

School of Creative Arts

In partnership with the Interactive Design Institute

Title of Programme: BA (Hons) Graphic Design / BA (Hons) Illustration

Programme Code: CTSGDIL

Programme Specification

This programme specification is relevant to students entering:
01 October 2016

Associate Dean of School (Academic Quality Assurance):
Rob Wright



Signature

31 March 2016

Programme Specification

BA (Hons) Graphic Design / BA (Hons) Illustration

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	The Interactive Design Institute, Edinburgh
University/partner campuses	The Interactive Design Institute, Edinburgh
Programme accredited by	Not applicable
Final Award	BA (Hons)
All Final Award titles	Graphic Design Illustration
FHEQ level of award	6
UCAS code(s)	Not applicable
Language of Delivery	English

A. Programme Rationale

The programme is taught by the Interactive Design Institute, working in partnership with the University of Hertfordshire.

The Interactive Design Institute (IDI) was established in 2004 with the main aim of delivering visual arts and design subjects online, primarily for those who may be unable to access face to face study within a University. IDI became a collaborative partner of the University of Hertfordshire in 2008. The first IDI students enrolled on UH programmes in September 2008. IDI have adapted the University of Hertfordshire's curriculum for online delivery. Students are registered with the University of Hertfordshire. IDI is responsible for all teaching, assessment and student support that takes place online. Link Tutors and External Examiners are appointed by the University of Hertfordshire to moderate the work of IDI students and ensure parity with students who are attending the university. The University of Hertfordshire also conduct the necessary module and exam boards and award the appropriate certification.

The Interactive Design Institute's online learning environment is carefully designed to be secure, reliable and user friendly. Programmes are carefully structured and learning materials are presented in a clear and logical way. Students undertake a variety of practical activities in their own time and record their work as they progress, for example through photographs, screen grabs, scanned images, word files or pdfs. Students interact with their tutors on a one to one basis within a secure, personal online studio where they can also view and download their course materials, upload and store images of their work and communicate with their tutors on a one to one basis within module discussions. They can also interact with their tutors and fellow students through the forums.

The aim of the programme is to educate designers who are creative thinkers and who are aware of the commercial applications of the discipline. Students will be registered for a programme of study, either:

BA (Hons) in Graphic Design or BA (Hons) In Illustration

Graphic Designers and Illustrators shape our understanding of stories, ideas and information. Their work should inform, educate, engage and entertain. In an era of information saturation the need for effective visual communication has never been more acute, nor indeed have the possibilities for effective communication been so wide open. We aim to equip students with the necessary skills and intellectual qualities sufficient to find gainful employment within the fields of graphic design and illustration.

The programme offers students an introduction to both Graphic Design and Illustration within the first Visual Communication module, providing students with a unique and necessary insight into both disciplines at the start of their studies.

The programme recognises the fact that the visual communications industry has undergone and continues to undergo, something of a revolution in terms of the output and medium for the client's message. It is vital that designers and illustrators have not only a grounding in core design and communication principles, skills, knowledge, craft and media, but also in the wealth of digital platforms that are so much a part of modern life. With this in mind, the programme aims to support and encourage the development of contemporary digital/screen design that are built upon a primary education in core design principles.

A characteristic of the programme is its breadth in terms of the range of media, processes and approaches to problem solving it encourages. It acknowledges the fact that designers of the future will need to possess multi-disciplinary skills as well as the ability and confidence to collaborate with others. We aim to provide our students with a 'tool box' of visual languages, thinking skills and contextual knowledge to help them solve complex design problems and to communicate their ideas effectively. At the time of graduation students will have developed an individual approach to the fields of graphic design or illustration, be confident in their own content-orientated and aesthetic judgements and they will have the skills to market themselves and their work to employers within the creative industries.

Graphic design and illustration, although from a common stable, are rather different professional activities. In this programme the first semester of Level 4 is a common, shared experience during which students are given the time to explore and develop the common aspects of these two disciplines, as well as providing a sound grounding in the differences so as to allow students to make an informed choice about their pathway direction. This first semester is characterised by activities and briefs with a focus on visual communication, narrative, story-telling, research, basic layout and 2D composition and documentation. In addition, support materials and activities set out to explore the two disciplines and the professional worlds of work. The second creative practice module focuses on the student's chosen discipline and is characterised by a set of discipline specific activities, supported by appropriate creative briefs that test the knowledge, understanding and skills acquired. The principle aim is to address the core, essential principles of either graphic design or illustration, in preparation for advanced and continued study at Level 5.

Level 5 continues with further discipline-specific activities and creative project briefs, building on learning at Level 4. There is an increasing focus on the professional world that flows throughout Level 5 characterised by regular reference to contemporary professional practitioners, project briefs, constraints and timescales that are typical of industry, together with opportunities for collaborative work in the module forums and negotiated live briefs where appropriate. Level 5 comprises of a further two practical modules, one of which (Professional Development) is focused on all matters relating to the student's learning, progress and growing interests as a student designer/illustrator as well as their hopes and aspirations for the future. The module also covers aspects of self-promotion and portfolio development. The other module allows opportunities to develop work in response to national and international design competitions or other industry equivalent set briefs. It is the programme's aim that by the end of Level 5 students should have an established design process that allows for appropriate research, editing, analysis and selection; idea generation and development; communication skills to present ideas and to take on board and adapt to feedback; and sufficient knowledge of visual languages, aesthetic flair and technical skills to execute their ideas to the satisfaction of the brief.

Level 6 is considered the 'portfolio year' and is largely concerned with the development of a high quality graduate portfolio of design/illustration work. The portfolio of work, traditionally a literal hard-copy folder, but these days also a number of other digital/virtual outcomes, is still the primary means of graduates securing employment. Given the professional nature of the programme, the Level 6 curriculum is designed to allow students the opportunity to work on a wide variety of visual communication problems that will be recognised, understood and appreciated by potential employers. Summative assessment briefs will be either set by the academic team or drawn from the wide range of externally set competition briefs available each year. In relevant modules, self-initiated briefs may be developed, so long as these take place within the parameters of tutor and student negotiation.

Level 6 students are likely to be juggling several projects at once and as such they are expected to demonstrate high levels of personal responsibility in the day to day management of their time. Alongside continuing to develop as designers and illustrators, Level 6 students will also develop as project managers, organisers, team players and communicators. As mentioned, students will have a number of opportunities to enter competition briefs and compete with students from across the UK and many other international institutions. In the second creative practice module at Level 6, students will engage in a number of projects including a single, large Final Major Project and a comprehensive self-promotion and portfolio development exercise.

Upon graduation students are aiming for employment within the graphic design and illustration industries- Employment opportunities lie within established design consultancies, advertising agencies, as freelance designers and/or illustrators and a number of other related professional practices. Postgraduate study is also encouraged and promoted.

Programme Delivery and Assessment

A week prior to beginning their studies, students are asked to complete the Induction programme in which they are familiarised with the programme, its structure and teaching methods, university regulations, IDI procedures, the learning and teaching environment (online studio) and of course their fellow students and tutors.

Formative and Summative Assessment

Both Formative and Summative Assessments are used to structure, manage and appraise student learning and achievement. Students are required to complete the stated assessed elements to a minimum pass standard in order to complete the module. Formative Assessments do not contribute to the grade awarded for a module. Summative Assessments are those pieces of student work which when assessed contribute to the grade awarded for the module.

Multiple Assessments in a Module

Within each module there are several component projects and activities which are used for Summative Assessment. How these components contribute to the final module mark varies. In some modules all components are required to be passed and are used to calculate the mark. Elsewhere it may be that one or more components may be failed individually and the calculation of the mark overall must attain at least a minimum pass. The details of this are included in each DMD and in the published briefing notes for each module and the individual assignments.

What will it feel like to study online?

Learning, Teaching and Assessment

Learning and teaching are delivered in an innovative way via the Interactive Design Institute's bespoke online study environment. The study environment is carefully designed to be secure, reliable and user friendly. All students have access to a secure, personal online studio where all of their module learning materials are stored and where communication with their tutors and fellow students takes place.

Programmes are carefully structured so that the knowledge and understanding of the processes needed to design successful product solutions are delivered effectively. The main focus of the delivery is through project based work where students learn through the act of engagement in a variety of set activities. Support materials that supplement this project work are provided throughout. Students record their work in a variety of ways; these can for example, include photographs, scanned images, screen grabs, Word files or PDF documents. As they progress through the activities students are required to upload examples of their work to folders within their online studio, notifying their tutor by posting a message in the module discussion area each time they upload.

Tutors provide critical advice and feedback to students on a one to one basis within separate private module discussions. Students interact with tutors and fellow students within online forums, where they can share images and explore a range of issues which may include: communication, design aesthetics, user needs and aspirations, employability, materials and processes, human factors, design for manufacture and issues surrounding preparation for the world of work. The learning experience is further enhanced through a series of formal Critical and Cultural Studies modules, which provide a context for the students' research and practice.

Study Modes

Students can choose to study full-time, part-time or accelerated.

The full-time and accelerated mode of study require a minimum commitment of 30 hours per week and part-time study requires a commitment of 15 to 20 hours per week for directed activities. However, students also need to consider the time needed to read support materials and other resources, upload work to the IDI-Study site, communicate with tutors and interact with their peers in the forums.

Delivery Plans

Students are provided with carefully structured delivery plans, which help them to manage their learning. In Level 4, tutors guide and support students through the module learning paths. As they progress through their studies, the student's learning becomes increasingly self-directed. The design of the online activities and the associated one-to-one student-tutor communication encourage this personal development.

Assessment

Students develop confidence and communication skills through participation in self and peer based assessment of their work and the work of their fellow students within structured online forum activities. Students have the opportunity to create online exhibitions of their creative work within IDI's online gallery. This is supplemented with a blogging facility where students can comment freely on their work and describe the thinking and research behind their creative process.

Students are assessed through a combination of formative activities designed to help to develop and consolidate their learning and set Summative Assessments, which contribute to their module grades. Students are made aware of their Summative Assessments submission dates at the start of the semester. Students must complete a self-evaluation section in the module assessment area and submit this along with a selection of work as appropriate. Work selected for assessment is uploaded into named folders within an assessment folder. Where practical modules are concerned this work would normally cover research, development and outcome. IDI tutors assess the work submitted and IDI carries out moderation and then the UH Link Tutor also moderates the assessments, assessment feedback and grades to ensure parity. Following scheduled Module or Examination Boards student results are formally released on StudyNet.

Time management

Students manage their own learning within the constraints of the semester start dates and Summative Assessment submission dates. They work to suggested delivery plans which indicate where they should be within each module learning path at any given point. All activities and briefs within the learning paths contain suggested time allocations. Throughout Levels 4 and 5, students are able to discuss their progress in relation to their delivery plan with their tutors, who offer advice and support relating to time management, they can also discuss this freely with their fellow students within forums. However, as they progress, students must be self-motivated in order to keep up with their studies. Course Coordinators have an overview of this activity and ensure that any issues to do with time management are quickly identified and support strategies are put in place.

Online Course Materials

Course materials take many forms. They can include flat pages of text, visual step-by-step guides, videos, documents, PDFs, links to online resources including galleries, journals and other relevant publications, as well as links to useful websites.

Within their online studio, students:

- Access Student Handbook, Academic Year Schedules, Programme Specifications and Materials and Reading lists on their course homepage
- Access Definitive Module Documents, Module Guides and Summative Assessments on their module homepage
- Access comprehensive learning materials within the Learning Paths
- Receive announcements from their tutors or IDI Course Coordinators and Student Support
- Communicate with their tutors and fellow students through module discussions and forums
- Access their personal assessment area where they complete their self-evaluations for submission to tutors prior to assessment
- Receive Formative Assessment feedback prior to exam boards and confirmation of results within StudyNet

StudyNet

In addition students have a direct link to StudyNet within their online studio, where they are able to access digital resources specific to their subject specialism.

Students can study at home, in their own time, with help and support available from fully qualified, experienced tutors. The tutor's role is to guide students throughout their studies and provide critical advice and feedback in order to assist with the development of their work. This support can happen on a daily basis. Tutors are in turn supported by IDI Course Coordinators who liaise with University of Hertfordshire staff to ensure the quality of the student experience. Students can communicate with their tutors at any time and as often as they need to. The tutors are the students' main point of contact throughout their learning; however they may also contact the Student Support Advisors for any other issues.

Team Working

Students interact in group forums within a controlled online environment. The forums provide a valuable method of contact that allows students to interact as a group thus developing a strong 'class community'.

Positive growth in class community is reflected through a sense of camaraderie with other students and an increased number of meaningful conversations between students. This in turn can enforce a general sense of students' studies being valuable and appropriate to their needs.

Potential benefits of regular online forum participation are:

- The opportunity for intellectual exchanges
- Learning new ideas and refining old ones
- Enjoying community membership
- Learning about other cultures
- Peer feedback
- Building personal relationships
- Keeping up with current events / trends / exhibitions

Course Forum

This is an open forum for all students studying on the same course at the same level. These forums are open for general discussion throughout their studies and can provide a useful opportunity for students to introduce each other, get to know their fellow students and communicate informally as their studies progress. Student Support Advisors monitor the course forums on a daily basis.

Module Forum

In addition, each module has its own forums. Tutors monitor the module forums. Tutors refer to points made on the forums to enrich general discussion and to acknowledge thoughtful ideas. They may address the whole group within the forums, reflecting a real studio situation. Tutors also participate in group critiques that encourage peer feedback, where they encourage students to value evaluation and reflection when they receive comments on their work from their peers.

IDI students are expected to use the forums regularly and productively.

Within a module learning path, students will be directed to participate in the forum for that module. This kind of forum activity is not optional and it may form or contribute to part of an assessment. Some modules may include group work activities and these would be completed within the forum. Where forum participation forms part of an assessment, this will be clearly indicated within the summative assessment brief document and the module learning path.

Students will also be expected to participate in the discussions on topics relating to their course materials and will be prompted to do this within the learning path. Forum activities are indicated within the module guides; with the name of the forum discussion and the week in which they occur.

Online Studio

Evidence of all practical, written and research work, is securely stored within folders in the students' online studio. Each activity has a separate folder for students to upload their work to. In addition, a complete record of the communication that has taken place between student and tutor per module can be readily accessed for the purposes of evaluating student experience.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- enable students to initiate, develop and realise distinctive, creative and commercially viable work in the fields of graphic design and/or illustration;
- provide students with a detailed knowledge and comprehensive understanding of key historical and contemporary developments in graphic design and/or illustration, including social, historical and professional contexts;
- develop in students an ability to communicate effectively to a range of audiences, to work with others, to listen, discuss and negotiate and to develop self-reflective practices;
- enable students to develop a range of personal and entrepreneurial skills which will equip them with the ability to respond to current and future career challenges.

and for the award of Graphic Design

- develop an awareness of the vital importance of core typography, layout/composition skills along with idea generation techniques and the ability to craft and execute visual ideas to a high professional standard.

and for the award of Illustration

- promote the vital importance of all forms of drawing and mark-making along with other traditional and also contemporary craft/technology skills.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Programme Learning Outcomes will be contextualised for each award title in accordance with the subject area being studied.

Knowledge and Understanding	Teaching/learning methods & strategies	Assessment
<p>A1- historical and current developments in the disciplines of graphic design and illustration;</p> <p>A2- cultural, historical and professional contexts;</p> <p>A3- visual languages appropriate to the practice of graphic design and illustration in relation to problems, markets and audiences;</p> <p>A4- materials, techniques and processes relating to graphic design and illustration;</p> <p>A5- a process of project development and design realisation to standards of professional competence;</p> <p>A6- audiences and requirements of professional practice in the visual communication industries.</p>	<p>Acquisition of knowledge and understanding is through a combination of support materials, (A1) project work, (A2-A3) group forums (A5) and activities. (A4)</p> <p>Learning is instigated largely by set projects with regular tutor support including small group forums. This allows students to not only discuss with tutors their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers.</p> <p>There is a requirement for written work at all levels including design reports, evaluations and Critical and Cultural Studies essays. There is an extended essay at Level 6.</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>Knowledge and understanding are assessed through a combination of in-course assessments typically including the submission of activity outcomes, practical assignments, essay submissions and research materials generated for projects.</p>
Intellectual skills	Teaching/learning methods & strategies	Assessment
<p>B1- exercise, in a creative design process, thorough research, analysis, selection and critical judgement;</p>	<p>Intellectual skills are developed at all levels of the programme through the methods and strategies outlined in section A above.</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through a combination of in-course assessments typically including the submission of activity outcomes, practical assignments, essay submissions and research materials generated for projects.</p>

<p>B2-demonstrate a confidence and ability in the generation of ideas and approaches to solving visual communication problems, present arguments fluently and draw conclusions independently;</p> <p>B3- demonstrate a willingness to explore visual languages, materials and techniques;</p> <p>B4- develop levels of critical analysis and self-reflection in response to research and ideas;</p> <p>B5- present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects;</p> <p>B6- make informed aesthetic, functional and intellectual judgements relative to the appropriate realisation of design ideas.</p>	<p>At Level 6 for example, students are expected to be capable of working independently throughout, with only occasional support and guidance delivered through support materials, one to one discussion with tutors and group tutorials in the forums. (B4, B6)</p> <p>A student's Intellectual skills will be evident in a design process which demonstrates creative thinking, problem solving, analysis and judgement in the development, realisation and ultimate presentation of solutions. (B1, B2, B3, B5)</p>	<p>Design projects are supported by on-going communication within their online studios, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.</p>
<p>Practical skills</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1- produce design and imagery to a professional standard using a range of materials for various audiences/contexts;</p> <p>C2- demonstrate professional competence in the realisation, presentation and communication of design ideas and concepts in the field of visual communication;</p> <p>C3-demonstrate professional competence in drawing and other core mark-making techniques, skills and mediums and be able to use these to convey meaning;</p>	<p>Practical skills are developed through a series of activities and projects in the module learning path intended to test skills acquired. (C1, C2, C3, C4) Group forums provide opportunities to discuss ideas, progress the work of others and discuss the strengths and weakness in the work presented.</p> <p>Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. Again, this is particularly emphasised at level 6 of the programme.</p>	<p>Practical skills are evidenced in the production values of course work and are assessed through portfolio submissions and presentations.</p>

<p>C4-demonstrate professional competence in typography, layout, composition, word and image juxtaposition, choice and use of paper, print processes, finishes and formats.</p>		
Transferable skills	Teaching/learning methods & strategies	Assessment
<p>D1- research, edit, organise and present information effectively to a range of audiences both traditionally and digitally;</p> <p>D2- demonstrate a high level of personal responsibility and initiative in the management of self learning;</p> <p>D3- identify personal strengths and learning needs through reflection and evaluation;</p> <p>D4- argue rationally and communicate effectively, both orally and in writing;</p> <p>D5- work effectively within a team in a variety of roles;</p> <p>D6- respond flexibly to discussions, recommendations and change;</p> <p>D7- demonstrate responsibility with regards to time and project management;</p> <p>D8- effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.</p>	<p>Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communication (D1, D2, D3, D4) are essential to all modules and are increasingly developed as the student progresses throughout the programme.</p> <p>Much of Level 5 and Level 6 provides opportunities for entrepreneurial skills to be developed and tested. (D8)</p> <p>As work becomes more complex at Levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (D6, D7)</p> <p>Students are required to complete design reports and project evaluations throughout Level 6 which further enhance communication and self-reflective skills. (D3, D4)</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through a range of assignments built into the curriculum. In-module assessment is by submission of a portfolio, presentations and written work.</p>

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the Student's ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

Assessment methods are designed to reflect the learning undertaken within the course and the requirements outlined within the learning outcomes. Specific requirements are described in the DMDs.

Formative Assessments –At regular points throughout each module, students' progress is monitored and reviewed by tutors. Work in progress is presented and discussed and feedback is given in the student's private online studio and the module forums.

Summative Assessments - assessment that directly contributes to module grade. Within each module, specified elements of coursework are presented and marked.

Summative assessment normally takes place when a selected portfolio of work is submitted for scrutiny. Students will be asked to provide a rationale for the work presented which forms the basis of a self-evaluation, alongside the tutor assessment and written feedback is given.

Teaching and Learning strategies at each level are designed to enable students to progress through their programme of study effectively.

Assessments on the programme serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate arrangements for the submission of work for assessment.

D. Programme Structures, Features, Levels, Modules and Credits

The programme is offered in full-time (six semesters), part-time (twelve semesters) and accelerated (six semesters) modes and leads to the award of:

BA with Honours in Graphic Design
BA with Honours in Illustration

Entry is normally at Level 4 with suitable entry qualifications and for other students with relevant precursor experiences (as detailed in Section F). The Admissions process uses APEL and/or a portfolio of work that demonstrates an engagement with and interest in, the fields of knowledge and practice the programme deals with.

Entry is also possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher education experiences that are equivalent to the earlier levels of the programme (APCL) or through APEL where appropriate.

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Mode of study Distance Learning – Part-time, Full-time and Accelerated

Entry point Semester A, B, C

Pattern(s) of Study

Part-time study: Part-time students study four consecutive semesters from the point of entry before moving on to the next level.

Full-time study: Full-time students will typically study two consecutive semesters, then break for one semester before they proceed to the next level.

Accelerated Study: Accelerated students study as full-time, but do not take the semester break before proceeding to the next level.

Note: to accommodate these patterns of study, all modules can be delivered in any semester.

Level 4

Compulsory Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Visual Communication - IDI	4FTC1195	45	English	0	100	0	A, B, C, AB, BC, CA
C&CS L4 Graphic Design and Illustration - IDI	4FTC1205	30	English	0	100	0	AB, BC, CA

Before the start of Semester 2 students are required to choose either Graphic Design Essentials Part 1 or Illustration Essentials Part 1. The support materials and activities are carefully designed to enable students and staff to diagnose the appropriate award choice. One-to-one communication between students and their tutors is also in place to discuss the student's strengths and future ambitions.

Compulsory (Award Specific) Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design Essentials Part 1 – IDI	4FTC1196	45	English	0	100	0	A, B, C, AB, BC, CA
Illustration Essentials Part 1 – IDI	4FTC1197	45	English	0	100	0	A, B, C, AB, BC, CA

Level 5

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<u>GRAPHIC DESIGN</u>							
Graphic Design Essentials Part 2 - IDI	5FTC1240	45	English	0	100	0	A, B, C, AB, BC, CA
Graphic Design Professional Development - IDI	5FTC1242	15	English	0	100	0	A, B, C
Graphic Design Live Projects - IDI	5FTC1244	30	English	0	100	0	A, B, C, AB, BC, CA
<u>ILLUSTRATION</u>							
Illustration Essentials Part 2 – IDI	5FTC1241	45	English	0	100	0	A, B, C, AB, BC, CA
Illustration Professional Development – IDI	5FTC1243	15	English	0	100	0	A, B, C
Illustration Commissions - IDI	5FTC1245	30	English	0	100	0	A, B, C, AB, BC, CA
Compulsory Modules							
Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
C&CS L5 Graphic Design and Illustration - IDI	5FTC1257	30	English	0	100	0	AB, BC, CA

Level 6

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<u>GRAPHIC DESIGN</u>							
Graphic Design Advanced Practice Part 1 – IDI	6FTC1183	30	English	0	100	0	A, B, C, AB, BC, CA
Graphic Design Advanced Practice Part 2 - IDI	6FTC1185	60	English	0	100	0	A, B, C, AB, BC, CA
<u>ILLUSTRATION</u>							
Illustration Advanced Practice Part 1 - IDI	6FTC1184	30	English	0	100	0	A, B, C, AB, BC, CA
Illustration Advanced Practice Part 2 - IDI	6FTC1186	60	English	0	100	0	A, B, C, AB, BC, CA

Compulsory Modules

Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design and Illustration L6 Degree Essay – IDI	6FTC1187	30	English	0	100	0	A, B, C, AB, BC, CA

Full-Time pattern of study over six semesters
(120 credits per level of study / 60 credits per semester)

LEVEL 4

Semester 1	Semester 2
<p>Visual Communication 4FTC1195 45 credits</p>	<p>Graphic Design Essentials Part 1 4FTC1196 45 credits OR Illustration Essentials Part 1 4FTC1197 45 credits</p>
<p>C&CS L4 Graphic Design and Illustration 4FTC1205 30 credits</p>	

LEVEL 5

Semester 3	Semester 4
<p>Graphic Design Essentials Part 2 5FTC1240 (45 credits) OR Illustration Essentials Part 2 5FTC1240 (45 credits)</p> <p>30 credits (Semester 3)</p>	<p>15 credits (Semester 4)</p>
<p>Graphic Design Professional Development 5FTC1242 15 credits OR Illustration Professional Development 5FTC1243 15 credits</p>	<p>Graphic Design Live Projects 5FTC1244 30 credits OR Illustration Commissions 5FTC1245 30 credits</p>
<p>C&CS L5 Graphic Design and Illustration 5FTC1257 30 credits</p>	

LEVEL 6

Semester 5	Semester 6
Graphic Design Advanced Practice Part 1 6FTC1183 30 credits OR Illustration Advanced Practice Part 1 6FTC1184 30 credits	Graphic Design and Illustration L6 Degree Essay 6FTC1187 30 credits
Graphic Design Advanced Practice Part 2 6FTC1185 60 credits OR Illustration Advanced Practice Part 2 6FTC1186 60 credits	

Part Time pattern of study over 12 semesters
 (120 credits per level of study / 30 credits per semester)

LEVEL 4

Semester 1	Semester 2
Visual Communication 4FTC1195 45 credits	C&CS L4 Graphic Design and Illustration 4FTC1205 30 credits – covering 15 credits
Semester 3	Semester 4
C&CS L4 Graphic Design and Illustration 4FTC1205 30 credits – covering 15 credits	
Graphic Design Essentials Part 2 5FTC1240 (45 credits) OR Illustration Essentials Part 2 5FTC1240 (45 credits)	

LEVEL 5

Semester 5	Semester 6
Graphic Design Essentials Part 2 5FTC1240 (45 credits) OR Illustration Essentials Part 2 5FTC1240 (45 credits)	C&CS L5 Graphic Design and Illustration 5FTC1257 30 credits – covering 15 credits

Semester 7	Semester 8
C&CS L5 Graphic Design and Illustration 5FTC1257 30 credits – covering 15 credits	Graphic Design Live Projects 5FTC1244 30 credits OR Illustration Commissions 5FTC1245 30 credits
Graphic Design Professional Development 5FTC1242 15 credits OR Illustration Professional Development 5FTC1243 15 credits	

LEVEL 6

Semester 9	Semester 10
Graphic Design Advanced Practice Part 1 6FTC1183 30 credits OR Illustration Advanced Practice Part 1 6FTC1184 30 credits	
Graphic Design and Illustration L6 Degree Essay 6FTC1187 30 credits	
Semester 11	Semester 12
Graphic Design Advanced Practice Part 2 6FTC1185 60 credits OR Illustration Advanced Practice Part 2 6FTC1186 60 credits	

Progression to Levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at Level 6. Table1b (below) details the minimum requirements for all awards.

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
University Diploma in Graphic Design	180 credit points including at least 60 at level 5	5, 6
University Diploma in Illustration		
Diploma of Higher Education in Graphic Design	240 credit points including at least 120 at level 5	5, 6
Diploma of Higher Education in Illustration		
BA Graphic Design	300 credit points including 180 at levels 5 plus 6 and at least 60 at level 6 (<i>or at least 75 credits at L6 for final year direct entrants</i>)	6
BA Illustration		
BA (Hons) Graphic Design	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6
BA (Hons) Illustration		

E. Support for students and their learning

Students are supported by:

- Admissions Advisors to manage student entry and admissions queries
- A bespoke Online Learning Area, providing access to teaching resources, personal studios and forums
- StudyNet for journals and library resources in electronic formats
- An IDI Student Handbook
- Module delivery information provided online within module guides
- An Academic Year Calendar
- Module delivery plans
- Discussion groups within forums
- Student representation and feedback within Programme Committees and SFQs
- Dedicated tutors who offer one-to-one tutoring and group support
- Course Coordinators to provide regular pastoral guidance and support
- Student Support to provide day-to-day support with managing their learning
- A Programme Administrator to deal with day-to-day administration associated with the programme
- Web Support Coordinator and IT Support Assistant to provide technical support

Pre Entry Guidance

Admissions advice is given by an Admissions Advisor. On receipt of an application the student is given access to a secure online studio, where they can communicate with their Admissions Advisor. They will be asked to submit their academic transcripts and for all students whose first language is not English, evidence of English language ability must be provided. They will also be asked for a personal statement and references are also requested. Students are asked to upload images of their creative work as appropriate. All students are given individual feedback on their application.

Admissions Advisors ensure students are made aware of:

- Course fees and methods of payment
- Full-time and part-time study routes
- Study time commitments
- Essential programme resources and associated costs

The student will be offered a place or not as appropriate. The formal offer of a place includes:

- IDI Offer of Place letter
- List of essential programme resources

On accepting an Offer of a Place students are asked to complete the University of Hertfordshire application form online within the IDI-Study website.

Induction

One week prior to the start of the semester students are given access to an online Induction programme. This programme allows the student to become familiar with their individual online studio, all of its functions and how teaching and learning takes place. Students are directed to where they will find student handbooks, delivery plans, module guides, assessment procedures, an introduction to the concept and process of self - evaluation and also their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are also advised of the function of StudyNet. They are also provided with support in managing their studies and all the support functions that are available to them while they are studying.

On the Programme

Throughout their studies students are supported by their tutor(s) to help guide them through and to understand the module(s). They have access to their tutor for both academic support and guidance. Students also have a designated Course Coordinators, Student Support Advisor and Programme Administrator to deal with other student enquiries and issues.

Pastoral support

Students are provided with on-going pastoral support. Their first point of contact for this is their tutor for anything relating to their studies on a specific module, but IDI Student Support Advisors also support students with study and non-study related issues.

F. Entry requirements

The normal entry requirements for the programme are:

You would normally be expected to have successfully completed a visual arts pre-degree course, which may be a Foundation or equivalent course in art and design, leading to BTEC National Diploma/Certificate or equivalent international qualification, during which you are likely to have specialised in Graphic Design or Illustration.

However, other patterns of prior study and experience may be acceptable and applications are considered on a case-by-case basis. We normally evaluate applicants against the following:

- 240 points from GCE A Levels (or equivalent) including a qualification in an art related subject, plus GCSE English language and Maths at grade C or above (Key skills are accepted as equivalent)
- An IELTS score of 6.0 is required for those for whom English is not their first language

You are also normally expected to provide evidence of previous study within art and design through a range of the following:

- Evidence of an awareness of the chosen area of study.
- Evidence of the ability to develop visual ideas.
- Use of processes towards subject specific conclusions.
- Evidence of the ability to develop visual ideas from an observational basis.
- 2D work such as drawing, painting, technical drawing, design, media experimentation, photography.

- 3D work evidenced by photograph, models, prototypes.
- Commitment to the chosen area of study and an awareness of the professional contexts of your chosen career.
- A clear indication of ability in English Language.

Returning to study

We consider all applications on an individual basis and welcome applications from those with non-standard qualifications and from a variety of backgrounds. If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account. It may also enable advanced entry to your chosen programme.

For example, if you have an HND in an appropriate subject and you are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied, industrial, or professional experience.

English language

All applicants from non-majority English speaking countries need to provide proof of English language proficiency.

- GCSE English language grade A-C
- IELTS 6.0 (with no less than 5.5 in any band)

Additional Notes for International Students

- International students are eligible to enrol on this programme of study however they must study in their own country of residence, as the University will not sponsor International Students to obtain a Tier 4 student visa for this programme.
- International Students transferring from a full-time campus based programme to the full-time online programme will not meet the requirements for the University to provide sponsorship for the Tier 4 Student visa.

Advanced Entry

Entry is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other Higher education experiences that are roughly equivalent to the earlier levels of the programme (APCL), or through APEL where appropriate. This means that if you have an HND or equivalent qualification and professional experience, you may be able to study part-time to 'top-up' to an honours degree in as little as two years, or within one year if you are able to study on a full time basis.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL)

Section 2

Programme management

Relevant QAA subject benchmarking statements

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant intakes

Administrative School

Art and Design

October 12

March 2016 / June 2015

Level 4 entering October 2016

School of Creative Arts

Table 3 Course structure

Course details					
Course code		Course description			JACS
CTSGD CTSIL		BA (Hons) Graphic Design (IDI) BA (Hons) Illustration (IDI)			JACS code: W200
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
Graphic Design					
GDSOCT1ADF-1	A	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSOCT1DF	A	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSOCT1DP-1	A	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSOCT1DP-2	A	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSOCT2ADF-1	A	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSOCT2ADF-2	A	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSOCT2DF	A	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSOCT2DP-1	A	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSOCT2DP-2	A	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSOCT3ADF-1	A	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSOCT3ADF-2	A	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSOCT3DF	A	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSOCT3DP-1	A	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
GDSOCT3DP-2	A	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)
GDSOCT4DP-1	A	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
GDSOCT4DP-2	A	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
GDSFEB1ADF-1	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSFEB1ADF-2	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSFEB1DF-1	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSFEB1DF-2	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSFEF1DP-1	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSFEF1DP-2	B	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSFEB2ADF	B	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSFEB2DF-1	B	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSFEB2DF-2	B	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSFEB2DP-1	B	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSFEB2DP-2	B	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSFEB3ADF-1	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSFEB3ADF-2	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSFEB3DF-1	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSFEB3DF-2	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSFEB3DP-1	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)
GDSFEB3DP-2	B	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)
GDSFEB4DP-1	B	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
GDSFEB4DP-2	B	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
GDSJUN1ADF-1	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSJUN1ADF-2	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
GDSJUN1DF-1	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSJUN1DF-2	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (FT)
GDSJUN1DP-1	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSJUN1DP-2	C	BA (Hons) Graphic Design	1	Interactive Design Institute	Distance (PT)
GDSJUN2ADF-1	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSJUN2ADF-2	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSJUN2DF-1	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSJUN2DF-2	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (FT)
GDSJUN2DP-1	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSJUN2DP-2	C	BA (Hons) Graphic Design	2	Interactive Design Institute	Distance (PT)
GDSJUN3ADF	C	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSJUN3DF-1	C	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSJUN3DF-2	C	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (FT)
GDSJUN3DP-1	C	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)
GDSJUN3DP-2	C	BA (Hons) Graphic Design	3	Interactive Design Institute	Distance (PT)
GDSJUN4DP-1	C	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
GDSJUN4DP-2	C	BA (Hons) Graphic Design	4	Interactive Design Institute	Distance (PT)
Illustration					
ILSOCT1ADF	A	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSOCT1DF	A	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSOCT1DP-1	A	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSOCT1DP-2	A	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSOCT2ADF-1	A	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSOCT2ADF-2	A	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
ILSOCT2DF	A	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSOCT2DP-1	A	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSOCT2DP-2	A	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSOCT3ADF-1	A	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSOCT3ADF-2	A	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSOCT3DF	A	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSOCT3DP-1	A	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSOCT3DP-2	A	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSOCT4DP-1	A	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)
ILSOCT4DP-2	A	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)
ILSFEB1ADF-1	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSFEB1ADF-2	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSFEB1DF-1	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSFEB1DF-2	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSFEB1DP-1	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSFEB1DP-2	B	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSFEB2ADF	B	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSFEB2DF-1	B	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSFEB2DF-2	B	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSFEB2DP-1	B	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSFEB2DP-2	B	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSFEB3ADF-1	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSFEB3ADF-2	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSFEB3DF-1	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
ILSFEB3DF-2	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSFEB3DP-1	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSFEB3DP-2	B	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSFEB4DP-1	B	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)
ILSFEB4DP-2	B	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)
ILSJUN1ADF-1	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSJUN1ADF-2	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSJUN1DF-1	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSJUN1DF-2	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (FT)
ILSJUN1DP-1	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSJUN1DP-2	C	BA (Hons) Illustration	1	Interactive Design Institute	Distance (PT)
ILSJUN2ADF-1	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSJUN2ADF-2	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSJUN2DF-1	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSJUN2DF-2	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (FT)
ILSJUN2DP-1	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSJUN2DP-2	C	BA (Hons) Illustration	2	Interactive Design Institute	Distance (PT)
ILSJUN3ADF	C	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSJUN3DF-1	C	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSJUN3DF-2	C	BA (Hons) Illustration	3	Interactive Design Institute	Distance (FT)
ILSJUN3DP-1	C	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSJUN3DP-2	C	BA (Hons) Illustration	3	Interactive Design Institute	Distance (PT)
ILSJUN4DP-1	C	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)
ILSJUN4DP-2	C	BA (Hons) Illustration	4	Interactive Design Institute	Distance (PT)

The programme is managed by:

- Academic Director.
- A Course Coordinator who has delegated responsibility for the programme.
- An Academic Leader.
- Module Tutors who are responsible for individual modules.
- An Admissions Advisor.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes student representatives, contributing tutors, the Course Coordinator and the programme administrator.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (UPR AS11, UPR AS12 or UPR AS13, UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Module 6FTC1187 Graphic Design and Illustration L6 Degree Essay **cannot** be substituted with equivalent credits from any level to improve the degree classification of the awards BA (Hons) Graphic Design or BA (Hons) Illustration.

Course Code	Course Instance	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTSGD	GDSOCT3ADF-1 GDSOCT3ADF-2 GDSOCT3DF GDSOCT4DP-1 GDSOCT4DP-2 GDDSFEB3ADF-1 GDDSFEB3ADF-2 GDSFEB3DF-1 GDSFEB3DF-2 GDSFEB4DP-1 GDSFEB4DP-2 GDSJUN3ADF GDSJUN3DF-1 GDSJUN3DF-2 GDSJUN4DP-1	BA (Hons) Graphic Design		
CTSIL	GDSJUN4DP-1 ILSOCT3ADF-1 ILSOCT3ADF-2 ILSOCT3DF ILSOCT4DP-1 ILSOCT4DP-2 ILSFEB3ADF-1 ILSFEB3ADF-2 ILSFEB3DF-1 ILSFEB3DF-2 ILSFEB4DP-1 ILSFEB4DP-2 ILSJUN3ADF ILSJUN3DF-1 ILSJUN3DF-2 ILSJUN4DP-1 ILSJUN4DP-2	BA (Hons) Illustration	6FTC1187 – Graphic Design and Illustration L6: Degree Essay	Yes

Further points of clarification and interpretation relevant to this specific programme are given below:

- A pass grade in the final degree project is required for an award at Honours.
- The maximum period within which a part-time student may gain an award on the programme is seven years from the date of registration.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Interactive Design Institute website
<http://www.idesigni.co.uk/>
- Interactive Design Institute online study and teaching area
<http://www.idi-study.com/>
- A-Z guide
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:
http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU
- UNISTATS website:
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
- Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

Other information relevant to the programme

The Interactive Design Institute works in partnership with the University of Hertfordshire and delivers this programme on behalf of the School of Creative Arts.

University policies relevant to the programme

The University undertakes to use all reasonable endeavors to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed

Date 31 March 2016

Rob Wright
Associate Dean of School (Academic Quality Assurance)

If you would like this information in an alternative format please contact:

Ms. Katie Parkash, Senior Student Administrator, School of Creative Arts

Telephone: 01707 281298

Email: k.parkash@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk.

BA Hons Graphic Design / BA Hons Illustration

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																								
		Knowledge & Understanding					Intellectual Skills						Practical Skills				Transferable Skills									
Module Title		Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Visual Communication - IDI	4FTC1195					x		x	x		x		x	x	x			x		x					
	Graphic Design Essentials 1 - IDI	4FTC1196				x	x		x		x			x	x	x		x						x		
	Illustration Essentials 1 - IDI	4FTC1197				x	x		x		x	x		x	x	x	x							x		
	C&CS L4 Graphic Design and Illustration - IDI	4FTC1205	x	x					x			x							x		x	x		x	x	
Level 5	Graphic Design Essentials 2 - IDI	5FTC1240	x			x		x	x	x		x		x	x	x		x				x		x		
	Illustration Essentials 2 - IDI	5FTC1241			x	x	x		x	x	x	x	x	x	x	x	x		x							
	Graphic Design Live Projects - IDI	5FTC1244			x	x	x		x	x	x	x	x	x	x	x		x		x		x	x	x	x	
	Illustration Commissions - IDI	5FTC1245	x	x	x			x		x	x				x	x	x				x	x	x	x	x	
	Graphic Design Professional Development - IDI	5FTC1242	x	x				x				x				x		x	x	x	x	x	x	x	x	x
	Illustration Professional Development - IDI	5FTC1243	x	x	x			x	x		x			x	x	x	x		x		x	x	x	x	x	x
	C&CS L5 Graphic Design and Illustration - IDI	5FTC1257	x	x						x			x		x					x	x	x				x
Level 6	Graphic Design Advanced Practice 1 - IDI	6FTC1183			x	x	x		x	x		x	x	x	x	x		x	x	x				x	x	
	Illustration Advanced Practice 1 - IDI	6FTC1184			x	x	x		x	x	x	x	x	x	x	x	x		x	x				x	x	x
	Graphic Design Advanced Practice 2 - IDI	6FTC1185	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x		x		x	x	x
	Illustration Advanced Practice 2 - IDI	6FTC1186	x	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x		x		x	x	x
	Graphic Design and illustration L6 Degree Essay - IDI	6FTC1187	x	x	x			x	x	x		x		x					x	x	x	x			x	x

Key: Learning Outcome which is assessed as part of the module

Key to Programme Learning Outcomes

Knowledge and Understanding

- A1. Historical and current developments in the disciplines of graphic design and illustration.
- A2. Cultural, historical and professional contexts.
- A3. Visual languages appropriate to the practice of graphic design and illustration in relation to problems, markets and audiences.
- A4. Materials, techniques and processes relating to graphic design and illustration.
- A5. A process of project development and design realisation to standards of professional competence.

Intellectual Skills

- B1. Exercise, in a creative design process, thorough research, analysis, selection and critical judgement.
- B2. Demonstrate a confidence and ability in the generation of ideas and approaches to solving visual communication problems, present arguments fluently and draw conclusions independently.
- B3. Demonstrate a willingness to explore visual languages, materials and techniques.
- B4. Develop levels of critical analysis and self reflection in response to research and ideas.
- B5. Present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects.
- B6. Make informed aesthetic, functional and intellectual judgements relative to the appropriate realisation of design ideas.

Practical Skills

- C1. Produce, design and imagery to a professional standard using a range of materials for various audiences/contexts.
- C2. Demonstrate professional competence in the realisation, presentation and communication of design ideas and concepts in the field of visual communication.
- C3. Demonstrate professional competence in drawing and other core mark-making techniques, skills and mediums and be able to use these to convey meaning.
- C4. Demonstrate professional competence in typography, layout, composition, word and image juxtaposition, choice and use of paper, print processes, finishes and formats.

Transferable Skills

- D1. Research, edit, organise and present information effectively to a range of audiences both traditionally and digitally.
- D2. Demonstrate a high level of personal responsibility and initiative in the management of self learning.
- D3. Identify personal strengths and learning through reflection and evaluation.
- D4. Argue rationally and communicate effectively, both orally and in writing.
- D5. Work effectively within a team in a variety of roles.
- D6. Respond flexibly to discussions, recommendations and change.
- D7. Demonstrate responsibility with regards to time and project management.
- D8. Effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.