Programme Specification for BA (Hons) Graphic Design

	This document applies to Academic Year 2024/25 onwards

Table 1 programme specification for BA (Hons) Graphic Design

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	University of Worcester
4.	Final award	BA Honours
5.	Programme title	Graphic Design
6.	Pathways available	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time and Part Time
9.	UCAS Code	Graphic Design BA - W210 BA/GDM
10.	Subject Benchmark statement and/or professional body statement	QAA subject benchmark statement: Art and Design 2017
11.	Date of Programme Specification preparation/ revision	January 2013. July 2013 module ILTN1012 added to the course. March 2014 – GDES3012 change to title. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. February 2015 Module titles corrected on GDES1011, GDES1012 and GDES1013. January 2016 CDME2029 title changed. GDES3011 removed. Excluded combination updated for GDES3010. CDME3021 added as optional and pre-requisite module updated. December 2016 – Programme title changed. August 2017 – AQU amendments. August 2018 – AQU amendments. December 2018 – Amendments to award map (update April 2019). August 2019 – AQU amendments to Section 19. November 2019 – CMED2008 module title changed. June 2020 – ILTN1010 added. ILTN1012 removed. Module code change for ILTN1011 to ILTN1004 and ILTN1101 to ILTN1006. August 2020 – AQU amendments to Section 19. Nov 2020 – Dissertation-equivalent module noted on award map (AQU). July 2021 – CMED coded modules changed to DMED in accordance with title and code change for BA Creative

		Media to BA Digital Media Production (APPG March 2020, 19.074). August 2021 and 2022 – AQU amendments July 2023 – annual updates

12. Educational aims of the programme

The course emphasises the development of an academic, professional and practical ethos appropriate to advanced work within the field of Graphic and Multimedia.The course is structured to develop an understanding of theory and put it into practice; it plays to and develops students' individual strengths, specialisms and enthusiasms.

The course aims to enable students to:
- develop professionalism and career skills, learning research methodology
- combine creative ability with computer technology to develop effective communication skills within their graphic design practice;
- develop professionalism and career skills, learning research methodology
- understand and critically evaluate the relationships between design concepts and their application within related subject areas such as graphics and multimedia.
- develop intellectual, practical, creative and other transferable skills appropriate to explore interests and needs in relation to further study and employment.
- prepare for continuing personal development and professional practice.
- develop creative, imaginative, technical and problem-solving skills;
- expand critical and analytic skills so that they can apply these to their digital media and design practice;
- appreciate relationships between concepts and practices, both within digital arts and with other subject areas;
- develop verbal and non-verbal, formal and informal, digital and visual communication skills,
- enhance their independent judgment, self-reliance and ability to work co-operatively with others

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

Learning, teaching and assessment

Intended learning outcomes within the subject specialism:

On successful completion of the course, students will be able to:
- understand the relationship between critical analysis and the practical application of design;
- appreciate the importance of technical ability and creativity within design practice;
- adopt an approach to design principles and concepts that takes into account client and audience concerns as well as changes in technology both now and in the future;
- value the relationship between form and function and their relationship to concepts of usability and/or narrative;
- organise and communicate concepts in written, verbal, visual and virtual forms;
- develop an increasing understanding of how to be an independent learner through critical reflection on their own work.

Knowledge and understanding:

Within the subject of Graphics and Multimedia, students will have the ability to:

- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity;
- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making;
- select, test, and make appropriate use of, materials, processes and environments;
- develop ideas through to material outcomes: for example, images, artefacts, products, systems and processes, or texts;
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination;
- apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others.

An honours degree in an art and design discipline confirms that the holder has acquired relevant technical knowledge and practical skills, and will be able to:
- employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination whilst observing good working practices.

Self-management:

On successful completion of the course, students will be able to:
- study independently, set goals, manage their own workloads and meet deadlines;
- anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.

Critical awareness:

On successful completion of the course, students will be able to:
- analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation;
- formulate reasoned responses to the critical judgements of others;
- identify personal strengths and needs.

Interpersonal and social skills:

On successful completion of the course, students will be able to:
- interact effectively with others, for example through collaboration, collective endeavour and negotiation.

Skills in communication and presentation:

On successful completion of the course, students will be able to:
- articulate ideas and information comprehensibly in visual, oral and written forms;
- present ideas and work to audiences in a range of situations.

Information skills:

On successful completion of the course, students will be able to:
- source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;
- select and employ communication and information technologies.

Examples of learning, teaching and assessment methods used:
Intellectual and cognitive skills are delivered via lectures, briefings, practical projects, seminars, tutorials, critiques, group discussions, work placements and team-working.

Level 4 study concentrates largely, but not exclusively, on developing knowledge of the discipline, how it is used in contemporary art, design and media environments and on the acquisition of a range of practical and production skills.

Level 5 focuses more on critical evaluation of students' work and that of others, and the development of conceptual skills and research and its place in the formulation and development of ideas for graphics design and multimedia. A number of practice-based modules e.g. GDES2000 and GDES2010 specifically require the presentation of a research file or folder alongside the development work and finished artwork. All practical modules at Levels 5 and 6 require students to solve design and communications problems and to evaluate the conceptual and aesthetic value and appropriateness of their solutions to those problems.

Cognitive skills are assessed via coursework, written assignments, tests and individual, group and seminar presentations.

The undertaking of Major Project modules enables students to demonstrate their proficiency in thinking skills at the highest level. The use of the critique and the requirement for the presentation of working drawings, research files and written reports will be used to encourage and assess the higher order skills of analysis, synthesis and evaluation.

Practical skills relevant to employment:

Graduates of the course will also be able to demonstrate a range of critical, creative and production skills.

On successful completion of the course, students will be able to:
- produce work which demonstrates the effective manipulation of sound, image and/or the written word;
- utilise effectively relevant technical concepts and theories;
- utilise a range of research skills as a production tool;
- produce work showing competence in operational aspects of design technologies, techniques and professional practices;
- manage time, personnel and resources effectively, by drawing on planning and organisational skills;
- produce work, which is informed by and contextualised within, relevant theoretical issues and debates;
- experiment, as appropriate, with forms, conventions, languages, techniques and practices;
- be adaptable, creative and self-reflexive in producing output for a variety of audiences;
- draw upon and bring together ideas from different sources of knowledge and different academic disciplines;
- initiate and develop distinctive and creative work.

Examples of learning, teaching and assessment methods used:
Graphics and Multimedia modules at all levels require students to work independently and in groups, with the aim of presenting material and communicating information and ideas in a wide range of forms. Emphasis on adopting a professional approach, and working to professional standards, is stressed at all levels. Both generic and discipline specific computer software skills are introduced at Level 4, and are reinforced throughout Levels 5 and 6.
Key skills are assessed via coursework, the submission of learning reports, essays and other written and visual material and through individual and group presentations.

Transferable/key skills:

On successful completion of the course, students will be able to:
- understand the learning process and how to become independent learners;
- work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity;
- reflect positively on work done personally and by others;
- have confidence in written, oral and visual communication;
- use a range of IT and technological skills;
- make decisions in complex and unpredictable contexts;
- exercise initiative and personal responsibility;
- collaborate with others and work in a team;
- use of media and resources;
- have the learning ability necessary for further professional development;
- deliver work appropriate for a brief by a deadline

Examples of learning, teaching and assessment methods used:
Graduates' transferable skills are much sought after in the world of work, and much enhance their general profile and, importantly, employability. Throughout the course they are taught to work as individuals and in groups, to carry out research, to make written and oral presentations, to use a blog pad and to create new and original work. Teaching methods are broad ranging and include practical workshops, lectures seminars and screenings, discussion in small and large groups, blog and blackboard presentations, all designed to embrace and include a variety of learning styles.

14.   Assessment Strategy

The Graphic Design Course's main agenda is to develop an inclusive assessment strategy which is accurate, objectively measured, consistent and above all fair. We assess learning outcomes in modules and see assessment as an integral part of learning. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

Consideration is given as to how students develop skills in relation to the various forms of assessment required by the course which include:

- Visual and written research
- Preparatory work
- Learning journal
- Finished artwork or production
- Presentation to peers
- Learning report
- Essay

There is a balanced integration of formative and summative assessments in all modules. Reliance on a single assessment point has been minimised with formative submissions and feedback throughout the course of the semester. Formative assessments are considered critical for the students' development and can be useful preparation for the related summative assessment. This is part of staged assessment strategy, particularly at Level 4, to permit students to benefit from feedback and re-work or develop further aspects of an assignment. This may include multiple learning assignments and submit for summative assessment (where a learner may submit a section of best work for grading).

Assignments are summatively assessed by the academic staff and formatively by the student themselves and also their peers. During self-assessment, students are required to give a value to their own work, using the course criteria and grading system. Formative assessment can take the

form of student support teams and informal peer assessment, or rehearsed presentations. This is an important part of the student development as it creates a feedback loop offering opportunities for development. All modules introduce training / workshop sessions on assessment criteria in advance of peer evaluation week to help students understand and apply these criteria to their modules. All Feedback (written or audio) is delivered digitally on SOLE system to students account directly.

15. Programme structures and requirements

The course is available in full and part-time modes and across the full range of pathways. In the first year, students study either Single Honours or Joint Honours but thereafter may combine their courses in different pathways: Single Honours Pathway, Major/Minor Pathway and Joint Pathway in which students take two courses equally weighted. There are opportunities to choose optional modules, which can be drawn from other subject areas. Please see Appendix 1 for the award map.

16. QAA and Professional Academic Standards and Quality

This award is located at Level 6 of the [OfS sector recognised standards](link).

The subject benchmarks have been formulated from the QAA assessment criteria, stated in intended learning outcomes and learning, teaching and assessment methods above. The benchmarks for the Graphic Design Course have been devised to meet all of the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2017. In particular, attainment of the necessary point of reference in the course standard is set by the QAA definition of the principal aim:

To facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and mastery of the essential skills which will equip and prepare students for continuing personal development and professional practice. (aAA4.1)

In accordance with the QAA Framework for HE Qualifications, Honours degrees are awarded to students who have demonstrated the following qualities:

- Generating and selecting ideas
- Research and analysis of information, contextualization and/or critical thinking
- Communication
- Process and/or concept development
- Research and analysis of information, contextualization and/or critical thinking
- Collaborative and process management
- Process and/or concept development

17. Support for students

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs at both University and subject level.

The Graphic Design Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Student's transition into University life is assisted by an initial one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the School of Arts.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group-based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester.

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services provides specialist support on a one-to-one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions policy

Candidates for the course will be students who wish to pursue a career as a professional media practitioner, whether in a self-employed capacity or as part of a production centre or studio. They will not be expected to have substantial foreknowledge of the subject but must demonstrate an ability in visual thinking, conceptualisation, research and writing skills, an independent creative identity, self-motivation and the intellectual ability to engage with the demands of a degree course.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Applicants to the course are required to attend an interview, bringing with them a portfolio, to ensure eligibility, but perhaps more importantly for the teaching team to ascertain if Worcester can provide the right environment and the expertise for each individual to realise their aspirations. Prior to the interview each applicant is given a full tour of the facilities and teaching spaces students of the course use.

Full-time applicants apply through UCAS *(*W212*)*
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Selection Criteria for Graphic Design *must include* the following:

- attendance at an interview (for international applicants, and in exceptional cases, submission of electronic portfolios along with answers to pre-determined questions can be arranged); overseas students might also be interviewed by live link, such a Skype;
- evidence of good visual communication in a variety of media;
- a commitment to the subject;
- good general knowledge and understanding of the subject.

The Course Team would also like to see evidence of the following:

- good communication, aptitude through a variety of media, both traditional and digital;
- self-generated projects (outside a curriculum) in any media;
- evidence of experience in developing visual or aural concepts;
- a good selection of sketchbooks and preparatory material with substance.(i.e. giving an insight to ideas generation and critical thinking through a visual approach rather than long annotations);
- a good knowledge of cultural and contextual aspect of digital arts, and their impact on contemporary culture.

Candidates are *not expected* to have evidence or experience of advanced software skills.

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
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit 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 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 Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the

Award	Requirement
	mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:
- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2
  OR

- Classification determined on the profile of the 120 credits attained at Level 6 only

- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the Taught Courses Regulatory Framework

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

20.   Graduate destinations, employability and links with employers

Graduate destinations

In 2012, 45% of the graduates from the Course found graduate level employment, a further 11% set up their own practice, and 22% went on to other employment. The placement figure of 78% is well above The Guardian's assessment of the national average, which is 66%.

Most of our graduates go directly into careers in creative industries. These range from advertising, marketing and PR to public services such as health and education, and of course, to publishing and multimedia companies. Employers are also varied, from local government to specialised consultancies in design.

As examples, graduates have recently been placed with the following major employers:

Traffic Marketing & Communications Ltd
Archetype Design
Design UK
ITV
Traplet Publication Limited
Read Books Ltd
Metro Imaging

Self employment is a commonly chosen option, especially among those with some industrial experience and contacts, which they have been able to develop as their studies progress.

Student employability

Students in Graphic Design following either a Single, Major or Joint pathway are required to take a mandatory Design Awards and Exhibition module (GDES3012) in Level 6 providing clear experience of real work pressure deadlines and evolving industry requirements. The module investigates the vocational potential of the subject and prepares students for their chosen profession. In addition to this module, there is an optional work placement module. These work-based learning initiatives and facilitates their entry into the world of work, or further professional portfolio development, and entering design competition.

Students have the opportunity to work on a one-to-one live project through GDES3013 Live Brief and GDES3014 Industry Collaboration at Level 6. The results of these form a vital part of their portfolios, ensuring that when they go for their first job interview, they have real projects printed, on the web, on film etc.

Students in their final year are required to present their final degree work in the Degree Show. This is outside module activity to develop transferable and employment skills. During this time students need to organise events and other enterprising promotional marketing and publicising material. Design graduates have an extremely good record of finding work after graduation in their preferred occupation. Most of the staff who teach on the course are themselves practising professional designers and therefore have many professional work contacts, knowledge of the design and media industry, competitions, residencies and about sources of Grant Funding.

Furthermore, students take part in the annual UW Careers week, where they have the opportunity to meet and discuss potential careers with a range of professionals from Arts and Media industries.

Links with employers

One important aspect of our modules is the 'live' or semi-live briefs. Common to many of these projects are the experiences that students gain from liaising with the various employers. Additionally, we often have clients looking over students' ongoing work via blogs where students can also pose questions about their developments underway.

The course has close links with a diverse group of private industries and public sector agencies. These have included the National Trust, Getme.co.uk, BlueSky Digital, Alpha Prints, Sky Television, Beeline Children's Storytelling Festival and Worcester Museums, Fayju, mosaique design consultants ltd, Weston's Cider, Wye Valley Brewery and the Malvern Hills District Council. The students' projects have been favourably reported in local, regional and national media.

Visiting speakers from industry: For example, Julia Eccleshare the Guardian's Children's Books Editor has talked to the Children's Book Design module. Also BBC Wild Food Expert and writer on sustainability, Andy Hamilton, talked to the same group. Additionally, groups have been taken to look around working design studios such as the Applied Wayfinding Design studio in London with whom we linked for a 'live' wayfinding design brief we ran for Malvern Hills DC.

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 specifications.

Appendix 1 Award Map

Table 2 heading for course title

Course Title: Graphic Design	

Table 3 award map for level 4 single/joint honours/major/minor BA Graphic Design

Level 4						
Module Code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**		**Pre-requisites (Code of Module required)**	**Co-requisites/ exclusions and other notes**
			Single Hons	**Joint Hons**		
GDES1001	Multimedia in Context	15	M	O	None	None
GDES1010	Design: Skills and Theory	30	M	M	None	None
GDES1011	Creative Digital Imaging and Typography	30	M	M	None	Excluded combinations GDES1012, GDES1013
GDES1014	Concept Visualisation	15	M	O	None	None
ILTN1004	Image Making	15	O	N/A	None	Excluded combination ILTN1006
ILTN1010	Printmaking	15	O	N/A	None	None
CODE xxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules GDES1001, GDES1010, GDES1011 and GDES1014, and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English; Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include GDES1010 (30 credits) and GDES1011 (30 credits).

Level 5								
Module code	**Module Title**	**Credits (Number)**	**Status (Mandatory (M) or Optional (O))**				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
GDES2000	Graphic Design for Internet and Multimedia	30	M	M	O	O	None	Excluded combinations GDES2100, GDES2200
GDES2010	Graphic Design for Print	30	M	M	O	O	None	Excluded combinations GDES2011 and GDES2012, which are 15 credit versions
GDES2014	Children's Book Design	15	O	O	O	O	None	None
DMED2008	Available Light Photography	15	O	O	O	O	None	None
DMED2004	Motion Graphics	15	O	O	O	O	None	None
ILTN2014	Editorial and Advertising Illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012 runs in semester 2
CODE xxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A	N/A	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules GDES2000 and GDES2010, and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English, and Teaching English as a Foreign Language (TEFL), and modules in Tutoring. Details of the available modules can be found here:
https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5
Major Pathway students must take at least 60 and no more than 90 credits from the table above to include GDES2000 (30 credits), GDES2010 (30 credits).

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to and at least one of GDES2000 (30 credits) and GDES2010 (30 credits).

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above.

Table 5 award map for level 6 single/joint honours/major/minor BA Graphic Design

Level 6								
Module Code	**Module Title**	**Credits (Number)**	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
GDES3012	Design Awards and Exhibition	30	M	M	O	O	None	Excluded combinations: DFPR3103, ILTN3009
GDES3015	Pressure Projects	15	M	M	O	O	None	None
GDES3003	Green Design	15	O	O	O	O	GDES2010	None
GDES3010	Major Project 1 (Dissertation equivalent module)	30	O	O	O	O	None	May be taken in one or two semesters.
GDES3013	Live Brief	15	O	O	O	O	None	None
GDES3014	Industry Collaboration	15	O	O	O	O	None	None
DMED3007	Documentary Photography	15	O	O	O	O	DMED2001 or DMED2008 or DMED2009	None
ILTN3011	Authorial Practice	15	O	O	N/A	N/A	ILTN2001 or ILTN2012 or ILTN2013 or ILTN2014	None

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include GDES3012 (30 credits) and GDES3015 (15 credits).

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include) GDES3012 (30 credits) and GDES3015 (15 credits).

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include **either** GDES3010 (30 credits) **or** GDES3012 (30 credits).

Taking one of the Independent Study equivalents (of either GDES3010 or GDES3012) is mandatory in this subject, joint pathway students may choose to additionally take an Independent Study in their other joint subject or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6
Minor pathway students must take either 30 or 45 credits from the table above to include **either** GDES3010 (30 credits) **or** GDES3013 (15 credits) **or** GDES3014 (15 credits)

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Table 62 credit requirements

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons