

Programme Specification

1	Awarding Institution/Body	Luminate Education Group									
2	Delivery Location(s)	Quarry Hill Campus									
3	Programme Externally Accredited by (e.g. PSRB)	n/a									
4	Award Title(s)	FD Content Creation and Promotion									
5	UCAS Code										
6	Apprenticeship	n/a									
7	HECoS Code and Description	Subject code 1 (100%) 100075 - marketing									
8	Mode of Attendance <i>[full-time or part-time]</i>	2 Years Full-Time									
9	Relevant QAA Subject Benchmarking Group(s)	FD Characteristics Statement, 2020 FD Subject Benchmark Art and Design, 2019									
10	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>										
11	Date of Approval/ Revision	September 2022									
12	Criteria for Admission to the Programme <u>Foundation Degree Entry Criteria</u> Full Time <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th style="text-align: center;">Typical offer</th> <th style="text-align: center;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td> <td style="text-align: center;">32 UCAS tariff points</td> <td style="text-align: center;">16 UCAS tariff points</td> </tr> <tr> <td>IELTS:</td> <td colspan="2" style="text-align: center;">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> </tbody> </table>			Typical offer	Minimum Offer	UCAS tariff points:	32 UCAS tariff points	16 UCAS tariff points	IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
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	International qualifications:	International qualifications will be assessed against these criteria
	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. <i>*21 years and over at the start of the course</i>
	RPL (Recognition of Prior Learning) (Recognition of Prior Learning) claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)
		Criteria
	References:	An appropriate reference is required.
13	Educational Aims of the Programme The overall aims of the programme are to: <ul style="list-style-type: none"> • Develop knowledge, understanding and application of theories and concepts of content creation and promotion • Offer a robust and vocationally relevant foundation degree that will allow students to develop a range of relevant professional and vocational skills appropriate to the content creation and promotion industry • Develop personally and professionally within contexts appropriate to the content creation sector • Instil an interdisciplinary approach by collaborating with other creative disciplines on internal and external projects • Develop reflective skills with which to academically and professionally reflect and learn from workplace experiences by applying relevant theory and creative skill to practical based projects. • Develop digital skills in a range of software relevant to the content creation and promotion industry • Enhance the employability and career prospects of learners within the content creation and promotion industry • Develop graduates who have an analytical and reflective understanding of vocational practices in the context of the workplace today and in relation to the wider social and cultural environment • Develop graduates who have a balance between subject specific skills (creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable in the content creation and promotion industries 	

14	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below . On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Evaluate ideas, concepts, and theories relevant to content creation and promotion
K2	Examine issues and debates inherent to the content creation and promotion industries	
	Cognitive/Intellectual Skills	
	C1	Analyse, apply and interpret evidence from a variety of sources relevant to content creation and promotion
	C2	Interpret issues and concepts to establish the relationship between critical debate and content creation and promotion practice
	C3	Demonstrate aesthetic sensibility and openness to new ideas within content creation and promotion concepts
	Practical/Professional Skills	
	P1	Operate ethically considering human and social responsibility within the content creation and promotion sector
	P2	Act with increasing autonomy within defined guidelines
	P3	Evidence a considered and creative developmental approach to content creation and promotion techniques
	P4	Apply effective and accomplished use of relevant equipment, skills and processes for content creation and promotion
	Key Transferable Skills	
	T1	Reflect systematically on performance to further develop learning
	T2	Contextualise career aspirations and personal aptitudes, entrepreneurial interests, and motivations
	T3	Select and use a range of communication methods appropriate to the context
	T4	Use a range of specialist software appropriate to industry context
15	Key Learning & Teaching Strategy and Methods	
	<p>The Teaching, Learning and Assessment strategy aims to provide learners with an academic and practical curriculum with a work-based knowledge focus, the skills and development for their future careers and a curriculum of applied learning relevant to the content creation and promotion industry.</p> <p>In line with section 5 of the Art and Design Subject Benchmark, projects and assignments are tutor led initially, becoming increasingly student initiated as learning develops in level 5 and requiring sustained periods of independent study. Fundamental practical skills and digital</p>	

<p>skills that were highlighted within the industry consultation are delivered initially within the yearlong 40 credit module Making Creative Content, including photography skills, recording moving image and stop motion techniques, editing workshops utilising phone apps such as CapCut and Adobe Suite to include Premier, Photoshop and After Effects. The Visual Communication techniques modules in semester 2 will introduce the students to Adobe Illustrator and will also continue working with Adobe Photoshop. Following these fundamental skills modules, students can then apply these techniques and processes to other work related, practical and project-based modules and as they progress into these L5 modules students will be supported to take increasing responsibility for the content and direction of their creative work. Student briefs will also include the development of digital skills for various social media platforms such as YouTube, TikTok and Instagram. The inclusion of these digital skills will ensure that learners create coursework that is appropriate for projects linked to working in the content creation and promotion industry. Demonstration of skills e.g. digital design work, use of software, mood board development etc followed by practical activities will impart the necessary 'making' skills and students will be given opportunities to review the practices of key specialists to extend and develop their own skills and processes. Guest speakers will also be invited in to enrich the curriculum with specialist skills and experiences to enhance career aspirations.</p> <p>The lecture programme and skills-based delivery will impart the necessary principles and concepts. Seminars will be a mixture of student and tutor led sessions considering practical examples of the principles and concepts introduced in the lecture programme. The practical modules are designed to impart research, reflection, and critical thinking skills to support the students' academic progression through higher education. The practical skills in these modules are scaffolded to support students entering the programme from a range of content creation and promotion experiences.</p> <p>The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Projects are sequenced to support the student to work with increasing levels of autonomy within their concept development and project work. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within modules to ensure student engagement, and to teach the transferrable skills in a way that is purposeful for the students' training.</p> <p>Group work will allow students to develop their research, communication and teamwork skills and the Commercial Practice module will introduce these skills at level 4 in preparation for the Collaboration module at level 5 which will encourage and support students to extend their collaborative working skills by linking with students from other disciplines within the Creative Arts department. Student-centred, problem-based learning will allow students to work on open ended problems, provided to them in assessment briefs, to develop acquisition of knowledge, collaborative and communication skills.</p>

	<p>The shared modules are integral in nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Students will be taught across subject areas from the beginning of Level 4 in the Creative Professional. By regularly working together this will support the practical collaborations in Collaboration at Level 5, where the students are asked to work together on a practical project. The delivery of the shared modules will be split. Some delivery will take place to the entire year group, and the rest to smaller subject groups. The delivery to the larger group will cover generic principles such as self-reflection, or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries and foster collaborative practices. Following the larger taught sessions these general principles will then be contextualised to the student's own specialisms through accompanying seminars and workshops.</p> <p>Additional academic support is offered in academic skills workshops. These additional, non-assessed sessions at level 4, will be supported by the Creative Arts Librarian and the Creative Arts Coach, offered as ongoing support or as a refresher at level 5 and will support academic rigour and raise achievement throughout the foundation years. Tutor and peer led reflective feedback form the basis of student learning programmes in the form of personal and professional action planning. Tutorials will take the form of individual support and feedback for student guidance.</p> <p>Opportunities will be provided to work within the content creation and promotion industries using our links with working professionals and industry partners. In addition, students will be encouraged to independently find work experience and teaching staff have industry contacts which may be useful in this respect. There will be opportunity for students to gain relevant work experience in the college's own learning environments and use the department's industry contacts.</p> <p>The opportunities for eLearning within the college are strong with a background in the use of VLEs (Virtual Learning Environment) and the introduction of Google Drive, Classrooms and Chromebooks. The eLearning team support staff in the use of this and key to this are the positive comments from students throughout the University Centre about how it has enhanced their learning. The college also supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.</p>
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Key Assessment Strategy and Methods

Both formative and summative assessment methods shall be adopted within the programme. Formative assessment and feedback are embedded throughout the modules in response to learning activities within class, thus informing learning development. Such activities include the use of social media platforms to build digital coverage skills, group discussions, direct and indirect questioning, creative practical development, peer feedback, deciphering set project briefs and meeting employer requirements / expectations, and research tasks for instance. Formative assessment is also on-going through a structured 1:1 tutorial system. Students will be allotted a personal tutor for their time at University Centre Leeds, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners.

This programme will use a variety of assessment methods to prepare students for employment in the industry, from presenting creative ideas, working on project briefs set by employers, and promoting an event to an audience etc. This reflects the breadth of situations that they may encounter in professional life beyond the course.

Summative assessments have been designed to reflect employability skills and industry related project briefs. The names given to assessments have been based upon occupationally related skills and tasks where there is an expectation to demonstrate the relevant vocational and employability skills, as well as reflective practice and academic writing. To reflect the practical nature there are portfolio assessments throughout the foundation degree which will collate practical responses to a client or live brief stimulus. Practical outcomes and portfolios will allow the students to demonstrate practical skills to an appropriate professional standard and to build a professional portfolio to enhance their employability.

The inclusion of Projects and Portfolios in the assessment methods allows students to present their practical outcomes in a professional manner and aim to enhance digital skills in line with industry practices. Key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. The Creative Professional module provides early opportunities to develop a robust underpinning of appropriate academic skills such as researching, referencing, essay writing and digital literacy skills alongside personal development skills such as skills auditing, time planning and reflective practice. An early formative assessment in this module will assist the development of these skills at this stage.

At Level 4 students will create content creation and promotion responses that explore a range of genres. This will be contextualised holistically in The Creative Professional Module in which students will assess the different areas of content creation and promotion they wish to pursue as a career. In Level 5 students will undertake an externally set live brief from which they will produce a content creation and promotion portfolio that will populate an online resource. Visual reports have been included in theoretical modules to allow students to engage with industry examples whilst also demonstrating underpinning knowledge and extending academic writing skills. Some of the assessments require students to engage with employers and other creatives through work placements and the live promotion of a showcase event. These assessments prepare them with the necessary management and communication skills for use beyond their studies and help to develop their professional network. Students will produce statements and reflections to contextualise their creative practice to build a critical relationship with their work and assessments are structured to allow the student to act with increasing autonomy.

17	Programme Modules					
	Level 4					
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
		Content Writing	20	Core		X
		Visual Communication	20	Core		X
		Creative Professional	20	Core		X
		Commercial Practice	20	Core		X
		Making Creative Content	40	Core	X	
	Level 5					
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable
		Trend Forecasting	20	Core		X
		Collaboration	20	Core		x
		Working in the Content Creation and Promotion Industry	20	Core		X
		Promoting a Live Event	20	Core		X
		International Marketing & Promotion	20	Core		X
		Contemporary Issues in Content Creation and Promotion	20	Core		X

18	<p>Programme Structure</p> <p>Full Time</p> <p>Students will attend sessions over 2 days per week (a total of 10 hrs, 9 hrs modules and 1 hr tutorial)</p> <p>Level 4</p> <p>The delivery of the modules at level 4 is structured to provide an underpinning understanding of the subject disciplines and concepts related to the practical workings and employment opportunities of the sector, and professional development within the Creative Professional module as well as the front loading of technical and creative skills to ensure continuing creative application. A 40-credit module Making Creative Content runs through semester one and two, in which students will develop their research and reflective skills alongside practical making skills in a series of industry related briefs. The integration of theoretical knowledge and practical making skills in this module will allow the students to develop practical work that is visually effective and that is also underpinned with theoretical understanding of ethics and social responsibility. The second semester continues to build these skills practical still and moving image making and digital skills in the continuation of Making Creative Content and Visual Communication. Commercial Practice prompts students to begin to think about their own commerciality and consider the mechanics of working in employment or as a freelance practitioner.</p> <p>Level 5</p> <p>At this level students will be increasingly challenged to become independent learners, to further apply theoretical aspects and creative skills. Content creation and promotion skills will build on the fundamentals delivered at L4 to further and enrich students’ technical ability. Specific real-life work-related projects will link further with their learning and individual development of independent application, encouraging them to demonstrate their understanding of underpinning principles and concepts to the practical workings and employment opportunities. Critical understanding of research and academic skills in writing about others is undertaken in Contemporary Issues in content creation and promotion. Focus is given to them preparing for the world of work, through actively preparing their portfolio. There is an emphasis on project management and collaboration to promote and build upon soft skills and the Working in the Content Creation and Promotion Industry introduces students to self-promoting, entrepreneurial opportunities, and professional development.</p> <table border="1" data-bbox="288 1709 1378 1904"> <tr> <td data-bbox="288 1709 486 1904" style="text-align: center; vertical-align: top;">Full Time</td> <td data-bbox="486 1709 1378 1904" rowspan="2" style="text-align: center; vertical-align: middle;">15 weeks per semester x 3 hours per week per 20 credit modules</td> </tr> <tr> <td data-bbox="288 1809 486 1904" style="text-align: center; vertical-align: top;">Level 4</td> </tr> </table>	Full Time	15 weeks per semester x 3 hours per week per 20 credit modules	Level 4
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Level 4				

	Semester 1	Content Writing (20 credits)	Creative Professional (20 credits)	Making Creative Content (40 credits)
	Semester 2	Visual Communication (20 credits)	Commercial Practice (20 credits)	
	Full Time Level 5	15 weeks per semester x 3 hours per week per 20 credit modules		
	Semester 1	Trend Forecasting	Collaboration	Contemporary Issues in Content Creation and Promotion
	Semester 2	International Marketing & Promotion	Promoting a Live Event	Working in the Content Creation and Promotion Industry
19	Apprenticeships			
	<i>n/a</i>			

Support for Students and Their Learning

The programme will be underpinned by developing practical skills and the students' own practice. The location of the new Quarry Hill Campus in the Cultural Quarter of Leeds provides opportunities for students with the surrounding businesses and an excellent professional network to career trajectory.

The department has fostered excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community and visiting lecturers support the breadth of techniques delivered and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.

The Creative Arts Network VLE (Virtual Learning Environment) supports students in finding collaboration opportunities and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. Any risks associated with collaborative, and events are mitigated through the department's industry contacts and through use of BLANK Gallery, a new exhibition space that students have direct access to as well as the opportunity to create responses online in the form of virtual exhibitions.

At the University Centre there is a dedicated team that provide a range of support to students including welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA (Disabled Students Allowance) and one to one support for specific learning needs. There is a subject specific Academic Librarian who also delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors.

Development of literacy and digital skills is enhanced within each module and via individual appointments with the academic librarian who can support learners with tasks such as research skills, structuring of work and academic referencing. Throughout the academic year various short courses run within the HE Creative Arts department offering opportunities for learners to upskill in digital skills such as Adobe Suite, Photoshop, and InDesign. Within each module there is a varied reading lists included along with other recommended resources that ensure learners are reading and engaging with relevant sources of information. Guest speaker sessions include professional practitioners working within the industry who create digital visuals and campaign work relevant to industry that include both digital and literacy elements. Detailed feedback is given to learners throughout the year and include feedback points relating to literacy and digital skills.

Weekly tutorial slots and group tutorials provide support on broader support topics such as time management, stress management, mental health, independent working, and

	<p>wellbeing. All students have a personal tutor throughout their studies, this tutor supports the student pastorally and will also review their personal development plans throughout the programme. This is in addition to the tutorials undertaken as supervisor meetings within modules. The student coach at UCL provides extra support for learners who may need extra assistance with their studies.</p> <p>A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms and all students receive a device to support them in using these platforms at home and in the University Centre to aid their studies and all necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE which they can access easily using their device. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as mac devices, laptops, iPad and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid the students to further their technical skills and become more autonomous when working on projects. The technical support team will also assist in use of equipment and software, students can enquire directly at the check-out desk with counter technicians during opening hours, book appointments with the team and demonstrators will provide planned skills workshops throughout modules for development of skills such as camera/lighting, adobe suite and use of AI.</p> <p>The studios are open from 9am-9pm and students are encouraged to use them out of programme hours to utilise available resources and continue project work. The department technicians are available to support students in the studios with technical skills for individual projects and when working on group exhibitions.</p>
<p>21</p>	<p>Distinctive Features</p> <ul style="list-style-type: none"> • Specialist resources at a standard highly appropriate to the target industries in the recently built Quarry Hill Campus, which is based in the Cultural Quarter of Leeds, providing excellent links to The Wardrobe, BBC and Channel 4 and neighbouring John Lewis which houses several large cosmetic retail companies • Bespoke settings at Prime Studios, a working production studio located next to ITV studios. This environment has helped the reputation of our brand of Creative Ambition grow amongst industry professionals. • The course provides excellent opportunities for students to develop networking and etiquette skills and assists their preparation for a career as a practitioner in the content creation and promotion industry. • Opportunities to gain practical experience on with companies and at events, these include events such as the Leeds RAG Fashion Show, Leeds International Festival, the IMATS and United Makeup Artists Expo • High level of engagement with industry and focus on providing opportunities for students to make contacts and extend their networks as well as learn technical skills and gain invaluable insights into the industry

- The Promoting a Live Event module, culminates in students having the opportunity to create a public facing promotional campaign for a live event which will be attended by employers, providing a final opportunity for gaining recognition and making contacts in industry.
- The course addresses current digital skills gaps within the content creation industry and skills taught throughout the Foundation Degree will allow students to explore a wide range of digital skills for a range of contexts to strengthen employability skills
- The course responds to the recent growth in the content creation industry created by visual and online platforms which has meant that roles of this nature are increasingly in demand
- The early inclusion of a shared module (The Creative Professional) will see students taught together with peers who also share these modules from specialisms (including Media makeup, Photography, Art, Graphics, Fashion and Textiles, Animation and Sound programmes) providing early opportunities for students to form important collaborative relationships with their peers in alternative creative arts disciplines from the beginning of the programme. This will be cultivated further through shared modules and opportunities to work on collaborative projects together in teams. This will allow them to form their own creative network and develop a range of soft skills, adding to the students' level of employability.
- Students will understand the potential application of promotion and communication in a wide range of professional contexts developing their employment potential and widening their creative practice. This again makes the offer distinct from competitors who may encourage collaboration with other areas but do not practice this in modules in such an embedded manner.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate ideas, concepts, and theories relevant to content creation and promotion	Describe a variety of ideas, concepts, and theories relevant to content creation and promotion
K2	Examine issues and debates inherent to the content creation and promotion industries	Explain issues and debates inherent to the content creation and promotion industries
C1	Analyse, apply and interpret evidence from a variety of sources relevant to content creation and promotion	Gather, record, and describe evidence from a range of sources relevant to the content creation and promotion industry
C2	Interrogate the relationship between critical debate and content creation and promotion practice	Explore issues and concepts to make links between ideas and content creation and promotion practice
C3	Demonstrate aesthetic sensibility and openness to new ideas relating to content creation and promotion concepts	Demonstrate an openness to new ideas within approaches to creativity within content creation and promotion
P1	Operate ethically considering human and social responsibility within the content creation and promotion sector	Operate ethically considering human and social responsibility in predictable and defined contexts that require use of a specified range of standard techniques.
P2	Act with increasing autonomy within defined guidelines	Act with limited autonomy, under direction or supervision, within defined guidelines.
P3	Evidence a considered and creative developmental approach to content creation and promotion techniques	Evidence the ability to consider and apply the required approaches with which to meet and develop the realisation of given content creation and promotion briefs
P4	Apply effective and accomplished use of relevant equipment, skills and processes for content creation and promotion	Apply a range of equipment and skills to produce technically appropriate creative outcomes for content creation and promotion
T1	Reflect systematically on performance to further develop learning	Identify own learning strengths and needs using feedback from assessments.
T2	Contextualise career aspirations and personal aptitudes, entrepreneurial interests, and motivations	Identify and articulate personal skill, ability, interests, and motivations and relate these to career opportunities.

T3	Select and use a range of communication methods appropriate to the context	Appropriately use a range of communication methods appropriate to the context
T4	Use a range of specialist software appropriate to industry context	Use a range of Software to fulfil briefs

Map of Outcomes to Modules

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4
Content Writing	X		X				X			X		X	
Visual Communication		X		X					X	X			X
Creative Professional	X				X			X			X		
Commercial Practice			X		X	X					X		
Making Creative Content		X		X	X	X	X	X	X			X	X

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3	T4
Trend Forecasting			X						X			X	X
Collaboration				X			X	X		X			
Working in the Content Creation and Promotion Industry	X	X				X		X			X		
Content Creation and Promotion for a Live Event					x		X	X	X			X	
International Marketing & Promotion		X	X	X				X		X			X
Contemporary Issues in Content Creation and Promotion	X		x		X	X					X		

Map of Teaching and Learning Methods

Module Name Level 4	Lectures	Tutorials	Seminars	Practical /studio Workshops	Case Studies	Demonstrations	Employer engagement / guest lectures / external and studio visits	Group critiques / debates
Content Writing	X	X	X					X
Visual Communication		X	X	X	X	X		
Creative Professional	X	X	X		X			
Commercial Practice		X	X	X	X		X	X
Making Creative Content	X	X	X	X	X	X	X	X

Module Name Level 5	Lectures	Tutorials	Seminars	Practical	Case Studies	Demonstrations	Employer engagement / guest lectures / external and studio visits	Group critiques / debates
Trend Forecasting	X	X	X		X		X	X
Collaboration	X	X	X	X			X	
Working in the Content Creation and Promotion Industry	X	X	X		X		X	
Promoting a Live Event	X	X	X	X		X	X	
International Marketing & Promotion	X	X	X	X				X
Contemporary Issues in Content Creation and Promotion	X	X	X		X			X

Map of Assessment Methods

Module Name Level 4	Case Study	Skills Audit	Design Work	Commercial Project	Presentation	Written Content Pieces	Statement	Portfolio	Reflective log
Content Writing						70% Wk. 11	30% 900w wk13		
Visual Communication			60% Wk. 12				40% 1200wk 15		
Creative Professional	50% (1500 w) wk. 6	50% (equiv 1500 w) wk. 14							
Commercial Practice				60% 1800w wk. 30	40% 10 mins wk. 20				
Making Creative Content								70% wk26	30% 1800w 28

Module Name Level 5	Project presentation	Digital Portfolio	Promotional materials	Live Brief	Interview	Visual Report	Project	Trend Book
Trend Forecasting		60% Wk15						40% Wk. 8
Collaboration				70% wk. 14	30% 10 mins wk. 10			
Working in the Content Creation and Promotion Industry		50% 2000w Wk. 23		50% Equiv 2000w wk27				
Promoting a Live Event	30% (10 mins) Wk. 21		70% Wk. 30 (equiv 2800w)					
International Marketing & Promotion	30% 10 mins Wk. 29						70% Wk. 28	
Contemporary Issues in Content						100% Wk. 13		

Creation and Promotion								
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