

BA (Hons) Graphic & Digital Design

Programme Specification

Academic Year 2020/21

Contents

1. Overview
2. Why study this programme?
3. Programme aims and objectives
4. Relationship to other programmes
5. Learning outcomes
6. Learning and teaching strategy/ assessment methods (non-regulatory)
7. Programme structure
8. Distinctive features of the programme and other key information
9. Student support
10. Learning support facilities
11. Opportunities for personal development planning
12. Admissions criteria
13. Visas and immigration
14. Tuition fees and other course costs
15. Assessment and progression regulations
16. Awards criteria
17. Methods for evaluating and improving the quality and standards of teaching and learning
18. Curriculum map

1. Programme Overview	
Full programme/award title(s)	BA (Hons) Graphic & Digital Design BA (Hons) Graphic & Digital Design with Integrated Foundation
Short programme title	BAGDD
Fees	£18,000 (per year, subject to annual increase) Foundation Year: £11,600
Faculty	Humanities, Arts & Social Sciences
Location of study	Regent's Park and Marylebone
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September 2020
Date of initial/previous (re)validation	November 2017
Date of next revalidation	November 2022
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 Credits (without Foundation); 480 (with Foundation)
UCAS code	W210 BA (Hons) Graphic & Digital Design W211 BA (Hons) Graphic & Digital Design with Integrated Foundation
Underpinning QAA subject benchmark statements	Quality Assurance Agency (QAA) benchmarking statements: Art & Design, 2017.
Other external and internal references	Regent's University London Academic Regulations 2017/18 Regent's University London Learning Teaching and Assessment Strategy 2015-2020
Professional, statutory or regulatory body recognition/accreditation	None
Mode of study (full time / part time)	Full time
Language of study	English

<p>Minimum / Maximum duration of programme for each mode of study</p>	<p>Part time: N/A</p> <p>Full time:</p> <p>Minimum – 4 years including the integrated Level 3 3 years without the integrated Level 3</p> <p>Maximum* – 5 years including the integrated Level 3 4 years without the integrated Level 3</p> <p>*in exceptional circumstances only, refer to Regent's University London Academic Regulations for details</p>
<p>Date of production / revision of this programme specification</p>	<p>June 2019</p>

2. Why study this programme?

We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

This programme will give you a solid foundation in creative visual arts and the practical design skills that employers value, including user experience (UX) and digital media skills. You will be encouraged to explore your own ideas and interests with an exciting range of elective modules, including photography, social media and fashion communication.

You will have the opportunity to learn a foreign language, preparing you for a career in the increasingly international design industry.

In your second year, you will have the chance to take an industry placement module and be mentored by an industry expert.

Throughout the programme you'll benefit from contact with Regent's wide network of alumni and industry advisers.

Most of your learning will take place in the studio, where you will work on practical projects. These cover a range of real-life challenges from industry and help to prepare you for a career in the fast-paced world of digital design. There are also opportunities to learn through workshops, study trips and competitions.

Your studies will enable you to develop the skills for a wide range of design-based roles in areas such as advertising, games design, graphic design, marketing and web design.

3. Programme aims and objectives

This is a guideline to the main features of your degree programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

The BA (Hons) Graphic & Digital Design programme aims to prepare you for a creative career in the professional area of graphic design and communication. This area is now in a permanent state of change, combining with many other disciplines, ideas and technologies, to generate new and unforeseen areas of creative opportunity.

We aim to provide a supportive, creative, intellectually vibrant learning environment. This will enable you to become multi-skilled, adaptable, broad and open-minded in your thinking, positively self-critical, able to participate effectively in argument and discussion, professionally focused, ethical, entrepreneurial, independent and ambitious.

The BA (Hons) Graphic & Digital Design aims to:

- Provide a stimulating environment that allows you to learn and apply knowledge and understanding of the range of professional, cultural, social and theoretical contexts within which graphic design operates
- Equip you to develop knowledge, understanding and skills relevant to the processes and technologies of contemporary graphic design, and support you in learning to independently research, identify and develop skills in emerging processes and technologies

- Provide an environment in which you can acquire the research, creative, critical, and analytic skills relevant to contemporary design, and that will enable you to pursue a future path in professional practice or further study and research, working both independently and in teams
- Provide an environment that supports your development as a reflective, globally orientated, contextually aware, ethical and efficient practitioner in your chosen area within graphic design at a high level of responsibility and decision-making.

Prospective careers

This programme gives you the skills for a wide range of design-based roles. Graduates have gone on to work in a range of areas, such as:

- Advertising
- Animation
- Games design
- Graphic Design
- Illustration
- Marketing
- Photography
- User experience (UX) design
- Web design

4. Relationship to other programmes and awards

Sometimes programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

The BA (Hons) Graphic & Digital Design programme is one of four undergraduate Fashion & Design programmes at Regent's. The other programmes are Fashion Design, Fashion Marketing and Interior Design.

If you are enrolled on a 4-year degree with integrated foundation, in your foundation year you will experience a range of approaches and subjects that will strengthen your understanding of your chosen specialist area. Professionals increasingly work across boundaries between industries and the knowledge you gain in your foundation year will open your mind to working across different areas of fashion and design. It will also enable you to work more effectively with others, both as a student and once you graduate and work in industry. Some students find, once they start to study, that they would like to move across to another programme. Our common foundation enables you to do this.

All Level 4 (Year 1) students take Global Perspectives, the Regent's common module, which facilitates interpersonal, intercultural and cross- disciplinary learning. You will also have a choice of elective modules in the first and second years, such as fashion photography and digital media.

5. Learning outcomes

This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

Level 3 Learning Outcomes:

A. Knowledge and understanding

A1 Demonstrate understanding and use of knowledge of a range of methods and principles of creative practice in Art & Design.

A2 Employ knowledge and understanding of a spread of contexts, frameworks and environments which Art & Design operates, including theoretical, historical, social, cultural, ethical and environmental perspectives.

A3 Demonstrates understanding and the safe use and application of a range of current and emerging tools, materials and methods used in contemporary Art & Design.

A4 Demonstrate understanding of your creative practice in relationship to others, including audience, users, colleagues, environments and markets.

B. Skills

B1 Gather, sort and present relevant research material for the development and realisation of concepts and solutions with close tutor guidance.

B2 Apply creative thinking in the generation, development, implementation of ideas and realisation of solutions to Art & Design briefs.

B3 Apply critical thinking skills to research, analysis, and the development of ideas and outcomes.

B4 Begin to situate and critique your own and others work in relation to contemporary practice.

B5 Select from a range of relevant materials, tools and methods and use them safely and effectively to develop proposals through to material outcomes.

B6 Demonstrate that you are beginning to create work in relation to contemporary Art & Design practice.

B7 Present research, idea generation and outcomes in a manner appropriate to the specific nature of a project.

B8 Demonstrate that you are developing the ability to study independently, manage workloads and that you can meet deadlines.

B9 Demonstrate the ability to work with others through collaboration and contribution to group projects and outcomes.

B10 Demonstrate an awareness of ethical values, openness and sensitivity to diversity in terms of people, culture business and environmental issues.

Level 4 Learning Outcomes:

A. Knowledge and understanding

A1 Understand and use a basic knowledge of a range of methods and principles employed by other practitioners in graphic and digital design.

A2 Employ a basic knowledge and understanding of the contexts, frameworks, and environments within which graphic and digital design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.

A3 Understand the safe and appropriate application of a basic range of current and emerging tools, materials and methods relevant used in contemporary graphic and digital design including inter-disciplinary and multidisciplinary approaches.

A4 Understand and apply knowledge of how graphic and digital designers operate in a professional context including the implications of plagiarism.

B. Skills

B1 Source, navigate, analyse, communicate and apply relevant research material from a variety of sources, to the development of responses to written and creative briefs with tutor guidance.

B2 Engage creatively in the generation, development, and realisation of solutions to set graphic design briefs, independently and in collaboration with others, employing convergent and divergent thinking, within the Design Process with tutor guidance.

B3 Analyse, reflect and evaluate critically within the process of development of ideas into outcomes in set briefs.

B4 Engage constructively, in self and peer reflection and respond positively to critical judgement of others, with relevance both to their general personal progression, and to their development within the discipline of graphic and digital design.

B5 Select from, experiment with and make appropriate use of a basic range of materials, processes, technologies and environments showing understanding of safety and quality standard.

B6 Demonstrate a pro-active attitude to developing knowledge of the contemporary context of professional practice in graphic design and of entrepreneurial skills.

B7 Communicate clearly in presenting research, ideas, reasoned arguments, and design work, in visual, oral, and written forms, employing relevant IT skills where appropriate.

B8 Begin to manage themselves and their work constructively, efficiently and ethically.

B9 Work constructively with others, through collaboration, collective endeavour and negotiation.

B10 Begin to apply self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, to behaviour and work

Level 5 Learning Outcomes:

A. Knowledge and understanding

A1 Understand and use an increasing knowledge of a broad range of methods and principles employed by other practitioners in graphic and digital.

A2 Employ your increasing knowledge and understanding of a breadth of contexts, frameworks, and environments within which graphic and digital design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.

A3 Understand the safe and appropriate application of an increasingly broad range of current and emerging tools, materials and methods relevant to confident engagement in contemporary graphic and digital design.

A4 Understand and apply an increasing knowledge of professional practice in graphic and digital design, including; the designers' relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.

B. Skills

B1 Source, navigate, analyse, communicate and apply relevant research material from a range of relevant sources, to the development of responses to written and creative briefs with increasing independence.

B2 Engage creatively in the generation, development, and realisation of solutions to graphic design briefs, relevant to context and audience, independently and in collaboration with others, employing convergent and divergent thinking, and speculative enquiry within the Design Process with increasing self-reliance.

B3 Analyse, reflect and evaluate critically, with increasing independence, in different contexts within graphic and digital design, including those that may be complex, ambiguous or unpredictable.

B4 Engage with increasing effectiveness, in self and peer reflection, responding positively to critical judgement of others, with relevance to both their general professional progression and their specific development within contemporary practice in graphic and digital design.

B5 Select from, experiment with and make appropriate use of a range of materials, processes, technologies and environments showing understanding of safety and quality standards, with some tutor guidance.

B6 Apply increasingly entrepreneurial approaches including innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice of graphic design.

B7 Communicate competently in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.

B8 Employ increasingly constructive, efficient and ethical skills in managing yourself and your work.

B9 Work productively and with others, through collaboration, collective endeavour and negotiation

B10 Apply growing self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, to behaviour and work

Level 6 Learning Outcomes:
A. Knowledge and understanding
<p>A1 Understand and use an in-depth knowledge of a broad range of methods and principles employed by practitioners in graphic and digital design.</p> <p>A2 Employ your detailed knowledge and understanding of a breadth of contexts, frameworks, and environments within which graphic and digital design operates, including contemporary, historical, theoretical, social, cultural, ethical, and environmental perspectives.</p> <p>A3 Understand the safe and appropriate application of a comprehensive range of current and emerging tools, materials and methods relevant to confident engagement in contemporary graphic and digital design including inter-disciplinary and multidisciplinary approaches.</p> <p>A4 Understand and apply an in-depth knowledge of professional practice in graphic and digital design, including; the designers' relationship with an audience; clients; users; colleagues; environments; markets and intellectual property issues.</p>
B. Skills
<p>B1 Source, navigate, analyse, communicate and apply relevant research material from a variety of sources, to the development of responses to creative and written briefs.</p> <p>B2 Engage creatively in the generation, development and realisation of solutions to graphic design briefs, relevant to context and audience, independently and in collaboration with others, employing convergent and divergent thinking, and speculative enquiry within the design process.</p> <p>B3 Analyse, reflect and evaluate critically, independently, in different contexts within graphic and digital design, including those that may be complex, ambiguous or unpredictable, within the process of development of ideas into outcomes.</p> <p>B4 Engage constructively, in self and peer reflection and respond positively to critical judgement of others, with relevance to both your general professional progression and your specific development within contemporary practice in graphic and digital design.</p> <p>B5 Select from, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of safety and quality standards and attention to detail.</p> <p>B6 Apply entrepreneurial skill, innovation and enterprise to positioning your own work and operating effectively within the context of the professional practice of graphic design.</p> <p>B7 Communicate professionally in presenting research, ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate.</p> <p>B8 Independently manage yourself and your work constructively, efficiently and ethically.</p> <p>B9 Work effectively with others, through collaboration, collective endeavour and negotiation.</p> <p>B10 Apply self-awareness, ethical values, openness and sensitivity to diversity in terms of people, cultures, and environmental and business issues, to behaviour and work.</p>

6. Learning and teaching strategy / assessment methods (non-regulatory)

This is a guide to the academic opportunities that will be available to help you achieve the overall aims and objectives of the programme as listed under Section 3 and the intended learning outcomes listed under Section 5. It is also a guide to the assessment methods that will be used to test your achievement of the intended learning outcomes. While exciting learning opportunities are offered at University-level, there is a greater emphasis on you engaging with your education in a pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

The learning and teaching strategy adopted for this programme relates to the Regent's University London Learning, Teaching and Assessment strategy (2015-2020), which comprises six priority areas:

- A personalised student experience
- Interactive and inclusive learning
- Assessment for learning
- Focus on student skills and attributes
- Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market
- Professional development for staff

Learning and teaching methods

Modules are designed to enable you to achieve the overall programme outcomes that work together to equip you to become a professional in graphic, digital design and related areas. Tutors will use a wide range of learning and teaching methods to enable you to gain the intellectual, cognitive/problem solving and practical skills you need to achieve this aim. This may include, for instance, studio work, tutor-led presentations, tutorials, online courses, seminars, presentations, critiques, field trips, discussions, peer evaluations and group work (see list below). In addition to contact time with tutors, the programme includes independent study time: for every 20 credit module you should engage in 200 hours include taught time and self-study time, for every 40 credit module you should engage in 400 hours of study, and so on. Independent, active and peer group learning are important components of the programme.

Within the University, learning will mostly take place in a design studio, where you will work on individual and group briefs and projects, initially set and guided by the tutor and where you will be given academic and technical support. Relevant tutor-led presentations, practical demonstrations, and workshops (a demonstration where the student also practises certain techniques and processes), are delivered by module tutors and, on occasion, by invited external professionals. These run alongside studio practice and focus on key subjects. The briefs and projects you undertake will enable you to demonstrate your progress in achieving the learning outcomes, level by level helping you to develop skills incrementally, tackling increasingly more complex design problems for different audiences and environments. As the programme progresses, and you move towards Level 6 and

graduation, you will work on increasingly focused and self-initiated projects that reflect the areas of design you wish to work in.

The research, creative thinking, development and realisation process that you will undertake in your modules, known as the *design process*, is an essential element or threshold concept in your learning, and works with other learning and teaching methods to develop your learning throughout the programme.

Crits and seminars: Throughout the programme you will also take part in group projects and 'crits' (short for critiques) and seminars, where you will learn to support one another's learning and develop interpersonal, professional and critical skills. A 'crit' is, as it sounds, a positive, critical discussion of your work, where the group looks at the work from many angles, acting as a sounding board and offering feedback, alternative solutions and suggestions, in a constructive and supportive manner moderated by your lecturer. A seminar is a small discussion group, where you may present and discuss research and ideas around a specific topic.

Design process: At the start of the programme you will be taught how to engage in the design process (*Design Thinking and Media*) and by Level 6 you will be operating independently: proposing your own briefs and, to a large extent, managing your own projects; researching, developing and realising your ideas. Gathering and presenting your research and development material, produced as you engage with the design process in response to design briefs, is an important assessed element of many modules.

Fieldtrips and visits: You will also learn from visits out into the rich resources offered by our central London location, museums, exhibitions, professional design companies, and the city itself. You will learn through independent study and research, but also in accompanied and guided visits. Study field trips may also be offered further afield. Entry to Museums and exhibitions are covered by Course Budget. Whereas annual overseas study trips, which are optional will vary in costs depending on the location, duration of stay and the student numbers attending.

Group work: mirroring contemporary design practice you may undertake projects, learn and present your achievements in teams. Essential inter-personal skills and project management are developed in these situations, which are frequently in part peer-assessed. Here you will learn how to assign roles, be assigned tasks and work with others to achieve a common aim, through co-operation, negotiation, giving direction, taking direction and reflecting on your own and others' roles in the outcomes of projects.

Guided studio work: a large part of your contact time learning in modules will be spent hands-on, in the studio working on projects and assignments as your tutor and your peers support you through exchanging ideas and advice. A significant part of the programme is delivered on the Marylebone campus, which offers specialist teaching accommodation.

Industry input: The academic programme is supported by an Industry panel of practising professionals. This panel, in addition to giving a contemporary professional perspective on

curriculum development, also provides opportunities for student learning through Industry Lectures, visits, live briefs etc. You will also have the opportunity to attend extra-curricular lectures and workshops offered across all Fashion & Design programmes.

Industry mentor: In your second year, you will be encouraged to apply for an industry mentor. This is not guaranteed, but if you are successful in your application, you will be paired with an industry professional with whom you will have contact 3-6 times over that academic year. This is an informal, supportive role, advising on for example CV writing, portfolio or design project development, extending your experience and insight into the professional world and increasing your confidence in engaging with industry.

Live briefs: in modules at Level 5 you will start to be set 'live briefs', encouraged to participate in external international competitions, and engage with local and national organisations, including charities. This will enable you to begin to experience the standards and expectations beyond the university context and contribute, for example, to solving community, social, business or other real-world problems.

On-line learning: You will be encouraged, and may be required, to take a recommended tutorial or course on Lynda.com or other e-learning resource as part of your independent study time. These courses can be very useful in the design area, allowing you to learn software skills and other content, at your own level and at your own speed. You will also be required to regularly access the University's e-learning environment, namely Blackboard. On all modules the schedule, outline, briefs, learning resources and feedback on assessments are available to you on Blackboard. In this environment, sharing research and class discussion pages may also form part of your learning online.

Portfolios: this term means a range of finished projects that are assessed to allow you to demonstrate the ability to select and present well-considered work, digitally or physically, in a professional manner and effectively communicated. This could be an actual physical portfolio, and it could also be in other forms where work is collected together and presented, for example a blog or website.

Personal development planning: You will be assigned a personal tutor throughout your time here, and in one-to-one tutorials with them, you will learn how to develop your personal strengths and how to address your weaknesses. Underpinning this will be a requirement for you to engage with our 'personal development plan' (PDP) process. To set this process in motion you will be given a guide and a simple A5 sketchbook to use as a place to collect your thoughts and to use as a source for updating your online Personal Development Plan template ahead of your tutorials. You will be able to access this Template via Blackboard.

Presentations: In presentations, both the content of the presentation and/or your ability to address a group will be assessed. You will usually be communicating a subject, (for example your design process for a given brief) with clarity and structure, to a group, usually

comprising fellow students and your tutor, but on occasion the group may include external visitors. This may be recorded on video for documentation and external moderation.

Tutorials: In one-to-one and group tutorials, tutors may check and support student progress within a module, advising on who you need to see for support on different aspects of your programme.

Work placement: In the second term of the second year, you will have the opportunity to take a 20-credit Professional Placement module. Supported by the Careers & Business Relations Department, you will complete a minimum of 20 days in industry while also having weekly contact with a module tutor. This module will enable you to explore and experience professional practices, develop your intellectual and practical knowledge and skills directly in relation to the industry, apply some of what you have learned on your programme and reflect upon your career aspirations.

Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

Foundation Year		Level 4		Level 5		Level 6	
Taught	5%	Taught	5%	Taught	5%	Taught	0%
Practical	35%	Practical	25%	Practical	25%	Practical	30%
Self-Study	60%	Self-Study	70%	Self-Study	70%	Self-Study	70%

Programme management and teaching staff

We aim to provide a bespoke design education, where you will be able to study in small groups, offering you a high level of contact with tutors and a clear focus on developing your particular interests and abilities. Your tutors will draw upon their wealth of industry experience and specialist expertise in fashion, to fully support your knowledge of current industry practices and the development of your individual talents within your chosen areas of study.

Many of our faculty and visiting guest speakers are also practising professionals or have strong links with the fashion industry, which ensures that we maintain high standards within our teaching of contemporary practices and relevance to industry needs. Academic staff often have their work or practice showcased in international publications, exhibitions and industry events, which contribute to their awareness of current industry contexts.

The programme management is provided by a course leader, who oversees the quality of the course delivery and the student experience and works closely with academic and technical staff to maintain teaching excellence.

The design and delivery of both theoretical and practical projects are managed by module leaders and support the student's individual development of skills, knowledge and professional practices throughout the duration of the module.

Each student has a Personal Tutor, who will meet you on a one-to-one basis at various stages throughout the academic year and provide you with guidance and advice to support your ongoing personal and professional development throughout your entire studies at Regent's University London.

The Head of Fashion & Design programmes is Mark Eley.

Assessment strategy and methods

Assessment on your programme is both practical and theoretical, in order to ensure that you become a reflective practitioner of your art, requiring you both to create graphics and digital and to consider its role and function in society, and its relationship to the individual. Therefore, assessment is designed to ensure that you acquire the knowledge, skills and aptitudes, which you should have in order to take your place as a professional in the creative industries.

All your coursework will be assessed using the Learning Outcomes listed in Module Handbooks and mapped to the School General Grading Criteria. The quality of your work and level of achievement being assessed is awarded a grade or numerical mark for each assessed piece of work using the grade bandings. The grades you receive for each module component or assessment task are aggregated to arrive at the final grade for the module. The University holds a record of assessment for all of the modules you take and enables you to see your overall achievement on the programme, term by term.

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark. Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

The programme draws on a wide range of assessment types to both reflect the nature of the industry and to give different types of learner adequate opportunity to successfully demonstrate achievement on the programme.

Student work is assessed by academic staff and, on occasion, by your peers using strict guidance, through evidence of learning outcomes achieved in a variety of outputs listed below. In each case the grading criteria (mapped to the learning outcomes of the module) are clearly indicated on the briefs given by the tutor and again referred to in written feedback, showing you what you achieved and giving you feed-forward, explaining how you can improve in the future.

Design project outcomes: this refers to the final outcomes from design briefs and projects, and can be presented physically (for example in a book or model), digitally (for example in a website or app design), as a video, or both physically and digitally (for example a physical portfolio and its copy in a blog or digital file). The assessed design briefs given by tutors clearly outline the assessment criteria on the brief and show in feedback what you have achieved, as marked against these criteria.

Research and development work: This material, in digital and analogue forms, shows evidence of your design process, and is usually collected in blogs, digital files or sketchbooks and folders, but may also include tests and experiments, models and trial-versions of the final design. In presenting this work, you show your working process demonstrating your abilities in thoughtful research, creativity, visualisation, and critical thinking. Copies of all physical work must also be presented also in digital format.

Written work: Self-reflective essays, reports and research papers are all examples of written work that may be assessed within the modules. Closely linked and relevant to your practical studies, these written assessments are designed to increase your depth of understanding of the subject as you progress through your degree. Work at lower levels builds towards the final Dissertation or Visual Research Report, undertaken in Level 6 of the programme. This is an extended piece of researched, thoroughly referenced, critical writing which will support your major design project.

Feedback

Formative assessment and feedback/feed-forward: Full feedback and feed-forward is given during the module, in written and verbal form. Feedback gives you constructive advice on your achievement on the work that you have completed, its strengths and any issues you need to address. Feed forward advises you on how to use that reflection in your next assignments by enhancing your skills to improve your work in the future. Students also receive formative feedback and feed-forward in individual and group tutorials and crits. Formative feedback may also be given by industry professionals in crits or more formal panel presentations, for example, in the case of live or simulated live briefs that mimic real world design problems or scenarios. Peer feedback and assessment, with your fellow students, is an important learning tool and takes place throughout the degree in crits, discussions and peer assessment exercises.

Summative assessment and feedback: written summative assessment and feedback with feed-forward are given after the submission of a formally assessed element and an element of summative peer assessment takes place on each group project.

All your coursework will be assessed using the Intended Level Learning Outcomes listed in module descriptors and the University marking criteria.

Assessment for the Professional Placement module is designed to support the process of researching, observing and reflecting upon the area of industry that you will be working in.

It will also enable you to present your research and a well-justified analysis. We expect you to produce a reflective journal and a report.

Breakdown of assessment by percentage per level

Assessment is by 100% coursework i.e. there are no written exams. Examples of your coursework could include research, typography, illustration, photography, user experience (UX) and the principles of image-building, mark-making, narrative expression, web/interactive design and presentations and pitch skills.

Foundation Year		Level 4		Level 5		Level 6	
Coursework	100%	Coursework	100%	Coursework	100%	Coursework	100%

Alternative forms of assessment

Students with student support agreements may be offered an alternative form of assessment. When this is the case, the University's Disability Guidelines for Alternative Forms of Assessment are followed.

Ethical approval of research

All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

7. Programme structure

This is a guide to the overall structure of your programme such as term dates, assessment periods and what core modules will be delivered each year.

To complete your programme, you will need to achieve 360 credits for an undergraduate degree. You will study a number of modules across your programme, which will each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. Remember, these will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section above.

On an undergraduate degree programme, you can usually expect to study 120 credit per level (or year), with no more than 80 credits per term.

Classes take place over two terms each year, from September to December and January to May. Classes normally take place Monday to Friday, between 09:00 and 19:00.

Assessment submission deadlines are typically at the end of the term in which the module runs. Some modules have submission deadlines for components of the module during the run of term – all submission deadlines can be found in the programme and module handbooks.

Programme Structure - LEVEL 3

Core modules	Credits
Design Cycle	20
Design in Industry	20
Materiality and Making	20
Research – Theory and Practice	20
Total core module credits:	80
Elective modules – choose 2 of the following:	
Fashion Design Specialist Option	20
Fashion Marketing Specialist Option	20
Graphic and Digital Design Specialist Option	20
Interior Design Specialist Option	20
Total elective module credits	40
Total credits for Level 3:	120

Exit awards and learning outcomes achieved (if appropriate)

Certificate of Completion

Programme Structure - LEVEL 4

Core modules	Credits
Design Thinking and Media	20
Designing User Experience	20
Exploring Digital Media	20
Global Perspectives	10
Research and Context	10
Type and Image	20
Total core module credits:	100
Elective modules – choose from the following (subject to availability):	
Computer Aided Design (CAD)	12
Digital Photography	12
Language	10
Understanding Social Media	12

Total elective module credits you need to choose:	20
Total credits for Level 4:	120
Exit awards and learning outcomes achieved (if appropriate)	
Certificate of Higher Education	
Programme Structure - LEVEL 5	
Core modules	Credits
Creative and Professional Development	20
Design for Context	20
Graphic Design Research in Context	10
Graphic Design Theory in Context	10
Narrative and Sequence	20
Total core module credits:	80
Elective modules – choose from the following (subject to availability):	
Digital Media Lab	10
Digital Media Development Lab OR	10
Experimental Fashion Image	10
Fashion Photography	10
Language	10
Professional Placement OR Design Solutions (Change the World)	20
Total elective module credits you need to choose:	40
Total credits for Level 5:	120
Exit awards and learning outcomes achieved (if appropriate)	
Diploma of Higher Education	
Programme Structure - LEVEL 6	
Core modules	Credits
Curation and Connection (Reflection and Self-Promotion)	20
Major Project - Development	20
Major Project - Realisation	20
Final Portfolio	40
Total core module credits:	120
Elective modules – choose one of the following (subject to availability):	
Dissertation	20
Research Report	20
Total elective module credits you need to choose:	20

Total credits for Level 6:	120
Exit awards and learning outcomes achieved (if appropriate)	
<p>BA: to qualify for the award of a non-honours degree the student must have been awarded 300 credits overall, including at least 120 credits at levels 4 and 5, and 60 credits at Level 6.</p> <p>BA (Hons): to qualify for the award of an Honours degree a student must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at Level 6.</p>	
8. Distinctive features of the programme and other key information	
<p>This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.</p>	
<p>Level 3 (Foundation)</p> <p>The foundation year (Level 3) provides the fundamental knowledge, understanding, and skills essential to pursuing higher education in design and related areas, in embarking on a career in the creative industries. The foundation year aims to equip you with:</p> <ul style="list-style-type: none"> • Knowledge and understanding of different contexts, disciplines, and perspectives fundamental to the area of art and design. • Knowledge and understanding of the fundamental elements and principles of art and design. • The ability to research, apply research, critically review, and develop your own creative ideas. • The ability to understand, safely use and effectively apply technical processes in a variety of media. • The ability to work through briefs, applying research, knowledge, and skills to creative, fresh solutions. • Skills in reflection and evaluation, and a sense of responsibility for your progress. An ability to act responsibly and effectively when working alone or in a group. • Skills in presentation relevant to different contexts. <p>Degree programme</p> <p>A distinctive feature of this programme is the opportunity to individualise your programme of study to focus, through your choice of electives in the first and second years, on either: fashion communication, photography or design for digital media.</p> <p>Another distinctive feature of the programme is the opportunity to learn a language in Years 1 and 2. You may choose from a range of languages and levels, from beginner to more advanced (subject to availability), and, if you wish, chose more than one language over the two years.</p> <p>Level 4 (Year 1)</p> <p>You will gain a broad-based foundation of knowledge and skills in graphic and digital</p>	

design. Through this period of experimentation and exploration, you will start to develop and use your creative-thinking skills, learn to reflect on your work, and start to visually and verbally express your ideas.

You will learn to use the design process as a framework for research, idea generation and development, realisation of design work, and reflection. Your engagement with this process will underpin many of the projects you undertake in the whole programme.

You will start to explore a range of subjects within graphic design: typography, illustration, photography, user experience (UX) and the principles of image-building, mark-making and narrative expression relevant to design projects. You will see how each discipline (above) is an essential component of the design mix, and how a designer or art director may be asked to call on all aspects of their graphic design experience and knowledge in any area of industry.

You will learn about a range of research methods used in design practice and by applying them, for example in the module *Research and Context*, you will increase your knowledge and understanding of historical and contextual perspectives in the subject area. The theoretical study within these modules will enable you to understand how art and design has influenced contemporary graphic designers and how your study area of graphic design fits into the wider cultural picture. In this module also, at the end of the year, through reflection, you also determine your future path in the degree, whether and where to specialise your practice within a specific subject e.g. illustration, typography, web/interactive design etc.

In addition to your core modules (these are the modules you must take to progress in the programme) you will be offered a selection of electives in your first year that allow you a choice. You can choose two from the following elective modules: *Understanding Social Media*, *Digital Photography*, *CAD* (for Fashion) and two options, one in each term, to study a language.

Understanding Social Media is a module that provides a valuable framework to understand this key context within which visual designers operate and is relevant to all graphic and design students, especially those wanting to focus on design for digital media.

For those wishing to build a photography focus, at this level, the *Digital Photography* module provides this opportunity in your first year. Students wishing to develop a fashion focus, may choose to take *CAD*, an elective studied alongside fashion students, in which you learn visual communication in a fashion context.

Global Perspectives is a 10-credit module shared across all undergraduate programmes at the University during Term 1. You will have the opportunity to work with and get to know students from different disciplines and many different cultural backgrounds. You will be expected to participate actively in the events of the module and to show your ability to critically reflect on your own values and how they may differ from those around you.

Level 5 (Year 2)

At this level, you will consolidate and develop your learning from Level 4. In *Narrative and Sequence*, you will develop a deeper understanding of the importance of storytelling in graphic design as you stretch your creative thinking and team-work skills. In this year, you will further develop skills to research, critically analyse and make decisions about your design work in relation to its context. For example, your understanding of the importance of audience, context and user experience is developed in *Design for Context* as you start to look beyond the University and apply your research skills and problem solving imagination in 'real-world' situations. You will also start to pitch your skills and creativity against those of your peers outside Regent's University, for example in international student design competitions like the RSA, D&AD etc. The *Creative and Professional Development* module will give you a deeper understanding of the function and professional business of the designer within the wide range of career pathways. This module also will allow you to reflect on your personal achievements, challenges, and goals, and undertake a creative self-promotion project that further defines and communicates your individual visual 'voice'.

In the second term of Level 5, you will have the option to take either the *Design Solutions* module where you will start to test the potential of graphic design to solve relevant real-world problems in contemporary contexts from local to global. Alternatively, you might wish to take the *Professional Placement* elective, which enables you to spend time in industry learning about the real-world context first-hand in a professional setting.

In this level again, you may choose two other 10-credit electives. You will have the choice of taking a language elective in each semester, or choosing two from the following options: *Fashion Photography* or *Digital Media Lab* in the first term, and either *the Experimental Fashion Image* or *Design Media Development Lab* in the second. *Fashion Photography* and *Experimental Fashion Image* both offer students opportunity to develop their fashion and photography focus. The *Digital Media Lab and Digital Media Development Lab* elective modules, which would enable you to continue to develop focus in design for digital media, allow you to engage with current and emerging cross-disciplinary and multi-disciplinary technological debate, while deepening your own technical and creative confidence in a range of media. In these modules, you would be engaged in researching, exploring and suggesting possible combinations and applications while you hone your technical skills according to your individual needs and develop an increasingly independent strategy for technical skills development.

Following this you will select and apply your conceptual, technical and communication skills with more and more confidence, creativity and independence.

The modules *Graphic Design Theory in Context* and *Graphic Design Research in Context* run in each term of this year supporting your developing research, analytic and communication skills as you broaden and deepen your knowledge and understanding of

the cultural, theoretical, environmental, and social contexts within which graphic design operates.

Level 6 (Year 3)

At this level, you will develop an increasingly independent and self-motivated approach to your work, integrating your knowledge, understanding and skills as you synthesise fresh, creative ideas towards generating more challenging and complex proposals, concepts, and design briefs.

On completion of the level you will be aware of the boundaries and possibilities of your chosen discipline and will have begun to engage with and even push these boundaries, this typically starts to happen in your *Major Project – Development*, *Major Project – Realisation* and *Final Portfolio* modules.

To prepare you for and support the completion of these extended modules you will write a 6,000-word Dissertation or an equivalent 4,000-word Research Report and presentation, that enables you to research your chosen area of graphic design, employing depth and breadth of knowledge, and developing your ability to defend and communicate your own perspective, with reasoned argument supported by research.

The work you produce in your *Final Portfolio* and *Major Project* modules should demonstrate confidence and a professional standard of creative, critical and technical knowledge and skill. In the final semester, in the module *Curation and Connection*, you will work with fellow students to present your work to your peers, to the public, and to the industry in your degree show, as well as reflecting on your achievements and challenges. You will also connect with people, networks and platforms that will support your success after university, developing a strategy for professional self-promotion and/or personal development as you prepare to embark on your chosen career path.

Individual Learning Project

This module is designed for transfer students to complete requirements for their degree and in exceptional circumstances to enable students to undertake special projects. It can facilitate pursuit of individual interests in the field of fashion and design. The module can only 'replace' an elective module within the student's degree programme and cannot be used for core modules. It is only available at the discretion of the Head of School and appropriate Programme Leader. Please see appendix 3 of this handbook for module descriptors

9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more support. Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer please visit our website:

regents.ac.uk/information/student-life/for-current-students

10. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

A significant part of the programme is delivered at Marylebone, which offers specialist teaching accommodation, including workshop and studio space and other facilities. The BA (Hons) Graphic & Digital Design is located in an airy, well-equipped studio on the 1st floor of the Paddington Street building. Equipped with 8 x Macs, large studio tables, a large-format high quality digital printer, bookshelves, plan-chests, photocopier and display screen, it is an environment modelled on a professional design studio and provides a stimulating, flexible learning environment. There are alternative suites of Mac computers in the neighbouring Garbutt Place building, and here there are also a large format Canon digital plotters and a large format Mimaki digital fabric printer.

All facilities are wheelchair accessible. If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns. regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at my.regents.ac.uk once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas

of our extensive gardens, so any area can be adapted into a student study space. Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, see regents.ac.uk/about/learning-resources

11. Opportunities for personal development planning

Your personal development is supported through the personal tutor system – by meeting with your tutor at least once a year and by using the online PDP (personal development plan) you are encouraged to systematically reflect on your achievements and challenges. There is a strong emphasis on self-reflection and evaluation within the programme, at the end of the design process in your project work.

Each year opportunities within and outside modules, for self-reflection are offered:

First Year: In personal tutorials, the PDP, and in the module: *Global Perspectives* where you 'Engage constructively, in self and peer reflection and respond positively to critical judgement of others, with relevance to your general personal progression'.

Second Year: In personal tutorials, the PDP, and the *Creative and Professional Development* module, which involves personal, creative and professional reflection and development in this area. The industry mentoring opportunity also offers another angle and input into your personal and professional development.

Third Year: In personal tutorials, the PDP and the module *Curation and Connection* you will engage again in personal reflection, goal setting and communication of your achievements and attributes to identified audiences.

Extracurricular activities

You also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers support

All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video

interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

The Hive

The Hive is a workspace and community for both current students and alumni, which offers a full suite of services, including start-up advice, masterclasses, careers advice, student consultancy services and a bookable hot desk environment for start-ups. There is also support with graduate entrepreneurship visas if required.

The Hive offers a collaborative environment in which careers and enterprise advice happens in a live working environment, allowing knowledge and opportunities to flow between its users. It aims to break down barriers between job seekers and creators, learners and staff, changing the way our learners relate to the University and develop their career skills.

12. Admissions criteria

A Regent's education provides you with a high level of personal attention, and this begins from the moment you apply to study with us. We want to understand who you are and what your skills and interests may be – we are interested in your potential, as well as your prior achievements. We review each application comprehensively and on its individual merit, considering all of your skills, interests and attributes.

We receive applications each year from over 170 countries and are happy to assess all international qualifications.

For applicants who wish to improve their English language proficiency, please see our [English language courses](#).

Level 3 Foundation Entry

For applicants entering at Foundation Level 3, we will typically make you an offer at least 5 GCSEs at grades A-C / 9-4 or international equivalent including Mathematics.

For applicants where English is not their native language we will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 5.5, with a minimum of 5.5 in each individual component
- GCSE/IGCSE English, grade C / 4 (for IGCSE certificates, please provide the Supplementary Certifying Statement with the breakdown of component grades)
- On-campus English diagnostic test (for more information contact: admit@regents.ac.uk)

Or equivalent qualification.

Level 4 Entry

For applicants entering at Level 4, if you are holding A levels, we would typically make you an offer at two A-Levels at grades A-C.

We also assess your application for proficiency in Mathematics, asking for a GCSE in this subject at grade A-C / 9-4 (or the international equivalent).

In addition to your application, you will also be asked to present a portfolio of your design work.

Once you have satisfied the admissions criteria you will be offered an interview with one of the course or pathway leaders. The decision to offer a place is based both upon your final grades and the interview.

We will require proof of English language proficiency, for example we ask for:

- IELTS: Overall score of 6.0, with 5.5 or above in all four components
- On-campus English diagnostic test (for more information contact: admit@regents.ac.uk)

Or equivalent qualification.

English for Academic Purposes (EAP)

You will take an English for Academic Purposes (EAP) module in your first term in order to support the development of your academic work in English.

Students who achieve an IELTS 6.5, with a minimum score of 5.5 in each component, or an equivalent result, are exempt from the EAP module and will take an additional academic module instead.

Students entering with Recognition of Prior Learning

If you are joining your programme at an advanced entry point, we require IELTS 6.5 with a minimum 6.0 in Reading and Writing, with no score below 5.5 in any other components.

We offer a range of courses that can help to improve your English language proficiency. Please see the website for more details:

regents.ac.uk/study/short-courses/english-courses-london

For more information, see the How to Apply tab under each programme on our website.

You can find our Admissions Policy and Admissions Appeals and Complaints Policy at:

regents.ac.uk/about/governance/academic-governance/academic-governance-documents

13. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:

regents.ac.uk/study/international-students/visas-and-immigration

14. Tuition fees and other course costs

For students enrolling on the BA (Hons) Graphic & Digital Design, the annual fee for the academic level/year in 2020/21 is £18,000 paid in equal instalments over the first two terms. For students enrolling on the BA (Hons) Graphic & Digital Design with Integrated Foundation, the fee for the first year is £11,600.

Tuition fees are set by the University's Board of Trustees for each financial year, which runs from 1 August to 31 July. Therefore your annual fee will rise each year/level. The maximum increase per year for existing students is based on the Consumer Price Index (CPI) inflation rate, plus a maximum of 3%.

To secure your place at Regent's you will need to pay a deposit. These are currently set at:

Home/EU students advance deposit on tuition fees: £1,000 (non-refundable*)

Non-EU advance deposit on tuition fees: £4,000 (non-refundable*)

Fees are normally payable once a term and are due two weeks before the start of term. They can be paid through our online portal. Payment plans are available for eligible new and returning students. For more information visit the Pay Fees page on our website:

regents.ac.uk/study/how-to-pay/pay-fees-online-and-payment-plans#close

Our current Payment Terms and Conditions are available at:

regents.ac.uk/study/how-to-pay/payment-terms-conditions#close

London is an expensive place to live so it is important to ensure that you can afford to stay here for the duration of your studies. In addition to your tuition fees, you will have expenses such as accommodation, food, bills, transport, clothes, socialising, books and other material costs. If you would like to discuss the financial impact of studying at Regent's then please contact us: regents.ac.uk/about/contact-us

One of your main financial outlays will be your accommodation. There are three types of accommodation available to choose from. We offer limited accommodation on campus at competitive prices, off-campus accommodation at Urbannest, or you could choose private

accommodation which we can help you find. For more detail on accommodation please see our website: regents.ac.uk/study/accommodation

Course materials and study costs

Throughout your time on the BA (Hons) Graphic & Digital Design, you may need to purchase specific equipment and materials to support your studies and produce project outcomes for each module. Guidance on art materials and equipment requirements can be found in the module handbook. These will form part of the essential tools for your studies and future employment.

The costs below are indicative and may vary according to the nature of the module, assignment brief and in relation to each project. Where ever possible we seek sponsorship to support student projects, but this is subject to the generosity of industry partners and availability.

- Level 3 (Foundation) art equipment, paper and material costs are approximately £120 per year
- Level 4 (Year 1) art materials, approximately £250 per year
- Level 5 (Year 2) product and material costs are approximately £300 per year
- Level 6 (Year 3) Final Portfolio costs are approximately between £700 and £1,500 per year (depending on the individual work generated and production costs)

Level 6 students can take the initiative in securing sponsorship of materials to support their final productions and portfolio.

A number of visits to exhibitions that are part of your module assignments in Level 3, 4 and 5 are paid for or subsidised out of the course budget.

Any overseas study trips, which are optional, will vary in costs depending on the location, duration of stay and the student numbers attending.

Reading lists will be made available and may be borrowed from the library or purchased by students at their own cost.

* If you decide you no longer want to study at Regent's, refunds of deposits and fees can only be granted in limited circumstances. For more information, see our Refund Policy (subject to review) at: regents.ac.uk/study/how-to-pay/refunds-policy

15. Assessment and progression regulations

You will be assessed on how well you are achieving the intended learning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:

regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

At certain points on the degree your suitability will be assessed by the teaching panel. Such decisions as your pathway, choice of project, specialism and choice of group will be scrutinised, In most cases staff will act in an advisory capacity, in others, for example your chosen pathway and specialism will be subject to an analysis of your progress thus far.

16. Award criteria

To qualify for your intended undergraduate award, you must obtain 360 credits, including 120 credits at Level 4 or higher; 120 credits at Level 5 or higher; and 120 credits at Level 6 or higher.

You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

17. Methods for evaluating and improving the quality and standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

Programme (re)validations

The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

Programme modifications

We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's Academic Governance structures.

Programme monitoring

In order to ensure programmes continue to meet their academic and professional aims and objectives, Heads of Programme are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level, and are published on the University intranet under the Quality webpage where student are able to view these.

Student feedback systems

Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at Programme Committees. Student representatives are elected and sit on institutional level committees such as Senate. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

External examiner reports

External Examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other Higher Education Institutions. There are two types of external examiners. One reviews subject level assessment and the other reviews institutional level processes and attends the Progression and Finalist Boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online and are submitted to Programme Committees.

18. Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular learning outcomes in Section 5.

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
3	SKL306 Research		X			X							X		X
	SKL307 Design Cycle	X			X		X	X				X			
	SKL308 Materiality and Making			X					X	X	X			X	
	DSM305 Design in Industry	X		X	X		X	X			X			X	X
	GRD304 Graphic and Digital Design Specialist Option		X			X	X		X	X		X	X		
	FSD305 Fashion Design Specialist Option		X	X		X			X	X		X	X		
	FSM305 Fashion Marketing Specialist Option		X					X					X	X	X
	IND305 Interior Design Specialist Option		X	X		X			X	X		X	X		

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
4	GRD401 Design Thinking and Media (20)	X	X	X		X	X			X					X
	GRD402 Type and Image (20)	X			X	X		X			X	X		X	
	PHT401 Digital Photography (12) or		X	X		X	X	X	X			X	X		
	FSD403 CAD (10) or			X			X	X		X		X	X		
	MED404 Understanding Social Media (12) or	X	X		X	X		X	X		X	X	X	X	
	Language Elective (10)		X												X
	GRD403 Designing User Experience (20)				X		X		X	X	X		X	X	
	GRD404 Exploring Digital Media (20)			X		X	X	X	X	X		X	X		
GBL401 Global Perspectives (10)								X					X	X	
GRD405 Research and Context (10)	X	X	X				X				X				
PHT401 Digital Photography (12)		X	X		X	X			X		X	X			
MED404 Understanding Social Media (12)		X			X	X					X	X			
Language Elective (10)		X					X							X	
	Times Assessed per level: max/min	4/3	4/3	5/3	4/2	5/3	5/3	5/3	4/3	5/3	3/2	5/3	4/2	4/3	4/2

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
5	GRD501 Narrative and Sequence (20)	X		X			X	X	X	X			X	X	
	GRD502 Design for Context (20)		X		X	X	X		X		X	X			X
	GRD503 Graphic Design Theory in Context (10)	X	X		X	X		X					X	X	
	Language (10) or		X					X							X
	GRD507 Digital Media Lab (10) or	X		X				X		X			X		
	FSH504 Fashion Photography (10)		X	X			X			X		X			
	PLA501 Professional Placement (20) or			X	X		X			X	X	X	X		X
	GRD504 Design Solutions, Change The World (20)		X		X		X	X		X		X	X		X
	GRD505 Creative and Professional Development (20)			X	X				X		X	X			X
	GRD506 Graphic Design Research in Context (10)	X	X		X	X		X				X	X		X
A Language (10) or		X					X							X	
GRD508 Digital Media Development Lab (10) or	X		X				X	X		X			X		
GRD509 Experimental Fashion Image (10)	X		X				X			X			X		
Times Assessed per level: max/min	5/3	6/3	5/2	5	3	5/3	5/3	3	4/2	3/2	5/3	6/4	3/2	6/4	

Level	Module	Learning outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
6	GRD601 Major Project – Development (40)	X	X	X		X	X	X		X	X	X	X	X	
	GRD602 Dissertation (20) or		X		X	X		X				X			X
	GRD603 Research Report (20)		X		X	X		X				X			X
	GRD606 Portfolio (40)	X		X	X	X	X		X	X	X	X	X	X	
	GRD604 Major Project – Realisation (40)	X	X	X		X	X	X		X	X	X	X	X	
	GRD605 Curation and Connection (20)	X	X		X		X		X		X	X		X	X
	Times Assessed per level: max/min	3	3	3	3	4	4	3	2	3	4	5	3	4	2