



**PROGRAMME SPECIFICATION**

**PART 1: COURSE SUMMARY INFORMATION**

<b>Course summary</b>		
Final award	BA (Hons) Graphic Design	
Intermediate award	BA Graphic Design Dip HE Graphic Design Cert HE Graphic Design	
Course status	Validated	
Awarding body	University of Brighton	
School	Art	
Location of study/ campus	Grade Parade/City Campus	
<b>Partner institution(s)</b>		
<i>Name of institution</i>	<i>Host department</i>	<i>Course status</i>
1. N/A		SELECT
2.		
3.		
<b>Admissions</b>		
Admissions agency	UCAS	
Entry requirements <i>Include any progression opportunities into the course.</i>	<p><i>Check the University's website for current entry requirements.</i></p> <p><b>A-levels or BTEC</b> Entry requirements are in the range of A-level BBB–CCC (120–96 UCAS Tariff points), or BTEC Extended Diploma DDM–MMM. Our conditional offers typically fall within this range. We are looking for highly motivated and creative students. We will consider you on an individual basis. Your portfolio is the most important and mandatory part of your application. If your predicted or actual grades fall below the range below but you can evidence your thinking, ideas and abilities through a high-quality portfolio we will still consider your application.</p> <p><b>Art foundation diploma</b> Pass. A foundation diploma is not a requirement for entry – it is just one of a range of qualifications that is accepted for admission to this course.</p> <p><b>International Baccalaureate</b> 32 points.</p> <p><b>Access to HE diploma</b> Pass with 60 credits overall. Art and design courses preferred. At least 45 credits at level 3, and 30 credits must be at merit or above.</p> <p><b>GCSE (minimum grade C or grade 4)</b> At least English language and maths.</p> <p><b>Foundation degree/HND/degree</b> May enable you to start the course in year 2 or later depending</p>	

	<p>on the qualification you hold and the level of your creative and practical experience.</p> <p><b>Studied before or got relevant experience?</b> A qualification, HE credits or relevant experience may count towards your course at Brighton, and could mean that you do not have to take some elements of the course or can start in year 2 or 3.</p> <p><b>For non-native speakers of English</b> IELTS 6.0 overall, with 6.0 in writing and at least 5.5 in the other elements.</p>		
Start date (mmm-yy) <i>Normally September</i>	Sep-2018		
<b>Mode of study</b>			
<b>Mode of study</b>	<b>Duration of study (standard)</b>	<b>Maximum registration period</b>	
Full-time	3 Years	8 Years	
Part-time	N/A	N/A	
Sandwich	N/A	N/A	
Distance	N/A	N/A	
<b>Course codes/categories</b>			
UCAS code	W210		
<b>Contacts</b>			
Course Leader (or Course Development Leader)	Gavin Ambrose		
Admissions Tutor	Gavin Ambrose, Chris Bigg		
<b>Examination and Assessment</b>			
<b>External Examiner(s)</b>	<b>Name</b>	<b>Place of work</b>	<b>Date tenure expires</b>
	Tracy Tomlinson	University of Derby	Sep 2018
<b>Examination Board(s) (AEB/CEB)</b>	CEB for the Academic Programme in Visual Communication		
<b>Approval and review</b>			
	<b>Approval date</b>	<b>Review date</b>	
Validation	May 2014 <sup>1</sup>	Jan 2018 <sup>2</sup>	
Programme Specification	Jan 2018 <sup>3</sup>	Jan 2019 <sup>4</sup>	
Professional, Statutory and Regulatory Body 1 (if applicable):	N/A		
Professional, Statutory and Regulatory Body 2 (if applicable):	N/A	N/A	

<sup>1</sup> Date of original validation.

<sup>2</sup> Date of most recent periodic review (normally academic year of validation + 5 years).

<sup>3</sup> Month and year this version of the programme specification was approved (normally September).

<sup>4</sup> Date programme specification will be reviewed (normally approval date + 1 year). If programme specification is applicable to a particular cohort, please state here.

Professional, Statutory and Regulatory Body 3 (if applicable):	N/A	N/A
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## PART 2: COURSE DETAILS

### AIMS AND LEARNING OUTCOMES

#### Aims

The aims of the course are:

- To expand students knowledge of the history, theories and practices of Visual Communication by exploring the roles that it plays in shaping the world.
- Introduce students to a range of practical techniques and skills used in Visual Communication.
- Enable students to apply a range of skills and techniques used in contemporary Visual Communication.
- Enable students to critically reflect on the importance of contexts and audience in Visual Communication.
- Enable students to identify an area of interest and gain an in-depth knowledge of its practices and practitioners through active research and engagement.
- Enable students to identify area of focus and articulate an in-depth understanding of the theories and concepts relating to it.
- Enable students to identify and articulate an appropriate area of contemporary practice and situate your work within it.
- Enable students to independently construct, direct and produce a significant body of work to a professional standard.

#### Learning outcomes

The learning outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate<sup>5</sup>.

Knowledge and theory  
e.g. demonstrate knowledge of, be aware of, have an understanding of

#### **L4 Cert HE (Graphic Design)**

##### **KT.01**

Demonstrate a broad range of knowledge of the key concepts of Visual Communication.

##### **KT.02**

Show evidence of risk taking, problem solving, experimentation and testing of processes and materials.

##### **KT.03**

Demonstrate knowledge of the history of Visual Communication.

##### **KT.04**

Demonstrate knowledge and understanding of the practices of contemporary Visual Communication.

#### **L5 Dip HE (Graphic Design)**

##### **KT.05**

Demonstrate an in-depth knowledge of the range of contemporary practices in visual communication.

##### **KT.06**

<sup>5</sup> Please refer to the [Curriculum Staffcentral site](#) or QAA website for details.

	<p>Identify and articulate an appropriate audience and context for your work.</p> <p><b>L6 BA (Graphic Design)</b>  <b>KT.07</b>  Demonstrate an ability to work independently, critically analyse and define and resolve complex problems.</p> <p><b>KT.08</b>  Identify and analyse an area of focus and articulate an understanding of the theories and concepts relating to it.</p> <p><b>KT.09</b>  Demonstrate a systematic understanding of key aspects of Graphic Design in relation to your practice.</p>
<p>Skills  Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills</p>	<p><b>L4 Cert HE (Graphic Design)</b>  <b>S.01</b>  Demonstrate skills required to make the link between theory and practice through independent working.</p> <p><b>S.02</b>  Demonstrate a broad range of skills and techniques of Visual Communication introduced in this module.</p> <p><b>S.03</b>  Show evidence of risk-taking, problem-solving, experimentation and testing of processes and materials.</p> <p><b>S.04</b>  Self-management (<b>Transferable skill</b>)</p> <p><b>S.05</b>  interpersonal and social skills, (<b>Transferable skill</b>)</p> <p><b>L5 Dip HE (Graphic Design)</b>  <b>S.06</b>  Experiment with a range of creative strategies comparing alternative methods and techniques.</p> <p><b>S.07</b>  Produce a portfolio of work to the appropriate format and recognised standards of the above.</p> <p><b>S.08</b>  Adapt your personal and communication skills to a range of situations, audiences and degrees of complexity.</p> <p><b>S.09</b>  Critical skills/ability (<b>Transferable skill</b>)</p> <p><b>L6 BA (Graphic Design)</b>  <b>S.10</b>  Demonstrate an ability to apply creative experimentation and problem solving in response to set briefs and abstracted issues.</p> <p><b>S.11</b>  Develop your ability to work independently, autonomously and professionally in a subject that has multiple perspectives and contexts.</p> <p><b>S.12</b>  Apply a range of creative strategies, methods and techniques.</p> <p><b>S.13</b></p>

	information management skills, which include information technology. <b>(Transferable skill)</b>
QAA subject benchmark statement (where applicable) <sup>6</sup>	The QAA subject benchmark statement: Art and Design (2017) has provided the reference points required to determine the appropriateness of the volume and nature of learning expected within this course. <a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf</a>

<b>PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)</b>
Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.
N/A

<b>LEARNING AND TEACHING</b>
<p><b>Learning and teaching methods</b></p> <p>This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.</p>
<p><b>The Lecture</b></p> <p>This is used to support the content and learning outcomes of modules where necessary and appropriate. Its purpose is to introduce efficiently a large number of students in a school/academic programme/year cohort of a course to issues of concern and current understandings of a subject/ discipline. Whilst for students it is a receptive rather than participative form of education, it has an important value in demonstrating the processes and rhetoric of argument both spoken and visual. It is a method of teaching used particularly in historical and critical aspects of the study as well as by visiting speakers delivering material to large audiences. Lectures in the postgraduate programmes are involved with creative and professional practice as well as, but not exclusive of historical and critical aspects of study. All handout materials, bibliographies, written summaries of the lecture given to students are made available on Student Central.</p>
<p><b>Projects</b></p> <p>Students develop a portfolio of work over the three years through a series of projects, these may be aimed at developing knowledge and understanding, experimentation and exploration of processes and skills, live professional or engagement briefs, or self initiated projects relating to the relevant module learning outcomes and assessment criteria. The projects may span a number of weeks, days or hours. Students are asked to evidence research, ideas, development, experimentation and critical analysis and reflection on their work as it develops. Students are supported to develop a personal response to a brief, with relevant key skills and processes introduced through workshops with group and one to one support this is enhanced by peer support as part of the studio practice and culture.</p>
<p><b>The Seminar or Group Tutorial</b></p> <p>This form of teaching is the dominant one within the programme and would consist of a group of students from 6 to 20 with a tutor or tutors. It is primarily used within the context of students presenting and discussing their practical work in small groups. It is therefore a vital arena of articulation and understanding which brings together critical/technical and verbal/visual skills. This situation is commonly referred to as the studio/group crit and is usually overseen or led by a single tutor or sometimes two or three tutors. It is the arena where students discover ways of comprehending and talking about not only their own work but the work of others. In addition the</p>

<sup>6</sup> Please refer to the QAA website for details.

group crit/seminar may also be the main context in which assessment of certain studio practice modules would occur particularly in levels 4 and 5.

Other contexts for a seminar beyond student work/crit sessions are used. An issue based presentation/paper by a tutor or a student to stimulate discussion and debate within a particular seminar group over communication and media art practice would be one example of a seminar situation of this sort.

### **The Individual Tutorial**

For the individual student this form of one to one teaching will occur less frequently than the seminar, but it is an important form of teaching which provides a more personal, less public forum for students to engage with their ongoing practices/projects and to seek individual/academic advice about it with a tutor. Its main function is to assist the student in the ongoing process of producing work and developing its direction rather than presenting work formally as in a seminar. Particular use of tutorial teaching in the programme would be made in the undergraduate final year for certain aspects of studio work and written research essay work for example.

### **The Workshop**

The workshop is used as a way of combining technical demonstration and studio based activity. The workshop will usually take place in a studio environment and often forms part of a project briefing or catalyst start to a period of thematic study. Workshop activity is focussed primarily on Level 4 and 5 with a decrease in the amount delivered into Level 6 as the percentage of time allocated to self-directed study increases.

### **Technical Demonstration**

This form of teaching delivered by an academic or technical member of staff has as its primary emphasis not so much the question 'what to do' but the question 'how to do it'. The range of technical demonstration and induction would be as diverse as the practices within the programme. One main function of such teaching is to ensure the safe use of workshops and processes in the school/college/university. The amount and depth of such instruction will vary depending on the particular area and its needs but the aim is also to ensure that all students:

- i) Have a level of technical knowledge and experience which is appropriate to the cohort in their chosen discipline;
- ii) Have as individuals access to particular processes and workshops that are deemed necessary for their particular personal work and development as agreed by their subject leader/tutor/academic programme leader;
- iii) Should be computer literate and have appropriate learning and communication skills;

### **Independent Learning and Study Skills**

These are also important methods of learning, which the programme recognises and encourages. This is in line with the college objectives of students through their course moving from cohort directed dependent learning to independent and individually motivated and self-directed forms of learning. The main forms of independent learning are as follows:

- i) Students in the programme will be expected to engage in studio or image making practice in whatever form that their particular discipline prescribes and to make use of the available time and space provided to produce their work for activities outlined above;
- ii) Students will be made aware of and familiar with learning resources such as the library and depending upon the emphasis of the different courses the media section of learning resources and the photography unit. The mechanism for this is the induction process established at the start of the year;
- iii) Students will also be made aware of the Study Support sessions available to improve study skills such as essay writing and communication skills.

### **Blended Learning**

On line learning resources can be found through student central under the module code. There you will find Study Materials, Aspire Reading Lists, the Technical Handbook including links to video demonstrations, e-submission and e-feedback through Turnitin, My Grades. Access to Lynda.com for on-line software tutorials and additional e-learning support.

**Formative Assessment:**

At an interim point in the module there will be a formative critique where you will present your work to your peer group and or academic staff. Verbal feedback will be given.

**ASSESSMENT****Assessment methods**

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

Visual communication accommodates a scheme of variable assessment task with weighted equivalence throughout the programme, different weightings are available as per the percentage of task allocated in the modules listed below.

The variable assessment scheme of equivalents operates on a number of levels to support and extend student conceptual development.

The range of assessment options enables a range of engagement for differing learning styles, neuro diversity and cognitive approaches and abilities to thinking and communicating.

In this it enables the ability to create a mixture of responses encouraging students form a diverse spectrum to develop and experiment with equivalent approaches, gaining confidence and experience.

By doing so It also enables not just a range of outcomes but crucially a range of practical and cognitive approaches and methods, which in turn provides the opportunity for cross fertilization or understanding.

A practical example might be a student developing themes and ideas through a filmic collage, which is then translated into an explanatory text.

This transposition not only enables creative approaches to the construction of meaning but also builds confidence amongst students previously marginalised or excluded from such exercises.

Moreover, none of the above in any way impinges on or undermines students comfortable with and enthused by traditional approaches to academic writing.

The proposed scheme provides opportunity for specialised focus for students demonstrating aptitude and enthusiasm for such approaches.

<b>Assessment</b>	<b>Equivalence to 10 credits</b>
Presentation	7-10 minutes plus references.
Reflective journal	1,250-1,500 words plus references.
Moving image	2-3 minutes plus 75-100 words that articulate the link to your practice.
Fiction	1,000-1,250 words plus 200-250 words that articulate the link to your practice.
Web based interactive document	500-750 words and images plus references. Consult your academic and technical team to discuss current submission options
Academic essay	1,250-1,500 words plus references.
Visual essay	10-15 page (minimum A5 size, including end papers) of sequential images (photos or drawings etc) and text plus references.
Curated body of work	3-4 pieces of work plus 200- 250 words that articulate the link to your practice.
<b>Assessment</b>	<b>Equivalence to 20 credits</b>
Presentation	13-15 minutes (max) plus references.
Reflective journal	2,250-2,500 words (max) to include images plus references.
Moving image	4-5 minutes (max) plus 150-200 words (max) that articulate the link to your practice.



Fiction	3,000-4,000 words (max) plus 450-500 words (max) that articulate the link to your practice.
Web based interactive document	900-1,000 words (max) and images plus references. Consult your academic and technical team to discuss current submission options
Academic essay	3,200-3,500 words (max) plus references.
Visual essay	18-20 pages (minimum A5 size, including end papers) of sequential images (photos or drawings etc) and text plus references.
Curated body of work	6-8 pieces of work plus 400- 500 words that articulate the link to your practice.
<b>Assessment</b>	<b>Equivalence to 40 credits</b>
Presentation	18-20 minutes (max) plus references.
Reflective journal	4,500-5,000 words (max) to include images plus references.
Moving image	9-10 minutes (max) plus 350-400 words (max) that articulate the link to your practice.
Fiction	4,900-5,500 words (max) plus 900-1,000 words (max) that articulate the link to your practice.
Web based interactive document	1,800-2,000 words (max) and images plus references. Consult your academic and technical team to discuss current submission options
Academic essay	5,900-6,500 words (max) plus references.
Visual essay	36-40 page (minimum A5 size, including end papers) of sequential images (photos or drawings etc) and text plus references.
Curated body of work	12-16 pieces of work plus 800-1,000 words that articulate the link to your practice.
<b>Assessment</b>	<b>Equivalence to 60 credits</b>
Presentation	23-25 minutes (max) plus references.
Reflective journal	7,400-7,500 words (max) to include images plus references.
Moving image	13-15 minutes (max) plus 600 words (max) that articulate the link to your practice.
Fiction	7,400-7,500 words (max) plus 1300-1,500 words that articulate the link to your practice.
Web based interactive document	3,600-4,000 words (max) and images plus references. Consult your academic and technical team to discuss current submission options
Academic essay	8,100-9,000 words (max) plus references.
Visual essay	54-60 page (minimum A5 size, including end papers) of sequential images (photos or drawings etc.) and text plus references.
Curated body of work	18-24 pieces of work plus 1,600-2,000 words that articulate the link to your practice.

Course Learning Outcome	Assessment method	Module
Demonstrate a broad range of knowledge of the key concepts of Visual Communication. KT.01	75% Portfolio of coursework (30c) 25% variable assessment task (10c)	AGP400, AGP401, AGP402

<p>Show evidence of risk taking, problem solving, experimentation and testing of processes and materials. KT.02</p>	<p>100% Portfolio of coursework</p>	<p>AGP400, AGP401, AGP402</p>
<p>Demonstrate a range of knowledge of the history, concepts and practices of Visual Communication. LO 4.3</p>	<p>75% Portfolio of coursework (30c) 25% variable assessment task (10c)</p> <p>100% Portfolio of coursework</p>	<p>AGP400, AGP401, AGP402</p>
<p>Develop your practical experimentation with a self-directed project. LO 4.4</p>	<p>100% Portfolio of coursework</p>	<p>AGP403</p>
<p>Adapt your personal and communication skills to a range of situations, audiences and degrees of complexity. S.08</p>	<p>75% Portfolio of coursework (30c) 25% variable assessment task (10c)</p>	<p>AGP500, AGP501, AGP502</p>
<p>Identify an area of interest to your practice and show an in depth understanding of its practitioners, and established practices. KT.08</p>	<p>100% Variable assessment of coursework.(20c)</p>	<p>AGP501</p>
<p>Demonstrate a systematic understanding of key aspects of Graphic Design in relation to your practice. KT.09</p>	<p>100% Variable assessment of coursework.(60c)</p>	<p>AGP603</p>
<p>Experiment with a range of creative strategies comparing alternative methods and techniques. S.07</p>	<p>75% Portfolio of coursework (30c) 25% variable assessment task (10c)</p>	<p>AGP500, AGP501, AGP502</p>
<p>Develop your ability to work independently, autonomously and professionally in a subject that has multiple perspectives and contexts. S.12</p>	<p>65% portfolio (40c) 35% variable assessment task (20c)</p>	<p>AGP602 AGP603</p>

Independently and autonomously produce a significant body of work to a professional standard. S.11	100% Variable assessment of coursework.(60c)	AGP602 AGP603
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Assessment aligns to the Curriculum Design Framework

<b>SUPPORT AND INFORMATION</b>	
Institutional/ University	<b>All students benefit from:</b> University induction week Student Contract Course Handbook Extensive library facilities Computer pool rooms School workshops E-mail address Welfare service Personal tutor for advice and guidance
Course-specific Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:	<b>In addition, students on this course benefit from:</b> Please refer to information held in student central.

**PART 3: COURSE SPECIFIC REGULATIONS - Course Structure****Modules****Status:**

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

*\* Optional modules listed are indicative only and may be subject to change, depending on timetabling and staff availability*









<b>Level<sup>7</sup></b>	<b>Module code</b>	<b>Status</b>	<b>Module title</b>	<b>Credit</b>
4	AGP400	C	Introduction to Visual Communication: Orientation & Exploration	40
4	AGP401	C	The Practice of Visual Communication: Investigation & Application	20
4	AGP402	C	The Theories & Practice of Visual Communication: Media, Messages & Meaning	40
4	AGP403	C	Developing a Visual Language: Personal Project	20
5	AGP500	C	The Theories & Practice of Visual Communication: Audiences & Contexts	40
5	AGP501	C	The Theories & Practice of Visual Communication: Contemporary Practice	20
5		O	Module Option	20
5	AGP502	C	The Theories & Practice of Visual Communication: Context of Personal Practice	40
6	AGP602	C	The Theories & Practice of Visual Communication: Articulation of Graphic Design	60
6	AGP603	C	The Theories & Practice of Visual Communication: Independent Practice in Graphic Design	60

<sup>7</sup> All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.









SEMESTER 01												SEMESTER 02																			
TERM 01						TERM 02						TERM 03																			
1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9

L4	<b>AGP400</b> 40c <b>Introduction to Visual Communication:</b> Orientation & Exploration															<b>AGP402</b> 40c <b>The theories and Practice of Visual Communication:</b> Media, messages & meaning								
	<b>AGP401</b> 20c The Practice of Visual Communication: Investigation & Application									<b>AGP403</b> 20c Developing a visual language: Personal Project														

**KEY**

	Induction/orientation week		Summative assessment
	Formative assessment		Summative assessment
	Formative assessment		Summative assessment
	Formative assessment		Summative assessment

L5	<b>AGP500</b> 40c <b>The theories and Practice of Visual Communication:</b> Audiences & contexts															<b>AGP502</b> 40c <b>The theories and Practice of Visual Communication:</b> Context of Professional Practice								
	<b>20c</b> Module options									<b>AGP501</b> 20c The theories and Practice of Visual Communication: Contemporary practice														

	Formative assessment		Summative assessment
	Formative assessment		Summative assessment
	Formative assessment		Summative assessment
	Formative assessment		Summative assessment

L6	<b>AGP602</b> 60c <b>The theories and Practice of Visual Communication:</b> Articulation of Graphic Design															<b>AGP603</b> 60c <b>The theories and Practice of Visual Communication:</b> Independent Practice in Graphic Design								

	Formative assessment		Summative assessment
	Formative assessment		Summative assessment

**LEVEL FOUR**  
 Semester based to allow:

- Introduction to the subject in semester one
- Clear and regular model of formative and summative feedback
- Opportunities for in year retrieval
- Focused developmental progression of subject and projects within year
- Clear focused assessment and feedback points to aid retention around census points
- Responded to student feedback that assessment points 'it's a fresh start that enables you to move on from mistakes' encourages creative risk taking

**LEVEL FIVE**  
 Semester based to allow:

- Inclusion of cross University initiatives such as module options
- Progresses from the term based structure of L4
- Inclusion of international initiatives such as erasmus and study abroad
- Opportunities for in year retrieval
- Focused developmental progression of subject and projects within year
- Combination of integrated theory and practice 40c modules with variable assessment allows for a spectrum of abilities and aptitudes
- Enables engagement with extended theory components of up to 7,000 words if suitable.
- Flexible and integrated model of theory and practice facilitates greater cross fertilization and engagement with practice through theory and theory through practice.
- Responds to feedback from EE (see AHR2017) student feedback and staff feedback in terms of closer proximity of theory and practice.

**LEVEL SIX**  
 Semester based to allow:

- Larger modules to afford greater independence and autonomy in line with SEEC
- Develops and extends the Semester structure of L5
- Semester one includes integrated theory and practice which with variable
- Opportunities for in year retrieval
- Focused developmental progression of subject and projects within year
- Enables engagement with a range of approaches including the possibility of extended theory components of up to 7,000 words if appropriate to students abilities and ambitions.
- Flexible and integrated model of theory and practice facilitates greater cross fertilization and engagement with practice through theory and theory through practice.
- Responds to feedback from EE (see AHR2017) student feedback and staff feedback in terms of closer proximity of theory and practice.

<b>AWARD AND CLASSIFICATION –</b>							
<b>Award type</b>	<b>Award*</b>	<b>Title</b>	<b>Level</b>	<b>Eligibility for award</b>		<b>Classification of award</b>	
				Total credits <sup>8</sup>	Minimum credits <sup>9</sup>	Ratio of marks <sup>10</sup> :	Class of award
Final	BA (hons)	Graphic Design	6	Total credit 360	Minimum credit at level of award 90	Level 6 marks	Honours Degree
Intermediate	BA	Graphic Design	6	Total credit 300	Minimum credit at level of award 60	Level 6 marks	Ordinary Degree
Intermediate	DipHE	Graphic Design	5	Total credit 240	Minimum credit at level of award 90	Level 5 marks	N/A
Intermediate	CertHE	Graphic Design	4	Total credit 120	Minimum credit at level of award 90	Level 4 marks	N/A
<b>*Foundation degrees only</b>							
Progression routes from award:							
<b>Award classifications</b>	<b>Mark/ band %</b>	<b>Foundation degree</b>	<b>Honours degree</b>	<b>Postgraduate<sup>11</sup> degree (excludes PGCE and BM BS)</b>			
	70% - 100%	Distinction	First (1)	Distinction			
	60% - 69.99%	Merit	Upper second (2:1)	Merit			
	50% - 59.99%	Pass	Lower second (2:2)	Pass			
	40% - 49.99%		Third (3)				

<sup>8</sup> Total number of credits required to be eligible for the award.

<sup>9</sup> Minimum number of credits required, at level of award, to be eligible for the award.

<sup>10</sup> Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g. dissertation) must be in the corresponding class of award.

<sup>11</sup> Refers to taught provision: PG Cert, PG Dip, Masters.

## EXAMINATION AND ASSESSMENT REGULATIONS

The examination and assessment regulations for the course should be in accordance with the *University's General Examination and Assessment Regulations for Taught Courses* (available from staff central or student central).

Specific regulations which **materially** affect assessment, progression and award on the course e.g. Where referrals or repeat of modules are not permitted in line with the *University's General Examination and Assessment Regulations for Taught Courses*.

The calculation of the final honours award is based on marks attained for L6 modules only.

Exceptions required by PSRB  
These require the approval of the Chair of the Academic Board

NA