

School of Creative Arts

Title of Programme: Graphic Design and Illustration (EBAC, Brazil)

Programme Code: CTEBAC

For Collaborative: Franchise at the British School of Creative Arts, Sao Paulo (Escola Britânica de Artes Criativas) (EBAC)

Programme Specification

This programme specification is relevant to students entering:
01 February 2018

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

Signature



19 February 2018

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification **Graphic Design and 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	British School of Creative Arts (EBAC), Sao Paulo
University/partner campuses	British School of Creative Arts (EBAC), Sao Paulo
Programme accredited by	Not applicable
Final Qualification	BA Hons
All Final Award titles	Graphic Design
(Qualification and Subject)	Illustration
FHEQ level of award	6
UCAS code(s)	Not applicable
Language of Delivery	English

A. Programme Rationale

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 at the outset an experience of both graphic design and illustration; we see this as an advantage from a marketing and recruitment point of view and many applicants cite this initial dual experience as the reason they applied to the programme. The curriculum is well set up to offer students who are both unsure as to their future direction a unique and necessary insight into both disciplines, as well as those whose minds are made up about their future academic direction.

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 devotes a great deal of time and resource to teaching aspects 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 which award to join. This first semester is characterised by a set of assignments that deal with issues such as narrative, story-telling, research, basic layout and 2D composition and documentation. In addition, a comprehensive set of lectures and presentations from staff, practicing designers and students, set out to explore the two awards and the professional worlds of work. Students then make a choice about joining either the Graphic Design award or the Illustration award from Semester B onwards. This second semester focuses on the student's chosen discipline and is characterised by a set of intensive workshops, supported by appropriate creative briefs that test the knowledge, understanding and skills acquired. The principle aim of this semester 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 intensive discipline-specific workshops and creative project briefs allied to the workshops. Philosophically students are encouraged to consider the idea that the module in Level 5 Semester A is simply a continuation of, or an extension of the Level 4 Semester B module. There is an increasing focus on the professional world that flows throughout Level 5 characterised by constant reference to contemporary professional practitioners, project briefs, constraints and timescales that are typical of industry, live projects, collaborations with industry partners, work experience opportunities, study trips and talks from visiting guest speakers. The second semester comprises of two 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 work with external professional collaborators such as established design studios or practitioners, live projects with genuine clients and/or to submit work in response to national and international design competitions. Thus, they 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 highly vocational nature of this particular 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. There is a conscious decision to only allow self-initiated work to take place within the parameters of staff to student negotiation. Most assignments, however, will be either set by the staff team or will be drawn from the wide range of externally set competition briefs available each year.

Level 6 students will at all times 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 Semester B 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. Employment opportunities lie within established and emergent design consultancies, advertising agencies, as freelance designers and/or illustrators and a number of other related professional practices. Post graduate study is also encouraged and promoted.

The programme is taught at EBAC. There are opportunities during the programme to undertake study which relates to the regional creative industries and economy. There are opportunities to transfer study credits at the end of a year of study for the same course at the University of Hertfordshire, or one of its franchise partners, subject to the agreement of all parties concerned.

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; Communication, Media, Film and Cultural Studies 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 (2016) 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 and learning methods	Assessment strategy
A1-historical and current developments in the disciplines of graphic design and illustration; A2-cultural, historical and professional contexts;	Acquisition of knowledge and understanding is through a combination of lectures, (A1) studio-based project work, (A2-A3) seminars, (A6) group tutorials (A5) and workshops. (A4)	Knowledge and understanding are assessed through a combination of in-course assessments typically including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects.

<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>Learning is instigated largely by set projects with regular tutorial and seminar support including small group tutorials. 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.</p> <p>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.</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>	
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1-exercise, in a creative design process, thorough research, analysis, selection and critical judgement;</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>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 which has an increasing emphasis as the student progresses through the programme. At level 6 for example, students are expected to be capable of working independently throughout, with only occasional support and guidance delivered through presentations and group tutorials. (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) by independent study.</p>	<p>Intellectual skills are assessed through a combination of in-course assessments typically including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects.</p> <p>Design projects are supported by on-going tutorials, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.</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>		
Practical skills	Teaching and learning methods	Assessment strategy
<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>C4-demonstrate professional competence in typography, layout, composition, word and image juxtaposition, choice and use of paper, print processes, finishes and formats.</p>	<p>Practical skills are developed through a series of workshops and projects intended to test skills acquired. (C1, C2, C3, C4) Seminars and group tutorials provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented.</p> <p>Workshops 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 realisation and execution of design solutions and the quality of production values of module work. They are assessed through workshop outcomes, project work, portfolio submissions and presentations.</p>
Transferable skills	Teaching and learning methods	Assessment strategy
<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>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>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>

D3-identify personal strengths and learning needs 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.

Modules in levels 4 and 5 provide opportunities for team-working skills to be developed. (D5) Much of levels 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)

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

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 – ongoing progress review in critiques, presentation and tutorials. At regular points throughout the course, students' progress is monitored and reviewed by subject tutors and peers through critiques and presentations, when work in progress is seen and discussed and feedback is given.

Summative Assessments - assessment that directly contributes to module grade. In the main this happens at the end of the module. Within each module, specified elements of coursework are presented and marked.

Summative assessment normally takes place through critiques or presentations, when a selected portfolio of work is submitted for scrutiny. Students may be asked to provide a rationale for the work presented which forms the basis of self-assessment, alongside the tutor assessment and verbal and/or 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 full time (3 years) and leads to the following awards:

BA (Hons) in Graphic Design

BA (Hons) in Illustration

Entry is normally at level 4 with A-level or equivalent qualifications as detailed in section G, but is possible at subsequent levels subject to appropriate qualifications and experience. Intake is normally Semester A (February).

Professional and Statutory Regulatory Bodies

No accreditation.

Work Experience

We encourage students to participate in shorter work experiences / placements. With agreement from the Programme Leader, a student negotiated work experience is available within this Programme at Level 5.

This means that, with prior written agreement, a student may undertake a work experience *entirely in place* of one of the named modules below, depending upon which award they are studying. The student will be de-registered from the module and registered upon *5FTC1296, Professional Work Experience 15: Design* instead.

The module(s) that are approved within this Programme for work experience/placement are:

5FTC1302 - Graphic Design Professional Development (15 credits)

5FTC1299 - Illustration Professional Development (15 credits)

Students normally undertake their work placement *during* Level 5, with the assessment submission made during the period of the module, with appropriate evidence submitted (including a reflective report).

Students (and staff when considering approval) should carefully consider any potential difficulties which may arise when attempting to undertake work experience simultaneously with their academic study (for example, Timetable constraints for other modules).

Students will need approval from the Programme Leader or nominee for the work experience, to ensure that the scope and level of challenge / learning of the work submitted in reflection upon a work experience, is appropriate and as far as possible, matched in scope and level to any work being substituted.

The programme supports the student in opportunities to undertake live projects which may arise through their own endeavour and works to build such opportunities into the student's learning and assessment through negotiation of briefs and presentable outcomes. The term 'live projects' refers here to a range of activities that extends well beyond those that are primarily commercial and includes social enterprise projects undertaken in connection with community groups, arts organisations and other agencies. Where a student wishes to undertake a live project, it is a requirement that before it commences there is in place a learning contract that specifies clearly how it enables the student to fulfil the module Learning Outcomes; the materials to be submitted for assessment; the date of submission for that material; what the work means in terms of the student's attendance and workload and an appropriate strategy for supervision by a tutor. That contract has to be agreed by the Programme Leader.

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 Full time

Entry point Semester A

Level 4

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
<u>Module Title</u>							
Visual Communication (EBAC)	4FTC1330	45	English	0	100	0	A
C&CS Level 4 Graphic Design and Illustration (EBAC)	4FTC1229	30	English	0	100	0	AB

Before the start of Semester B students are required to choose either Graphic Design Essentials Part 1 or Illustration Essentials Part 1. Projects and workshops are carefully designed to enable students and staff to diagnose the appropriate award choice.

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory (Award Specific) Modules							
<u>Module Title</u>							
Graphic Design Essentials Part 1 (EBAC)	4FTC1228	45	English	0	100	0	B
Illustration Essentials Part 1 (EBAC)	4FTC1227	45	English	0	100	0	B

Level 5

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory (Award Specific) Modules							
<u>Module Title</u>							
GRAPHIC DESIGN							
Graphic Design Essentials Part 2 (EBAC)	5FTC1303	45	English	0	100	0	A
Graphic Design Professional Development (EBAC)	5FTC1302	15	English	0	100	0	B
Graphic Design Live Projects (EBAC)	5FTC1301	30	English	0	100	0	B
ILLUSTRATION							
Illustration Essentials Part 2 (EBAC)	5FTC1300	45	English	0	100	0	A
Illustration Professional Development (EBAC)	5FTC1299	15	English	0	100	0	B
Illustration Commissions (EBAC)	5FTC1298	30	English	0	100	0	B

Placement Modules

Module Title

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Professional Work Experience 15: Design (EBAC)	5FTC1296	15	English	0	100	0	A, B

Students may have the option of taking 5FTC1296 as a substitute for Graphic Design Professional Development (EBAC) 5FTC1302 or Illustration Professional Development (EBAC) 5FTC1299 (depending upon award).

Compulsory Modules

Module Title

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
C&CS Level 5 Graphic Design and Illustration (EBAC)	5FTC1297	30	English	0	100	0	AB

Level 6

Compulsory (Award Specific) Modules

Module Title

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
GRAPHIC DESIGN							
Graphic Design Advanced Practice Part 1 (EBAC)	6FTC1227	30	English	0	100	0	A
Graphic Design Advanced Practice Part 2 (EBAC)	6FTC1226	60	English	0	100	0	B
ILLUSTRATION							
Illustration Advanced Practice Part 1	6FTC1225	30	English	0	100	0	A
Illustration Advanced Practice Part 2	6FTC1224	60	English	0	100	0	B

Compulsory Modules

Module Title

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design and Illustration L6 Degree Essay (EBAC)	6FTC1223	30	English	0	100	0	A

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 including the final degree project appropriate to the award title.

Table1b (below) details the minimum requirements for all awards.

FULL TIME MODE (3 years)

LEVEL 4		Semester A	Semester B
		Visual Communication (EBAC) 4FTC1330 45 credits	Graphic Design Essentials Part 1 (EBAC) 4FTC1228 45 credits or Illustration Essentials Part 1 (EBAC) 4FTC1227 45 credits
C&CS Level 4 Graphic Design and Illustration (EBAC) 4FTC1229 30 credits			
LEVEL 5		Semester A	Semester B
		Graphic Design Essentials Part 2 (EBAC) 5FTC1303 45 credits or Illustration Essentials Part 2 (EBAC) 5FTC1300 45 credits	Graphic Design Professional Development (EBAC) 5FTC1302 15 credits or Illustration Professional Development (EBAC) 5FTC1299 15 credits
			Graphic Design Live Projects (EBAC) 5FTC1301 30 credits or Illustration Commissions (EBAC) 5FTC1298 30 credits
C&CS Level 5 Graphic Design and Illustration (EBAC) 5FTC1297 30 credits			
LEVEL 6		Semester A	Semester B
		Graphic Design Advanced Practice Part 1 (EBAC) 6FTC1227 30 credits or Illustration Advanced Practice Part 1 (EBAC) 6FTC1225 30 credits	Graphic Design Advanced Practice Part 2 (EBAC) 6FTC1226 60 credits or Illustration Advanced Practice Part 2 (EBAC) 6FTC1224 60 credits
		Graphic Design and Illustration L6 Degree Essay (EBAC) 6FTC1223 30 credits	

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:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Graphic Design Illustration	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	A4, A5 B1, B3, B4, B6 C1, C2 D1, D3, D6, D7
Diploma of Higher Education	Graphic Design Illustration	240 credit points including at least 120 at level 5	5, 6	A1, A2, A3, A4, A5, A6 B1, B2, B3, B4, B5, B6 C1, C2, C3, C4 D1, D2, D3, D4, D5, D6, D7
BA	Graphic Design Illustration	300 credit points including 180 at level 6/5 of which 60 must be at level 6	6	All programme learning outcomes (see Table 2)

Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been approved by the University:

- Module 6FTC1223 Graphic Design and Illustration L6 Degree Essay (EBAC) **cannot** be substituted with equivalent credits from any level to improve the degree classification of the awards under the Digital Animation Programme.

Course Code	Course Instance	Award Title	Modules (child instance codes & title)	Must be included in classification algorithm?
CTEBGDI	GDEB3F-1 / GDEB3F-2 ILLEB3F-1 / ILLEB3F-2	BA (Hons) Graphic Design BA (Hons) Illustration	6FTC1223 – Graphic Design and Illustration L6 Degree Essay (EBAC)	Yes

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

- Students are expected to commit to all elements of their programme of study, be punctual in their attendance and meet deadlines. Persistent, unexplained absence or late arrival / departure from lectures, seminars and practicals is not acceptable. Attendance requirements will normally be highlighted within the relevant DMD (Definitive Module Document) or other assessment documentation (module guide or assignment brief). Lack of attendance may inhibit the student's ability to meet the learning outcomes of such modules leading to reduced or fail grades through poor performance.

Students transferring between Franchise Partners and UH:

In instances where a student has transferred between the UH and a Franchised version of *this* programme (or vice versa), final degree classification will be determined using the standard UH methodology (i.e. L5 performance will count towards classification, in addition to L6) irrespective of the location of the final year of study.

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

Other information relevant to the programme

- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, British School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader or the School Admin. Office.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

at EBAC:

- Director of EBAC.
- A Programme Leader who is responsible for the day to day management and who can advise students on the programme as a whole.
- Award Leaders with specific subject and professional expertise.
- Module tutors who are responsible for individual modules.
- A designated Administrator to deal with day to day administration associated with the programme.
- A Programme Committee the membership of which includes the programme leader, all teaching staff, student representatives and the Information Manager.

at UH:

- Dean of School.
- A School Admissions Tutor with specific responsibility for open days and selection.
- A designated Administrator to deal with day to day administration associated with the programme.
- A Link Tutor responsible for day to day communications with EBAC, academic quality and moderation processes.

Support

Students are supported by:

- Particular orientation induction for students and ongoing support for English Language skills which relates to current academic activities.
- An induction at the beginning of each new academic session.
- Programme leader and year tutors to help students understand the course/programme structure and to provide academic and pastoral support.
- Head of Programme Office to deal with student enquiries.
- Student representatives on Programme Committees.
- On-site shop for materials, Loan Stores for camera and other equipment.
- Academic English Support.
- StudyNet, a versatile on-line, interactive intranet and learning environment.
- Guided student-centred learning on StudyNet module sites.
- Attractive, modern study environment.
- Access to digital and print collections of information resources.
- A Programme Office providing advice on issues such as finance, University Regulations, student support, etc.
- Careers advice for students.
- The Students' Union.
- A Link Tutor based at the University of Hertfordshire who will meet students on a bi-annual basis.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.V-KHajXy0nE>

G. Entry requirements

The normal entry requirements for the programme are:

Admission to the BA (Hons) programme is normally through one of the following specified routes or equivalent:

- foundation year of art and design study;
- school study showing a good academic profile, including ability in art and design subjects, equivalent to UK level 3 study;
- professional experience equivalent to a pre-degree year of study.

All students must have an IELTS score of 6 or equivalent.

Selection is usually by interview and portfolio inspection.

Candidates should be able to show evidence of:

- a portfolio of work demonstrating a broad-based approach to visual language and media handling;
- visual communications and problem-solving skills;
- an open-minded and questioning attitude to ideas and issues;
- a desire to engage in contextual debate in relation to fashion design practice;
- written and verbal communication skills.

* In line with UH's admissions policy, those who studied the Brazilian Certificado de Conclusão do Ensino Médio or equivalent (Ensino Médio integrado à Educação Profissional) will be expected to complete a foundation year before embarking on degree studies.

Non-standard / Direct Applicants into Year 2

In the case of students seeking to transfer to the programme from either foundation degree courses or from another non-EBAC degree courses, applications will be looked at on a case by case basis in accordance with 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).

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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

School of Creative Arts, University of Hertfordshire.

Telephone: 01707 285300

Email: ctaadmin@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 Intended 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 and 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 (EBAC)	4FTC1330					X		X	X		X		X	X	X			X		X					
	Graphic Design Essentials Part 1 (EBAC)	4FTC1228				X	X		X		X			X	X	X		X						X		
	Illustration Essentials Part 1 (EBAC)	4FTC1227				X	X		X		X	X		X	X	X	X							X		
	C&CS Level 4 Graphic Design and Illustration (EBAC)	4FTC1229	X	X					X			X							X		X	X		X	X	
Level 5	Graphic Design Essentials Part 2 (EBAC)	5FTC1303	X			X		X	X	X		X		X	X	X		X			X		X			
	Illustration Essentials Part 2 (EBAC)	5FTC1300			X	X	X		X	X	X	X	X	X	X	X	X		X							
	Graphic Design Live Projects (EBAC)	5FTC1301			X	X	X		X	X	X	X	X	X	X	X		X		X		X	X	X	X	
	Illustration Commissions (EBAC)	5FTC1298	X	X	X			X		X	X				X	X	X				X	X	X	X	X	
	Graphic Design Professional Development (EBAC)	5FTC1302	X	X				X				X				X		X	X	X	X	X	X	X	X	X
	Illustration Professional Development (EBAC)	5FTC1299	X	X	X		X	X		X			X	X	X	X	X		X		X	X	X	X		X
	Professional Work Experience 15: (EBAC)	5FTC1296					X	X					X		X	X			X	X			X	X	X	X
C&CS Level 5 Graphic Design and Illustration (EBAC)	5FTC1297	X	X					X			X		X						X	X	X			X		
Level 6	Graphic Design Advanced Practice Part 1 (EBAC)	6FTC1227			X	X	X		X	X		X	X	X	X	X		X	X	X				X	X	
	Illustration Advanced Practice Part 1 (EBAC)	6FTC1225			X	X	X		X	X	X	X	X	X	X	X	X		X	X				X	X	X
	Graphic Design Advanced Practice Part 2 (EBAC)	6FTC1226	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		X	X	X
	Illustration Advanced Practice Part 2 (EBAC)	6FTC1224	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 (EBAC)	6FTC1223	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.
- A6. Audiences and requirements of professional practice in the visual communication industries."

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/context.
- 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.

Section 2

Programme management

Relevant QAA subject benchmarking statements

Type of programme

Date of validation/last periodic review

Date of production/ last revision of PS

Relevant to level/cohort

Administrative School

Art and Design

Undergraduate

July 17

February 2018 / June 2017

Level 4 entering February 2018

School of Creative Arts

Table 3 Course structure

Course details					
Course code	Course description				JACS
CTEBGDI	Graphic Design and Illustration (EBAC, Brazil) BA (Hons) Graphic Design BA (Hons) Illustration				W210 W221
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
GDEB1F-1	A	BA (Hons) Graphic Design	1	EBAC, Sao Paulo, Brazil	Full-time
GDEB1F-2	A	BA (Hons) Graphic Design	1	EBAC, Sao Paulo, Brazil	Full-time
GDEB2F-1	A	BA (Hons) Graphic Design	2	EBAC, Sao Paulo, Brazil	Full-time
GDEB2F-2	A	BA (Hons) Graphic Design	2	EBAC, Sao Paulo, Brazil	Full-time
GDEB3F-1	A	BA (Hons) Graphic Design	3	EBAC, Sao Paulo, Brazil	Full-time
GDEB3F-2	A	BA (Hons) Graphic Design	3	EBAC, Sao Paulo, Brazil	Full-time
ILLEB1F-1	A	BA (Hons) Illustration	1	EBAC, Sao Paulo, Brazil	Full-time
ILLEB1F-2	A	BA (Hons) Illustration	1	EBAC, Sao Paulo, Brazil	Full-time
ILLEB2F-1	A	BA (Hons) Illustration	2	EBAC, Sao Paulo, Brazil	Full-time
ILLEB2F-2	A	BA (Hons) Illustration	2	EBAC, Sao Paulo, Brazil	Full-time
ILLEB3F-1	A	BA (Hons) Illustration	3	EBAC, Sao Paulo, Brazil	Full-time
ILLEB3F-2	A	BA (Hons) Illustration	3	EBAC, Sao Paulo, Brazil	Full-time