1. Target Award	BA
2. Programme Title	BA (Hons) Graphic Design
3. Exit Awards	BA (Ordinary) Graphic Design (300 credits)
	Diploma of Higher Education in Graphic Design (240 credits);
	Certificate of Higher Education in Graphic Design (120 credits);
4. Programme Leader(s)	Cavell Ord-Shrimpton
5. Delivery Model	Blended Learning
	Online Learning
6. Start date	January 2017
7. Programme Accredited by *(PSRB or other, if applicable)*	N/A
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	Subject Benchmark Statement Art & Design (2008)

10. Programme Aims

The aim of the Arden programme in BA (Hons) Graphic Design is to provide professional level, multimedia training in the creative industries as they apply to a range of subjects. The programme will facilitate the development of a shared base of practical and conceptual skills, applicable to these industries, using innovative distance-learning strategies.

The programme aims are to:
• Give students professional level skills and understanding across a range of graphic design practices.
• Provide flexible distance learning study options in both full and part time modes.
• Promote understanding of the key aspects of current practice in the field of graphic design including acknowledging current and emerging developments in the discipline.
• Facilitate an awareness of the practices of graphic design in professional; cultural and historical contexts, through contextualization of practice.
• Develop the kinds of transferable skills which will enable students to respond to current and future career challenges, and changes in the field of graphic design.
• Begin to equip students with the skills to work professionally in graphic design and to be creative and professional practitioners, when both working independently, and when collaborating with others as part of multidisciplinary design teams.
• Enable students to communicate effectively through a variety of graphical languages and modes, to specialist and non-specialist audiences. This might take oral, written and visual forms.
• Prepare students for further academic or professional study if they wish to go forward.
• Provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners.
• Provide students with a reliable and appropriate set of intellectual, analytical and practical tools that can inform a design process such that they can competently and professionally practice within the fields of graphic design.
• 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.

The programme is designed to provide opportunities for students to develop their knowledge and skills in design in a flexible way. Learning materials have been developed which allow students to maximise the time they have available for study and the programme structure allows students to determine the pace at which they learn. The programme also provides a range of supports for distance learning students thereby allowing international access.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated

11a. Knowledge and understanding	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
A1 Be conversant with current developments in the disciplines of Graphic Design. **A2** Be able to locate that understanding within cultural, historical and professional contexts. **A3** Utilise the visual languages, materials and techniques of the practices of Graphic Design. **A4** Follow a process of idea development and design realisation. **A5** Understand the audiences and requirements of professional practice in the design industries. **A6** Have knowledge of key areas of self-marketing and their application to the creative and cultural industries.	Acquisition of knowledge and understanding (A1 – A6) at all levels is through a combination of online tutorials; group discussions and critiques; and independent and directed study, supported throughout by comprehensive online teaching materials and internet resource. Acquisition of knowledge and understanding is through a combination of support materials, including project work, group forums and project-based activities. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set projects with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include analysis, written essay, self-reflection, portfolios of evidence, sketchbook production and essay assignments etc.

	discussions that relate to the work of their peers.	
	There is a requirement for written work at all levels including design reports, evaluations and critical and contextual studies essays. There is an extended essay at level 6.	
	Acquisition of knowledge and understanding is facilitated through either:	
	a combination of online learning blended with face to face learning which will include, workshops and tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources; or online learning which will include facilitated group discussion, independent and directed study, supported throughout by comprehensive online teaching materials and broader online resources.	
	We achieve this through a pedagogy that includes project work, group forums and project-based activities.	
	Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff 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.	
11b. Intellectual Skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
B1 Exercise a creative design process, analysis, selection and judgement. **B2** Generate ideas, present arguments and draw conclusions, through a process of reasoned analysis. **B3** Demonstrate a willingness to explore visual languages, materials and techniques (subject-engagement). **B4** Present solutions to design problems via informed and critically-aware responses to set briefs and/or self-initiated projects. **B5** Make informed aesthetic, functional and intellectual judgements relative to the appropriate realisation of design ideas.	Intellectual skills are developed throughout the programme by the methods and strategies outlined in section A, above. In addition, the student's intellectual development will be evident in a design process which demonstrates creative thinking and problem solving, analysis and judgement in the development of solutions and a willingness to explore a range of media. Intellectual development is encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Throughout, the learner is encouraged to develop intellectual skills further by undertaking independent study and research. Specific modules support the development self-reflective skills and this is the focus of the opening skills based modules. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions.	Intellectual skills are assessed through a combination of in-course assessments, including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects, for which evidence will consist of research documentation, sketch books, developmental work for design ideas and other kinds of proposals. 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. Practical skills are evidenced through digital sketchbooks and are assessed through portfolio submissions and presentations.

11c. Practical Skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
C1 Produce design, imagery, and time-based media outputs 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 and media. **C3** Demonstrate professional competence in the use of materials, processes, techniques and technology, appropriate for specified problems, across a range of media.	Practical and professional skills employed in the production of design ideas and solutions are developed through set briefs, exercises and practical activities. Practical skills are developed through a series of activities and projects intended to test skills acquired (C1, C2, C3). Group forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented. 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. Practical skills are employed in the production of design solutions, developed through set briefs and are a particular focus in multimedia modules. Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented, and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their	To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment, which includes practical examples towards improvement.

	knowledge and grasp of practical skills.	
11d. Transferable Skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1 Research, organise, edit and present information; retrieve and present information both traditionally and digitally.

D2 Demonstrate personal responsibility and initiative in the management of own learning (including time-management).

D3 Identify personal strengths and learning needs (self-reflection).

D4 Argue rationally and communicate effectively (debate/reflective and academic writing).

D5 Work effectively within a team in a variety of roles.

D6 Respond flexibly to discussions, recommendations and feedback.

D7 Demonstrate responsibility with regards to time and project management.

D8 Effectively deploy a range of personal and entrepreneurial skills to meet career aspirations. | Transferable skills (D1 – D4) are developed throughout the programme.

The skills of research, digital technology and self-management (D1, D2, and D3) are integral to coursework at all levels.

Personal responsibility (D2) becomes an increasingly important skill as students progress.

Modules at level 5 provide opportunities for team-working skills to be developed (D5). Much of level 5 and 6 provides opportunities for entrepreneurial skills to be developed and tested (D8).

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).

Students are required to complete design reports and project evaluations throughout levels 5 and 6 which further enhance communication and self-reflective skills (D3, D4).

Transferable skills are developed through in-course study, online study and independent work. Successful completion of activities for both in-course and online study | Intellectual skills are assessed through a combination of in-course assessments, including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects, for which evidence will consist of research documentation, sketch books, developmental work for design ideas and other kinds of proposals.

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.

Practical skills are employed in the production of design solutions, developed through set briefs and are a particular focus in multimedia modules.

Transferable skills are assessed through a range of assignments built into the curriculum. In-module assessment is by submission of a portfolio of work, |

| | demonstrates the ability to interpret written and oral stimuli. Development of critical self-reflection and interpretation is embedded into the programme through in-course participation and online study of reflective theory, activities and formative feedback and summative feedback. Collaborative work is introduced at the beginning of the programme and in the first module students are introduced to the concept of community of practice. The study of reflection and collaborative practice allows students to engage with personal and professional development from the outset of the programme. Students demonstrate this through completion of incremental activities designed to develop professional skills, personal skills and academic integrity such as reflection on career and personal development and completion of activities on academic integrity. | presentations and written work.

To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief. |
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Graphic Design Exit Awards: Programme Outcomes

Students will be required to meet the credit thresholds set out in the AU Assessment Regulations. It is therefore not possible to map precisely which outcomes will be met for each exit award as this will depend across which modules the credits have been achieved. However, the table below provides an indication which Programme Outcomes will typically be achieved for each exit award.

Exit Award	Knowledge & Understanding	Intellectual Skills	Practical Skills	Transferrable Skills
BA (Ordinary) (300 credits)	A3-A6	B3-B5	C2, C3	D6-D8
Diploma of Higher Education (240 credits)	A2-A5	B3, B4	C1, C2	D4-D7

Certificate of Higher Education (120 credits)	A1-A3	B1, B2	C1	D1-D5

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden Graduate, based upon the definition of 'graduate attribute' by Bowden et al. (2000) has been developed around 6 attributes

E1 - Discipline Expertise
E2 - Effective Communication
E3 - Responsible Global Citizenship
E4 - Professional Skills
E5 - Reflective Practitioner
E6 - Lifelong Learning

All six attributes are relevant to this programme and form a specific learning outcome in each module.

The means by which these outcomes are achieved and demonstrated

All six attributes are relevant to this programme but will be developed through levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through an integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous
Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accessed through our Virtual Learning Environment
Guided group / project based work
Research tasks
Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
Podcasts and narrated PowerPoints
Pastoral care through direct email

Synchronous
Face to face seminars where theory and practice are integrated for blended learning students
Independent and directed student study, supported throughout by comprehensive teaching materials and resources
One-to-one online sessions

Guided group / project based work

Forum interaction creates healthy online student communities

Based upon our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor through forum interaction and one to ones.

There is a requirement for written work to explain all practical facets of design thinking and design processing which includes reflective thinking, incremental sketchbook development, industry standard skills such as reports, practical tasks, developed plans, timed activities, portfolios of work etc., along with applied theory. Our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage.

14. Assessment methods and strategies

Our assessment strategy encourages continuous practice and completion of activities towards a final portfolio. A variety of assessment methods all explicitly aligned to learning outcomes focus upon knowledge, understanding and skills, supported through interactive online content, prompting students to engage with tasks to build knowledge through the module. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment. Progression through online content and assessment tasks will guide learners to achieve and evidence module learning outcomes.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.'

16. Entry Requirements

Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
Completion of a recognised Access Programme or equivalent.
IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.

Candidates who demonstrate an ability to study the programme as evidenced through previous a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure

The delivery model allows students to proceed at their own pace constrained only by maximum registration periods. Students starting the programme set a target finishing date but can vary this to suit changes elsewhere in their lives. There is no real distinction therefore between full and part time study as the programme allows students to set a pace that suits them at any particular moment and it is recognised that this will change throughout the duration if study. The ability to offer four intakes/assessment points annually provides for considerable flexibility and it is therefore impossible to lay down a prescribed pathway. The following tables represent likely sequences that could be taken by a student wanting to complete within three years ('full time') or four and a half years (part time).

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
GRA4001	Typography and Image Creation	20	C	Studio Portfolio
GRA4002	Design and Layout	20	C	Coursework
GRA4003	Illustration and Animation	20	C	Coursework & Final Component Submission
GRA4004	Design History & Critical Thinking	20	C	Coursework
GRA4005	Design Vocabulary	20	C	Coursework
GRA4006	Digital & Analogue Moving Images	20	C	Coursework

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
GRA5001	Studio Practice I	20	C	Industry Coursework Project
GRA5002	Studio Practice II	20	C	Industry Coursework Project
GRA5003	Reading Images I	20	C	Visual Essay and Reflective Written Report
GRA5004	Reading Images II	20	C	Annotated Bibliography and Essay
GRA5005	Self-Promotion and Packaging I	20	C	Multiple activities submitted as a Portfolio
GRA5006	Visualising Concepts	20	C	Coursework

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
GRA6001	Self-Promotion and Packaging II	20	C	Self Promotion Coursework Project

GRA6002	Industry/Competition Briefs	20	C	Industry Competition Portfolio
RES6007	Dissertation	40	C	Dissertation Proposal & Draft, and Final Dissertation
RES6008	Major Project	40	C	Creative Brief & Proposal, and Portfolio

18.	Subject:	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

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