Programme Specification for the MA Creative Media

This document applies to Academic Year 2026/27 onwards

Table 1 Programme Specification for MA Creative Media

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	n/a
4.	**Final award or awards**	Postgraduate Certificate, Postgraduate Diploma, Masters
5.	**Programme title**	Masters in Creative Media
6.	**Pathways available**	n/a
7.	**Mode and/or site of delivery**	Taught programme on the University of Worcester campuses, as daytime or evening sessions. All modules are mandatory.
8.	**Mode of attendance**	Full or part time. If part time, students would take specific modules each year and would not proceed to the Independent Study until the final year of study.
9.	**UCAS Code**	n/a
10.	**Subject Benchmark statement and/or professional body statement**	QAA Master's Degree Characteristics (2020)
11.	**Date of Programme Specification preparation/ revision**	January 2017. April 2017 minor amendments post approval. August 2017 – AQU amendments. August 2018 – AQU amendments February 2019 – AQU amendments. August 2019 – AQU amendments to Section 19. August 2020 – AQU amendments. April 2021 – New module CMED4007 added. CMED4004 withdrawn. August 2021 – AQU amendments. August 2021 and 2022 - AQU amendments July 2023 – annual updates Sept 2026 – annual updates

12. Educational aims of the programme

The programme has two attributes that signify its unusual and distinct character.

The first is its inclusion of diverse disciplines. The programme is aimed at graduates and practitioners in the field of creative media. This could include graphic design, photography, painting, printmaking, filmmaking, animation, sound design, digital game design, motion graphics and many more. This distinctive feature of the course – the interaction, cross fertilisation of ideas and process development between students representing different disciplines – creates stimulating scope for broadening idea generation, arena of practice and investigation into new fields. In each module, students learn, engage and interact with practitioners in fields outside their own: such an interface provides an enhanced awareness of creative possibilities, opportunities for acquiring new intellectual, creative and practical skills and, through this, a broadening of their creative identity. Dismantling inhibiting boundaries between disciplines and methods of practice is thus a significant factor the course philosophy and, as such, places it outside programmes that are designed for students who wish to pursue investigation solely within their subject boundary. As examples from the Masters in Creative Media, a painter may gain skills in photography and video production and a game designer may broaden their concept generation through experimental media.

Breadth of interaction does not detract from depth of engagement. Each module places demands in terms of depth of research, process and reflection that signify demands on the student to achieve advanced standards within their own discipline. A broad range of skills, or at least an understanding of processes in other disciplines, is increasingly a demand in a market-driven, mutable culture. To be confident of success, it is no longer sufficient, for example, for a conceptual artist to work in isolation without an understanding of current creative media practices or a designer only to have knowledge of print media devoid of experimental investigation.

The second defining attribute is the scope of learning that the programme offers. Three modules provide opportunities in practice development that are supported by a range from experimental investigation to knowledge of the media and art market. Students thus follow a clearly defined pathway of interrelated module learning experiences that culminates in a major work in the final module. Thus, the course has been designed to expose students to a challenging learning experience that will interrogate preconceived concepts and acquired practice. This experience will equip graduates of the course with the ability to investigate ideas at an increasingly deeper level for assimilation into their creative and professional practice.

To achieve this aspiration, the course has four strands. The prime strand is creative practice.

Supporting and broadening this creative practice strand are three further strands that reinforce the higher learning experience. The first is experimental practice. This component aims to develop investigations in creative strategies and to foster an imaginative and experimental approach to creating work in the cultural domain at an advanced level. The student's investigation will form final works – or a series of projects – that are experimental, challenging and original in nature.

Alongside this theme is the professional practice strand of the course. The professional practice strand demands that students reflect upon their role in the corporate process, identify themselves as individuals in the creative process, and interrogate the intersection between their responsibilities to their audiences, their roles in fulfilling a profit-driven brief effectively and their right to freedom of expression in a world of rapidly shifting cultural norms and codes. Whilst on the MA programme, students will be expected to seek out, and actively pursue, employment opportunities that contribute to the success of their future career and to take advantage of the many opportunities on offer during the course.

Underpinning all of these processes is research. At the start of the course, students will engage in cultural and societal research in defining their creative identity, investigate issues of contemporary practice in the professional practice module, and explore and research themes supporting their concepts in the second practice module. All of these strands in their research will be combined in the Independent Project. At all stages of the course – especially in the group presentations, the essays and the tutorials – students will be required to justify and defend their assertions and concepts through rigorous, relevant and correctly referenced research. The current course invites speakers who are eminent in their field to give talks and meet students: this is an arrangement that will continue in order to give postgraduates the opportunity to expand their awareness of differing creative strategies, research, opinions and approaches.

Staff expertise in meeting the breadth and scope of students' diverse disciples in the programme is essential. Within the Department of Art, are staff specialisms that span a broad spectrum from art practice to the applied arts. Therefore, students may be taught by, or may consult, specialists in conceptual art, painting, printmaking, ceramics, publication and motion graphics design, photography, studio video production, sound and multimedia. If expertise within the Department of Drama is included, expertise in additional areas, such as film production, game design and animation are available. Tutors on the programme are selected for their breadth of knowledge and ability to analyse and offer critical comment within a range of disciplines. Sessional lecturers – appointed through interview and inducted by the University – may add to the skill spectrum and work closely with full-time colleagues to teach and support

students. Visiting speakers who participate in events within the module programmes enlarge this raft of expertise.

Resources include a Masters students' base room and access to photographic and video cameras, sound recording equipment and accessories, a multi camera video studio that may also be used as a photographic studio, a sound recording studio, printmaking facilities, an animation rostra and a small stop motion studio. Space for painting and sculpture is not available but experience of the requirements of art students who have participated on the course is that such practitioners prefer to work from their own studio base, rather than use time to commute daily and also transport large artworks.

The course will:

- equip the student with conceptual understanding that enables them to evaluate critically current research and advanced international scholarship in the field of creative media, and, consequently, to evaluate methodologies in order to develop critiques. In addition, and where appropriate, to propose new hypotheses within their field of practice.

- enable students to acquire professional, ethical and theoretical awareness in their practices and develop the creative skills necessary to conceive, realise, manage and market their work;

- develop further students' creative and thinking abilities, their ability to experiment, imagine and invent, and to apply these to their creative and professional activity;

- deal with complex theoretical, cultural, ethical and professional issues, both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions and message clearly to both specialist and non-specialist audiences both nationally and internationally;

- encourage students' independent judgement, self-reliance and ability to work co-operatively with others in the professional field;

- offer students the experience of working in a creative environment in which they can broaden and contextualise their creative and professional practice at an advanced level.

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

Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

The MA programme aims to develop students' independent learning ability and enable them to become effective, reflective practitioners. Consequently, the learning, teaching and assessment methods are designed to provide opportunities for the students to develop these qualities. The learning environment will include a full range of practical work, lectures, seminars, workshops, problem-based learning, online learning, project work and independent and group study tasks, with students gradually being required to take control of their learning in an independent manner throughout the course. All online learning will be delivered through extensive use of the University's Virtual Learning Environment (Blackboard). Student research skills will culminate with a Masters level, independent study as their final assessment.

On completion of the MA programme students should have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key

skills and further, given the wide variety of modes of presentation of information required by both national and international employers today, the course aims to assess students abilities and skills in as wide a range of these modes as possible whilst ensuring coherence with the module intended learning outcomes. As such, students are required to submit assessments including oral presentations, digital or actual portfolios, research proposals, written reports, case studies, and research findings through the Independent Project ensure a holistic analysis of the subject area being studied.

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Characteristics Statement descriptors for a qualification at Masters (M) Level: Master's degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September 2015 (see Section 16) and adapted according to the needs of this particular course.

Knowledge and Understanding

Table 2 knowledge and understanding outcomes and which module/code they relate to

Award	Learning Outcome	Module Code
PGCert *PGDip* *MA*	1) through advanced research, identify, analyse and critically reflect upon appropriate theory and contemporary issues in creative media and apply the outcomes to their practice;	CMED4001 CMED4003 CMED4007 CMED4005
PGCert *PGDip* *MA*	2) through independent evaluation and reflection, have a deep understanding of critical arguments and contemporary insights in creative media and use this to enhance contextual depth in their practice;	CMED4001 CMED4003 CMED4005
PGCert *PGDip* *MA*	3) independently evaluate critical commentary in creative media and thus identify, analyse and apply a range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in their practice;	CMED4001 CMED4003 CMED4005

Cognitive and intellectual skills

Table 3 cognitive and intellectual skills outcomes for module code/s

Award	Learning Outcome	Module Code
PGCert *PGDip* *MA*	4) demonstrate an in depth understanding and application of appropriate research methods and use these to confirm the validity of their concepts and add breadth to the scope of their ideas;	CMED4001 CMED4003 CMED4005
PGCert *PGDip* *MA*	5) devise, implement and evaluate a personal research project in a contemporary area of creative media, demonstrating critical analysis of the research process as a foundation for the realisation of effective communication of advanced concepts.	CMED4001 CMED4003 CMED4005
PGCert *PGDip* *MA*	6) communicate conclusions clearly to specialist and non-specialist audiences through close, critical engagement with different perspectives, values and strategies of practitioners in the field, synthesising these with advanced theory to deal with complex issues systematically and creatively;	CMED4001 CMED4003 CMED4005
PGCert *PGDip*		CMED4001 CMED4003

Award	Learning Outcome	Module Code
MA	7) demonstrate independence, self-direction and originality in identifying what is required to formulate effective solutions and evaluating strategies within the context of creative media, demonstrating how this self direction and originality enhances outcomes in their practice.	CMED4007 CMED4005

Practical skills related to employment

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Award	Learning Outcome	Module Code
PGCert *PGDip*	8) demonstrate critical awareness and an independent, autonomous approach in professional and personal competence as a professionally employable media practitioner;	CMED4002
PGCert *PGDip* *MA*	9) demonstrate enhanced proficiency at professional level in the key and vocational skills in the field of applied media;	ALL

Transferable/key skills

Table 5 transferable/key skills outcomes for module code/s

Award	Learning Outcome	Module Code
PGCert *PGDip*	10) recognise and apply the essential elements of team management, identifying their own role and how it relates effectively to that of others, whilst applying a well-structured schedule to their own progress of work to ensure a successful conclusion.	CMED4002
PGCert *PGDip* *MA*	11) confidently make well-founded decisions, based on verifiable factors, in complex applied situations, demonstrating how systematic and creative methods communicate their conclusions clearly;	CMED4001 CMED4003 CMED4007 CMED4005
PGCert *PGDip* *MA*	12) Using well chosen, relevant, referenced sources from thorough research, formulate persuasive, balanced, reflective, arguments to defend their original concepts.	CMED4001 CMED4007 CMED4005

14. Assessment strategy

Students will have a range of assessment experiences.

Assignments will be in the form of practical projects that demonstrate engagement with the theoretical, creative and professional concerns of the assessment criteria, critical and reflective learning reports, essays and presentations. Formative assignments will be set during module sessions and these can be individual or group based. Summative assignments will usually be in the form of individual submissions but collaborative work will be permitted, provided that the examiners are provided with clear guidelines as to the contribution of each student. In CMED4002, Professional Practice, there is a mandatory collaborative project in which students will engage in team management and cooperative concept development in preparation for practice on graduation. The assessment will include a summative, assessed presentation to enhance confidence in corporate pitch situations.

At Masters level, graduates are required to demonstrate lucidity and coherence in structured argument to defend their ideas and their process of realisation. Students will be required to read

and research widely, reflect upon the material gathered and structure synthesised ideas into a critical, coherent argument, culminating in a practical conclusion.

All modules, therefore, contain some form of written assessment, as well as practical outcomes. For example, reflective, thoroughly researched critical statements accompany practical work in all of the module assignments. These statements refer to the process of concept development, supporting research and reflection on the validity and efficacy of the outcome.

Submitted coursework, in whatever format, will show a sophisticated grasp of knowledge and reflect critically at a conceptually advanced level, in line with the QAA descriptor for Masters work.

15. Programme structures and requirements

The main emphasis of the Masters programme will be for practitioners from a wide range of fields to apply skills developed in creative media practice within a professional arena and to interrogate their own methods within this context.

Students will be able to study for either a

Post-Graduate Certificate (PGCert) – a minimum of 60 credits at level 7 OR
Post-Graduate Diploma (PGDip) – a minimum of 120 credits at level 7 OR
Master of Arts – a minimum of 180 credits at Level 7, including a minimum of 60 credits from the Independent Project

The course will be suitable for both full-time and part-time study.

Applicants to the course should understand that teaching software and resource skills is not a component of the programme and that students should already have acquired software knowledge, and the use of resources peculiar to their practice, as part of their undergraduate study, or professional practice. However, technical advice will be available to acquaint students with specialist equipment and the video and sound studio.

This table shows the modules that students take, irrespective of whether they are pursuing full-time or part-time study. Note that the Independent Project (Dissertation) represents two 30-credit modules.

Table 6 award map for each level of the course

Level 7			
Module Code	**Module Title** (All modules are mandatory)	**Credits**	**Prerequisites**
CMED4001	Creative Identity	30	-
CMED4002	Professional Practice	30	-
CMED4003	Creative Concept	30	-
CMED4007	Portfolio	30	-
CMED4005	Independent Project (Dissertation)	60	CMED4001, CMED4002, CMED4003, CMED4007

Proposed structure by semester

Semester 1:

CMED4001	Creative Identity	30 credits
CMED4002	Professional Practice	30 credits

Semester 2:

CMED4003	Creative Concept	30 credits
CMED4007	Portfolio	30 credits

Semester 3 (summer):

CMED4005	Independent Project	60 credits

16. QAA and professional academic standards and quality

This award is located at Level 7 of the OfS sector recognised standards.

The Framework for HE Qualifications
The course has been developed following the Descriptor for a qualification at Masters (M) level: Master's degree (UK Quality Code Part A: Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September 2024) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The programme learning outcomes are mapped onto the FHEQ descriptors to ensure alignment with the descriptors that can be viewed within the Course Handbook.

The course takes into account the Master's Degree Characteristics document that specifies the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes. It is further acknowledged that most taught Master programmes would include some learning undertaken in a structured environment. Master programmes, considered to be of the professional practice model, often combine structured and independent learning methods alongside time spent in practice. As such, the MA in Creative Media uses blended learning with mandatory intensive teaching blocks to comply with these characteristics.

17. Support for students

The University has a Diversity and Equality Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. The Professional Practice module (CMED4002) engages a practitioner from the creative media industries who acts as a professional mentor in addition to their role in the assignment.

All students joining the course will be invited to join an induction programme run by the Programme. This event – usually held immediately before the commencement of the course – offers information about the course, modules, study support, information and communication technology, an opportunity for students to meet their peers and the staff at the Art House. At this juncture, there will be a guided tour of the resources and an introduction to booking equipment and technical workshops. There is a dedicated Subject Librarian. The University subscribes to Lynda.com so postgraduate students will have access to specialist tutorial on the use of software and equipment. The department of Art, Design and Communication will also provide support through its resources and facilities.

Students may seek non-academic support from Student Services, and the Disability & Dyslexia Service provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties.

The University's Information and Communication Technology service provides UW students and staff with support for information technology and media and print services.

The Personal Academic Tutor is a student's regular point of contact during their time at the University. The tutor is allocated from the course team to ensure a familiarity with the student's programme. The Personal Academic Tutor will also respond to students' requests for support and help with problems that affect academic work, either at subject level or by referral to other University facilities.

18. Admissions

Admissions policy
All applicants will be interviewed in order to ascertain the suitability of the programme to their requirements and to ensure that they have the subject and intellectual skills necessary in order to engage with the demands of the course.

At interview, the applicant will be required to show a portfolio or showreel of their work. Online links to an applicant's practice website are acceptable.

Overseas applicants might be interviewed via Skype or similar online link.

Entry requirements
Candidates will be expected to have gained a 2.1 (or equivalent) at degree level in a cognate subject, but admission is ultimately at the discretion of the Course Leader. Applicants who do not have a cognate first degree but who have substantial experience at professional level, and whose quality of practice is of equivalent standard to that required to gain an Upper Second Class honours degree, may be considered for entry

For overseas applicants whose first language is not English, a minimum IELTS score of 6.5 is required.

See UW Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning
Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.
Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Potential students should apply directly via Registry Services (Admissions) at the University of Worcester. To ensure that the applicant has the necessary intellectual and subject skills to engage with the programme, the Course Leader (or his/her nominee) will interview applicants prior to admission. Interviewees will be asked to present a portfolio (or material on a remote drive or disk) of practical work and be asked to provide evidence of their ability to write coherently and critically.

For overseas applicants, a telephone or Skype interview will be required if they are unable to travel to the University of Worcester. Overseas applicants will normally be required to submit an online link to a website showing examples of their work or they may send scans or copies (*not* originals) of their work by post.

Admissions/selection criteria
The selection process seeks to evaluate the candidate's ability to:

- think creatively;
- undertake relevant and advanced research to validate their concepts;
- write coherently with a cogent and well-structured argument;

- position their practice in a current cultural context;
- work as a member of a creative team;
- implement an effective process to realise the concept as a successful project;
- possess the subject skills necessary to bring concepts to a conclusion;
- conduct themselves in a professional manner.

Following interview, applicants who have demonstrated that they meet the entry requirements, and who have submitted the application form, will be notified of their acceptance on the course by Registry Services (Admissions). Successful applicants will be sent information on the timetable, the welcome session and any preparation that they need to undertake.

19. 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 which 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

- A student is required to submit assessment items by 3pm on the due date and in accordance with the published process described in the module outline.
- A student may request an automatic extension of up to seven days up to six times in an academic year (depending on the number of credits studied) as described in the Delayed Assessment Procedures.
- A student who submits work late will not have work marked unless they have an approved claim of exceptional circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework

Retrieval of failure

- Students are entitled to re-sit 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-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7 from CMED4001, CMED4002

PG Dip	Passed a minimum of 120 credits at level 7 (CMED4001 CMED4003, CMED4002, CMED4007)
Masters	Passed a minimum of 180 credits at level 7 (CMED4001, CMED4002, CMED4003, CMED4007, CMED4005)

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

20. Graduate destinations, employability and links with employers

Graduate destinations

Graduates of the current programme have been successfully placed in studios specialising in design, video editing, film production and photography. Many are now pursuing freelance practice. To cite just a few achievements, the following are representative and indicate the success of students from international backgrounds who have graduated from the course:

- Specialising in printmaking, was commissioned in 2015 for the design on the ten metre high banners for the east end of Worcester Cathedral during the east window restoration: his woodcut designs won high acclaim.
- Presented his feature film – produced as a course assignment – at the H.P. Lovecraft Film Festival in Los Angeles in 2015.
- Extended his course research on web screen technology as part of a funded project in his native South Korea.
- Based on her feature-length documentary for her dissertation, worked as a director in the film industry in her native Romania.
- Became a television producer in his native India.
- Became a creative production writer and concept developer in her native Nigeria.
- Was commissioned by publishers to illustrate children's books: these include *The Leopard Boy,* written by Julia Johnson, and published by Frances Lincoln.
- Three recent graduates of the current course went on to lecture at higher education level.
- And one student for last year's course, has been commissioned to produce pieces of video installation work by arts organisations in the greater West Midlands area, 2019/20.

As a result of their enlightening experiences on the course, some graduates have changed direction in their practice. An example is a filmmaker who, on graduation in 2015, produced the period war drama feature film, *In Silence.* He is now pursuing a successful career in 3D architectural realisation, a change that came about as a result of interacting with his peers on the course who introduced him to new avenues of investigation. As another example, a student who graduated in 2017 has enlarged her practice from painting to include photography and video production.

Student employability

The UK creative industries economy is currently worth £13m per hour.[1] Total employment in the UK creative economy increased to 3.2m jobs in 2018.[2] Whatever the student's field of practice, the potential for employment on graduation is, therefore, considerable.

See Graduate Destinations, above. Many postgraduate students are already in a career and may want to use this course to update their subject skill and knowledge. Others use the opportunity to acquire a further advanced qualification as a means of enhancing their

[1] https://www.gov.uk/government/news/creative-industries-worth-almost-10-million-an-hour-to-economy

[2] https://www.thecreativeindustries.co.uk

professional development and employability, as well as of opening up opportunities for networking and alternative employment, should they wish to change direction. Input is given from tutors who are professional practitioners, as well as from visiting lecturers, creative practitioners, studio managers, media marketers and creative industries consultants.

Through self-directed study, and also course teamwork, students will gain an understanding of the nature of work in the UK and world of the creative media industries. The course also enables students to undertake intense development of their own practice, whilst developing their critical and conceptual abilities.

Students will develop skills as professional practitioners while participating in a professional art and design environment. Through these experiences, the programme will help students to develop their engagement with professional practice for the next stage of their careers, whether they are self-employed or employed in a larger practice. The cognitive, intellectual, collaborative and communication skills gained will also enhance employability in arenas outside those of the creative media industries.

Links with employers

Many postgraduate students are already in a career and may want to use this course to update their knowledge. Others use the opportunity to acquire a further advanced qualification as a means of enhancing their professional development and employability, as well as of opening up opportunities for networking and alternative employment, should they wish to change direction. Input is given from tutors who are professional practitioners, as well as from visiting lecturers, new media practitioners, studio managers, media marketers and creative industries consultants.

Through self-directed teamwork – a component of the Professional Practice module, CMED4002 – interface with professional practitioners in CMED4003, Creative Concept, and attendance at conferences and symposia, (encouraged in CMED4001 and CMED4003) students will gain work experience and contact with professional practitioners that reflects the nature of work in the UK creative media industry. The course also enables students to undertake intense development of their own practice, whilst developing their critical and conceptual abilities. Students will develop skills as professional practitioners while participating in a professional creative community in the Art House and other sites in the School of Arts.

Through these means, the MA in Creative Media programme will help students to develop their engagement with professional practice for the next stage of their careers, whether they are self-employed or employed in a larger practice. Whilst on the MA programme, students will be expected to seek out, and actively pursue, employment opportunities that contribute to the success of their future career and to take advantage of the many opportunities on offer during the course.

The course has links and opportunities to work directly with clients, some recent industry-led projects include:

- The Hive Library
- Media Lab within the Business School, University of Worcester
- Manda Graham, Creative Arts Projects

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 spec