

Programme Specification for BA (Hons) Graphic Design & Multimedia

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 & Multimedia
6.	Pathways available	Single, Major, Minor and Joint
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full Time and Part Time
9.	UCAS Code	<u>Single Honours:</u> Graphic Design & Multimedia BA - W210 BA/GDM <u>Joint Honours:</u> Animation and Graphic Design & Multimedia BA - WWP2 BA/AniGDM Computing and Graphic Design & Multimedia BA - GWKF Mod/CGDM Creative Digital Media and Graphic Design & Multimedia BA - PW3G BA/CDMGDM Graphic Design & Multimedia and Illustration BA - W292 BA/GDMIII Graphic Design & Multimedia and Media & Cultural Studies BA - WPFH BA/GDMMCS
10.	Subject Benchmark statement and/or professional body statement	Art & Design 2008
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.

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

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 & Multimedia 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.

Award map

Course Title: Graphic Design & Multimedia	Year of entry: 2013/14 onwards
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons	Joint Hons		
ANIM1001	Origins and Functions	15	O	N/A	None	None
CDME1003	Video Production Project	15	O	N/A	None	None
GDES1001	Multimedia in Context	15	D	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
GDES1012	Creative Digital Imaging	15	O	O	None	Excluded combination GDES1011
GDES1013	Creative Typography	15	O	O	None	Excluded combination GDES1011
GDES1014	Concept Visualisation	15	D	O*	None	None
ILTN1011	Image Making	15	O	N/A	None	Excluded combination ILTN1101
ILTN1012	Image and Meaning	15	O	N/A	None	Excluded combination: ILTN1101
LANG1002	Improving English and Academic Style in Academic Writing	15	O	N/A	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include GDES1001 (15 credits), GDES1010 (30 credits), GDES1011 (30 credits), and GDES1014 (15 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

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), unless taking Creative Digital Media and Graphic Design & Multimedia. See Below.

* If students are Joint Creative Digital Media and Graphic Design & Multimedia, they are required to select CDME1011 (30 credits), GDES1010 (30 credits), GDES1011 (30 credits) **plus**, CDME1003 (15 credits) from Creative Digital Media, **and either** GDES1001 (15 credits) **or** GDES1014 (15 credits) from Graphic Design & Multimedia, to make 120 credits in total.

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			
ANIM2000	2D Animation	15	O	O	N/A	N/A	ANIM1001 or CDME1011	None	
CDME2002	Creating Sound for the Moving Image	15	O	O	N/A	N/A	None	None	
CDME2008	Concept Generation, Research and Preproduction	15	M	O	O	N/A	None	Excluded combination CDME3008	
CDME2011	Digital Photography	15	O	O	O	O	None	Excluded combination: CDME2030	
CDME2029	Motion Graphics and Design for Television and Cinema	30	O	O	N/A	N/A	None	Excluded combination (CDME2025)	
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, GDES2012	
GDES2011	Graphic Design: Publication	15	N/A	N/A	N/A	O	GDES1010 or GDES1011 or GDES1012 or GDES1013	Excluded combination GDES2010	
GDES2012	Graphic Design: Information Design	15	N/A	N/A	N/A	O	GDES1010 or GDES1011 or GDES1012 or GDES1013	Excluded combination GDES2010	
GDES2014	Children's Book Design	15	O	O	O	O	None	None	

GDES2100	Graphic Design for Internet and Multimedia: Planning	15	N/A	N/A	N/A	O	None	Excluded combination GDES2000
GDES2200	Graphic Design for Internet and Multimedia: Production	15	N/A	N/A	N/A	O	None	Excluded combination GDES2000
ILTN2013	Narrative Illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012 runs in Semester 1
ILTN2014	Editorial and Advertising Illustration	15	O	O	N/A	N/A	ANIM1003 or ILTN1011	Excluded combination ILTN2012 runs in semester 2

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include CDME2008 (15 credits), GDES2000 (30 credits) and GDES2010 (30 credits)

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional from the table above to the value of 30 credits to include at least 15 credits from GDES coded modules.

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 to include *either* GDES2000 (30 credits) *or* GDES2010 (30 credits).

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		
CDME3028	Documentary Photography	15	O	O	O	O	CDME2011 or CDME2030 or JOUR1008	None
GDES3003	Green Design	15	O	O	O	O	GDES2010	None
GDES3010	Major Project 1	30	O	O	O	O	None	May be taken in one or two semesters. Excluded combination GDES3011
GDES3011	Major Project 2	45	O	O	O	N/A	None	May be taken in one or two semesters Excluded combination GDES3010
GDES3012	Design Awards and Exhibition	30	M	M	O	O	None	Excluded combinations ANIM3014, ARTD3108, CDME3033, DFPR3103, ILTN3009
GDES3013	Live Brief	15	O	O	O	O	None	None
GDES3014	Industry Collaboration	15	O	O	O	O	None	None
GDES3015	Pressure Projects	15	M	M	O	O	None	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) and **either** GDES3010 (30 credits) **or** GDES3011 (45 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) and **either** GDES3010 (30 credits) **or** GDES3011 (45 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** GDES3011 (45 credits) **or** GDES3012 (30 credits).

Taking one of the Independent Study equivalents (of either GDES3010, or GDES3011 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 or JOIN3003 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:

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

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180	60	Major/minor Hons
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16. QAA and Professional Academic Standards and Quality

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 & Multimedia Course have been devised to meet all of the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2008. 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 (2008, page 18) 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 & Multimedia 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 Institute of Humanities and Creative Arts (IHCA).

During this initial induction week and in the first Worcester 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.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system

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 University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus

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

Applicant to the course are required to attend a 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 & Multimedia *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 as 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. **Methods for evaluating and improving the quality and standards of teaching and learning**

The Graphic Design & Multimedia Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The Course Team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.

- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

The Graphic Design & Multimedia Team benefits from a culture of engagement around the enhancement of teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20. Regulation of assessment

The course operates under the University's Undergraduate 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.
- Some modules have attendance requirements (delete if this does not apply).
- 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 5 days 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 5 days but within 14 days 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 [Undergraduate Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake 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
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 best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Undergraduate Regulatory Framework](#).

21. Indicators of quality and standards

The External Examiners, as well as confirming that the standards are consistent with other institutions in the sector, assessed that the course aims and learning outcomes are appropriate and suggest that overall the programme offers an excellent learning opportunity, based on effectively embedded theoretical and contextual understanding and the extensive opportunities it offers to gain and use transferrable skills.

Positive features identified by external examiners for the course are:

- The transparency of the assessment moderation which was perceived as best practice
- The use of learning groups and peer assessment was considered exemplary
- The integration of practical, critical and conceptual skills within course
- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

The course has strong progression, retention and achievement rates improvements which can be attributed to the high quality of supervision and support the students received. In 2011-12 the course had over 95% retention rate. 91.30 % of the course students complete their awards and Percentage 1st/2-1 is 47.62 according to the statistics published by Data Management Unit (DMU).

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. 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 & Multimedia 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. An opportunity is also offered to make contact with professional practitioners, and engage with master classes during Worcester weeks. 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 IHCA annual Careerfest in the third Worcester Week when 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 student's 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, mosaïque 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 the module outlines and the course handbook provided to all students at the start of the course. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).