QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION

1.	Programme Code						
2.	**Programme Title**	BA (Hons) Graphic Design					
3.	**Target Award Title**	BA (Hons) Graphic Design					
4.	**Exit Award Title(s)**	BA Graphic Design (300 credits) Diploma of Higher Education in Graphic Design (240 credits); Certificate of Higher Education in Graphic Design (120 credits);					
5.	**Subject area**						
6.	**School**	School of Design and Creativity					
7.	**Programme Team Leader(s)**	Dr Pernille Holm					
8.	**Programme Type**						
9.	**Delivery Model**	DL F/T	X	BL F/T	X	Apprenticeship	
		DL P/T	X	BL P/T	X	Other	
	Where delivery model identified as 'Other' please provide details						
10.	**Location of delivery**						
11.	**Proposed Start date**	January 2017					
12.	**Reference points**	Art and Design (2019)					
13.	**Professional, Statutory & Regulatory Bodies (PSRB)**						

14. Programme aims
The aim of the Arden programme in BA (Hons) Graphic Design is to provide professional level, multimedia training in the creative industries as they apply to a range of subjects. The programme will facilitate the development of a shared base of practical and conceptual skills, applicable to these industries, using innovative distance-learning strategies. The programme aims are to: • Give students professional level skills and understanding across a range of graphic design practices. • Provide flexible distance learning study options in both full and part time modes. • Promote understanding of the key aspects of current practice in the field of graphic design including acknowledging current and emerging developments in the discipline. • Facilitate an awareness of the practices of graphic design in professional; cultural and historical contexts, through contextualization of practice. • Develop the kinds of transferable skills which will enable students to respond to current and future career challenges, and changes in the field of graphic design.

• Begin to equip students with the skills to work professionally in graphic design and to be creative and professional practitioners, when both working independently, and when collaborating with others as part of multidisciplinary design teams.

• Enable students to communicate effectively through a variety of graphical languages and modes, to specialist and non-specialist audiences. This might take oral, written and visual forms.

• Prepare students for further academic or professional study if they wish to go forward.

• Provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners.

• Provide students with a reliable and appropriate set of intellectual, analytical and practical tools that can inform a design process such that they can competently and professionally practice within the fields of graphic design.

• Develop in students an ability to communicate effectively to a range of audiences, to work with others, to listen, discuss and negotiate and to develop self-reflective practices.

• Enable students to develop a range of personal and entrepreneurial skills, which will equip them with the ability to respond to current and future career challenges.

The programme is designed to provide opportunities for students to develop their knowledge and skills in design in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

15. Programme Entry Requirements
Please adapt standard/typical entry requirements as necessary.

Standard Entry – These can now be signed off by the Admissions team
- Two subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent.

Non-Standard Entry –

A. – Relevant Work Experience – Applicants are able to demonstrate 2 years relevant work experience – this should be in the field of graphic design, broader design work, advertising or a related creative field in which working with visual media has been a significant part of the role.

B. – General Work Experience and Portfolio – Applicants who do not hold qualifications or do not have the relevant work experience will need to demonstrate 5 years of general work experience and provide a portfolio of 5 pieces of work that demonstrates an aptitude in graphic design.

16. Learning, teaching and assessment methods and strategies

Our assessment strategy encourages continuous practice and completion of activities towards a final portfolio. A variety of assessment methods all explicitly aligned to learning outcomes focus upon knowledge, understanding and skills, supported through interactive online content, prompting students to engage with tasks to build knowledge through the module. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the

summative assessment. Progression through online content and assessment tasks will guide learners to achieve and evidence module learning outcomes.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
At the end of this course you, the student, will be able to:		
1. Be conversant with current developments in the disciplines of Graphic Design. 2. Be able to locate that understanding within cultural, historical and professional contexts. 3. Utilise the visual languages, materials and techniques of the practices of Graphic Design. 4. Follow a process of idea development and design realisation. 5. Understand the audiences and requirements of professional practice in the design industries. 6. Have knowledge of key areas of self-marketing and their application to the creative and cultural industries.	Acquisition of knowledge and understanding at all levels is through a combination of online tutorials; group discussions and critiques; and independent and directed study, supported throughout by comprehensive online teaching materials and internet resource. Acquisition of knowledge and understanding is through a combination of support materials, including project work, group forums and project-based activities. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set projects with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including design reports, evaluations and critical and contextual studies essays. There is an extended essay at level 6.	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include analysis, written essay, self-reflection, portfolios of evidence, sketchbook production and essay assignments etc.

	Acquisition of knowledge and understanding is facilitated through either: a combination of online learning blended with face to face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources. We achieve this through a pedagogy that includes project work, group forums and project-based activities. Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject.	
7. Exercise a creative design process, analysis, selection and judgement. 8. Generate ideas, present arguments and draw conclusions, through a process of reasoned analysis. 9. Demonstrate a willingness to explore visual languages, materials and techniques (subject-engagement). 10. Present solutions to design problems via informed and critically-aware responses to set	Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. In addition, the student's intellectual development will be evident in a design process which demonstrates creative thinking and problem solving, analysis and judgement in the development of solutions and a willingness to explore a range of media. Intellectual development is encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates).	Intellectual skills are assessed through a combination of in-course assessments, including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects, for which evidence will consist of research documentation, sketch books, developmental work for design ideas and other kinds of proposals.

briefs and/or self-initiated projects.	Throughout, the learner is encouraged to develop intellectual skills further by undertaking independent study and research.	Design projects are supported by on-going communication within their online studios, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.
11. Make informed aesthetic, functional and intellectual judgements relative to the appropriate realisation of design ideas.	Specific modules support the development self-reflective skills and this is the focus of the opening skills based modules. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.	Practical skills are evidenced through digital sketchbooks and are assessed through portfolio submissions and presentations.
12. Produce design, imagery, and time-based media outputs to a professional standard using a range of materials for various audiences/contexts.	Practical and professional skills employed in the production of design ideas and solutions are developed through set briefs, exercises and practical activities.	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment, which includes practical examples towards improvement.
13. Demonstrate professional competence in the realisation, presentation and communication of design ideas and concepts in the field of visual communication and media.	Practical skills are developed through a series of activities and projects intended to test skills acquired (12,13,14). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented.	
14. Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specified problems, across a range of media.	Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. Again, this is particularly emphasised at level 6 of the programme.

Practical skills are employed in the production of design solutions, developed through set briefs and are a particular focus in multimedia modules.

Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills | |

	acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills.	
15. Research, organise, edit and present information; retrieve and present information both traditionally and digitally. 16. Demonstrate personal responsibility and initiative in the management of own learning (including time-management). 17. Identify personal strengths and learning needs (self-reflection). 18. Argue rationally and communicate effectively (debate/reflective and academic writing). 19. Work effectively within a team in a variety of roles. 20. Respond flexibly to discussions, recommendations and feedback. 21. Demonstrate responsibility with regards to time and project management. 22. Effectively deploy a range of personal and entrepreneurial skills to meet career aspirations.	Transferable skills (15-18) are developed throughout the programme. The skills of research, digital technology and self-management (15, 16, and 17) are integral to coursework at all levels. Personal responsibility (16) becomes an increasingly important skill as students progress. Modules at level 5 provide opportunities for team-working skills to be developed (19). Much of level 5 and 6 provides opportunities for entrepreneurial skills to be developed and tested (22). As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads (21, 22). Students are required to complete design reports and project evaluations throughout levels 5 and 6 which further enhance communication and self-reflective skills (17 and 18). Transferable skills are developed through in-course study, online study and independent work. Successful completion of activities for both in-course and online study demonstrates the ability to interpret written and oral stimuli. Development of critical self-reflection and interpretation is embedded into the programme through in-course	Intellectual skills are assessed through a combination of in-course assessments, including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects, for which evidence will consist of research documentation, sketch books, developmental work for design ideas and other kinds of proposals. Design projects are supported by on-going communication within their online studios, student-led presentations and project critiques, providing constant opportunities to gain formative feedback. Practical skills are employed in the production of design solutions, developed through set briefs and are a particular focus in multimedia modules. Transferable skills are assessed through a range of assignments built into the

| | participation and online study of reflective theory, activities and formative feedback and summative feedback. Collaborative work is introduced at the beginning of the programme and in the first module students are introduced to the concept of community of practice. The study of reflection and collaborative practice allows students to engage with personal and professional development from the outset of the programme. Students demonstrate this through completion of incremental activities designed to develop professional skills, personal skills and academic integrity such as reflection on career and personal development and completion of activities on academic integrity. | curriculum. In-module assessment is by submission of a portfolio of work, presentations and written work.

To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief. |
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18. Graduate Attributes and the means by which they are achieved and demonstrated
Attributes must be covered and assessed in every level of study on a programme.

Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed
1. Digitally literate	Students are introduced to a number of tools particular to graphic design and their skills in the se tools are developed. Through extensive use of a range of tools across modules students will learn the specific affordances of the different tools and appropriate use.	Digital literacy is assessed by the ability of students to select and use an appropriate tool for a task and to achieve an appropriate level of competence.
2. Contextually innovative	Students will engage in problem solving activities which will involve students reflecting upon theoretical knowledge and historical understanding of their discipline.	Contextual innovation is assessed through students demonstrating an understanding of

		their subject and being able to use their understanding to solved novel and complex problems.
3. Socially intelligent and proactively inclusive		
4. Professional knowledgeable in their subject area		

19. Summary of modules and mapped programme learning outcomes
(List modules in order of delivery)

Level	Module Code and Module Title	Module type Compulsory (C) or Optional (O)	Pinned (Paired)	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12	LO13	LO14	LO15	LO16	Lo17	LO18	LO19	LO20	LO21	LO22
4	Typography and Image Creation	C		✓		✓				✓				✓	✓					✓				✓	
4	Design and Layout	C		✓		✓									✓			✓						✓	
4	Illustration and Animation	C		✓		✓				✓				✓	✓						✓			✓	
4	Design History & Critical Thinking	C			✓						✓							✓	✓		✓				
4	Design Vocabulary	C				✓				✓	✓				✓					✓					
4	Digital Creative Skills	C				✓	✓	✓				✓	✓		✓	✓	✓			✓					
5	Studio Practice I	C		✓	✓			✓	✓			✓	✓	✓	✓	✓							✓		
5	Studio Practice II	C		✓	✓			✓	✓			✓	✓	✓	✓	✓								✓	
5	Reading Images I	C			✓										✓			✓			✓		✓	✓	
5	Reading Images II	C			✓												✓	✓			✓		✓	✓	
5	Visualising Concepts	C				✓						✓					✓	✓			✓		✓	✓	
5	Employability, entrepreneurship and enterprise in the creative sector	C						✓	✓		✓							✓	✓	✓	✓	✓			✓
6	Self-Promotion and Packaging	C						✓	✓					✓		✓							✓		
6	Industry / Competition Briefs	C					✓	✓					✓	✓			✓						✓	✓	✓

Level	Module	Core/Option																									
6	Research for the Creative industry	C		✓	✓		✓				✓							✓	✓		✓		✓	✓	✓
6	Major Project	C	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓						
6	Creative Showcase	C			✓	✓	✓	✓			✓	✓	✓		✓	✓								✓	✓

The BA (Hons) Graphic Design programme module running order is confirmed as follows; GRA6001 Self-Promotion and Packaging (20 credits), GRA6002 Industry/Competition Briefs (20 credits), GRA6003 Research for the Creative Industry (20 credits), RES6008 Major Project (40 credits) and finally GRA6004 Creative Showcase (20 credits). To release module GRA6004, the Major Project (RES6008) must have been submitted.

Mapping of Learning outcomes to exit awards:

Exit Award	
BA (Ordinary) (300 credits)	L1-19, L21
Diploma of Higher Education (240 credits)	LO1-22
Certificate of Higher Education (120 credits)	LO1-22

Summary of modules mapped to Graduate Outcomes

Old Graduate outcomes

Level	Module Code and Module Title	Discipline Expertise	Effective Communication	Responsible Global Citizenship	Professional Skills	Reflective Practitioner	Lifelong Learning
4	Typography and Image Creation					✓	
4	Design and Layout				✓		
4	Illustration and Animation		✓				
4	Design History & Critical Thinking					✓	
4	Design Vocabulary	✓					
4	Digital Creative Skills						
5	Studio Practice I				✓		
5	Studio Practice II						✓
5	Reading Images I						✓
5	Reading Images II	✓					
5	Visualising Concepts			✓			
5	Employability, entrepreneurship and enterprise in the creative sector						
6	Self-Promotion and Packaging						✓
6	Industry / Competition Briefs				✓		
6	Research for the Creative industry						
6	Major Project		✓				
6	Creative Showcase						

Revised Graduate Outcomes

Level	Module Title	Digital Literacy	Contextually Innovative	Socially intelligent and proactively inclusive	Professionally knowledgeable in their subject area
4	Digital Creative Skills	✓			
5	Employability, entrepreneurship and enterprise in the creative sector		✓		
6	Research for the Creative industry		✓		
6	Creative Showcase		✓		