

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Graphic Design*

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Version number	7
Faculty	Kingston School of Art
Cross-disciplinary	
School	Design School
Department	Illustration Animation
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Graphic Design
Exit Award(s) and Title(s):	BA (Ordinary degree)  Dip. HE  Cert. HE
Course Code <i>For each pathway and mode of delivery</i>	UFGDE1GDE02
UCAS code <i>For each pathway</i>	W210

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Graphics, The Design School, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 Years
Maximum period of registration:	Full-time - 6 years
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.

	<p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements</p>
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	<b>N/A</b>
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	No

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

- To provide all students who take the Graphic Design field with a supportive and stimulating learning environment
- To enable students to develop their capacity for creativity, visual and critical awareness, analysis, problem-solving, research and intellectual enquiry.
- To emphasise individual, collaborative and interdisciplinary work undertaken within the studio and other appropriate environments.
- To develop subject-related professional, analytical, practical and technical skills relevant to contemporary visual communication needs and audiences.
- To encourage personal authorship through initiative, exploration, knowledge and understanding.
- To promote an awareness of the historical and theoretical context within which contemporary practice of visual communication design has evolved and flourished and will continue to flourish, and to foster a creative dialogue between theory and practice at the appropriate level.
- To prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, problem - solving, practical and key (transferable) skills.

### **B. Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A5	Display knowledge of the practices, issues and ideas current in graphic design and related areas.	B5	Recognise the cultural, conceptual, behavioural and professional contexts relevant to the evaluation and understanding of their work.	C2	Develop experience and knowledge of collaborative working methods and processes within a professionally focused environment.
A7	Articulate the relationship between theory and practice in art and design.	B4	Express an understanding of a wide range of contemporary and historical art and design issues	C1	Apply an appropriate level of practical understanding and technical competence in their chosen specialism to enable them to practice successfully.
A6	Demonstrate a comprehensive understanding of the breadth of communication design and its application.	B3	Demonstrate the appropriate level of individual creativity, vision, personal expression and intellectual ability in their chosen specialism to enable successful professional engagement.		
A4	Demonstrate knowledge of relevant technologies and tools.	B2	Analyse, critically evaluate and solve complex visual communication problems		
A3	Express a self-critical and reflective approach to their own work.	B1	Maintain an open-minded, informed and independent approach, understanding the role of the designer as both initiator and contributor		

A2	Show knowledge of the historical, social and ethical context of art and design practice.				
A1	Demonstrate an enquiring attitude, imagination and clarity of expression.				

### **C. Future Skills Graduate Attributes**

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### **D. Outline Programme Structure**

This programme is offered as a full field in full-time learning mode, and leads to the award of BA (Hons) Graphic Design. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but it depends on strength of portfolio and is at the discretion of the course team. Intake is normally in September.

The course is structured over three levels. Each of the levels is divided into three parallel and inter-connected areas of teaching and learning, building systematically, progressively and in a logical sequence. The following three areas of study are complementary to and supportive of each other.

- **Design Studies**
- **Supporting Studies**
- **Contextual Studies**

#### **E1. Professional and Statutory Regulatory Bodies**

N/A.

#### **E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

### E3. Outline Programme Structure

Each level is made up of four modules each worth 30 credits. Typically a student must complete 120 credits at each level. The programme is part of the University's Undergraduate Regulations (UR). All students will be provided with the University regulations and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

- Cutting across traditional boundaries the graphic design course is concerned with visual communication: conveying ideas, information and messages to meet the needs of local, European and global societies.
- Work is based in the studios and on location and is centred on projects of differing scales and increasing complexity. These projects explore and test the learning within the studio itself and the integration of what is learnt in supporting and contextual studies. Including the practice based issues, professional awareness and the theoretical basis for studio work that provides the framework for critical appraisal and comprehension.
- The programme also equips students with sound communication and presentation skills and the ability to base their work on thorough research, both primary and from libraries, museums and galleries as well as within the arts and design industries.

#### Level 4

The first level of the course deals with the principles of design practice, working methods and underpinning framework of skills and theory to enable students to generate and realise innovative design solutions. The conceptual side of the design process is encouraged within group core design projects. Students build teamwork skills, while engaging with briefs, which push the boundaries of accepted design thinking. Confidence in both verbal and visual presentation is fostered in the theatre of the crit, supported by tutors both in tutorials and written feedback. Self-evaluation and critical reflection is encouraged by Project Logs. Particular importance is placed on methods of alternative thinking. These are developed by idea generation projects of various lengths and complexity in frequent concept workshops. These are peer marked to develop critical and aesthetic judgement.

Study of historical and contemporary theory provides essential theoretical knowledge and context for practice.

Curriculum areas include: effective design process / observational skills / the importance of primary research in the origination of concepts / self-initiated brief proposals / alternative conceptual thinking / the formulation of an advertising argument / presentation skills / studio culture / graphic and digital software skills.

### BA (Hons) Graphic Design

Level 4							
BA (Hons) Graphic Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Communication and Context	GD4003	30	4	1&2			



Concept & Challenge	GD4001	30	4	1&2			
Image & Text: Communication Design History for Graphic Design	HA4110	30	4	1&2			
Visual Vocabularies	GD4002	30	4	1&2			

#### Exit Awards at Level 4

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education.

Level 5							
BA (Hons) Graphic Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Issues in Graphic Design: Research & Practice	HA5105	30	5	1&2			
Design Directions	GD5003	30	5	1&2			
Design Interactions & Innovations	GD5002	30	5	1&2			
Process & Purpose	GD5001	30	5	1&2			

#### Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education.

Level 6							
BA (Hons) Graphic Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Design Studies	GD6001	30	6	1&2			
Future Skills Apply	AX6001	15	6	TB2		3	

Independent Research Project in Critical and Historical studies	HA610 4	15	6	TB1		3	
Positioning & Presenting Your Design Practice	GD600 4	60	6	1&2			

### Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

## E. Teaching, Learning and Assessment

The course team integrates the relevant elements of the University's Learning Strategy into their teaching and assessment.

The Design School promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to the design subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio-based practical design projects. Although the nature of the design projects is that of a holistic design experience the aims of the modules are distinct in the practical projects undertaken by the student and as such are assessed individually and collectively in relation to the module's aims.

In addition, students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and design practices and 'future gazing'. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future design context and through awareness of the forces and issues that influence society and industry to meet the needs of present and future generations.

Strategically the course is structured to allow students to explore and develop an understanding of Graphic Design principles and thinking through the level 4 modules. The nature of the modules provides for the increasing complexity of projects with a contextual 'outward focus' as the student develops through level 5. Level 6 is where the students' Graphic Design practice is personalised and strategically directed and contextualised.

The delivery of modules are by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, academic supervision, projects, briefings, study visits, peer learning, independent learning.

The teaching and learning of practical design projects incorporates:

- Analysis and evaluation of the project brief, research and insight gathering into the 'theme' or objective and subsequent problem finding for problem solving.
- Tools and strategies for concept and idea generation
- Analysis of context.
- The teaching of communication and presentation tools and techniques.
- The teaching of tools for design and realisation
- Tutorials, lectures, seminars and workshops
- Field trips and site visits
- The development of students' ability to confidently communicate visually and orally
- Project reviews and crits to promote peer project discussion and debate.
- The encouragement of critical self-reflection within students in relation to a sustainable design practice.

The continual and iterative nature of the design process requires a structured process of formative assessment and feedback/feed forward through the use of studio tutorials, reviews and group critiques. Summative assessment in levels 4 and 5 occurs at the end of the module and formal feedback is provided following review of the submitted/presented project work. Summative assessment of level 6 modules occurs at the end of teaching block 2 through the submission and exhibition of an appropriate body of work; typically work is presented across a range of formats and includes, a portfolio, a major self-initiated design project and evidence of design process via visual research folders of roughs, ideas, development and finished visuals as appropriate to each project submitted.

Studio culture is fundamental and is central to learning. Teaching and learning is project-based and interactive between students and tutors. Studio teaching and learning is described within the design studies modules.

During the teaching week, at each Level, a minimum of two studio days are tutor-supported. Students are required to engage in an approximately equivalent amount of self-directed research and personal work in support of their studio practice. Project related work takes place both in and outside the physical studio environment but the studio accommodation itself is a focus for teaching and informal, peer assisted learning.

**Lectures** - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material. Lectures are normally illustrated by still or moving images, in order to present knowledge that stimulates critical thought and supplementary reading, research and other related work in their individual study time

- **Studio-based projects** are both set and self-initiated.
- **Studio seminars** are discussions within the studio group normally pertaining to a theme or discipline relevant to the project. They are mainly tutor-led and may include demonstrations.
- **Seminars** - Seminars normally consist of a structured discussion that may be student- or staff-led presentations followed by discussion. The seminar is usually based upon a topic that has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
- **Group Critique** - Commonly known as Group 'Crits'. On these occasions a group of students and members of staff and, if appropriate, invited industry guests will discuss the work of one or more students who are present. Group crits can take place in studios or

students' work place, if appropriate; the work to be discussed might be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group. Additionally group crits provide opportunities for 'feed-forward' in relation to project aims, programme aims and student outcomes.

- **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
- **Demonstration** - This often involves the first introduction to a process, technique or equipment not previously experienced to a group of students. It is intended to make students aware of the potential and characteristics of equipment and skills. It is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
- **Study Visits** - By definition, a study visit will involve traveling to strategic venues of interest that may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.
- **Projects** - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures that are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project normally has a strict deadline. Students also devise their own projects (self initiated briefs). Self-initiated projects are comprised of a body of work which reflects the specific interests of the student and which may be developed over a period of time, which is agreed between the individual student and a member of the academic staff.
- **Capstone Project** - A capstone project (self-initiated) is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.
- **Briefing** - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.
- **Peer Learning** - A vital component of teaching and learning practices of this design course. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss progress and issues informally. Peer learning will also take place through other activity such as group crits and seminars.
- **Independent Study** - It is recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, leads to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

- **Research Informed Teaching** - Research informed teaching operates throughout the course, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of the programme, the curriculum, the modules and the course's teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as such permeate the course. Key modules in each of the levels introduce, practice and then explore research methodologies in relation to the contexts of design.
- **The VLE (Virtual Learning Environment)** - is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, school and faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally the VLE seeks to enhance communication, a sense of community and inter-course discussion and debate.
- **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.
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- **The Portfolio** allows for progression and is the record of an individual's creative and technical development at each level, and the Professional Portfolio developed during Level 6 is intended to enable the student to embark on a career in their chosen area.
- **End of Year Show** - The Degree show exhibitions are conceived to enable students to demonstrate critical self-selection and creative ambition in relation to a strategically acknowledged graduate or professional audience or sector. At the end of Level 6 it reflects the individual student's highest achievement at the completion of the course.
- **Accessibility and Inclusiveness** - The course has been designed to remove unnecessary barriers to access for students from protected groups. The School acknowledges that a 'one-size-fits-all' model does not work for our students, whose differing backgrounds, learning journeys and aspirations challenge us to provide a student experience that equips them to succeed.

### **Assessment Strategies**

A range of assessments strategies are employed in the field. Supporting student learning, recognising differences in individual learning styles and giving students the opportunity to demonstrate the diversity of abilities developed during the programme.

The assessment system gives feedback to students on their progress. It defines achievement in each module and finally allows for the designation of the degree award classification. Students are informed of assessment methods and criteria at the start of each level and given feedback/feed forward, verbal or written, regularly during and on completion of each module and at the end of each level.

Assessment is based on an evaluation of the level of achievement for each module, in relation

to the aims and learning outcomes and demonstrates that students have achieved these learning outcomes.

The assessment procedure supports creative development and provides guidance and monitoring as a student progresses. The particular criteria for the assessment of each module are set out in the module description and/or on project briefs.

Assessment criteria for the formative and summative assessments of each module are given verbally and in written form and in module descriptors and guides.

### **Module Assessment Methods**

At each level, students will have the experience of individual and group presentations and different forms of critical and reflective writing.

Each module is individually assessed and the form of the assessment will generally be by the presentation of projects and/or bodies of work. In the case of modules having a number of component projects, normally a formative mark will be assigned to projects after a crit. This provides an indication of attainment for that project. The entire submission which may involve several separate projects, will be submitted for final assessment at the end of the module and given a summative grade.

### **Modes of Assessment include:**

- **Project crit** – to assess and monitor ongoing progress on the programme, oral and visual communication skills (normally formative)
- **Module assessment** – to assess the standard of the body of work achieved
- **Essays** – to assess critical research, reading and writing skills
- **Dissertation** – to assess a major piece of research and writing
- **Self-assessment** – to enable critical self-reflection
- **Shows and Degree Show Exhibitions** – to assess creative ambition and appropriate response to set and self-initiated projects and the use of appropriate technologies, visual languages, formats and media to realise work in context.
- **Portfolios** – to identify student's skills and achievements, strengths and weaknesses and personal values in relation to career choices and the ability to convey context and ideas clearly.

### **The Aims of the Assessment Strategies are:**

- To offer feedback, support and guidance
- Monitor and assess student progress
- Determine that the student has demonstrated the learning outcomes of the field
- To enable continual evaluation
- To give students independence in selecting their own 'path ways' building on their own interests and research in the development of a portfolio of project work relevant to their career aspirations.

### **The Objectives of the Assessment Strategies are:**

- The main objectives of assessment are to develop student's critical judgment, practical skills and intellectual breadth.
- Feedback, both formal and informal, is maximised throughout the programme.
- Students are given regular feedback through interaction in the studios in the development of course work, tutorials, crits, seminars, group discussions and presentations.
- Students have the opportunity to give constructive feedback via Student/Staff Consultative Committees (SSCCs), Level Surveys and course evaluation.

- Staff use this information positively to refine modules, to initiate new modules and areas of study.

## **F. Support for Students and their Learning**

### **The Personal Tutor Scheme**

Aims of the Design School Personal Tutor Scheme:

1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide an holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Design School Personal Tutor scheme:

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout each year: level 4,5,6,7.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The Design School employs permanent staff members to lead levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of HPL staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 4:

- Teaching block 1: minimum of 3 1:1 meetings
- Teaching block 2: minimum of 2 face-to-face meetings (may be group or 1:1)
- Wrap-up email at the end of the Academic year

Level 5:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Level 6:

- Welcome back and year planning meeting, 1:1
- End of teaching block 1: email contact or 1:1
- Wrap-up email at the end of the Academic year

Students are supported by:

### Studio Structure

All courses within the Design School place the studio at the heart of the learning support experience. The studio is both a physical environment and a design education ethos. It affirms course and student identity with each course owning its own dedicated studio space(s) and

each course level (undergraduate) its own studio within this. The typical developmental curriculum journey from principles to processes to practices may be mapped to individual studio experiences. The studio provides a natural and readily available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the studio learning experience.

#### Workshop Structure

The diverse range of Faculty workshop spaces provide an integral resource to support studio learning. They are an extension of the studio space but equipped with particular, specialist facilities. The workshops are a primary means of facilitating connections with external partners.

#### Staff Structure

The staff support structure maps to the studio system. Course directors coordinate all levels and studios within a course. For postgraduate this is a single level and studio and for undergraduate three levels and corresponding studios. Undergraduate courses have individual level leaders who provide a consistent point of student contact. They are operational figureheads who work together with staff teams and Hourly Paid Lecturers (HPLs) (incorporating Module Leaders) to deliver the appropriate learning and teaching experience. Staff mediate this experience across each level or stage of a course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent. Dedicated technicians provide workshop space learning support in conjunction with the academic staff teams.

#### Infrastructure

The School adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms (course facing eg. NSS) and enhancement opportunities (student facing eg. Erasmus), including:

- Up-to-date knowledge of relevant University systems and procedures
- Student Office with a dedicated Course Administrator



- Academic Success Centre that provides academic skills support for Undergraduate and Postgraduate students
- Student Achievement Officer who provides students with pastoral advice
- Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site;
- LinkedIn Learning – an online platform offering self-paced software tutorials
- NUS (National Union of Students)
- Union of Kingston Students
- University's Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- NSS (National Student Survey)
- Staff/Student Consultative Committee (SSCC)
- Board of Study (BOS)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience
- Language Support for international students
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
- Information Services, including the Library Resources Centres

## **G. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
- Moderation policies
- Feedback from employers
- Professionally active and academically qualified staff
- Staff links with industry and organisations, such as IDEO, Phillips, RSA, D&AD
- Alumni Group contacts
- Feedback from industry through first destination

## **H. External Reference Points**

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		HA4110	GD4003	GD4002	GD4001	GD5002	GD5003	HA5105	GD5001	AX6001	HA6104	GD6004	GD6001
Knowledge & Understanding	A5	S	S	S	S	S	S	S	S			S	S
	A7		S	S	S	S	S		S			S	S
	A6	S	S	S	S	S	S		S			S	S
	A4	S	S	S	S	S	S	S	S			S	S
	A3	S	S	S	S	S	S	S	S			S	S
	A2	S	S	S	S	S	S	S	S			S	S
	A1	S	S	S	S	S	S	S	S			S	S
Intellectual Skills	B5	S	S	S	S	S	S		S			S	S
	B4		S	S	S	S	S	S	S			S	S
	B3		S	S	S	S	S		S			S	S
	B2		S	S	S	S	S		S			S	S
	B1		S	S	S	S	S	S	S			S	S

<b>Practical Skills</b>	C 2		S	S	S	S	S		S			S	S
	C 1		S	S	S	S	S		S			S	S

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Additional Information**