University of Hertfordshire UH

School of Creative Arts

Title of Programme: Graphic Design and Illustration

Programme Code: CTBRGDI

For Collaborative: Franchise at The British Higher School of Art and Design

Programme Specification

This programme specification is relevant to students entering:
 01 September 2019

Associate Dean of School (Academic Quality Assurance):
Barbara Brownie

Signature

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment
F	'Herts Handbook' updated to 'Ask Herts'

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 Art and Design. Moscow
University/partner campuses	British School of Art and Design. Moscow
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

The School of Creative Arts, University of Hertfordshire franchise programme at BHSAD:

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 is one of only a few that 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.

University of
Hertfordshire UH

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 presentation from staff, practicing alumni and students from Levels 5 and 6, 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. It is the programme's aim that by the end of Level 5 students ought to be adequately equipped in terms of their knowledge, understanding and skills to secure a work placement or internship within a professional design studio. 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.

University of
Hertfordshire UH

Upon graduation students are aiming for employment, usually via graduate placements and internships. Employment opportunities lie within established 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 option to complete their final year of study at the University of Hertfordshire in the UK is guaranteed to any student meeting the requirements for progression from L5 to L6 study. Students may also choose to undertake their Level 5 studies at the School of Creative Arts in the UK (subject to meeting the requirements for progression from L4 to L5 study) and **either** return to Moscow or remain in the UK to complete their final year of study. The student experience allows for a fully international experience, studying within a large UK university setting, drawing on the resources of the UK and London.

The programme is part of a portfolio of courses run as a franchise partnership between the University of Hertfordshire and the British Higher School in Moscow. The course structure and modules are based on the UK programme. The student experience is intended to bring together a hybrid of the approach of UK art and design education with strengths drawn from the Russian creative industries context and educational traditions.

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 (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. 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.	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) 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. 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. 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.	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.
Intellectual skills	Teaching and learning methods	Assessment strategy
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	Intellectual skills are developed at all levels of the programme through the methods and strategies outlined in section A above. Throughout, the learner is encouraged to develop intellectual skills further by independent study which has an increasing emphasis as the	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. Design projects are supported by on-going tutorials, student-led presentations and project critiques, providing constant

fluently and draw conclusions independently.

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B3-Demonstrate a willingness to explore visual languages, materials and technique.

B4-Develop levels of critical analysis and self-reflection in response to research and ideas;

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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.

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)

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.

opportunities to gain formative feedback.

Practical skills	Teaching and learning methods	Assessment strategy
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. | 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.

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. | 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. |

University of
Hertfordshire UH

Transferable skills	Teaching and learning methods	Assessment strategy
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 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.	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. 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.	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.

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.

English Language

All aspects of the programme are delivered and completed in English. It is expected that all students will continue to build upon their level of English throughout the duration of their programme of study. Students studying in Moscow at BHSAD are expected to commit to the ongoing development of their English language skills throughout all elements of their programme of study in order to maintain a comparable learning experience and level of achievement as their UK based, English speaking peers. For this to succeed, it is expected that students use English as their primary means of communication with their peers and tutors at all times. This is particularly important for the continued development of speaking and listening skills. Efforts should also be made to maintain a commitment to language development outside of timetabled activities although it is acknowledged that this will require additional efforts from the individual student.

In addition to general programme specific communication requirements, some modules have language specific communication requirements in place which will normally be highlighted within the DMD and or other assessment documentation. Ineffective communication will inhibit the student's ability to meet the learning outcomes of such modules leading to reduced or fail grades through poor performance.

D. Programme Structures, Features, Levels, Modules, and Credits
The programme is offered in full time (3 years) mode and leads to the following awards:

BA Degree with Honours in Graphic Design
BA Degree with Honours in Illustration

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

Work-Based Learning (Short and Medium Term Work Experience)

With agreement from the Programme Leader, a student negotiated work experience is available within this Programme at Levels 5/6.

This means that, with prior written agreement, a student may undertake:

- a work experience in place of *an assessed component within* one of the named modules below (referred to as a 'Short Term Work Experience'); *or*,

- a work experience *entirely in place of* one of the named modules below (referred to as a 'Medium Term Work Experience').

5FTC1225 – Graphic Design Professional Development (15 credits)
5FTC1228 - Illustration Professional Development (15 credits)
5FTC1226 - Graphic Design Live Projects (30 credits)
5FTC1229 - Illustration Commissions (30 credits)

University of
Hertfordshire UH

6CTA1172 - Graphic Design Advanced Practice Part 1 (30 credits) ('*Short Term*' only) **or**,
6CTA1174 - Illustration Advanced Practice Part 1 (30 credits) ('*Short Term*' only) (*depending upon award*)

Students normally undertake their work placement *during* Level 5, with the assessment submission made during the period of the module, or alternatively may negotiate with the programme leader to allow a placement undertaken at a different time (for example, during a vacation or non-teaching period) to be accredited within the module running at Level 6 - 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 a work experience simultaneously with their academic study (for example, Timetable constraints for other modules). In terms of exemption from academic study whilst undertaking a work placement, a time equivalent to 30 credits is normally the maximum permitted.

Students will need approval of 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 both the module tutor and 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 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure
Mode of study Full time
Entry point Semester A

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Visual Communication (BHSAD)	4FTC1192	45	English	0	100	0	A
C&CS Level 4 Graphic Design and Illustration (BHSAD)	4FTC1142	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. One on One tutorials are also in place to discuss the student's strengths and future ambitions.

University of Hertfordshire UH

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design Essentials Part 1 (BHSAD)	4FTC1193	45	English	0	100	0	B
or							
Illustration Essentials (BHSAD)	4FTC1194	45	English	0	100	0	B

Level 5

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
GRAPHIC DESIGN							
Graphic Design Essentials Part 2 (BHSAD)	5FTC1230	45	English	0	100	0	A
* Graphic Design Professional Development (BHSAD)	5FTC1225	15	English	0	100	0	B
* Graphic Design Live Projects (BHSAD)	5FTC1226	30	English	o	100	0	B
ILLUSTRATION							
Illustration Essentials Part 2 (BHSAD)	5FTC1227	45	English	0	100	0	A
* Illustration Professional Development (BHSAD)	5FTC1228	15	English	0	100	0	B
* Illustration Commissions (BHSAD)	5FTC1229	30	English	o	100	0	B

* Work experience may be undertaken in part or entire fulfilment of these modules, depending upon the nature of the placement acquired.

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
C&CS Level 5 Graphic Design and Illustration (BHSAD)	5CT1156	30	English	0	100	0	AB

University of Hertfordshire UH

Level 6

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
GRAPHIC DESIGN							
* Graphic Design Advanced Practice Part 1 (BHSAD)	6FTC1172	30	English	0	100	0	A
Graphic Design Advanced Practice Part 2 (BHSAD)	6FTC1173	60	English	0	100	0	B
ILLUSTRATION							
* Illustration Design Advanced Practice Part 1 (BHSAD)	6FTC1174	30	English	0	100	0	A
Illustration Advanced Practice Part 2 (BHSAD)	6FTC1175	60	English	0	100	0	B

* Work experience may be undertaken in part fulfilment of these modules, depending upon the nature of the placement acquired.

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design and Illustration L6 Degree Essay (BHSAD)	6FTC1176	30	English	0	100	0	A

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.

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

Progression to level 6 of the BA (Hons) Graphic Design or BA (Hons) Illustration at the University of Hertfordshire in the UK is guaranteed to any student who has passed 240 credits of study including at least 120 at Level 5.

The option to progress to Level 5 of study in the UK is also available to students who have passed a minimum of 90 credits at level 4 of study.

Students planning to take up either option should, in the first instance, contact their programme administrator and must also notify the School of Creative Arts Admissions Tutor in writing at the start of Semester B of their Level 4 or Level 5 of study, as appropriate.

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

University of Hertfordshire UH

FULL MODE (3 years) – Graphic Design

YEAR 1	
Semester A	**Semester B**
Visual Communication (BHSAD) 4FTC1192 45 credits	**Graphic Design Essentials Part 1 (BHSAD)** 4FTC1193 45 credits
C&CS Level 4 Graphic Design and Illustration (BHSAD) 4FTC1142 30 credits	

YEAR 2	
Semester A	**Semester B**
Graphic Design Essentials Part 2 (BHSAD) 5FTC1230 45 credits	**Graphic Design Professional Development (BHSAD)** 5FTC1225 15 credits
	Graphic Design Live Projects (BHSAD) 5FTC1226 30 credits
C&CS Level 5 Graphic Design and Illustration 5FTC1156 30 credits	

YEAR 3	
Semester A	**Semester B**
Graphic Design Advanced Practice Part 1 (BHSAD) 6FTC1172 30 credits	**Graphic Design Advanced Practice Part 2 (BHSAD)** 6FTC1173 60 credits
Graphic Design and Illustration L6 Degree Essay (BHSAD) 6CTA1176 30 credits	

University of
Hertfordshire UH

FULL MODE (3 years) – Illustration

YEAR 1	
Semester A	**Semester B**
Visual Communication (BHSAD) 4FTC1192 45 credits	**Illustration Essentials Part 1 (BHSAD)** 4FTC1194 45 credits
C&CS Level 4 Graphic Design and Illustration (BHSAD) 4FTC1142 30 credits	

YEAR 2	
Semester A	**Semester B**
Illustration Essentials Part 2 (BHSAD) 5FTC1227 45 credits	**Illustration Professional Development (BHSAD)** 5FTC1128 15 credits
	Illustration Commissions (BHSAD) 5FTC1229 30 credits
C&CS Level 5 Graphic Design and Illustration 5FTC1156 30 credits	

YEAR 3	
Semester A	**Semester B**
Illustration Advanced Practice Part 1 (BHSAD) 6FTC1174 30 credits	**Illustration Advanced Practice Part 2 (BHSAD)** 6FTC1175 60 credits
Graphic Design and Illustration L6 Degree Essay (BHSAD) 6CTA1176 30 credits	

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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	Untitled	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	Graphic Design Illustration	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 6FTC1176 Graphic Design and Illustration L6 Degree Essay **cannot** be substituted with equivalent credits from any level to improve the degree classification of the awards.

Course Code	Course Instance	Award Title	Modules (child instance codes and title)	Must be included in classification algorithm?
CTBRGDI	GDBR3F ILLBR3F	BA (Hons) Graphic Design BA (Hons) Illustration	6FTC1176– Graphic Design and Illustration L6 Degree Essay	Yes

University of Hertfordshire UH

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. Students may be required to attend some specific timetabled sessions for their programme. Some modules have additional specific attendance requirements in place which 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 Higher School of Art and Design and the University. The student may withdraw this consent at any time by contacting their programme leader or the Student Office.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:

at BHSAD:

- Head of British Programmes.
- A Deputy Director Academic Quality.
- Programme Leaders responsible for day to day management of the student experience, open days and selection processes.
- A designated Administrator to deal with day to day programme administration.
- Year Leaders responsible for general day to day management of the year group, including pastoral care.
- Module Leaders responsible for individual modules.
- Programme Committees.

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 Collaborative Partnership Leader responsible for day to day communications with BHSAD, academic quality and moderation processes.

<u>Support</u>

Students are supported by:

- Advice at the admissions stage to ensure they have a clear picture of the programme, with access to further information by email.
- An induction at the beginning of each new academic session.
- Academic Subject Group Leader to oversee and advise on programme related issues.
- A Programme Leader responsible for day to day management of the student experience, open days and selection processes.
- Year Leaders responsible for general day to day management of the year group, including pastoral care.
- Module Leaders responsible for individual modules.
- Tutors to provide academic and pastoral support.
- Student representatives on Programme Committees.
- A designated Student Administrator to deal with student enquiries.
- StudyNet use as part of the learning environment.
- Access to digital and print collections of information resources.
- Careers advice for all current students and graduates.
- A Collaborative Partnership Leader 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 Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

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.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

G. Entry requirements

The normal entry requirements for the programme are:
- 96 UCAS points.
- GCSE Maths and English Language at grade 4 or above.
- A levels/BTECs to include an art related subject.
- IB - 96 points from a minimum of 2 HL subjects at H4 or above to include Visual Arts at SL or HL (with the remaining points to come from a combination of HL, SL and Core).
- Subject to portfolio interview.

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

- pre-degree year of art and design study;
- school study showing a good academic profile, including ability in art and design subjects;
- 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. BHSAD may specify that the applicant undertakes an entry exam.

Candidates for Level 4 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 graphic design / illustration practice;
- written and verbal communication skills.

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 BHSAD degree courses, applications will be looked at on a case by case basis.

Progression either to Level 5 or Level 6 of the BA (Hons) Graphic Design or BA (Hons) Illustration at the University of Hertfordshire in the UK is guaranteed to any student who, on completion of their Level 4 or Level 5 of study, has met the minimum requirements to progress to the next Level of Study. Candidates wishing to take up either of these options should, in the first instance, contact their programme administrator and will also be required to notify the School of Creative Arts Admissions Tutor in writing at the start of Semester B of their Level 4 or level 5 of study, as appropriate.

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).

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

Sebastian Campos (Graphic Design) / Christopher Rainbow (Illustration)
campos@britishdesign.ru / rainbow@britishdesihn.ru

or:

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

University of
Hertfordshire UH

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.

	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
			Knowledge & Understanding						Intellectual Skills						Practical Skills				Transferable Skills							
Level 4	Visual Communication (BHSAD)	4FTC1192					X		X	X		X		X	X	X			X		X					
	Graphic Design Essentials 1 (BHSAD)	4FTC1193				X	X		X		X			X	X	X		X						X		
	Illustration Essentials 1 (BHSAD)	4FTC1194				X	X		X		X	X		X	X	X	X							X		
	C&CS L 4 Graphic Design and Illustration (BHSAD)	4FTC1142	X	X					X			X							X		X	X		X	X	
	Graphic Design Essentials 2 (BHSAD)	5FTC1230	X			X		X	X	X		X		X	X	X		X						X		
	Illustration Essentials 2 (BHSAD)	5FTC1227			X	X	X		X	X	X	X	X	X	X	X	X		X							
	Graphic Design Live Projects (BHSAD)	5FTC1226			X	X	X		X	X	X	X	X	X	X	X		X			X		X	X	X	
	Illustration Commissions (BHSAD)	5FTC1229	X	X	X			X			X	X			X	X	X				X	X	X	X	X	
	Graphic Design Professional Development (BHSAD)	5FTC1225	X	X				X				X				X		X	X	X	X	X	X	X	X	X
	Illustration Professional Development (BHSAD)	5FTC1228	X	X	X		X	X			X		X	X	X	X	X		X			X	X	X	X		X
	C&CS L 5 Graphic Design and Illustration (BHSAD)	5FTC1156	X	X					X			X		X						X	X	X			X	
	Graphic Design Advanced Practice 1 (BHSAD)	6FTC1172			X	X	X		X	X		X	X	X	X	X		X	X	X				X	X	
	Illustration Advanced Practice 1 (BHSAD)	6FTC1174			X	X	X		X	X	X	X	X	X	X	X	X		X	X				X	X	X
	Graphic Design Advanced Practice 2(BHSAD)	6FTC1173	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		X	X	X
	Illustration Advanced Practice 2 (BHSAD)	6FTC1175	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 (BHSAD)	6FTC1176	X	X	X			X	X	X		X		X					X	X	X	X			X	X

Programme Learning Outcomes (as identified in section 1 and the following page)

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

University of Hertfordshire UH

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/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.

University of Hertfordshire UH

Section 2

Programme management

Relevant QAA subject benchmarking statements	Art and Design
Type of programme	Undergraduate
Date of validation/last periodic review	April 15
Date of production/ last revision of PS	May 2019
Relevant to level/cohort	Level 4 entering September 2019
Administrative School	School of Creative Arts

Table 3 Course structure

Course details		
Course code	**Course description**	**JACS**
CTBRGDI	**BA (Hons) Graphic Design and Illustration (BHSAD, Moscow)** BA Hons Graphic Design BA Hons Illustration	 W200 W220