ relevant pathway technologies, techniques, and advances in working practices that will enable students to appreciate and experience the emerging future of media production.
- foster the realistic acquisition of knowledge and comprehension specific to both media industry standards and education standards through the development of students' technical, creative, and academic abilities.
- focus on ensuring that all individual students receive outstanding technical, creative, and academic tutor support for their specific assignment aspirations and support for students with additional learning needs.

	<ul style="list-style-type: none"> <li>• concretise a student's knowledge and understanding through exposure to relevant media industry practitioners and meaningful links with professional and commercial production and development both locally and further afield.</li> <li>• develop students' analytical and critical approach to the creative and technical problems found within the media industries through the provision of a responsive curriculum that prioritises practical skills in conjunction with the appropriate methods of academic attainment.</li> <li>• deliver a curriculum that provides students within depth and contextual and aesthetic understanding of games, film and TV and academic practice that provides the progression opportunities to either additional education or employment.</li> <li>• instil all students with the responsibility, determination, critical autonomy, communication, and collaborative skills they need in order to ensure they are fully equipped to thrive and succeed within professional working environments.</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and critical understanding of creative media production and development through all stages from pre-to post-production, using key processes and ways of conceptualising creativity and authorship, adhering to professional codes of practices and legal and ethical frameworks.</li> <li>2. Analyse, understand and express creative process and develop the use of narrative and meaning, exploring audio-visual and verbal conventions, and evaluating the ways game technology makes possible particular forms and effects.</li> <li>3. Produce and reflexively evaluate creative media outcomes for a range of aesthetic reasons, with consideration of conventions, following professional and occupational codes of practice.</li> <li>4. Use established techniques, research effectively and critically evaluate the results, using them to influence or embedding them into creative media outcomes appropriately.</li> <li>5. Critically appraise public debate related to the creative media industry and how a range of attitudes and values impact on this sector and its products.</li> <li>6. Through experimentation, reflective practice, and professionalism, produce a range of creative media outcomes which employ sound, images, and the written word through various forms of aural, visual, audio-visual, sound, and digital media, with the results being distinctive, imaginative, and original</li> <li>7. Work independently and in teams demonstrating self-management, positive interactions, and successful project management, effectively communicating information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences.</li> <li>8. Develop a detailed understanding of how work is organised in the creative media industry, how different organisations operate, communicate, and how work is conducted individually and collaboratively, with personal responsibility and decision-making.</li> </ol>

9. Appreciate and apply the legal, ethical, and other regulatory frameworks relevant to creative media products and the industry, including intellectual property.
10. Critically analyse the impact history, the present, and the future impact on the way creative media products are embedded in everyday life and reflect social, cultural, and individual identities.

## **C. Teaching and Learning Strategy**

Whilst students will be expected to attend all classes to make the most of their education, the programme will also employ remote and blended learning technologies. Considerable time will also be required for the student to experiment independently and develop the skills required for the production of a quality portfolio of assignment outcomes. The use of self-directed study and independent learning will be essential, with tutors guiding and assisting self-directed learning, dependent on the needs of the individual student.

### **Employer collaborations**

Learners within the LSBU Group will benefit from courses that are supported by our extensive links employer partners. LSBU/Employer collaborations create a range of learning opportunities from career development, industry awareness and current industry practices. Employer activities such as guest speakers, project and assignment design, case studies, site visits and workshops are used to further prepare students towards achieving their next steps and career goals. Where possible, Students are encouraged to participate in employer and industry led competitions and awards to celebrate the highest standards of professional work and achievement.

### **Knowledge and Understanding**

Knowledge and understanding will be acquired through several methods within this programme. Units for each pathway will be taught through a mix of practical workshops, and lectures, and seminars that underpin the development of practical and academic skills. Students will be encouraged to contribute significantly to the content and themes of practical aspects of production. Where relevant, short client assignments with well-defined parameters will enable students to develop a positive attitude towards professionalism. These client briefs will offer a wide range of possible applications and approaches and students will be encouraged to explore and produce innovative, imaginative creative media products.

### **Intellectual Skills**

Intellectual thinking skills will be developed during the full range of unit sessions, including practical sessions. Students will be encouraged to engage in discussion, evaluation and analysis of media industry production and development, theory, and context. Study skills and academic writing will be embedded throughout.

### **Practical and Professional Skills**

The programme will focus on practical and professional skills for students, so they can develop into confident and competent individuals ready to progress onto higher education or employment. Students will be encouraged to learn, develop, and evaluate their own skills in practice during each of the units and become adept at reflection and critical evaluation of the work of professionals, their own work, and the work of their peers.

### **Transferrable Skills**

A broad range of important transferable skills will be embedded throughout the course designed to enable students to develop positive and professional attitudes towards their education and future employment. The skills embedded will introduce students to research, time management, presentation skills, the ability to work in a team and act on individual initiative, the presentation of 'the self', professional standards and professional register when working with clients.

## **D. Assessment**

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also complete evaluations for each module that they deliver. This feedback will be analysed by the programme leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders will promote and undertake the relevant modification to all pathway modules to improve the delivery of any assignment. These enhancements will be recorded in the annual monitoring report and carried forward as appropriate. All teaching staff will be observed delivering learning at least annually. Teaching and learning that does not satisfy the minimum expected standard will require an action plan agreed between the line manager and the member of staff. Student satisfaction will be measured by both cohort surveys and student opinion gathered at assignment culmination. Student representatives will be elected and are invited to course team meetings and, additionally, have the opportunity to raise items with the course leader at individual meetings outside of these meetings.

Course representatives will have access to the wider LSBTC –LSBU student fraternity and meet regularly to discuss and promote:

- matters relating to the wider student experience
- student voice within the LSBTC –LSBU partnership's strategic and operational agenda
- feedback on areas of good practice
- suggestions for the development of Institutional policy and strategy
- student learning experience
- academic and research events and cultural events
- student engagement in all aspects of educational quality processes.

In the first instance, students should always seek to use original assets in their practical work. But where a student whose practical work requires the use of visual and audio assets from other sources, they will be required to demonstrate a professional understanding of the laws and ethical practice surrounding intellectual property and copyright. The content of some pathway modules outcomes may touch upon controversial subjects. For example, the portrayal of violent or sexual content may be necessary in order to portray and examine the

complexities of society at large. Throughout their learning, all students will be expected to articulate a critical awareness towards challenging themes so that tutors can be confident they are being considered in a nuanced and appropriate manner. No material deemed to contravene existing UK hate crime legislation will be permitted in any area of the programme.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The final award classification for each pathway is determined by Pearson's regulations of 'Pass,' 'Merit,' or 'Distinction.'

### **F. Entry Requirements**

#### **Standard offer**

The standard entry requirement for the Higher National Certificate will be 80 UCAS points alongside a minimum of grade C/4 in GCSE or equivalent qualification in English and Maths.

#### **Non-standard offer**

We will encourage applications from non-traditional learners who lack formal academic qualifications. These non-traditional applicants will be assessed through an interview where their overall interest in the relevant specialist pathway as well as current academic skills will be judged. We will set an appropriate piece of work that elicits both a written and a practical creative outcome. From this work we will consider and assess their academic potential and relevant experience and skills. For example, a prospective candidate may not be able to evidence an educational background relevant to a specific pathway but may possess and demonstrate excellent problem-solving skills and a wide cultural appreciation of creative media. The desire to change careers through training will also be taken into consideration. In line with a strengths-based approach to widening participation, students without direct experience will be offered extra support and will also benefit from regular tutorials with both the Programme Leader and the pathway tutors so that they can integrate fully and access support for their educational journey.

#### **Accreditation of prior learning**

Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL).

#### **International admissions**

We recognise a wide range of entry qualifications as being equivalent to 'A' level or Level 3 standard. International students must possess and be able to evidence a satisfactory command of the English language across reading, writing, listening and are expected to have achieved level B1 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

On successful completion of the HNC (120 credits for progressing to level 5 with compensation/condonement allowed only in optional modules [not core or specialist]) students may enter the following degrees in the School of Arts and Creative Industries at LSBU:

BA (Hons) Film and TV Practice

BA (Hons) Game Design and Development

### G. Course Structure(s)

#### Course overview

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#### Full time

##### Film Pathway

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 25: Audio Technologies	Optional	M/616/1733	15	4	
Unit 26: Editing for Film& Television	Specialist	T/616/1734	15	4	
Unit 08: Film Studies	Specialist	M/616/1716	15	4	
Unit 77: Cinematography–Camera	Optional	F/617/0825	15	4	
Unit 07: Film Practices	Specialist	K/616/1715	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

##### Television Pathway

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 25: Audio Technologies	Optional	M/616/1733	15	4	
Unit 26: Editing for Film& Television	Specialist	T/616/1734	15	4	
Unit 80: Television Studies	Specialist	R/617/0828	15	4	
Unit 81: Single Camera Techniques for TV	Optional	Y/617/0829	15	4	

Unit 79: Television Practices	Specialist	L/617/0827	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

### Games Design Pathway

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 27: Storyboarding	Optional	A/616/1735	15	4	
Unit 22: Games in Context	Specialist	D/616/1730	15	4	
Unit 35: Principles of User Experience and User Interface Design	Optional	Y/616/1743	15	4	
Unit 23: Game Design	Specialist	H/616/1731	15	4	
Unit 21: Game Development Practices	Specialist	K/616/1729	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

**Part time****Film Pathway**

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 25: Audio Technologies	Optional	M/616/1733	15	4	
Unit 26: Editing for Film& Television	Specialist	T/616/1734	15	4	
Unit 08: Film Studies	Specialist	M/616/1716	15	4	
Unit 77: Cinematography–Camera	Optional	F/617/0825	15	4	
Unit 07: Film Practices	Specialist	K/616/1715	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

**Television Pathway**

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 25: Audio Technologies	Optional	M/616/1733	15	4	
Unit 26: Editing for Film& Television	Specialist	T/616/1734	15	4	
Unit 80: Television Studies	Specialist	R/617/0828	15	4	
Unit 81: Single Camera Techniques for TV	Optional	Y/617/0829	15	4	
Unit 79: Television Practices	Specialist	L/617/0827	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

**Games Design Pathway**

Unit Title	Type	Code (Ofqual)	Credits	Level	
Unit 02: Creative Media Industries	Core	Y/616/1709	15	4	
Unit 27: Storyboarding	Optional	A/616/1735	15	4	
Unit 22: Games in Context	Specialist	D/616/1730	15	4	
Unit 35: Principles of User Experience and User Interface Design	Optional	Y/616/1743	15	4	
Unit 23: Game Design	Specialist	H/616/1731	15	4	

Unit 21: Game Development Practices	Specialist	K/616/1729	15	4	
Unit 01: Individual Project	Core	L/616/1710	15	4	
Unit 03: Professional Practice	Core	R/616/1711	15	4	

## **H. Placement information/Work based learning**

Work-based learning is encouraged on this programme. However, it is appreciated that gaining admission to some areas of professional production and development can be difficult due to the secretive nature of new products located within a highly competitive marketplace. If students are placed in a studio, they may need to sign a non-disclosure agreement (NDA) to ensure they do not discuss the products they have seen before they are published or broadcast. Where possible and relevant, real-world clients will be used for practical pathway assignment briefs. This approach instils realism for pathway students and thus enables them to communicate with professionals and develop assignment outcomes within dynamic contexts. Examples of real clients may include regional production and development companies and organisations, museums and art galleries, charities, local councils, and local schools.

## **I. Timetable Information**

We will seek to provide as much information around your timetable as soon as possible. Information regarding the timetable will be available to students once they have completed enrolment. An informal review of the timetable can be obtained by communicating with the Course Director

NOTE this informal timetable information may change due to requirements beyond our control. Changes made to timetables will always be communicated to students as early as possible.

## **J. Costs and Financial Support**

### **Course related costs**

All pathway students will have personal access to innovative hardware, industry-standard software, and the brand new, contemporary facilities for independent and collaborative study at SBTC (Vauxhall). The programme promotes small group sizes, one-to-one tutor support and a culture which encourages time and space for reflection, self-development, and collaboration. There are no resources required to pass the programme. However, it would be advantageous to the student to have use of a computer powerful enough to run the production and development software used on the programme. All students will be able to access the software used throughout the programme via educational licence

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>

- Information on living costs and accommodation can be found by clicking the following link-<https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>