

## Programme specification

(Notes on how to complete this template are provide in Annexe 3)

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Graphic Design
<b>Teaching Institution</b>	Deree – American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2015
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	May 2021
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	Fall 2021
<b>Underpinning QAA subject benchmark(s)</b>	Subject Benchmark Statement, Art and Design, December 2019
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	None
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	
<b>Duration of the programme for each mode of study</b>	Three years – FT
<b>Dual accreditation (if applicable)</b>	Accredited by NECHE
<b>Date of production/revision of this specification</b>	March 2021

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

### **Mission**

The mission of the BA (Hons) in Graphic Design is to expose students to a comprehensive, rigorous curriculum that will integrate theory, the creative process and new technologies. By developing creativity, critical and conceptual thinking, and communication skills, the program will enable students to become successful, versatile practitioners in a global environment, or pursue further academic studies in the field of Graphic Design and Visual Communication.

### **Educational Aims and Objectives**

The Graphic Design Program aims to equip students with critical thinking, contextual knowledge and applicable skills in the field of communication design. Our graduates may then pursue a career in design or continue to graduate studies in related fields. Focus is on building both a theoretical and a methodical, practical toolset, that will allow them to actively engage in a broad field of design areas, such as print and advertising media or digital applications and environments

### **Program characteristics:**

The need for professionals capable of creative and effective visual communication capabilities was identified and then developed as a Graphic Design Program in the Frances Rich School of Fine and Performing Arts. The institution provided resources, external advisors and academic support and formulated the program, that started its operation in Fall 2015.

Since then, the program has been growing in popularity amongst candidates and students, as well as human resources and sees continuous and focused support from the leadership of the Institution.

First and foremost, it engulfs the student body in a multidisciplinary context, with varied arts, sciences and practices. This knowledge framework allows us to tap into multiple streams of research and established learning spheres, in both formal and informal manners. From its outset, the program includes modules from other fields. More

specifically, we are able to strengthen our students' methodological, contextual and linguistic understanding and skills.

Graphic Design, more particularly, being an applied-arts field, balances between vocational skills and theoretical knowledge. Being part of ACG gives us a unique advantage to arm out graduates with solid, in-depth knowledge of contextual, historical and theoretical studies – along with applicable, hands-on skills.

In addition, the program operates under the instruction of practicing designers, all of which are experienced professionals, interested in design education and share a surplus of energy for continuous improvement. We operate an open communication policy, where observations, issues and proposals are communicated amongst the staff and solutions are implemented immediately.

Lastly, the facilities are unique, throughout Greece; the campus itself, with all the amenities (see below), is amongst the finest in the country.

As a result, our service offering is unique in the country: an applied-arts course that rests within a greater higher education institution, that nurtures multiple knowledge fields.

### **Program Learning Goals**

After completing the program, students will be able to:

- Utilize conceptual, practical and technology-based tools, for the creation of appropriate design solutions for a variety of media (print, digital, environmental).
- Demonstrate knowledge of the history and contemporary trends in the field and understanding of the historical and contemporary social, cultural, and technological contexts of Graphic Design.
- Develop, evaluate, and defend creative concepts.
- Create excellent written and oral presentations including portfolio presentations.
- Demonstrate self-motivation and the capacity to work independently or as part of a team.
- Show ability to retrieve, synthesize and evaluate information.
- Demonstrate an understanding of the ethical contexts relevant to the discipline.

### **Exit Awards**

I Certificate of Higher Education in Graphic Design

II a. Diploma of Higher Education in Graphic Design

II b. Bachelor of Arts Ordinary in Graphic Design

### **LEARNING OUTCOMES**

#### **A. Knowledge and Understanding**

By the end of the programme, students will be able to demonstrate:

- A1 The concepts and theories related to Graphic Design, mass media and visual culture.
- A2 The development of Graphic Design within the historical, cultural, social and technological contexts of the 19th-21st centuries.
- A3 The professional areas where Graphic Design is applied (publications, web and interactive, advertising, branding, packaging, environments)
- A4 The terminology used in Graphic Design and related fields
- A5 The Critical context of contemporary Graphic Design
- A6 The ethical and copyright issues related to Graphic Design
- A7 Colour theory, drawing principles and concepts, composition

#### B. Cognitive Skills

By the end of the programme, students will be able to:

- B1 Formulate a language for the critical examination of Graphic Design and visual communication.
- B2 Articulate -in written or spoken form- ideas and concepts based on research and visual theories, and express critical judgement.
- B3 Describe, interpret, evaluate and criticise visual information and the role of Graphic Design within the communication process.
- B4 Understand how Graphic Design works across different media.
- B5 Demonstrate the ability to undertake visual or theoretical research; retrieve, organize, analyze and synthesize information.
- B6 Demonstrate the ability to work independently or as part of a team, with open mindedness.
- B7 Manage the time of a project effectively

#### C. Practical and Professional Skills

By the end of the programme, students will be able to:

- C1 Interpret a design brief, identify the problem/challenge and provide solutions.
- C2 Pursue a design idea from conception, research, to final execution on a variety of media.
- C3 Utilize the appropriate materials, mediums, techniques and tools to create a comprehensive body of work
- C4 Manage and organise a design project (similar to B7 and D3)
- C5 Use digital media and new technologies for the completion of projects
- C6 Create a portfolio to present a body of work

#### D. Key/Transferable Skills

By the end of the programme, students will be able to:

- D1 Demonstrate proficiency in presentation skills
- D2 Demonstrate the ability to undertake research and create an argument
- D3 Manage a project from its initial stage to its completion (similar to B7 and C4)
- D4 Demonstrate the ability to work independently or as part of a team, with open mindedness. (same as B6)
- D5 Demonstrate the ability to communicate in written or spoken form and express critical judgement.

- D6 Demonstrate the ability to work in a digital environment and utilize new technologies

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

### Liberal Education Program

<b>Core Courses</b>	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
WP 1212 Academic Writing and Research	3
MA Mathematics (basic statistics, college algebra, OR higher)	3
SP 2300 Presentation Skills <b>or</b> EN 3742 Professional Communication <b>or</b> equivalent	3
CS 1070 Introduction to information systems <b>or</b> equivalent computer literacy course *	3
Any Natural Science with a lab	4
	22
<b>Liberal Education Electives</b> (must meet at least 4 LE competencies)	
LE designated course in STEM/Natural Sciences (without a lab)	3
LE designated courses in the Social and Behavioural Sciences	9
LE designated courses in Humanities (from more than one discipline)	6
AT 1001 LE History of Art II	
One additional course in Humanities	
LE designated course in Fine and Performing Arts	3
	21
<b>TOTAL</b>	<b>43 cr.</b>

\*May be fulfilled through appropriate academic evaluation.

The programme shares 5 course with Visual Arts, 2 courses with Information Technology and 2 courses with Communication department.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

## 2.4 List of all exit awards

Certificate of Higher Education in Graphic Design (Cert HE)  
Diploma of Higher Education in Graphic Design (Dip HE)  
Bachelor of Arts Ordinary in Graphic Design

### **Certificate of Higher Education in Graphic Design (Cert HE)**

In accordance with the framework for higher education qualifications the Certificate of Higher Education in Graphic Design (Cert HE) is awarded to students who have completed 120 credits at Level 4 (120 credits, 8 15-credit modules). Upon completion of Level 4 students will have a basic knowledge of mass communication and visual literacy concepts as well as visual arts and digital skills. They will also have a basic grasp of important Graphic Design concepts and practices.

More specifically upon completion of Level 4 students will demonstrate **knowledge and understanding of:**

- Basic terminology and concepts of Graphic Design and visual communication (GD 2203 Graphic Design I, GD/AR2001 Visual Literacy, CN 2310 Introduction to advertising, GD 2002 Research-Concept-Design)
- The professional areas where Graphic Design could be applied (GD 2203 Graphic Design I)
- Visual literacy and the technical foundations of art in some areas of the Visual Arts (GD/AR 2001 Visual Literacy, AR 2003 Drawing I, AR 2005 Color I, AR 2017 Digital Image)

In addition, they will have the following **cognitive skills:**

- Demonstrate the ability to discuss Graphic Design and Visual Communication issues (GD/AR 2001 Visual Literacy, CN 2310 Introduction to advertising, GD 2203 Graphic Design I, AR 2017 Digital Image)
- Demonstrate the ability to communicate basic ideas about Graphic Design concepts (GD/AR 2001 Visual Literacy, GD 2002 Research-Concept-Design, GD 2203 Graphic Design I)

Furthermore, they will have the following **practical/professional and transferable skills:**

- Utilize a variety of materials, mediums and techniques to create a project (AR 2005 Color I, AR 2003 Drawing I, AR 2017 Digital Image, ITC/GD 2110 Digital Tools for Graphic Design and Production, GD 2203 Graphic Design I)
- Demonstrate the ability to use some new digital technologies that relate to Graphic Design or Visual Arts (ITC/GD 2110 Digital Tools for Graphic Design and Production, AR 2017 LE Digital Image).

### Intermediate level

The Intermediate level includes the Diploma in Higher Education in Graphic Design and the Bachelor Ordinary (non-Honours) degree in Graphic Design.

#### II a. Diploma of Higher Education in Graphic Design.

In accordance with the framework for higher education qualifications the Diploma of Higher Education in Graphic Design (Cert HE) is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15-credit modules) and 120 at Level 5 (120 credits, 8 15-credit modules). Upon completion of Levels 4 and 5 students should have acquired (i) a broader understanding of the concepts and practices in Graphic Design (ii) a deeper understanding of the applications of digital technology in the field and (iii) further competencies in studio practice.

In addition to the Learning Outcomes acquired in Level 4, upon completion of Level 5 students will be able to demonstrate a **deeper knowledge and understanding** of:

- Some professional areas of Graphic Design and the terminology used in them (GD 3412 Graphic Design II, GD 3313 Typography I, GD 3111 History of Graphic Design, GD 33xx Digital Design I, GD 32xx Illustration).
- The historical context of Graphic Design (GD 3111 History of Graphic Design)
- The role of Graphic Design in the Communication Process (GD 3412 Graphic Design II, GD 3111 History of Graphic Design).

In addition, they will have the following **cognitive skills**:

- Demonstrate ability to engage in research and critically evaluate information and ideas (3111 History of Graphic Design, GD 3412 Graphic Design II, GD 3313 Typography I, GD 33xx Digital Design I, GD 31xx Design Approaches).
- Formulate and defend ideas and creative concepts (GD 3412 Graphic Design II, GD 33xx Digital Design I)

Furthermore, they will have the following practical/**professional and transferable skills**:

- Identify problems and provide solutions (GD 3412 Graphic Design II, GD 31xx Design Approaches, GD 3313 Typography I, GD 33xx Digital Design I).
- Apply new technologies for the completion of projects (GD 33xx Digital Design I, GD 31xx Design Approaches).

#### II b. Bachelor of Arts Ordinary in Graphic Design

Upon completion of 300 credits (20 15 credit modules) of which a minimum of 60 should be at level 6 with the remainder comprising 120 credits at Level 4 and 120 at level 5 students will have acquired (i) more focused skills in Graphic Design (ii) further skills in critically evaluating concepts and (iii) greater competency in presenting creative projects through specialized Graphic Design modules.



In addition to the Learning Outcomes acquired in Levels 4 and 5, upon completion of 60 credits in Level 6 students will be able to **demonstrate a deeper knowledge and understanding of:**

- How Graphic Design graduates can be involved in specific professional areas (CN 4413 Brand Building in Advertising, GD 4622 Typography II, GD 46xx Digital Design II).

In addition, they will have the following **cognitive skills:**

- Demonstrate very good written and oral communication skills related to Graphic Design ideas and concepts (GD 4623 Graphic Design III, CN 4413 Brand Building in Advertising, GD 47xx Branding Ecosystems).

Furthermore, they will have the following **practical/professional and transferable skills:**

- Recommend solutions to problems (GD 47xx Branding Ecosystems, GD 4623 Graphic Design III, CN 4413 Brand Building in Advertising).
- Utilize appropriate tools to create a comprehensive body of work and portfolio (GD 4623 Graphic Design III, GD 46xx Digital Design II, GD 4622 Typography II, CN 4413 Brand Building in Advertising).
- Demonstrate high level of proficiency and professionalism when undertaking Graphic Design projects (GD 47xx Branding Ecosystems, GD 4623 Graphic Design III, GD 46xx Digital Design II, GD 4622 Typography II, CN 4413 Brand Building in Advertising).
- Develop a design concept and a coherent visual language across a variety of touch-points: print, digital, and spatial. (GD 4623 Graphic Design III, GD 47xx Branding Ecosystems).



### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
AR 2003 Drawing I	15	NONE	N/A	YES	FALL/SPRING
AR 2005 Color I	15	NONE	N/A	YES	FALL/SPRING
AR 2017 Digital Image	15	NONE	N/A	YES	FALL
CN 2310 Introduction to advertising	15	NONE	N/A	YES	FALL
GD/AR 2001 Visual Literacy	15	NONE	N/A	YES	SPRING
GD 2002 Research-Concept-Design	15	NONE	N/A	YES	SPRING
GD 2203 Graphic Design I	15	NONE	N/A	YES	FALL
ITC 2110 Digital Tools for Graphic Design and Production	15	NONE	N/A	YES	FALL/SPRING

**Exit Award:** Certificate of Higher Education in Graphic Design is awarded to students who have completed 120 credits at Level 4 (120 credits, 8 15-credit modules).

**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><u>Knowledge and Understanding</u> By the end of this programme students will be able to demonstrate:</p> <p><b>A1.</b> The concepts and theories related to Graphic Design, mass media and visual culture.</p>	<p><b><u>GD 2203 Graphic Design I</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>• Visits to companies and/or production sites.</li> <li>• Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>• Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>• Media labs: students use media labs for the completion of projects and portfolios.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>• Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>GD/AR 2001 Visual Literacy</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.</li> </ul>

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios.
- Gallery and Museum visits.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Use of Blackboard, where instructors post assignment instructions, timely announcements, as well as additional resources.

#### Assessment:

**Formative** Multiple assignments 0%

**Summative** First assessment: Submission of take-home project 40%

**Summative** Final assessment: Submission of project 60%

### CN 2310 Introduction to advertising

#### Teaching and Learning Strategy:

- Class Lectures
- Interactive Learning (discussions of cases and articles, quizzes, concept maps)
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

#### Assessment:

**Summative First assessment:** research paper (1,800-2,000 words) 40%

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>Summative Second assessment:</b> portfolio (analyses of ad campaigns or case studies) 10%</p> <p><b>Summative Third assessment:</b> final exam (2-hour, comprehensive; short answer or essay questions) 50%</p> <p><b><u>GD 2002 Research-Concept-Design</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem-solving sessions, class critiques and discussions.</li> <li>• Visits to companies and/or production sites.</li> <li>• Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>• Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>• Media labs: students use media labs for the completion of projects and portfolios.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>• Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of visual research 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b><u>AR 2017 DIGITAL IMAGE</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>• Visits to companies and/or production sites.</li> <li>• Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>• Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>• Media labs: students use media labs for the completion of projects and portfolios.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>• Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p>
<b>A2</b> The development of Graphic Design within the historical, cultural, social and technological contexts of the 19 <sup>th</sup> -21 <sup>st</sup> centuries.	<p><b><u>GD/AR 2001 Visual Literacy</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 Graphic Design I</u></b></p> <p>[PLEASE SEE ABOVE]</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A3</b> The professional areas where Graphic Design is applied (publications, web and interactive, advertising, branding, packaging, environments)	<p><b><u>GD 2203 Graphic Design I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p>
<b>A4</b> The terminology used in Graphic Design and related fields	<p><b><u>GD 2203 Graphic Design I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD/AR 2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2003 Drawing I</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>• Visits to companies and/or production sites.</li> <li>• Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>• Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>• Media labs: students use media labs for the completion of projects and portfolios.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>• Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>AR 2005 Color I</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>• Visits to companies and/or production sites.</li> <li>• Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>• Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>• Media labs: students use media labs for the completion of projects and portfolios.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>• Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>AR 2017 Digital Image</u></b></p> <p>[PLEASE SEE ABOVE]</p>



<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<b><u>GD 2002 Research-Concept-Design</u></b> <i>[PLEASE SEE ABOVE]</i>
<b>A6</b> The ethical and copyright issues related to Graphic Design	<b><u>GD 2002 Research-Concept-Design</u></b> <i>[PLEASE SEE ABOVE]</i>
<b>A7</b> Colour theory, drawing principles and concepts, composition	<b><u>AR 2003 Drawing I</u></b> <i>[PLEASE SEE ABOVE]</i> <b><u>AR 2017 Digital Image</u></b> <i>[PLEASE SEE ABOVE]</i> <b><u>AR 2005 Color I</u></b> <i>[PLEASE SEE ABOVE]</i> <b><u>GD 2203 GRAPHIC DESIGN I</u></b> <i>[PLEASE SEE ABOVE]</i>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B. Cognitive Skills</b> By the end of the programme, students will be able to:</p> <p><b>B1</b> Formulate a language for the critical examination of Graphic Design and visual communication.</p>	<p><b><u>GD/AR 2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>CN 2310 Introduction to advertising</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2003 Drawing I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2017 Digital Image</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2005 Color I</u></b> [PLEASE SEE ABOVE]</p>
<p><b>B2.</b> Articulate -in written or spoken form- ideas and concepts based on research and visual theories, and express critical judgement.</p>	<p><b><u>GD/AR 2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p>

3B. Cognitive skills	
<b>B3</b> Describe, interpret, evaluate and criticise visual information and the role of Graphic Design within the communication process.	<p><b><u>GD/AR 2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p>
<b>B5</b> Demonstrate the ability to undertake visual or theoretical research; retrieve, organize, analyse and synthesize information	<p><b><u>GD/AR 2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p>
<b>B6</b> Demonstrate the ability to work independently or as part of a team, with open mindedness.	<p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p>
<b>B7</b> Manage the time of a project effectively	<p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2017 Digital Image</u></b></p>

3B. Cognitive skills	
	[PLEASE SEE ABOVE]
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>C. Practical and Professional Skills</u> By the end of the programme, students will be able to:</p> <p><b>C1.</b> Interpret a design brief, identify the problem/challenge and provide solutions.</p>	<p><b><u>ITC/GD 2110 Digital Tools for Graphic Design and Production</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>• In congruence with the teaching and learning strategy of the college, the following tools are used:</li> <li>• Lectures and class discussions. Laboratory sessions involving practice in graphics and page layout applications.</li> <li>• Office hours held by the instructor to provide further assistance to students.</li> <li>• Use of the Blackboard Learning platform (communication, posting of lecture notes / assignments' instructions / timely announcements, online submission of assignments, etc).</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Coursework: Page Poster or Logo Design 40%</p> <p><b>Summative</b> Final assessment: Multi-page e-document design. Content repurposing for print and online delivery 60%</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b></p>

3C. Practical and professional skills	
	<p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<p><b>C2</b> Formulate a design idea from conception, research, to final execution on a variety of media.</p>	<p><b><u>AR 2005 Color I</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>AR 2003 Drawing I</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 2002 Research-Concept-Design</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<p><b>C3</b> Utilize the appropriate materials, mediums, techniques and tools to create a comprehensive body of work</p>	<p><b><u>ITC/GD 2110 Digital Tools for Graphic Design and Production</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>AR 2017 Digital Image</u></b></p> <p>[PLEASE SEE ABOVE]</p>

<b>3C. Practical and professional skills</b>	
<b>C5</b> Apply digital media and new technologies for the completion of projects	<p><b><u>ITC/GD 2110 Digital Tools for Graphic Design and Production</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2017 Digital Image</u></b> [PLEASE SEE ABOVE]</p>
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D. Transferable Generic Skills</b> By the end of the programme, students will be able to:</p> <p><b>D2</b> Demonstrate the ability to undertake research and create an argument</p>	<p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p>
<p><b>D4</b> Demonstrate the ability to work independently or as part of a team, with open mindedness. (All courses)</p>	<p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p>

3D. Key/transferable skills	
<b>D5</b> Demonstrate the ability to communicate in written or spoken form and express critical judgement.	<p><b><u>GD 2002 Research-Concept-Design</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 2203 GRAPHIC DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD/AR2001 Visual Literacy</u></b> [PLEASE SEE ABOVE]</p>
<b>D6</b> Ability to work on a digital environment and utilize new technologies	<p><b><u>ITC/GD 2110 Digital Tools for Graphic Design and Production</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>AR 2017 Digital Image</u></b> [PLEASE SEE ABOVE]</p>

**[Please insert here title(s) of exit award(s) at Level 4, if applicable]:**

Certificate of Higher Education in Graphic Design (Cert HE)



Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AR 3104 Drawing II	15	NONE	N/A	YES	FALL/SPRING
AR 3106 Color II	15	NONE	N/A	YES	FALL/SPRING
GD 3111 History of Graphic Design	15	NONE	N/A	YES	SPRING
GD 3313 Typography I	15	NONE	N/A	YES	FALL
GD 3412 Graphic Design II	15	NONE	N/A	YES	SPRING
GD 33xx Digital Design I	15	NONE	N/A	YES	SPRING
GD 32xx Illustration	15	NONE	N/A	YES	SPRING
GD 31xx Design Approaches	15	NONE	N/A	YES	FALL

**Exit Award:** Diploma of Higher Education in Graphic Design (Cert HE) is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15-credit modules) and 120 at Level 5 (120 credits, 8 15-credit modules).

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
By the end of this programme students will be able to demonstrate:  <b>A1</b> The concepts and theories related to Graphic Design, mass media and visual culture.	<b><u>GD 3412 GRAPHIC DESIGN II</u></b>  Teaching and Learning Strategy: → Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions. → Visits to companies and/or production sites. → Attendance of lectures/workshops by professionals offered on campus and/or in companies.

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

- Studios: students are encouraged to use studio facilities for the completion of their works.
- Media labs: students use media labs for the completion of projects and portfolios.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.

#### Assessment:

**Formative** Multiple assignments 0%

**Summative** First assessment: Submission of project 40%

**Summative** Final assessment: Submission of project 60%

### GD 3313 Typography I

#### Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, applied typographic projects, class critiques and discussions.
- Visits to companies and/or production sites.
- Attendance of lectures/workshops by professionals offered on campus and/or in companies.
- Studios: students are encouraged to use studio facilities for the completion of their works.
- Media labs: students use media labs for the completion of projects and portfolios.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material
- Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.

#### Assessment:

**Formative** Multiple assignments 0%

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>Summative</b> First assessment: In-class examination 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>→ Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> In-class exercise: Students research key developments of design history for discussion in class 0%</p> <p><b>Summative</b> First assessment: In-class written examination 40%</p> <p><b>Summative</b> Final assessment: Research paper 60%</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b></p> <p>Teaching and Learning Strategy:</p>

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

- Classes consist of lectures, demonstrations, applied projects, class critiques and discussions.
- Visits to companies and/or production sites.
- Utilization of online tools and platforms.
- Attendance of lectures/workshops by professionals offered on campus and/or in companies.
- Studios: students are encouraged to use studio facilities for the completion of their works.
- Media labs: students use media labs for the completion of projects and portfolios.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.

Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.

#### Assessment:

**Formative** Multiple formative projects, to be displayed online 0%

**Summative** First assessment: Submission of project 40%

**Summative** Final assessment: Submission of project 60%

### GD 32xx ILLUSTRATION

#### Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, applied projects, class critiques and discussions.
- Visits to companies and/or production sites.
- Attendance of lectures/workshops by professionals offered on campus and/or in companies.
- Studios: students are encouraged to use studio facilities for the completion of their works.
- Media labs: students use media labs for the completion of projects and portfolios.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.

#### Assessment:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<b>Formative</b> Multiple In-class presentations 0% <b>Summative</b> First assessment: Submission of project 40% <b>Summative</b> Final assessment: Submission of project 60%
<b>A2</b> The development of Graphic Design within the historical, cultural, social and technological contexts of the 19th-21st centuries.	<b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]
<b>A3</b> The professional areas where Graphic Design is applied (publications, web and interactive, advertising, branding, packaging, environments)	<b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE] <b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE] <b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE] <b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A4</b> The terminology used in Graphic Design and related fields	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p>
<b>A6</b> The ethical and copyright issues related to Graphic Design	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 31xx DESIGN APPROACHES</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material</li> <li>→ Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<b>Formative</b> Creative session: Design brief analysis and research proposal 0% <b>Summative</b> First assessment: Submission of project 40% <b>Summative</b> Final assessment: Submission of project 60%
<b>A7</b> Colour theory, drawing principles and concepts, composition	<b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE] <b><u>AR 3014 Drawing II</u></b> [PLEASE SEE ABOVE] <b><u>AR 3016 Color II</u></b> [PLEASE SEE ABOVE] <b><u>GD 32xx ILLUSTRATION</u></b> [PLEASE SEE ABOVE]



3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>B. Cognitive Skills</u> By the end of the programme, students will be able to:</p> <p><b>B1.</b> Formulate a language for the critical examination of Graphic Design and visual communication.</p>	<p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p>
<p><b>B2</b> Articulate -in written or spoken form- ideas and concepts based on research and visual theories, and express critical judgement.</p>	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p>

<b>3B. Cognitive skills</b>	
<b>B3</b> Describe, interpret, evaluate and criticise visual information and the role of Graphic Design within the communication process	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p>
<b>B4</b> Demonstrate understanding of how Graphic Design works across different media.	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p>
<b>B5</b> Demonstrate the ability to undertake visual or theoretical research; retrieve, organize, analyze and synthesize information.	<p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p>
<b>B6</b> Demonstrate the ability to work independently or as part of a team, with open mindedness.	<p><b><u>GD 31xx DESIGN APPROACHES</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p>

3B. Cognitive skills	
<b>B7</b> Manage the time of a project effectively	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx ILLUSTRATION</u></b> [PLEASE SEE ABOVE]</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b><u>C. Practical and Professional Skills</u></b> By the end of the programme, students will be able to:</p> <p><b>C1</b> Interpret a design brief, identify the problem/challenge and propose solutions.</p>	<p><b><u>GD 31xx DESIGN APPROACHES</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p>

3C. Practical and professional skills	
	<p><b><u>GD 32xx Illustration</u></b></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, applied projects, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> </ul> <p>Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</p> <p><u>Assessment:</u></p> <p><b>Formative</b> in-class presentations 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p>
C2 Pursue a design idea from conception, research, to final execution on a variety of media.	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b></p> <p>[PLEASE SEE ABOVE]</p>

<b>3C. Practical and professional skills</b>	
<b>C3</b> Utilize the appropriate materials, mediums, techniques and tools to create a comprehensive body of work	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b> [PLEASE SEE ABOVE]</p>
<b>C4</b> Manage and organise a design project	<p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b> [PLEASE SEE ABOVE]</p>
<b>C5</b> Use digital media and new technologies for the completion of projects	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b> [PLEASE SEE ABOVE]</p>
<b>C6</b> Create a portfolio to present a body of work	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b></p>

3C. Practical and professional skills	
	[PLEASE SEE ABOVE]
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<u>D. Transferable Generic Skills</u> By the end of the programme, students will be able to:  <b>D1</b> Demonstrate proficiency in presentation skills	<u><b>GD 3412 GRAPHIC DESIGN II</b></u> [PLEASE SEE ABOVE] <u><b>GD 33xx DIGITAL DESIGN I</b></u> [PLEASE SEE ABOVE]
<b>D2</b> Demonstrate the ability to undertake research and create an argument	<u><b>GD 31xx DESIGN APPROACHES</b></u> [PLEASE SEE ABOVE] <u><b>GD 3412 GRAPHIC DESIGN II</b></u> [PLEASE SEE ABOVE]
<b>D3</b> Manage a project from its initial stage to its completion	<u><b>GD 31xx DESIGN APPROACHES</b></u> [PLEASE SEE ABOVE] <u><b>GD 3412 GRAPHIC DESIGN II</b></u> [PLEASE SEE ABOVE] <u><b>GD 33xx DIGITAL DESIGN I</b></u> [PLEASE SEE ABOVE]

<b>3D. Key/transferable skills</b>	
<b>D4</b> Demonstrate the ability to work independently or as part of a team, with open mindedness	<p><b><u>GD 31xx DESIGN APPROACHES</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3313 Typography I</u></b> [PLEASE SEE ABOVE]</p>
<b>D5</b> Demonstrate the ability to communicate in written or spoken form and express critical judgement.	<p><b><u>GD 31xx DESIGN APPROACHES</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 3111 HISTORY OF GRAPHIC DESIGN</u></b> [PLEASE SEE ABOVE]</p>
<b>D6</b> Demonstrate the ability to work in a digital environment and utilize new technologies	<p><b><u>GD 3412 GRAPHIC DESIGN II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 33xx DIGITAL DESIGN I</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 32xx Illustration</u></b> [PLEASE SEE ABOVE]</p>



3D. Key/transferable skills	
	<p><b><u>GD 3313 Typography I</u></b></p> <p>[PLEASE SEE ABOVE]</p>

**[Please insert here title(s) of exit award(s) at Level 5, if applicable]:**

Diploma of Higher Education in Graphic Design.

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
CN 4413 Brand Building In Advertising	15	NONE	N/A	YES	FALL
GD 4321 Contemporary Design Issues	15	NONE	N/A	YES	SPRING
ITC 4130 Human Computer Interaction	15	NONE	N/A	YES	FALL
GD 4622 Typography II	15	NONE	N/A	YES	SPRING
GD 4623 Graphic Design III	15	NONE	N/A	YES	FALL
GD 47xx Branding Ecosystems	15	NONE	N/A	YES	SPRING
GD 46xx Digital Design II	15	NONE	N/A	YES	SPRING
GD 4940 Senior Project - Capstone Course	15	NONE	N/A	YES	FALL/SPRING

**Exit Award:** Bachelor of Arts Ordinary in Graphic Design, upon completion of 300 credits (20 15 credit modules) of which a minimum of 60 should be at level 6 with the remainder comprising 120 credits at Level 4 and 120 at level 5

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
By the end of this programme students will be able to demonstrate:	<b><u>CN 4413 Brand Building in Advertising</u></b>  Teaching and Learning Strategy: → Class Lectures → Interactive Learning (class discussions, group work, creative sessions)

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>A1</b> The concepts and theories related to Graphic Design, mass media and visual culture.	<ul style="list-style-type: none"> <li>→ Briefings</li> <li>→ Case studies</li> <li>→ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</li> <li>→ Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Oral presentation 0%</p> <p><b>Summative</b> First assessment: First assessment: presentation slides 40%</p> <p><b>Summative</b> Final assessment: Individual project 60%</p>
	<p><b><u>GD 46xx Digital Design II</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>→ Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>GD4321 Contemporary Design Issues</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ In congruence with the teaching and learning strategy of the college, the following tools are used:</li> <li>→ Classes consist of lectures and discussions.</li> <li>→ Visits to companies and production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>→ -Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Research paper I 40%</p> <p><b>Summative</b> Final assessment: Research paper II 60%</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>→ Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</p> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p>
<b>A2</b> The development of Graphic Design within the historical, cultural, social and technological contexts of the 19 <sup>th</sup> -21 <sup>st</sup> centuries.	<p><b><u>GD4321 Contemporary Design Issues</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>A3</b> The professional areas where Graphic Design is applied (publications, web and interactive, advertising, branding, packaging, environments)	<p><b><u>GD 4622 Typography II</u></b></p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, and problem-solving sessions, applied typographic projects, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> <li>→ Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project (book design) 50%</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>Summative</b> Final assessment: Submission of project (type design) 50%</p> <p><b><u>GD 46xx Digital Design II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>CN 4413 Brand Building in Advertising</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>→ Classes consist of lectures, demonstrations, and problem solving sessions, applied projects, class critiques and discussions.</li> <li>→ Visits to companies and/or production sites.</li> <li>→ Attendance of lectures/workshops by professionals offered on campus and/or in companies.</li> <li>→ Studios: students are encouraged to use studio facilities for the completion of their works.</li> <li>→ Media labs: students use media labs for the completion of projects and portfolios.</li> <li>→ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.</li> </ul> <p>Use of Blackboard, where instructors post assignments, instructions, announcements, as well as additional resources.</p> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: Submission of project 40%</p> <p><b>Summative</b> Final assessment: Submission of project 60%</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p><b>Summative</b> First assessment: Submission of project progress 30%</p> <p><b>Summative</b> Final assessment: Submission of final project 70%</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>A4</b> The terminology used in Graphic Design and related fields	<p><b><u>GD 4622 Typography II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD4321 Contemporary Design Issues</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>A5</b> The Critical context of contemporary Graphic Design	<p><b><u>GD4321 Contemporary Design Issues</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	[PLEASE SEE ABOVE]
<b>A6</b> The ethical and copyright issues related to Graphic Design	<b><u>GD4321 Contemporary Design Issues</u></b> [PLEASE SEE ABOVE] <b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE] <b><u>GD 4940 Senior Project</u></b> [PLEASE SEE ABOVE]
<b>A7</b> Colour theory, drawing principles and concepts, composition	<b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE] <b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE] <b><u>CN 4413 Brand Building in Advertising</u></b> [PLEASE SEE ABOVE]



3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B. Cognitive Skills</b> By the end of the programme, students will be able to:</p> <p><b>B1.</b> Formulate a language for the critical examination of Graphic Design and visual communication.</p>	<p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>CN 4413 Brand Building in Advertising</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD4321 Contemporary Design Issues</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p>
<p><b>B2</b> Articulate -in written or spoken form- ideas and concepts based on research and visual theories, and express critical judgement.</p>	<p><b><u>GD4321 Contemporary Design Issues</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p>
<p><b>B3</b> Describe, interpret, evaluate and criticise visual information and the role of Graphic Design within the communication process</p>	<p><b><u>GD4321 Contemporary Design Issues</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>CN 4413 Brand Building in Advertising</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p>

3B. Cognitive skills	
	<p><b><u>ITC 4130 Human Computer Interaction</u></b></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>→ Lectures, class discussions, problem-solving sessions, and review of real-world cases based on specific theoretical concepts.</li> <li>→ Office hours held by the instructor to provide further assistance to students.</li> <li>→ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments</li> </ul> <p><u>Assessment:</u></p> <p><b>Formative</b> Multiple assignments 0%</p> <p><b>Summative</b> First assessment: examination (1-hour): short essay questions 40%</p> <p><b>Summative</b> Final assessment: Research Project: (case study: data collection, synthesis, critical evaluation and/or interface design) 60%</p>
<b>B4</b> Understand how Graphic Design works across different media	<p><b><u>CN 4413 Brand Building in Advertising</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>B5</b> Demonstrate the ability to undertake visual or theoretical research; retrieve, organize, analyze and synthesize information.	<p><b><u>GD4321 Contemporary Design Issues</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>ITC 4130 Human Computer Interaction</u></b></p> <p>[PLEASE SEE ABOVE]</p>

3B. Cognitive skills	
<b>B6</b> Demonstrate the ability to work independently or as part of a team, with open mindedness.	<p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b> [PLEASE SEE ABOVE]</p>
<b>B7</b> Manage the time of a project effectively	<p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b> [PLEASE SEE ABOVE]</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><u>C. Practical and Professional Skills</u> By the end of the programme, students will be able to:</p> <p><b>C1.</b> Interpret a design brief, identify the problem/challenge and propose solutions.</p>	<p><b><u>GD47xx Branding Ecosystems</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>CN 4413 Brand Building in Advertising</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>ITC 4130 Human Computer Interaction</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b> [PLEASE SEE ABOVE]</p>
<p><b>C2</b> Pursue a design idea from conception, research, to final execution on a variety of media.</p>	<p><b><u>CN 4413 Brand Building in Advertising</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4622 Typography II</u></b> [PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p>

3C. Practical and professional skills	
	<p>[PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<p><b>C3</b> Utilize the appropriate materials, mediums, techniques and tools to create a comprehensive body of work</p>	<p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>CN 4413 Brand Building in Advertising</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4622 Typography II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<p><b>C4</b> Manage and organise a design project</p>	<p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p>

3C. Practical and professional skills	
	<p><b><u>ITC 4130 Human Computer Interaction</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>C5</b> Use digital media and new technologies for the completion of projects	<p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b></p> <p>[PLEASE SEE ABOVE]</p>
<b>C6</b> Create a portfolio to present a body of work	<p><b><u>GD 4622 Typography II</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD47xx Branding Ecosystems</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4623 Graphic Design III</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 4940 Senior Project</u></b></p> <p>[PLEASE SEE ABOVE]</p> <p><b><u>GD 46xx Digital Design II</u></b></p>

3C. Practical and professional skills	
	[PLEASE SEE ABOVE]

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<u>D. Transferable Generic Skills</u> By the end of the programme, students will be able to:  <b>D1.</b> Demonstrate proficiency in presentation skills	<u><b>GD 4940 Senior Project</b></u> [PLEASE SEE ABOVE]  <u><b>GD47xx Branding Ecosystems</b></u> [PLEASE SEE ABOVE]
<b>D2</b> Demonstrate the ability to undertake research and create an argument	<u><b>GD47xx Branding Ecosystems</b></u> [PLEASE SEE ABOVE] <u><b>GD 4940 Senior Project</b></u> [PLEASE SEE ABOVE] <u><b>CN 4413 Brand Building in Advertising</b></u> [PLEASE SEE ABOVE] <u><b>GD4321 Contemporary Design Issues</b></u> [PLEASE SEE ABOVE]

3D. Key/transferable skills	
<b>D3</b> Manage a project from its initial stage to its completion	<p><b><u>GD47xx Branding Ecosystems</u></b>  [PLEASE SEE ABOVE]  <b><u>GD 4940 Senior Project</u></b>  [PLEASE SEE ABOVE]</p>
<b>D4</b> Demonstrate the ability to work independently or as part of a team, with open mindedness.	<p><b><u>GD47xx Branding Ecosystems</u></b>  [PLEASE SEE ABOVE]  <b><u>GD 4623 Graphic Design III</u></b>  [PLEASE SEE ABOVE]  <b><u>GD 4940 Senior Project</u></b>  [PLEASE SEE ABOVE]  <b><u>GD 46xx Digital Design II</u></b>  [PLEASE SEE ABOVE]</p>
<b>D5</b> Demonstrate the ability to communicate in written or spoken form and express critical judgement.	<p><b><u>GD 4940 Senior Project</u></b>  [PLEASE SEE ABOVE]  <b><u>GD4321 Contemporary Design Issues</u></b>  [PLEASE SEE ABOVE]</p>



3D. Key/transferable skills	
<b>D6</b> Demonstrate the ability to work in a digital environment and utilize new technologies	<p><b><u>GD 46xx Digital Design II</u></b>  <i>[PLEASE SEE ABOVE]</i></p> <p><b><u>ITC 4130 Human Computer Interaction</u></b>  <i>[PLEASE SEE ABOVE]</i></p> <p><b><u>GD 4623 Graphic Design III</u></b>  <i>[PLEASE SEE ABOVE]</i></p>

**[Please insert here title of exit awards(s) at Level 6]**  
 Bachelor of Arts Ordinary in Graphic Design

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

We have expanded the network of businesses (design studios, advertising agencies, etc.) that are interested in student employment, placements and internships. With the assistance of the ACG Careers Office, we were able to promote our students and graduates into the workforce.

Unfortunately, the global pandemic did not allow us to engage our students in the past year (Spring 2020-Spring 2021) – since most of them reached Level 5 and 6 during that time.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

##### **Academic Advising**

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads and Program Coordinators act as educational consultants.

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

### **Student Orientation**

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

### **Disability Status and Provisions**

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the **Counselling Centre** in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

**Academic Societies** offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Graphic Design Society represents Graphic Design students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Student Handbook** provides detailed information about the Graphic Design programme, all aspects related to pursuing an OU award at Deree, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

### **Work-based Learning - Internship Opportunities**

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic

teams. **Office of Student Affairs** co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

### **Student Retention**

The American College of Greece pays close attention to the progression of students from admission to graduation. The goal of the Office of Retention is to help students stay in college while taking advantage of opportunities ACG offers, and graduate on time to realize their full potential.

The **Student Success Centre** (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions, workshops, job and internship opportunities and online resources, building relationships and longstanding collaborations between students/alumni and potential employers. During the last year the Office of Career Services has expanded its online services. More specifically, via the office's main platform called the **Career Portal** students can participate in a *Virtual Career Fair* to connect directly with employers via videoconferencing, have *Video Interview Practice* where they record their answers to interview questions and receive feedback from a counselor, and register to a *Mock Interview* with an experienced recruiter. The Career Portal also has shortcuts to two additional platforms, *HigherEd* and *GoingGlobal*, where students can find information and opportunities for jobs or internships worldwide, including Covid-19 related information to find remote opportunities per country. The office moved dynamically to the era of social media utilizing Instagram, additionally to Facebook and LinkedIn.

The quality of the services offered, transforms the Office of Career Services into a hub for career-related issues. The variety of programs and services offered to students and alumni include:

- access to local and international job and internship positions as well as work study positions and the administration of the Local and International Internship program
- counseling sessions (online or on campus) on selection of study area, career advising and graduate studies advising
- an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major
- skills workshops on variety of subjects including job search, job interview techniques, CV building
- assessment center tests for practice
- career networking events; Career Days where the students have the opportunity to have a short interview with a company representative

Career Days takes place annually on campus for 45 consecutive years. This year Career Days were implemented as a Virtual Career Fair, hosted on the Career Portal. The event typically lasts for a week and includes: training sessions/workshops, mock interviews, CV preparation in view of four days of company visits on campus. More than a hundred companies participate each year. During these days all Deree students have the chance to be interviewed by company representatives either for consideration for an immediate job or internship opening or for their qualifications to be perceived by these representatives, something which may lead to future employment opportunities. Representatives from the Graphic Design industry will be present in these events.

#### 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

#### **The Admissions Process**

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience.

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion Certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall average grade of 2.5/4.0 in a US style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor

will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

- The number of courses students will be allowed to register for will be determined by their English Language Placement (see section “Evidence of Proficiency in English”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.

Candidates are required to schedule an interview with a designated College representative after all application material has been submitted in order to assess their profile.

### **Evidence of Proficiency in English**

All applicants must demonstrate proficiency in the English language either by taking the College’s English Placement Test (Oxford Online Placement Test) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater.

Michigan State University Certificate of Language Proficiency (MSU-CELP)

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Diploma IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010.

Applicants who do not qualify for WP1010 but who otherwise show academic promise are required to follow the English for Academic Purposes Program (see section "Academic Writing").

## 7. Language of study

English

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

The assessment methods for each module are included in the module syllabus and made known to the student through: a) the course information packet which is given to all students on the first day of classes and b) postings on Blackboard. The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Courses also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.



Summative assessments include:

Formative assessments include:

### **Assessment Procedure (Regulatory Framework)**

#### **ASSESSMENT, PROGRESSION AND AWARD OF CREDIT**

10.0 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.

10.1 Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

#### **11.0 Minimum requirements for pass**

11.1 To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

11.2 The minimum aggregate pass marks for The Open University validated awards are: 40% for undergraduate programmes 50% for postgraduate programmes. These minima may apply to assessment elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications.

#### **12.0 Identification of requirements from professional, statutory and regulatory bodies**

12.1 Additional academic regulations required by any professional, statutory or recognised regulatory body will be set out in the relevant programme specification and approved by The Open University in the validation process.

13.0 Submission of assessed work

13.1 Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

13.2 Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

13.3 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass mark (PG awards) and no further. Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day. Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessment components concerned and will be marked as 0.



## **27.0 Authority of Boards of Examiners**

27.1 The Board of Examiners is authorised to determine the progression of students in accordance with these academic regulations and to recommend progression or the conferment of validated awards of The Open University.

27.2 All progression and award recommendations are made to The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) for them to ratify. The Panel is responsible for approving recommendations for module results and the award and Classification of qualifications (including partner institutions).

27.3 All decisions related to a student's progression, final results, and awards, will be approved by a properly constituted Board of Examiners.

27.4 No other body has authority to recommend conferment of an award or progression, nor to amend the decision of an approved and properly constituted Board of Examiners acting within its terms of reference and in accordance with the regulations for the programme of study. A Board of Examiners may, however, be required to review a decision, or may have that decision annulled under the Appeals procedure.

### **28.0 Subsidiary Boards of Examiners**

28.1 Any subsidiary board of examiners (with designated responsibility for a cognate group of units or subjects) will include all subject-based or cognate group External Examiners.

28.2 The rights and duties of External Examiners on subsidiary boards are the same as those of External Examiners on the parent board except that the subsidiary board of examiners only makes recommendations to the parent board.

28.3 Subsidiary boards will exercise responsibility for assessing students but will not make decisions on progression or awards. These will remain the responsibility of the parent Board of Examiners.

28.4 Once a subsidiary board has confirmed marks or grades for a student these will not normally be varied by the parent board – although the parent board retains the authority to reach its own conclusion on the overall performance and grading of each student. It follows that, while a subsidiary board will be charged with recommending arrangements for reassessment of a failed student, only the parent board – having confirmed the fail and determined a student's right to retrieve – can approve the reassessment arrangements.

## **9. For apprenticeships in England End Point Assessment (EPA).**

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

## **10. Methods for evaluating and improving the quality and standards of teaching and learning.**

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through CourseEval). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical Practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best Practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on conference participation

The College is an institutional member of the Faculty Resource Network (FRN) at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

Deree-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

Deree-ACG's Teaching and Learning Center (TLC) focuses on academic staff

development. The goals of the TLC are to promote best Practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered Practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all Deree instructors, TLC facilitates faculty efforts to keep up with best Practices in pedagogy.

#### 10. Changes made to the programme since last (re)validation

The original outline of the program, as deployed in great detail, sets a very rigorous and realistic curriculum, that is agreeable by all instructors and design practitioners that were exposed to it.

As originally aimed, our graduating students demonstrate clearly that they can combine theoretical, multidisciplinary and contextual knowledge with practical skills and applied knowledge. The range of graduate interests, as expected, is varied: some are taking on graduate level education, while others have been offered industry jobs.

On a strategic level, there are no major changes; the core of the program is robust, realistic and adaptable.

We are now in position to propose certain operational shifts, aimed mainly at enhancing the digital stream of the designer's practice. This field of knowledge is referenced in the original curriculum design; however, recent shifts in industry and social practices, indicate that we must empower this sector further.

##### **Contextualisation**

Graphic and communication design continue to grow as practitioner fields, as the needs for print and digital communication increase. In an ever-evolving trend, information dissemination is a necessary prerequisite in contemporary culture and professionals focusing in this field are needed.

The main developments are:

1. New technologies are affecting the field: augmented and virtual reality are growing spaces, and several products that will cause a paradigm shift will be released in the next years.

2. Social media and online communication are expanding; the global pandemic reinforced their influence and forced new users to explore their potential.
3. Online shopping and entertainment are also affecting consumer trends.
4. On an opposing front, craft techniques are being used to create design works that are unique one-offs and carry the significance of the “real”, i.e. non-digital works.
5. Reflective thinking and a growing interest in the role of the designer as a mediator (in news, information, etc.) are being explored.
6. Mainly on the academic front, the edges between art production and design are merging; ever-so often graduate work being produced is unclassifiable as per these two sectors – they often fall under both categories.

### **Our response**

The program recognizes that the professional practice of design is an ever-changing, shape-shifting and highly demanding space in today’s media-savvy social framework. Messages are now equally spread on paper and screen and social interaction can be observed both in physical and virtual spaces; the role of the designer as a mediator must therefore be expanded and the toolbox extended. It is necessary, therefore, to arm our students with the basic skills and methodological approaches necessary, as well as contextualization and history. This is, by and large, established by the supporting Liberal Education system, L4 and some L5 modules. In response to the latest development of accelerated digitization of social life and market needs, we also need to introduce our students to all latest developments of technological means of creativity, communication and expression.

### **Enhancing the digital stream**

In light of the above observations, we are proposing the introduction of a series of two modules, aimed at enhancing digital means of design production; these modules are Digital Design I (L5) and Digital Design II (L6).

#### **New level 5 Module: GD 33xx Digital Design I**

This course replaces Web Design. Transferring the principles of GD into the digital domain. Focus on web, app and integrated digital solutions design from the point-of-view of the design practitioner. Students are introduced to UI/UX methodologies and app design, as well as digital campaigns (advertising) and social media content creation. It sets the base for understanding of digital channels and how the practice of design can offer tangible and measurable results.

#### **New level 6 Module: GD 46xx Digital Design II**

Building on the field of digital design, we venture into the world of 3D typography and modelling, animation, as well as Augmented and Virtual Reality. Introduction to 3D modelling software, such as Cinema4D and After Effects. Reference to Data-driven design + communication and Design as a system / ecosystem.

### **Integration of methodology and practice**

It has been observed that design methodologies are utilized in a very broad scope of fields, so as to solve real-world problems (not solely design challenges). Design Research and Design Thinking methodologies are prime example of large-scale thinking that has evolved from original design methods of the past. In the Business, Management and Service Design sectors, we can identify multiple methodologies (and

mottos such as “Thinking out of the box”, “design thinking”, “creative thinking”) being applied to solve problems. These genealogies of processes can be re-appropriated and introduced to GD students; this will assist them in multiple levels, such as:

- sourcing human-centric ways to be more creative
- supporting decisions in business and enhance entrepreneurship capabilities
- collaborating in larger, multi-disciplinary groups of professionals and/or academics.

The methodologies will be aimed at responding to real-world design challenges, while possibly allowing the students to engage with civic life and local or specialist communities.

### **New level 5 Module: GD 31xx Design Approaches**

This course introduces different ways of thinking (design thinking and design research, human-centric approach, group work) and seeing – a continuation of Research-Concept-Design. In parallel, students experiment and learn different techniques, processes and recording, presentation and collaboration media (photography, etc). This is a course that fosters experimentation, cross-disciplinarity and allows students to further expand on their aptitudes. Lastly, we propose venturing into the outside world and combining the work output with community and real-life projects.

### **The entrepreneurial spirit**

The employment/work landscape is in constant flux and designers are, ever more, being asked to operate in semi-autonomous ways: on a project-basis, as freelancers, as external collaborators or as entrepreneurs. Own production, own publishing and self-initiated work is now an industry-wide standard.

The three aforementioned modules aim to provide our students with the necessary tools. In addition, and after gauging our students capacity and inclination, we are also allowing for more autonomy in the final projects of each module (especially in L5 and L6). Students will have the option to select their particular interest and focus area in modules such as: GD 2002 Research-Concept-Design, GD 2203, Graphic Design I, GD 3412 Graphic Design II, GD 4624 Branding Ecosystems, Digital Design II and, as is intrinsic to the module, GD 4940 Senior Project.

We believe that the above changes have given the program a new and dynamic energy, so that it remains relevant, energetic and engaging – and in tune with real-world and industry challenges.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
4	ITC 2110 Digital Tools for Graphic Design and Production															✓		✓		✓							✓
	GD 2203 Graphic Design I	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓								✓	✓	
	AR 2003 Drawing I				✓			✓	✓								✓										
	AR 2005 Color I				✓			✓	✓								✓										
	AR 2017 LE Digital Image	✓			✓			✓	✓						✓			✓		✓							✓
	CN 2310 Introduction to advertising	✓						✓																			
	GD/AR 2001 Visual Literacy	✓	✓		✓			✓	✓	✓		✓													✓		
	GD 2002 Research-Concept-Design	✓		✓	✓		✓			✓	✓		✓	✓		✓	✓					✓			✓		

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	AR 3104 Drawing II							✓																			
	AR 3106 Color II							✓																			
	GD 3111 History of Graphic Design	✓	✓	✓	✓				✓	✓	✓		✓													✓	
	GD 3313 Typography I	✓		✓	✓			✓						✓	✓	✓									✓		✓
	GD 3412 Graphic Design II	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	GD 33xx Digital Design I	✓		✓	✓			✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
	GD 32xx Illustration	✓						✓							✓	✓	✓	✓	✓	✓	✓						✓
	GD 31xx Design Approaches					✓								✓		✓						✓	✓	✓	✓		

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
6	CN 4413 Brand Building In Advertising	✓		✓				✓	✓		✓	✓				✓	✓	✓					✓				
	GD 4321 Contemporary Design Issues	✓	✓		✓	✓	✓		✓	✓	✓		✓										✓			✓	
	ITC 4130 Human Computer Interaction										✓		✓			✓			✓								✓
	GD 4622 Typography II			✓	✓												✓	✓			✓						
	GD 4623 Graphic Design III			✓	✓			✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓				✓		✓
	GD 47xx Branding Ecosystems	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	GD 46xx Digital Design II	✓		✓	✓									✓	✓		✓	✓		✓	✓				✓		✓
	GD 4940 Senior Project - Capstone Course			✓	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.