

COURSE REVIEW 2010/11

Graphic Design BA(Hons)

Programme Specification

Name and level of final & intermediate Awards	BA(Hons) Graphic Design BA Graphic Design DipHE Graphic Design CertHE Graphic Design
Awarding Body	University of Westminster
Location of Delivery	Harrow Campus, Northwick Park, Harrow HA1 3TP
Mode of Study	Full-time
UW Course Code	2902
JACS Code	W211
UCAS Code	BA/GID
QAA Subject Benchmarking Group	Art and Design 2008
Professional Body Accreditation	–
Date of initial course approval/last review	July 2005 (?)
Date of Programme Specification	April 2011

Admissions Requirements

The course seeks applicants through the UCAS system and in accordance with the requirements detailed in the University Prospectus. Selection is then made by members of the staff team on the basis of:

Educational qualifications

- All students will be required to have obtained passes in Maths and English at
- GCSE level (Grade 'C' or above)
- and*
- 2 'B's at A-Level
- or*
- BTEC National Diploma (M/M/P)
- or*
- Art and Design Foundation (Pass)
- Letter of Application (supplied as part of the UCAS application form)
- Confidential Report (supplied as part of the UCAS application form)
- Personal presentation at interview (if applicable)
- A portfolio of work, and/or, prior accredited experience
- A supplementary questionnaire is used by the course (when time allows) in order to give applicants the opportunity to discuss their understanding of this course in particular.

- The course adheres to all aspects of the University Equal Opportunities policy and encourages a wide range of applicants from all educational and ethnic backgrounds.

English Language requirements for overseas students are:

- IELTS (6.0)
or
- TOEFL (550 paper/213 computer)

Applicants will not be accepted onto the Graphic Information Design course if the staff are not confident of their potential to complete the course.

Accreditation of Prior Learning (APL)

The University operates a system of awarding credit for prior learning, either accredited (APCL) or experiential (APEL), which may contribute up to a maximum of 50% of the credits required for an award. If students think their prior experiential learning (eg work experience) or accredited learning (eg other study they may have undertaken) may qualify them for accreditation and thereby exemption from one or more modules they should contact their Course Leader.

In respect of accredited prior learning, the student will be required to submit specific evidence (such as original transcripts and syllabuses) that will be considered by the Course Leader, or their nominee.

Aims of the course

Graphic Design is a multi-disciplinary activity that requires a wide range of intellectual, creative and technical skills. The course places emphasis on the design, presentation and communication of ideas and information suited to the genuine needs of the end-user. We seek to produce communication that may enrich peoples lives by enabling them to be better informed about the world in which they live. The course encourages creativity, individuality, personal growth and understanding through the study of Graphic Design.

The course aims to:

Provide students with a sound design methodology and appropriate range of creative, intellectual and technical skills which are sustainable and transferable within a dynamic professional life

Enable students to identify, redefine and resolve communication design problems through highly developed critical and reflective judgement

Enable students to identify emerging opportunities, and gain a range of transferrable skills that allow them to respond to change

Encourage student self-awareness and confidence in their interaction within their discipline and with the world of work

Provide students with knowledge and critical understanding of the historical, theoretical, and cultural contexts of their discipline

Employment and Further Study Opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e., employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

With a wide range of problem solving, design and technical skills graduates are equipped to meet the needs of the design industry, and the needs of the diverse range of audiences we communicate with. With an awareness of the social responsibilities of design and a sense of their own needs and aspirations, graduates will have a range of transferable skills that will enable them to perform within a wide range of working situations. They will be equipped to adapt and respond to the changing needs of the design industry, and the needs of audiences we communicate with. They will also have an awareness of emerging technological advances that offer fresh opportunities for the development and application of their skills.

Graduates have gained employment across a broad spectrum of working environments. Some of these include:

General graphics studios, publishing houses, museums, galleries, and television studios. The range of work includes: design for print, animation and screen-based design, signage and wayfinding, environmental graphics and three-dimensional design.

Recently, graduates have gained employment within the field of new media and interaction design, and have held prominent positions within organizations such as: Apple, Microsoft, Yahoo, British Telecom, Orange and BBC News Interactive.

Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

Level 4

At the conclusion of Level Four studies you should:

Have an awareness of historical and cultural issues, and theoretical contexts relating to the practice of communication design

Have acquired a level of skills in research processes, critical analysis and working

methods that enable you to realise and reflect on design ideas

Be aware of the processes of design, and range of working methods that are sustainable and allow for the exploration and development of designed outcomes

Have acquired an appropriate level of intellectual, creative and technical skills through positive engagement with the curriculum

Be able to work independently or in a group within a range of established working situations

Have a basic understanding of the dynamics of a range of media and technologies, and critical skill in their selection and application within design

Be able to demonstrate the ability to articulate ideas, and document information in a variety of written and verbal forms

In addition, the QAA National Qualifications Framework have established a level of attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can work effectively with others as a member of a group and meet obligations to others (for example tutors, peers and colleagues).
- Learning resources: can work within an appropriate ethos and can use and access a range of learning resources.
- Self evaluation: can evaluate own strengths and weakness within criteria largely set by others.
- Management of information: can manage information, collect appropriate data from a wide range of sources and undertake simple research tasks with external guidance.
- Autonomy: can take responsibility for own learning with appropriate support.
- Communication: can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner.
- Problem solving: can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues in the discipline.

Level 5

On successfully completing Level 5 of the course each student should:

Demonstrate a clear understanding of the theoretical contexts of design and communication, and have the critical awareness and ability to express your position in relation to these

Have an increased awareness of the range of possibilities for the professional practice of graphic communication design

Have completed substantial project work that integrates and demonstrates your personal interests, diversity of skills and working methods

Possess a high level of skills required for the development and production of design artefacts

Demonstrate an awareness of your personal development through critical reflection on your skills, interests and aspirations, and on your academic progress

Have the ability to select appropriate projects in relation to your future development

Have an understanding of audience needs in the selection of content, representational means and choice of media

Demonstrate an increased ability to articulate ideas through presentations and formal academic writing

In addition, the QAA National Qualifications Framework have established a level of attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can interact effectively within a team/learning group, giving and receiving information and ideas and modifying responses where appropriate.
- Learning resources: can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s).
- Self evaluation: can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement.
- Management of information: can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies.
- Autonomy: can take responsibility for own learning with minimum direction.
- Communication: can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats.
- Problem solving: can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner.

Level 6

On successfully completing Level 6 of the course each student should:

Demonstrate a consolidated and advanced awareness of your personal design skills and experiences in relation to your future within design practice

Have identified and formulated thorough and extended written research in support of the Major Project proposal and outcomes

Be able to work independently and to exercise autonomy in the identification, proposal, development and realization of high-level design outcomes

Have a developed awareness of the needs of end-users of ideas and information, and demonstrate the ability to make use of research in the development of designed artefacts

Have developed a body of design work and appropriate interfaces which allow you to interact with the world of work

Have acquired a range of transferable and entrepreneurial skills that enable you to create opportunities for their application within the world of work

Be able to articulate your understanding of what your design focus is, and its place within a wider context

In addition, the QAA National Qualifications Framework have established a level of attainment in skills which are not directly related to your discipline but are transferable and apply nationally.

They are as follows:

- Group working: can interact effectively within a team/learning/professional group, recognize, support or be proactive in leadership, negotiate in a professional context and manage conflict.
- Learning resources: with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline.
- Self evaluation: is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback.
- Information management: can select and manage information, competently undertake reasonably straight-forward research tasks with minimum guidance.
- Autonomy: can take responsibility for own work and can criticize it.
- Communication: can engage effectively in debate in a professional manner and produce detailed and coherent project reports.
- Problem solving: is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution.

On successfully completing the course a student should:

Possess a portfolio of high quality communication design artefacts that reflect and serve your interests and aspirations, and are relevant to the pursuit of a career in design practice

Have highly developed skills of analysis and synthesis in the organization, representation and communication of ideas and information

Have a high degree of aesthetic sensibility, intellectual acuity and technical proficiency appropriate to the communication of engaging designed artefacts

Possess a range of technical skills, appropriate to your interests and aspirations, that are sustainable within a rapidly evolving technological environment

Through confidence in your abilities, be prepared to accommodate change, and identify opportunities for the application of your skills within design practice

Be able to effectively articulate your professional skills and attributes in verbal and written form for a range of work related situations

Have a sound knowledge of the historical, theoretical and cultural contexts of the

practice of design, and be able to effectively demonstrate this through oral and written forms

Teaching, Learning and Assessment Methods

Teaching and learning strategies

The course team have identified a range of strategies available to them in the delivery of the course. Each of these strategies has its own characteristics and uses and it is a matter of professional judgement as to the appropriate mix of teaching strategies at each point of the course. However, the use of particular methods will relate to, and be dictated by, the stated goal of developing throughout the course an increasing degree of learner autonomy. Many of these methods can best be described as 'student centred learning': they demand, and depend upon, a high level of student participation. As a consequence of this, it is necessary to introduce you to these methods gradually and explicitly in order to allow you opportunities to develop competence in their use and to develop this progressively at each level of the course.

The strategies include:

Project work

Projects are task related learning based on a specific problem and may vary from a short exercise to an extended piece of design work requiring research, development and prototype testing.

Workshops

Workshops are structured experiences with clearly defined boundaries allowing students a safe place to acquire skills and experience which may be applied to other learning activities.

Seminars are a forum of ten to twelve participants in which issues and ideas are shared and discussed. They may be staff or student led and may focus on required reading or research.

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Group work

Group work focuses on the acquisition of interpersonal skills in the process of working with others. One of its major concerns is to utilize the peer group as a learning resource.

Critique sessions

Critique sessions are events in which students and their peers evaluate their work in discussion with tutors.

Think Tank sessions

Discussion forums that facilitate and help students to focus and reflect on their learning, and enable them to articulate their ideas through writing and designing.

Reading lists

Reading lists facilitate the acquisition and integration of existing knowledge and experience into the students' developing understanding. They provide an essential addition to both the studio based work and theoretical studies. Their use is vital in the development of a full and deep understanding of the course content.

Training

Training is seen as defined practical demonstration and practice of any skill from working with computers, to interpersonal or presentation skills.

Testing

Testing through specific task-related activities is sometimes used to verify learning and the acquisition of basic skills and knowledge.

Library research

Library research is seen as an essential skill in the designer's repertoire. In addition to required reading identified by the course, you are expected to develop your own lines of enquiry relating to both theoretical and studio studies and contributing to project work and seminars.

Learning agreements

Learning agreements demand that you develop skills in planning, negotiating, innovating, reflecting, implementing and evaluating both design proposals and your own learning experience. Agreements may have one or two requirements for a simple task or be sufficiently comprehensive to cover an entire module. They are essentially a vehicle for your self development and will be introduced by staff when project work is open ended and the final product outcome is not specified.

Assessment

Assessment processes are designed to fit their purpose. Therefore, a simple test might be used to assess the success of a computer training session; a peer group evaluation seminar to assess progress on a design proposal; a formal presentation to tutors to assess a complex design project.

Presentations

Presentations from staff to students may be made to introduce a new topic or project. They may be formal or informal and can range from guest lecturers presenting their design work to a project briefing session. You will be required to make presentations to help you focus on specific stages of a developing design in order to develop their presentation, transferable and communication skills and to enable staff and peers to provide feedback on their design proposals.

Group tutorials

Group tutorials will be held with small groups of students and a tutor. They provide more personal feedback and responses for individuals who often also set the agenda for the session. Tutorial groups may form learning support groups or sub-divide into co-counselling pairs or trios for additional meetings without the involvement of tutors.

Personal tutorials

Tutorials with your Personal Tutor, will also allow you to reflect on your skills, abilities and interests in the focus for your future development.

Illustrated lectures

Illustrated lectures provide a group focus for active participation in the examination of contemporary and historical works, exemplifying hypotheses, ideas, issues and philosophies.

Critical journal

The function of the Critical Journal is to provide the necessary means for recording and reflection.

In it, you document projects, give some order to experience, review and criticize the events and themes of your programme, and comment on personal progress and aspirations. It is seen as an important learning device for enabling you to develop a personal response to the programme and begin to identify an individual interests.

Student workload

As a student on the Graphic Information Design BA(Hons) course you are expected to participate fully in the programme as offered. This means that you must attend regularly and, importantly, you must attend all structured and timetabled events. Failure to do so will place your academic progress in jeopardy. The normal working week for attendance in the studio is four days from 10.00am–4.00pm as a minimum.

Patterns of attendance

Attendance patterns vary at different times during your course. However, you are expected to maintain contact with your tutor at all times during the academic year. It is your responsibility to be aware of and meet all deadlines which are published.

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Copyright

All material produced by students during the course using the University of Westminster facilities and/or submitted for assessment shall be regarded for copyright purposes as belonging to the University of Westminster. Outside the educational context of the University of Westminster course, exhibitions and critical sessions, permission will be required for publication, public exhibition, transmission or exploitation of any such material. Permission will not be unreasonably withheld.

Study or work placements

The course provides opportunities for you to gain experience of the professional practice of design. As well as the links which are maintained with the design profession by means of our part-time visiting lecturers, the course offers the opportunity to undertake a studio placement during the Professional Practice module.

Students also have access to the Course Database that exists as a general resource for the course, and for students on the Professional Practice module in level five, and for the Launch Pad module in Level Six.

In addition, you are encouraged to make contact with industry and with other education institutions. Sometimes these links can lead to requests for a period of exchange or for a work placement. In the event of this occurring, the course will look favourably on any such request and will support you in your endeavour whenever it is compatible with the overall aims of the course and with your academic development.

The course embraces opportunities to engage with professional bodies through the student projects and competitions they offer. Particularly with the Royal Society of Arts national competition, and the D&AD student award projects. We also engage in live projects that offer students the chance to gain experience within projects that may be realized within the world of work.

An end of year show, held jointly with other cognate courses at the Universities P3 venue in central London, is held to showcase the work of graduating students.

Course Structure

Academic Regulations

The BA(Hons) Graphic Design and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster 2010/11 which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the Modular Framework for Undergraduate Courses and relevant sections of the current Handbook of Academic Regulations.

A pass in a module is achieved when the overall mark is greater than or equal to 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved as detailed in the module handbook.

Condoned Credit at Level 4

A student may be awarded condoned credit at Level 4 only, on the condition that the failed element(s) of assessment has been attempted at both the first and referred opportunity, and where he/she has achieved:

- a) an overall module mark of greater than or equal to 30% but less than 40%;
- b) an overall mark of 40% or greater but not reached the required qualifying mark(s) and/or qualifying set(s) as detailed in the module handbook.

Where a student is awarded condoned credit, the recorded module mark will be capped at 40%. Condoned credit will count towards any credit limits for specified awards. Where a student is awarded condoned credit in a module but subsequently achieves an overall pass at a re-take, credit may contribute only once to an award.

Progression

To progress from Level 4 to Level 5 in full-time study, a student must achieve an average of 40% across 120 credits; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Level 5.

To qualify for the award of BA(Hons) Graphic Design, a student must have:

- a) Obtained at least 360 credits including:
 - passed 75 credits at Level Four or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - a minimum of 120 Credits at Level 5 or higher; and
 - a minimum of 120 credits at Level 6 or higher.
- b) Attempted modules with a maximum value of 330 credits at Levels 5 and 6
- c) Passed the following modules:
2GRA602 Contextual Studies Report at Level 6
2GRA603 Design Research and Development at Level 6
2GRA604 Major Project at Level 6.

The class of the Honours degree awarded is decided by two criteria: the average of the best 105 credits passed at Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

The BA(Hons) in Graphic Design and its intermediate awards operate in accordance with the University's Modular Framework for Undergraduate Courses and Essential Regulations for Students.

Full-time mode only, normally three academic years – total of six semesters.

To qualify for the award of a Degree with Honours, a student must have:

- a) condoned credit for modules worth at least 360 credits at Credit Level 4 or above, including at least 240 credits at Credit Levels 5 and 6, of which at least 120 credits must be at Credit Level 6;
- b) passed modules worth at least 315 credits (as outlined in s1.2 below) at Credit Level 4 or above, including at least 210 credits at Credit Levels 5 and 6, of which at least 105 credits are at Credit Level 6;
- c) attempted modules worth no more than 330 credits at Credit Levels 5 and 6 (under this regulation a first attempt of any module will count as an attempt, and a reattempt of any module that a student has failed will count as a further, separate attempt. Reassessment (referral) following failure at the first attempt will not count as a further separate attempt), and; taken all modules at Level 4, Level 5, Level 6, which are designated as core modules.
- e) passed the following modules:
2GRA602 Contextual Studies Report at Level 6
2GRA603 Design Research and Development at Level 6
2GRA604 Major Project at Level 6.

Module requirements for the award of BA(Hons) Graphic Design

Credit Level 4

Code	Module title	Core / Option	Credit value
Core modules to the value of 105 credits:			
2GRA401	Design Process	Core	15
2GRA402	Design History and Theory	Core	15
2GRA403	Visual Language and Communication	Core	30
2GRA404	Visual Narratives	Core	30
2GRA405	Typography and Communication	Core	30
Total Level 4 credits			120

Progression to Level Five

Your progression to Level Five of the course will normally require that you have taken modules worth 120 credits and successfully completed (passed) modules worth 105 credits.

If you have taken modules worth a minimum of 105 credits and have successfully completed (passed) modules worth a minimum of 90 credits you may progress to the second level of this course.

If you have not passed a minimum of 90 credits at Level Four you will not be eligible to continue as a full-time student until you have achieved that minimum number of credits.

All core modules must be taken before a Degree with Honours in Graphic Design may be awarded.

Marks awarded for work undertaken in Level Five modules will be used in the calculation of your final degree classification.

Credit Level 4

Code	Module title	Core	Credit value
Core modules to the value of 105 credits:			
2GRA501	Authorship and Interaction	Core	30
2GRA502	Typography and Communication	Core	30
2GRA503	Professional Practice	Core	30
2GRA504	Live Projects	Core	45
Total Level 4 credits			120

Credit Level 6

Code	Module title	Core / Option	Credit value
Core modules to the value of 90 credits:			
2GRA602	Contextual Studies Report	Core	15
2GRA603	Design Research and Development	Core	15
2GRA604	Major Project	Core	45
2GRA605	Launch Pad	Core	15

and the equivalent of two option modules to the value of 30 credits selected from the following:

2GRA601	Information Applications	Option	30	(double option)
or	Free Choice module(s)	Option	30	(to the value of 30)
Total Level 6 credits			120	
Total overall credits			360	

Progression Requirements

The University has regulations that govern the progression through the course. A pass in a module is achieved when the overall mark is at least 40% and the marks for aggregated components (e.g. coursework and exam) are individually at least 30%.

A module is recorded as taken when the total mark is at least 30%.

To progress from year 1 to year 2 in full time study, a student must pass at least 90 credits at the end of Credit Level 4; to progress from year 2 to year 3 full-time study, a student must pass at least 165 credits, including 75 credits at Credit Level 5.

To qualify for the award of (Insert title), a student must:

- i) have taken modules worth at least 360 credits at Credit Level 4 or above, including at least 240 credits at Credit Levels 5 & 6, of which at least 120 credits must be at Credit Level 6;
- ii) have module passes worth at least 315 credits at Credit Level 4 or above, including at least 210 credits at Credit Levels 5 & 6, of which at least 105 credits must be at Credit Level 6;
- iii) Any course specific regulations such as a pass in the project module can be recorded here.

The class of the Honours degree is awarded is decided by two criteria: the average of the best 7 module marks at Level 6 being in the range of the class to be awarded and the average of the next best 7 module marks at Levels 5 & 6 being no lower than one class below this class range.

Support for Students

On arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Campus Administration. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes the Library that, across its four sites, holds printed collections of 412,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through infoLinX, the library portal.

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

The course has its own database of design companies and contacts within the design community. The Course Database is available to staff and students on the course, and is particularly useful as a resource during the professional practice modules at Levels 5 and 6.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

The School of Media Art and Design, and the University, provide a range of Study Skills Support services. They are provided for students who require specific help with academic study. A list of these services is provided in the Course Handbook.
Reference Points for the course

School reference points

The Graphic Design course sits within the Department of Art & Design, and is closely situated and linked with the cognate BA(Hons) Illustration and Visual Communication and BA(Hons) Animation courses. Opportunities for collaboration and the sharing of facilities exist, and courses within the Department participate in joint end of year shows. Opportunities for cross course collaboration also exist within the wider context of the School of Media, Arts and Design, and with other Schools within the university.

University reference points

At University level:

The University mission statement

Teaching, Learning and Assessment Policy and Strategy (TLAPS)

University policy on skills and employability

Modular Framework

The course has been designed to take account of the University's mission to provide education for professional life and to meet the requirements of the University Policies on skills development and employability. The course structure meets the requirements of the modular frameworks and the academic regulations of the University.

External reference points

QAA Academic Infrastructure including Subject Benchmark statement(s), the Framework for Higher Education Qualifications and sections of the Code of Practice
<http://www.qaa.ac.uk/academicinfrastructure/default.asp>

SEEC Credit level descriptors

PSB requirements /guidance, where applicable

Quality Management and Enhancement

Course Management

The Course Leader, Colin Bailey, is responsible for day to day running and overall management of the course and development of the curriculum;

The Head of Department, Peter Roach, holds overall responsibility for the course, and for the other courses run by the Department of Art and Design within the School of Media, Arts and Design;

The Dean of School, Sally Feldman, holds overall responsibility for the course and for other courses run by the School of Media, Arts and Design; Module leaders are responsible for the organisation and delivery of specific modules.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2005. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners to evaluate the effectiveness of the course. The Campus Academic Standards Group audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. The most formal mechanism for feedback on the course is the course committee. Student representatives will be elected to sit on the committee to represent the views of their peer group in the discussions held at the committee. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

Students are asked to complete an end-of module questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student meetings are also held on an annual basis with representatives of the Campus Academic Standards Group as part of the annual monitoring process.

For more information about this course:

Admissions and Marketing Office
University of Westminster
Watford Road, Northwick Park
Harrow HA1 3TP
Email: course-enquiries@wmin.ac.uk
Tel: +44 (0)20 7911 5000

www.wmin.ac.uk/mad

Course Admissions Tutor
Colin Bailey
Tel: +44 (0)20 7911 5000 ext.4609
Email: baileyco@wmin.ac.uk

Please note – This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.