

## PROGRAMME SPECIFICATION

<b>1</b>	<b>Awarding institution</b>	University of Worcester
<b>2</b>	<b>Teaching institution</b>	University of Worcester
<b>3</b>	<b>Programme accredited by</b>	University of Worcester
<b>4</b>	<b>Final award</b>	BA Honours
<b>5</b>	<b>Programme title</b>	Graphic Design & Multimedia
<b>6</b>	<b>Pathways available</b>	Single, Major, Minor and Joint
<b>7</b>	<b>Mode and/or site of delivery</b>	University of Worcester
<b>8</b>	<b>Mode of attendance</b>	Full Time and Part Time
<b>9</b>	<b>UCAS Code</b>	Graphic Design & Multimedia (W210) Graphic Design & Multimedia and Animation (WWP2) Graphic Design & Multimedia and Art & Design (WW21) Graphic Design & Multimedia and Business Management (WN22) Graphic Design & Multimedia and Computing (GWKF) Graphic Design & Multimedia and Drama & Performance (WW4F) Graphic Design & Multimedia and Film Studies (PW3F) Graphic Design & Multimedia and Fine Art Practice (WW1G) Graphic Design & Multimedia and Illustration (W292) Graphic Design & Multimedia and Sociology (WL2H)
<b>10</b>	<b>Subject /Professional Benchmark statements</b>	Art & Design 2008
<b>11</b>	<b>Date of Programme Specification preparation</b>	June 2008. Updated November 2010. July 2011 updated to latest template. <b>March 2012 CDME3001, CDME3002, CDME3005, CDME3026 &amp; CDME3027 recoded to GDES3001, GDES3002, GDES3005, GDES3026 &amp; GDES3027 respectively. Modules ARTD3017 &amp; ARTD3021 deleted from the course. CDME2008 &amp; CDME3008 Module Titles Changed</b>

### 12 Educational aims of the programme

*The course aims are that students will:*

- combine creative ability with computer technology to develop effective communication skills within their graphic design practice;
- understand and critically evaluate the relationships between design principles and concepts both within graphic design, web design, multimedia and with other subject areas;
- develop intellectual, practical, creative and other transferable skills appropriate to their future interests and needs in relation to further study, employment or both.

*The aims are to:*

- develop students' creative, imaginative, technical and problem-solving skills;
- expand students' critical and analytic skills so that they can apply these to their digital media and design practice;

- encourage the exploration and mastery of applied and perceptual skills;
- broaden and contextualise students' knowledge base;
- promote the development of communication skills, both verbal and non-verbal, formal and informal, digital and visual;
- enhance students independent judgment, self-reliance and ability to work co-operatively with others;
- to reflect critically on their learning process.

*Scope and characteristics of the Graphic Design and Multimedia course:*

The course is designed to develop students' knowledge and understanding of the subject and also develop the necessary skills to practice in design. Underpinning the basic drawing ability and software skills is a strong emphasis on development of a questioning attitude to increasingly demanding projects. Alongside research and critical skills, this is seen as vital to the development of the students' identity as a designer. The scope offers a balance between professional considerations and pedagogic elements.

### **13 Intended learning outcomes and learning, teaching and assessment methods**

#### **1) Intended learning outcomes within the subject specialism:**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes relating to graphic design and multimedia. Students' individual, creative, reflective and questioning responses to their work are important objectives, and it is anticipated that, by developing these attributes, they will ultimately achieve the qualities of creative and professional independence that will be vital for them successful to pursuit of their chosen career.

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;
- explore, analyse and solve design problems;
- exploit skills in the selection and use of available design modes of expression through the engagement with issues in the subject;
- recognize the cultural, social & historical contexts in which design operates;
- apply planning and time management skills;
- organise and communicate concepts in written, verbal, visual and virtual forms;
- work co-operatively with others;
- draw on a positive and responsible attitude to study and research and confidence in making and defending judgments;
- develop an increasing understanding of how to be an independent learner through critical reflection on their own work.

At level four, students are introduced to concepts and techniques in the subject through taught sessions. This enables them, and the staff who teach them, to begin the process of identification of their strengths, weaknesses and identity as designers. These introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

This process is developed through level five, in which students become more independent as learners such that, at level six, they are able to engage with their subject through self-directed, and self-motivated, study, research and practice. *The Final Show* module represents the culmination of this learning journey,

in which the student demonstrates their competence as a versatile, professional designer, practicing on a theoretical and contextual base that is broad and substantial and able to direct their work through a reflective, and honest, application.

Professional development is provided by the following:

*The Final Show* module (CDME3020) investigates the vocational potential of the subject and prepares students for professional practice. As well as this module, there is an optional *Art and Design Work*

*Placement* module (ARTD3028) in semester one of level six, a *Professional Practice* (ARTD3009) module, and an optional module, *Pressure Projects* (CDME3003), in which students need to engage with realistic deadlines set by outside agencies. An opportunity is also offered to make contact with professional practitioners in CDME2008 *Concept Generation, Research and Preproduction*.

## 2) Intended learning outcomes supporting the subject specialism:

### *Intellectual Skills*

Graduates of the course will be able to:

- demonstrate a detailed knowledge in the area of design in its diverse formations;
- demonstrate a critical awareness of debates and issues in design;
- apply and develop current theory and practice to the creation of new and original work in design;
- apply concepts from areas such as aesthetics and politics to the creation of new work;
- critically engage with and apply theory and techniques to a diverse range of situations and audiences;
- understand and apply specific design language, concepts and terminology;
- demonstrate the ability to apply practical skills in creative approaches to the preparation of work in the different fields of design;
- demonstrate the ability to use and evaluate a range of research;
- demonstrate the ability to select areas of research for investigation from a variety of critical perspectives and to synthesise these into a coherent end product;
- reflect critically upon their own interpretations and be able to assess and challenge accepted opinion;
- achieve the intellectual maturity to devise, research, develop, present and/or write an extended piece of independent work;
- acquire an ability to compose balanced, informed and self-critical evaluations through written and oral presentation.

### *Communication Skills*

Graduates of the course will be able to:

- present written and oral accounts in a clear, lucid and coherent fashion;
- respond to constructive feedback both formally and informally from tutors and peers;
- exchange views with others in a constructive and open-minded context so as to work co-operatively with students from diverse backgrounds;
- express their own opinions and defend their own critical judgments of key themes and debates in design;
- use the medium of design in imaginative and creative forms to communicate ideas.

### *Personal Skills*

Graduates of the course will be able to:

- acquire a range of transferable skills, graduate attributes and personal qualities, which will

- enhance their confidence and independence both during and after their studies;
- develop an independent, organised approach to learning, and thereby practise time management skills through working to deadlines;
- develop the ability to work productively with others in groups so as to sustain exploratory discussions, plan work and explore diverse opinions with respect and critical acumen;
- work collectively on practical tasks and performances offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives;
- develop the autonomy to construct and sustain a programme of study that allows for varying degrees of specialisation in the area of practical design.

### 3) Intended learning outcomes in key subject and transferable skills

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

The **key subject skill** areas include:

- 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.

The **transferable skills** which develop from the study of Design may be summarised as:

- an understanding of the learning process and how to become independent learners;
- the ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity;
- the ability to reflect positively on work done personally and by others;
- confidence in written, oral and visual communication;
- the ability to use a range of IT and technological skills;
- skill and confidence in self-presentation;
- the ability to make decisions in complex and unpredictable contexts;
- critical and interpretive skills;
- exercising initiative and personal responsibility;
- the ability to collaborate with others and work in a team;
- competence in the use of media and resources;
- the learning ability necessary in order to further professional or equivalent development;
- deliver appropriately work to a given length, format, brief and deadline.

The transferable skills of graduates in this domain are much sought after in other environments, such as business and commerce, and enhance graduates' profile and employability.

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities including individual and group research projects, written and oral forms

of presentation and the creation of new work. Design engages with a wide range of teaching methods: practical workshops, lectures, seminars, screenings, large and small group discussion and presentations, it is therefore inclusive for a variety of learning styles.

#### **4) Learning and Teaching**

Each module states a range of learning and teaching methods used for its delivery; these are commensurate with the University of Worcester Learning and Teaching Strategy as outlined in their current phase. Opportunities to achieve the learning outcomes will be provided by the following methods:

- Design studio workshops
- Seminars and student-led presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/designers
- Group work, based on projects
- Project-based activities
- Self-directed study
- E-learning (through the use of websites, Blackboard and e-mail)
- Screenings
- Gallery and studio visits
- Work-based learning

Learning and teaching methods are kept under review to ensure that as wide a range of methods are being used in order to enhance the opportunities for students to learn.

#### **5) Assessment methods**

Students will be assessed by the following methods:

- Visual and written research
- Production of artefact
- Presentations to the module group
- Production of preparatory and secondary material
- Written learning journal that may also contain images
- Essay or learning report

### **14 Assessment Strategy**

Each project is assessed against the learning outcomes for the module through a practical piece of work and learning report (1500 words). This report is a reflective, self-critical account of the student's learning journey in the experience offered by the module supporting this is a learning journal offering evidence - such as notes, photographs, storyboards, reports and project logs - that indicate the depth of the student's learning. Transferable skills such as communication, collaboration and project management for example are also explicitly assessed (see table below).

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.

As stated in section 13, students are assessed through the following:

- Visual and written research
- Preparatory work
- Learning journal

- Finished artwork or production
- Presentation to peers
- Learning report
- Essay

All of these methods may be used, appropriate to the module aims and objectives, content and learning objectives. All modules will have one assessment point, with a hand-in at week 14. At week 12, in most modules, students are required to participate in a formative, peer assessment session. This develops the students' critical faculties and also allows valuable feedback for individual students two weeks before the hand in for the summative assessment.

Graphic Design and Multimedia employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial system and feedback on Item Report Forms. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

In Graphic Design and Multimedia, all the Independent Studies are second marked. For all other work, a representative sample is moderated internally and samples sent to the external examiner for further quality assurance. In the rare cases where no decision is forthcoming, a third marker may be called upon and the work moderated by the external examiner. There are also appeals and complaints procedures in place for students in compliance with section 5 of the QAA Code of Practice. A full account of the assessment policy can be found in the Definitive Validated Document and Course Handbook.

Art and Design assesses all of the learning outcomes in all of its modules. The assessment criteria (see section 16) have been synthesised from the Art and Design benchmarks and learning objectives, above, and will be tested in the following functions:

Art & Design assessment criterion	Assessment strategy - evidenced by:
Generating and selecting ideas	<ul style="list-style-type: none"> <li>• Practical project</li> <li>• Learning journal</li> <li>• Learning report (evidencing research and concept development)</li> </ul>
Critical thinking and contextualisation	<ul style="list-style-type: none"> <li>• Learning report</li> </ul>
Interpersonal Skills	<ul style="list-style-type: none"> <li>• Learning journal (evidencing group work participation and role)</li> <li>• Presentation</li> </ul>
Personal Management Skills	<ul style="list-style-type: none"> <li>• Practical project</li> <li>• Learning journal (evidencing organisation and pre-production schedule)</li> </ul>
Media selection and communication	<ul style="list-style-type: none"> <li>• Practical project</li> </ul>
Composition and form	<ul style="list-style-type: none"> <li>• Practical project</li> </ul>

Research and analysis of information	<ul style="list-style-type: none"> <li>• Practical project</li> <li>• Learning report</li> <li>• Learning journal (evidencing research material and methodology)</li> </ul>
Materials and equipment	<ul style="list-style-type: none"> <li>• Practical project</li> </ul>

## 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.

The degree programme has three levels, within the definitions of the National Qualifications Framework and each level should total 120 credits. The majority of modules are single modules worth 15 credits but there are exceptions within the divisional mandatory and course mandatory modules: DFPR2001 *Single Camera Drama*, GDES2000 *Graphic Design for Internet and Multimedia*, ILTN2001 *The Personal Statement*, **GDES3001 and GDES3002** *Independent Study*, **GDES3027** *Graphic Design & Multimedia Negotiated Production 2*, DFPR3010 *Factual Film: Production and Context*, GDES3000 *Internet and Multimedia* all of which are worth 30 credits.

See Appendix 1 Award Map.

## 16 QAA Academic Infrastructure

The intended learning outcomes for Graphic Design & Multimedia provide evidence of the ways in which the QAA subject benchmark has been embedded into the teaching and learning of Art and Design at the University of Worcester. Through project and problem-based enquiry, working independently and in learning teams, students engage in reflexive, creative and critical knowledge acquisition. This skills-based, investigative and solution-focused approach enables students to demonstrate a synthesis of creative, conceptual and visual thinking that take into consideration audience and client concerns. This is evidenced in the range of delivery modes (practical, presentation, demonstration, seminar, lecture, tutorial, visits and fieldtrips), and in the range of assessment modes (practical submissions, learning journals, learning reports, essays presentations, work-based learning and the development of a coherent portfolio of work).

The new 30-credit modules, GDE2000 *Graphic Design for Internet and Multimedia*, and **GDES3026/3027** *Graphic Design & Multimedia Negotiated Project 1/2*, have been designed to encourage students to develop a sound, professional experimental approach to their art and design practices underpinned by critical and contextual skills. Students in Graphic Design & Multimedia can choose at level five between a design for print focus or a more web design focus to their final degree. The aim of these extended modules is to enable students to develop and apply practical and creative skills, to create a coherent portfolio of work through self-directed study and the development of their own visual and design vocabulary. The Learning Outcomes of these modules meet the requirements set out by the QAA subject benchmark statement by providing the opportunity for students to apply and develop the range of Art and Design skills: the productive, the conceptual, the personal and the interpersonal.

The module ARTD3028 *Art & Design Work Placement Module* has likewise been written in line with QAA codes on work placements and addresses the providers' ability to:

- provide an opportunity for Work-Based Learning;

- provide the opportunity to apply and develop the range of Art and Design skills; the productive, the conceptual, the personal and the interpersonal and so fulfil their intended learning outcomes;
- provide adequate support for the students on the placement;
- fulfil their responsibilities under the Health and Safety at work legislation in the workplace.

The Art and Design assessment criteria have been formulated from the QAA assessment criteria, stated in (13), Intended Learning Outcomes, and Learning, Teaching and Assessment Methods, above. As stated in section 14, the Art and Design assessment criteria are:

- Generating and selecting ideas
- Critical thinking and contextualisation
- Interpersonal Skills
- Personal Management Skills
- Media selection and communication
- Composition and form
- Research and analysis of information
- Materials and equipment

The benchmarks for the Graphic Design and Multimedia Course have been devised to meet all of the Art and Design benchmarks established by the QAA in their Academic Standards statement of 2002. In particular, attainment of the necessary point of reference in the course standard is set by the QAA definition of the principal aim:

*4.1 The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and mastery of the essential skills that will equip and prepare students for continuing personal development and professional practice.*

In accordance with the QAA Framework for Higher Education Qualifications, therefore, Honours degrees are awarded to students who have demonstrated the following qualities. These are matched, below, to the assessment criteria for Art and Design, of which Graphic Design and Multimedia is a component course:

QAA quality requirement	Art and Design assessment criteria
1) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline	<ul style="list-style-type: none"> <li>• Generating and selecting ideas</li> <li>• Research and analysis of information</li> <li>• Materials and equipment</li> <li>• Media selection and communication</li> </ul>
2) an ability to deploy accurately established techniques of analysis and enquiry within a discipline	<ul style="list-style-type: none"> <li>• Critical thinking and contextualisation</li> <li>• Research and analysis of information</li> </ul>
3) conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>• to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline and</li> <li>• to describe and comment upon particular aspects of current research, or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking and contextualisation</li> <li>• Generating and selecting ideas</li> <li>• Research and analysis of information</li> </ul>

advanced scholarship, in the discipline.	
4) an appreciation of the uncertainty, ambiguity and limits of knowledge;	<ul style="list-style-type: none"> <li>• Critical thinking and contextualisation</li> <li>• Research and analysis of information</li> </ul>
5) the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).	<ul style="list-style-type: none"> <li>• Critical thinking and contextualisation</li> <li>• Media selection and communication</li> <li>• Research and analysis of information</li> <li>• Personal Management Skills</li> </ul>
In compliance with the QAA requirement, holders of the qualification will be able to:	
QAA quality requirement	Art and Design assessment criteria
a) Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.	<ul style="list-style-type: none"> <li>• Generating and selecting ideas</li> <li>• Materials and equipment</li> <li>• Media selection and communication</li> </ul>
b) Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.	<ul style="list-style-type: none"> <li>• Critical thinking and contextualisation</li> <li>• Research and analysis of information</li> </ul>
c) Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	<ul style="list-style-type: none"> <li>• Media selection and communication</li> <li>• Generating and selecting ideas</li> <li>• Research and analysis of information</li> <li>• Interpersonal Skills</li> </ul>
d) Demonstrate qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>• the exercise of initiative and personal responsibility;</li> <li>• decision-making in complex and unpredictable contexts; and</li> <li>• the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Management Skills</li> <li>• Interpersonal Skills</li> <li>• Media selection and communication</li> </ul>

## 17 Support for students

Throughout their period of study, students are supported by the digital arts team who offer a range of intellectual, practical and pastoral support through a system of personal and academic tutoring.

Support is provided as follows:

- Graphic Design and Multimedia students experience a wide variety of teaching and learning e.g. lectures, group work, design workshops, learning teams;
- Continuous assessment process designed to provide students with constructive, formative feedback;
- Well-resourced design studios with iMacs and up-to-date digital technology
- One week induction programme;
- Course Handbook and the University's Student Handbook

- Information for students on the subject intranet pages and SOLE (Student Online Environment) pages;
- All students have an academic/personal tutor who guides completion of the PDP and offers general pastoral and academic support and guidance;
- Library induction and information skills workshops;
- Opportunities to take an IT module as part of the programme;
- Study skills support within the subject area and separately by the Disabilities and Dyslexic Unit;
- Support is offered to students with a range of disabilities through the Disabilities and Dyslexia Unit and student counsellors based in Woodbury;
- Writing support both within the department and from the Royal Literary Fund Writers Residence;
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- Opportunities to study abroad through the Erasmus scheme;
- Students are supported by an excellent Learning Support Services (Library, IT Media and Print);
- Technical support is provided by the department's technicians;
- Career planning is supported by both the department through its optional module, ARTD3009 *Professional Practice*, and by the University's Careers Service;
- Support for international students and students with ESL is available at the International Office and the Language Unit.

The Course Handbook and module descriptors are available online, though hard copies are kept at the Library. Library staff will provide Library induction and information skills workshops. In addition, the University Careers Service provides training opportunities for career planning.

Progression is identified not only in the way in which students demonstrate both their developing understanding of the conceptual frameworks of design and their practical skills at each level but also through the way in which they manage their independence as a learner.

## **18 Admissions Policy**

### Admissions Policy for the course

The admissions policy for Graphic Design & Multimedia seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### 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.

### Accreditation 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 accreditation 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

Full-time applicants apply through UCAS (W210 BA/GDM)

Part-time applicants apply directly to University of Worcester (UW)

#### Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Suitable applicants are then invited to selection interviews.

### **19 Methods for evaluating and improving the quality and standards of teaching and learning**

The Graphic Design and Multimedia Course will have a Staff-Student Committee to provide a forum in which staff and students share information, ideas and concerns about the operation and possible development of the Course and its component modules. The Committee will normally meet once per semester; minutes of the meeting will be taken and forwarded to the BA Programme Committee, and to the Head of DAHSS.

Student input into the Committee will be reflected in the Annual Monitoring report compiled by the Graphic Design and Multimedia Course Leader for the Institute of Humanities and Creative Arts Quality Assurance Committee.

The Graphic Design and Multimedia Annual Monitoring Review will evaluate issues such as recruitment, retention, progression, resources and issues of concern. The report writer will respond to points raised by, and discussed with, the External Examiner. Within the report will also be statements on student feedback on delivery, communication with outside bodies – both industrial and academic – and staff scholarly activity.

The methods will be as follows:

- annual review of the quality of the Graphic Design and Multimedia Course and subject area;
- external examiner reports;
- student evaluation of all modules;
- course committees provide further opportunities for student representatives to feedback from each year group;
- staff development opportunities provided by the University's Academic Development and Practice Unit promotes good practice and advancement in learning and teaching within each subject area;
- peer observation and discussion of teaching by staff;
- staff perform a range of roles across the University sector as external examiners, peer reviewers and consultants;
- staff have attracted funding for activities relating to improving the quality of teaching and learning:
- a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation for others;
- staff dedicated to equal opportunities.

### **20 Regulation of assessment (UMS)**

#### **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.
- 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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 or non-submission.
- 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 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 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 105 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 45 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. Institute-level Assessment Boards review and confirm results for modules, and the Board of

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## **21 Indicators of quality and standards**

Positive features identified by external examiners for the course are:

- A challenging educational experience to which students respond positively and enthusiastically
- The transparency of the Assessment Criteria which was perceived as best practice
- The use of learning groups and peer assessment was considered exemplary
- Some excellent teaching demonstrating good practice
- 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 University of Worcester has the Investors in People kitemark that was renewed in 2008.

Graphic Design & Multimedia is guided by the 2008 Subject Benchmark Statement for Art & Design.

In terms of research and consultancy activity, all members of staff are active in their field, including written papers for conferences and academic journals, as well as working on applied design projects with external clients such as Worcester City and County Councils, Microsoft, Cambridge University, the NHS and many others.

Learning and Teaching is of central importance to the development of best practices in this field. At present the department of Art & Design in which the subject area resides, is engaged in a partnership research project with the University of the Arts London, exploring the student experience of those who come with, or develop mental ill health difficulties. Funding has been provided by the AHEA and by the in house Learning and Teaching fund for the IHCA department.

In terms of student progression a small cohort each year go onto higher studies doing MAs in Interactive Art & Design, Visual Communication, Graphic Design, Creative Digital Media and other specialist areas. A further group go onto to PGCE; whilst others go into design studios or self-employment setting up successful graphics businesses.

In 1999, Art & Design was assessed externally by QAA and received 21 points out of 24, which gave full marks for Curriculum Design, Student Support and Quality Enhancement.

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 Employability and graduate destinations**

Students in Graphic Design & Multimedia following either a Single, Major or Joint pathway are required to take a mandatory Digital Media *Pressure Projects* module in Level 6 (CDME3003) which gives a clear experience of real work pressure deadlines and evolving industry requirements. Throughout the course there are also many opportunities to work on 'live' projects and briefs set by clients in areas such as publication design, museums and local industries.

A further recommended optional module at Level 6, ARTD3028 *Art and Design Work Placement Module* credits students for work-based learning initiatives and facilitates their entry into the world of work, or further professional portfolio development, residencies and community arts projects through an exploration of the work opportunities available to Art & Design Graduates. In the last two years students on this module have applied for SPEED funding: last year seven students received £6,000.00 each to set up their own businesses; this year, nine students shared £54,000.

A further opportunity to experience the world of work directly in an arts related occupation is provided by ARTD3028 *Art and Design Work Placement Module*. Last year students worked on design projects in schools, in graphic design businesses, photographic studios and with freelance designers. The feedback from students was very positive.

Students in their final year are required to present their final degree work in a mandatory *Final Show* module, CDME3020. During this module students need to fundraise for the final show through finding sponsors, organising 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 (see below). 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.

**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 study guide and course handbook. 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.

Key sources of information about the Course can be found in:

- Subject Handbook for Students
- QAA Quality Assessment Report
- Website at: <http://www.worc.ac.uk> and follow the links to the Graphic Design & Multimedia pages
- Blackboard and Sole pages

**Appendix 1: Award Map**

**LEVEL 4**

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
ANIM1001	Closed	Introduction to Animation 1: Origin and Function	15	O	O	O	O	-	-	-
ANIM1002	Open	Introduction to Animation 2: Human Locomotion	15	O	O	O	O	ANIM1001, or equivalent skill and knowledge level	-	-
ARTD1004	Closed	Drawing	15	M	O	O	O	-	-	ANIM1003
ARTD1005	Closed	Critical and Contextual Practice 1	15	O	O	O	O	-	-	-
ARTD1009	Open	Landscape and Visual Identity	15	O	O	O	O	-	-	-
ARTD1012	Open	Illustration and Printmaking	15	O	O	O	O	-	-	-
ARTD1014	Closed	Photography and Portraiture	15	O	O	O	O	-	-	-
CDME1001	Closed	Communication Skills for Digital Media	15	M	M	M	M	-	-	JOUR1006
DFPR1000	Closed	Film Language and Form	15	O	O	O	O	-	-	FLMS1000
DFPR1002	Open	Recording Sound for the Moving Image	15	O	O	O	O	CDME1001 or Co-requisite	CDME1001 or Pre-requisite	-
DFPR1003	Closed	Introduction to Digital Film Making	15	O	O	O	O	-	-	CDME1003
GDES1000	Closed	Graphic Design Practice and Theory	15	M	M*	M*	M*	-	-	-

## Appendix 1: Award Map

GDES1001	Closed	Introduction to Multimedia	15	M	M*	M*	M*	-	-	-
GDES1002	Closed	Graphic Design and Typography	15	M	M*	M*	M*	-	-	-
GDES1003	Closed	Creative Digital Imaging	15	O	M*	M*	M*	-	-	-
ILTN1001	Closed	Illustration: Origins and Function	15	O	O	O	O	-	-	-
ILTN1002	Closed	Image and Text: an Introduction to Illustration	15	O	O	O	O	-	-	-

### Single Honours Requirements at Level 4

Single Honours students must take 75 credits from the five (5) Mandatory modules i.e. ARTD1004, CDME1001, GDES1000, GDES1001 and GDES1002 **plus** an Optional module to the value of 15 credits from those listed above.

### Major, Joint and Minor Pathway Requirements at Level 4

Major, Joint and Minor Honours students must take the 15 credits from the one (1) mandatory module, CDME1001 **plus** 30 credits from the four (4) Optional Mandatory modules (M\*), GDES1000, GDES1001, GDES1002 or GDES1003.

### In addition:

All students on the Graphic Design & Multimedia course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Graphic Design & Multimedia as listed above (subject to availability and satisfying any pre-requisites).

## Appendix 1: Award Map

### LEVEL 5

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
ANIM2000	Closed	2D Digital Animation	15	O	O	O	O	ANIM1001, or equivalent skill and knowledge level	-	-
ANIM2001	Open	Introduction to 3 Dimensional CGI 1: Modelling & Texturing	15	O	O	O	O	ANIM1001 or ANIM1002 or DFPR1003 or equivalent skill and knowledge level	-	-
ANIM2002	Open	Introduction to 3 Dimensional CGI 2: Rigging and Animation	15	O	O	O	O	ANIM2001 or equivalent skill and knowledge level	-	-
ANIM2003	Open	Stop Motion Animation	15	O	O	O	O	ANIM1001, ANIM1002 or equivalent skill and knowledge level	-	ANIM3003
ARTD2008	Closed	Critical and Contextual Practice 2	15	O	O	O	O	ARTD1005	-	-
ARTD2016	Open	Extension Module A	15	O	O	O	O	Level 4 or 5 ARTD module grade B or above	-	-
ARTD2018	Open	Textiles in Cultural Contexts	15	O	O	O	O	ARTD1003	-	-
ARTD2023	Closed	Experimental Photographic Practice	15	O	O	O	O	-	-	-

**Appendix 1: Award Map**

ARTD2026	Closed	Drawing Extension Module	15	O	O	O	O	ANIM1003 or ARTD1004	-	-
CDME2002	Closed	Digital Sound Design	15	O	O	O	O	CDME1001	-	-
CDME2008	Closed	Concept Generation, Research and Preproduction	15	M	M	M*	O	CDME1001	-	CDME3008
CDME2011	Closed	Digital Photography and Image Manipulation	15	O	O	O	O	CDME1001 or JOUR1006	-	CDME3011
CDME2018	Closed	Multi-Camera Video Production	15	O	O	O	O	JOUR1006 or CDME1001, DFPR1003	-	CDME3018
CDME2021	Open	Digital Studio Photography	15	O	O	O	O	CDME2011	-	CDME3021
CDME2025	Closed	Motion Graphics and Compositing	15	O	O	O	O	CDME1001, and ANIM1002 or DPFR1003 or GDES1002	-	CDME3025
CDME2032	Open	Visual Effects Digital Photography	15	O	O	O	O	CDME2011 or CDME3011	-	CDME3032
DFPR2001	Closed	Single Camera Drama	30	O	O	O	O	CDME1001, DFPR1000, DFPR1003	-	-
DFPR2002	Open	Creative Sound for the Moving Image	15	O	O	O	O	DFPR1002 or equivalent	-	-
GDES2000	Open	Graphic Design for Internet and Multimedia	30	M	M*	O	M*	GDES1000 or GDES1001 or equivalent	-	GDES3000
GDES2001	Closed	Graphic Information Design	15	M	M*	M*	M*	ANIM1003 or ARTD1004 or	-	-

## Appendix 1: Award Map

								GDES1000		
GDES2002	Closed	Publication Design	15	M	M*	M*	M*	GDES1000 or GDES1003	-	-
ILTN2001	Closed	The Personal Statement	30	O	O	O	O	ILTN1001 or ILTN1002	-	-
ILTN2002	Open	Illustration Genres 1	15	O	O	O	O	ILTN1001 or ILTN1002	-	-
ILTN2003	Open	Illustration Genres 2	15	O	O	O	O	ILTN1001 or ILTN1002	-	-
ILTN2026	Closed	Location drawing and reportage illustration	15	O	O	O	O	ARTD1004 or ANIM1003	-	-

### Single Honours Requirements at Level 5

Single Honours students must take the four (4) Mandatory modules i.e. CDME2008, GDES2000 (30 credit), GDES2001 and GDES2002 totalling 75 credits, **plus** an Optional module to the value of 15 credits from those listed above.

### Major Pathway Requirements at Level 5

Major Honours students must take 15 credits from the one (1) mandatory module CDME2008, **plus** two (2) of the following Optional Mandatory (M\*) modules, GDES2000 (30 credit), GDES2001 or GDES2002. Students, who choose GDES2001 and GDES2002, **must** also choose one (1) 15 credit Optional module from those listed above, making 60 credits in total.

### Joint Pathway Requirements at Level 5

Joint Honours students intending to take their independent study in Graphic Design must take 15 credits from CDME2008, **plus** 30 credits from Optional Mandatory (M\*) modules GDES2001 and GDES2002 to make 45 credits in total.

Students who intend to take their independent study in their other subject must take 30 credits from the Optional Mandatory (M\*) modules GDES2001 and GDES2002, **plus** an Optional module to the value of 15 credits from those listed above to make 45 credits in total.

### Minor Pathway Requirements at Level 5

Minor Honours students **must** take 30 credits from Optional Mandatory (M\*) modules GDES2000 (30 credit), or GDES2002 and GDES2001.

In addition:

## Appendix 1: Award Map

All students on the Graphic Design & Multimedia course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Graphic Design & Multimedia as listed above (subject to availability and satisfying any pre-requisites).

### LEVEL 6

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
GDES3000	Open	Internet and Multimedia	30	O	O	O	M*	GDES1001 or CDME1001 or equivalent	-	GDES2000
GDES3001 or GDES3002	Closed	Independent Study	30	M	M	O		CDME2008 or CDME3008	-	GDES3002 or GDES3001
GDES3003	Open	Green Design	15	O	O	O	M*	GDES2001 or GDES2002 or equivalent	-	-
GDES3004	Open	Children's Book Design	15	O	O	O	M*	Normally both GDES2001 and GDES2002 or equivalent [to be negotiated with the module tutor].	-	-
GDES3005	Closed	Extension Module	15	O	O	O	O	Any GDES module at grade B or above	-	-

**Appendix 1: Award Map**

GDES3026	Open	Graphic Design & Multimedia Negotiated Production 1	15	O	O	O	O	-	-	-
GDES3027	Open	Negotiated Production 2	30	O	O	O	O	-	-	-
ARTD3007	Closed	Critical and Contextual Practice 3	15	O	O	O	O	ARTD1005 and/or ARTD2008	-	-
ARTD3009	Closed	Professional Practice	15	O	O	O	O	Level 5 ARTD, ANIM, CDME, FAPR, GDME or ILTN modules	-	-
ARTD3028	Closed	Art & Design Work Placement Module	15	O	O	O	O	Normally a Level 5 ARTD module	-	-
CDME3003	Closed	Pressure Projects	15	M	M	M	O	CDME1001 GDES1000	-	-
CDME3008	Closed	Concept Generation, Research and Preproduction	15	O	O	O	O	CDME1001	-	CDME2008
CDME3009	Closed	Experimental Practice	15	O	O	O	O	CDME1001 or equivalent	-	-
CDME3011	Open	Digital Photography and Image Manipulation	15	O	O	O	O	CDME1001 or JOUR1006	-	CDME2011
CDME3018	Closed	Multi-Camera Video Production	15	O	O	O	O	JOUR1006 or CDME1001, DFPR1003	-	CDME2018
CDME3020	Closed	The Final Show	15	M	M	O		-	Normally an Independent study in either	-

**Appendix 1: Award Map**

									Animation, Creative Digital Media, Digital Film Production, Graphic Design and Multimedia or Illustration	
CDME3021	Open	Digital Studio Photography	15	O	O	O	O	CDME2011 or CDME3011	-	CDME2021
CDME3025	Closed	Motion Graphics and Compositing	15	O	O	O	O	CDME1001, and ANIM1002 or DFPR1003 or GDES1002	-	CDME2025
CDME3032	Open	Visual Effects Digital Photography	15	O	O	O	O	CDME2011 or CDME3011	-	CDME2032
DFPR3003	Closed	Negotiated Video Production	15	O	O	O	O	CDME1001, DFPR1003	-	CDME2012, CDME3012, DFPR2003
DFPR3007	Open	Corporate Digital Video	15	O	O	O	O	DFPR2003	-	CDME2019, CDME3019, DFPR2007
DFPR3010	Open	Factual Film: Production and Context	30	O	O	O	O	DFPR1003 or DFPR2003 or equivalent experience	-	DFPR3004

**Single Honours Requirements at Level 6**

## Appendix 1: Award Map

Single Honours students must take 60 credits from the three (3) Mandatory modules i.e. **GDES3001 or GDES3002** (30 credit), CDME3003 and CMDE3020 **plus** Optional modules to the value of 60 credits from those listed above.

### Major Pathway Requirements at Level 6

Major Honours students must take 60 credits from the three (3) Mandatory modules, **GDES3001 or GDES3002** (30 credit), CDME3003 and CMDE3020 **plus** Optional modules to the value of 30 credits from those listed above.

### Joint Pathway Requirements at Level 6

Joint Honours students must:

**EITHER** take 60 credits from the three (3) Mandatory modules i.e. **GDES3001 or GDES3002** (30 credit), CDME3003 and CMDE3020;

**OR** if they choose to place their Independent Study in their other joint subject, they must take 15 credits from the Mandatory module i.e. CDME3003 **plus** Optional modules from those listed above to the value of 45 credits. The focus of the modules must be related to Graphic Design & Multimedia.

### Minor Pathway Requirements at Level 6

Minor Honours students must take:

**EITHER** GDES3000 (30 credits)

**OR** GDES3003 and GDES3004

M\* Denotes optional Mandatory modules for Major, Joint and Minor Pathways