

Programme specification

1. Overview/ factual information

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|---|---|
| Programme/award title(s) | BA (Hons) Digital Arts (Graphic Design) |
| Teaching Institution | University Centre Peterborough (UCP) |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | June 2021 |
| Date of latest OU (re)validation | N/A |
| Next revalidation | 2026 |
| Credit points for the award | 360 |
| UCAS Code | W210 |
| HECoS Code | 100061 |
| LDCS Code (FE Colleges) | |
| Programme start date and cycle of starts if appropriate. | September 2021 |
| Underpinning QAA subject benchmark(s) | Art and Design |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered. | Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review. |
| Professional/statutory recognition | N/A |
| For apprenticeships fully or partially integrated Assessment. | N/A |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | FT |
| Duration of the programme for each mode of study | BA(Hons) Digital Arts (Graphic Design) - 3 years in full time mode |

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| Dual accreditation (if applicable) | N/A |
| Date of production/revision of this specification | |

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

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

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

2.1 Educational aims and objectives

- To provide a comprehensive foundation in digital arts practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in digital art and design.
- Develop the technical skills and the ability to organize the visual elements necessary to communicate concepts and experiences across various 2D and 3D media
- To meet local, national and international need for skills in digital design
- To support students to develop into reflexive digital art practitioners with an understanding of the industry.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing environment.
- Encourage a systematic, creative and flexible approach to problem solving
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge base that will enable them to develop a career within digital arts design.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development.

2.2 Relationship to other programmes and awards

The Digital Arts Foundation and Bachelors Degree with pathways sits within the cluster of programmes in the Arts and Media including Acting for Stage and Screen, Media Production and Journalism. It also has strong links with the Computer Science programme with some staff teaching across programmes.

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

Introduction to Creative Industries L4 (15 credit), Professional Practice and Development L5 (30 credit), Integrated Advertising L5 (30 credit). Integrated advertising contains an industry pitch.

2.4 List of all exit awards

- Digital Arts, Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4
- Digital Arts, Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.
- Digital Arts, Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at Level 6).

3. Programme structure and learning outcomes

BA (Hons) Digital Arts (Graphic Design)

| Programme Structure - LEVEL 4 Full time | | | | | |
|---|---------------|------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Digital Asset Development | 30 | | | No | Y1 S1 |
| Graphic Design Practice 1 | 30 | | | No | Y1 S1 |
| Creative Design Practice | 30 | | | No | Y1 S2 |
| Critical Theory in Art & Design | 15 | | | Yes | Y1 S2 |
| Introduction to the Creative Industries | 15 | | | No | Y1 S2 |

Intended learning outcomes at Level 4 are listed below:

| Learning Outcomes – LEVEL 4 | |
|--|--|
| 3A. Knowledge and Understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1 Demonstrate competency in broad range of industry-standard digital design skills.</p> <p>A2 Realise intentions through awareness of ethical and professional standards.</p> <p>A3 Recognise and understand the application of industry-specific software packages.</p> <p>A4 Work across different media and justify decisions taken in the creative design process.</p> <p>A5 Recognise and discuss the function and importance of design in an increasingly interconnected world.</p> <p>A6 Reflect on and express their own career aspirations through a widening knowledge of the digital arts industries.</p> <p>A7 Demonstrate an awareness of the traditions of graphic design dissemination.</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities, critiques, peer review/ feedback, studio. - Field trips, conferences, live briefs, work-based learning, industry pitches <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Written examinations Portfolios (contents detailed on relevant Module Specifications), Oral Presentations, Reviews, Reports, Discussion Boards, Critical Reflections and in addition, online quizzes will be utilised to check academic progress, formal debate, Pitches, Essay plan.</p> |

| 3B. Cognitive Skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Think creatively in the context of digital art and design and effect solutions with versatility.</p> <p>B2 Read and analyse texts and other primary sources, including visual and material sources, while bearing in mind genre, content and purpose.</p> <p>B3 Innovate and problem-solve individually and as a member of a team.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and Professional Skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Communicate coherently, in written or oral form, drawing on their knowledge of digital art and design and the broader context in which they are practised.</p> <p>C2 Demonstrate awareness of the main developments of current and emerging media and technology.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level.</p> |

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| <p>C3 Demonstrate awareness of the role and impact of intellectual property in digital art and design.</p> <p>C4 Demonstrate the ability to produce a coherent design project.</p> | <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |
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| 3D. Key/Transferable Skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1 Adopt a collaborative and problem-solving approach to complex problems.</p> <p>D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form.</p> <p>D3 Digest feedback and criticism and reflect on their own developing knowledge and practice.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings, and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

Certificate of Higher Education (CertHE) in Digital Arts upon successful completion of a minimum of 120 credits at Level 4

| Programme Structure - LEVEL 5 Full time | | | | | |
|---|---------------|------------------|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Graphic Design Practice 2 | 45 | | | No | Y2 S1 |
| Critical Practices in Art and Design | 15 | | | Yes | Y2 S1 |
| Integrated Advertising | 30 | | | No | Y2 S2 |
| Professional Practice and Development | 30 | | | No | Y2 S2 |

Intended learning outcomes at Level 5 are listed below:

| Learning Outcomes – LEVEL 5 | |
|---|---|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1 Demonstrate competency in broad range of industry-standard digital design skills.</p> <p>A2 Realise intentions through awareness of ethical and professional standards.</p> <p>A3 Recognise and understand the application of industry-specific software packages.</p> <p>A4 Work across different media and justify decisions taken in the creative design process.</p> <p>A5 Recognise and discuss the function and importance of design in an increasingly interconnected world.</p> <p>A6 Reflect on and express their own career aspirations through a widening knowledge of the digital arts industries.</p> <p>A7 Demonstrate an awareness of how original design work can be displayed in a professional context.</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. - Field trips, site visits and surveys and heritage walks. <p>They will learn key research skills and methods through subject-specific workshops focussing on how to apply these skills in their own independent research.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays and Written examinations. In addition, Online Quizzes will be utilised (to check academic progress at the half-way point of the module). Portfolios (contents detailed on relevant Module</p> |

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| | Specifications), Oral Presentations, ^[1] Reviews, Reports, Discussion Boards, Critical Reflections |
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| 3B. Cognitive Skills | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Think creatively in the context of digital art and design and effect solutions with versatility.</p> <p>B2 Read and analyse texts and other primary sources, including visual and material sources, critically and empathically while bearing in mind context genre, and purpose.</p> <p>B3 Innovate and problem-solve individually and as a member of a team.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and Professional Skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Communicate coherently, in written or oral form, drawing on their knowledge of digital art and design and the broader context in which they are practised.</p> <p>C2 Demonstrate awareness of the main developments of current and emerging media and technology.</p> <p>C3 Demonstrate awareness of the role and impact of intellectual property in digital art and design.</p> <p>C4 Demonstrate an ability to effectively communicate ideas through a coherent a design project</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/Transferable Skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1 Adopt a collaborative and problem-solving approach to complex problems.</p> <p>D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form.</p> <p>D3 Respond to feedback and criticism and reflect on their own developing knowledge and practice.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> |

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| | <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |
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Diploma of Higher Education (DipHE) in Digital Arts upon successful completion of a minimum of 240 credits at Levels 4 and 5.

| Programme Structure - LEVEL 6 Full time | | | | | |
|--|---------------|--|---------------|--------------------------|------------------|
| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
| Developing Ethical & Professional Skills | 15 | | | Yes | Y3 S1 |
| Undergraduate Major Project | 60 | | | No | Y3 S1& S2 |
| | | Commercial Photography | 15 | Yes | Y3 S1 |
| | | Enhanced Integrated Practice | 30 | No | Y3 S1 |
| | | Professional Futures | 15 | Yes | Y3 S2 |
| | | Digital Visual Effects & Post-Production | 30 | No | Y3 S2 |

Intended learning outcomes at Level 6 are listed below:

| <u>Learning Outcomes – LEVEL 6</u> | |
|--|---|
| 3A. Knowledge and Understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1 Demonstrate competency in broad range of industry-standard digital design skills.</p> <p>A2 Realise intentions through awareness of ethical and professional standards.</p> <p>A3 Recognise and understand the application of industry-specific software packages.</p> <p>A4 Work across different media and justify decisions taken in the creative design process.</p> <p>A5 Recognise and discuss the function and importance of design in an increasingly interconnected world.</p> <p>A6 Reflect on and express their own career aspirations through a widening knowledge of the digital arts industries.</p> | <p>A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level.</p> <p>These include:</p> <ul style="list-style-type: none"> - traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. - Field trips, site visits and surveys and heritage walks. <p>Students will be supported to undertake a major piece of independent research.</p> <p>A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Reflective Logbooks, Online Quizzes, Group work and Written Examinations. In addition, the students will give Presentation to their peers, Review (academic papers on a given subject area), Write Reports, Discussion Boards, Critical Reflection and Under Graduate Major Project.</p> |

| 3B. Cognitive Skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Think creatively in the context of digital art and design and effect solutions with versatility.</p> <p>B2 Read and analyse texts and other primary sources, including visual and material sources, critically and empathically while bearing in mind genre, content and purpose.</p> <p>B3 Innovate and problem-solve individually and as a member of a team effecting solutions with proficiency.</p> | <p>A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.</p> <p>Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3C. Practical and Professional Skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Communicate coherently, in written or oral form, drawing on their knowledge of digital art and design and the broader context in which they are practised.</p> <p>C2 Demonstrate awareness of the main developments of current and emerging media and technology.</p> <p>C3 Demonstrate awareness of the role and impact of intellectual property in digital art and design.</p> | <p>A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks.</p> <p>Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

| 3D. Key/Transferable Skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1 Adopt a collaborative and problem-solving approach to complex problems.</p> <p>D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form.</p> <p>D3 Digest feedback and criticism and reflect on their own developing knowledge and practice.</p> | <p>A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.</p> <p>A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.</p> |

BA Digital Arts Ordinary Degree upon successful completion of 300 credits (60 credits at Level 6).

4. Distinctive features of the programme structure

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

The distinctive features of the Digital Arts programmes are:

- The programme offers a progression route for students with level 3 qualifications including BTEC, A levels, and HE access courses.
- The various pathways support progression into different sectors in the creative industries. Students decide which pathway they want to follow at the application stage
- the programme draws students from both art and design programmes and IT

UCP is the HE provider of an FE College group. It therefore has very close links and strong progression from level 3 programmes across both Peterborough and Stamford sites, Students at the colleges study Graphic Design, Photography as well as 2D and 3D animation. UCP has designed the course to provide progression routes for students on these courses

The course is designed to appeal to Information Technology students especially those with creative talents and aspirations that are interested in Computer Games Design, Virtual and Augmented reality. While no programming skills are required to do this course familiarity with a range of software design packages is an asset.

The courses are designed also to provide progression routes into the creative industries. We have a range of partner organisations that we work with and regularly consult to provide live brief opportunities for our students but also to consult on course design.

5. Support for students and their learning.

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

While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy and Level 6 on progression and transferrable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly.

UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support dissertations, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at Level 4 will introduce and develop the underpinning skills required for higher education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who

habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, a new Employer and Community Consultative Group was established in March 2019. The group, which has evolved from the HE Steering Group, will provide crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for admission

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

5 GCSE grade C or above including English and Maths and 88 UCAS points which should be from a related subject in one of the following:

- A-levels
- BTEC Level 3 National Diploma
- IB Diploma
- Access to HE
- Related work experience.
- Overseas qualifications judged to be equivalent to above.

Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience.

We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

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| 7. Language of study |
| English |

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| 8. Information about non-OU standard assessment regulations (including PSRB requirements) |
| N/A |

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| 9. For apprenticeships in England End Point Assessment (EPA). <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i> |
| N/A |

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| 10. Methods for evaluating and improving the quality and standards of teaching and learning. |
| <p>The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.</p> <p>Each member of staff has consistently been graded in observations as good or better by the UCP quality department over the last 5 years. The department performs annual inspections for all subjects and offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.</p> <p>Staff development is available at UCP at least three times a year and staff actively take part in training events (e.g., Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training</p> |

and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

UCP has Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on module in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

| 11. Changes made to the programme since last (re)validation |
|---|
| N/A |

Annexe 1 - Curriculum map

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

BA Digital Arts with Graphic Design

| Level | Study module/unit | Programme Outcomes | | | | | | | | | | | | | | | | | |
|-------|-------------------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | B 1 | B 2 | B 3 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | |
| 4 | Digital Asset Development (2D) 3D | X | | X | | | | | X | | X | X | | X | | | | X | |
| | Graphic Design Practice 1 | X | | | X | | | X | X | | | X | | X | X | | | X | |
| | Creative Design Practice | X | | | X | | | X | X | | | X | X | X | X | X | X | X | X |
| | Critical Theory in Art & Design | | | | X | X | | | X | X | | X | | | | | | X | |
| | Introduction to Creative Industries | | X | | | X | X | | | X | | | X | | | | X | | X |

| Level | Study module/unit | Programme Outcomes | | | | | | | | | | | | | | | | | |
|-------|---------------------------------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | A 7 | B 1 | B 2 | B 3 | C 1 | C 2 | C 3 | C 4 | D 1 | D 2 | D 3 | |
| 5 | Graphic Design Practice 2 | X | | X | X | | | X | X | X | | X | X | X | X | X | X | X | |
| | Critical Practices in Art and Design | | | | | X | X | | | X | | X | | | | | | X | X |
| | Integrated Advertising | | X | | X | | | | X | | X | X | X | | | X | | X | |
| | Professional Practice and Development | | X | | | | X | | | X | | X | X | | | | | | X |

| Level | Study module/unit | Programme Outcomes | | | | | | | | | | | | | | |
|-------|--|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | A 1 | A 2 | A 3 | A 4 | A 5 | A 6 | B 1 | B 2 | B 3 | C 1 | C 2 | C 3 | D 1 | D 2 | D 3 |
| 6 | Digital Visual Effects & Post-Production | X | | | X | | | X | | | X | X | | | | X |
| | Developing Ethical & Professional Skills | | X | | | | X | | X | | X | | | | | X |
| | Commercial Photography | X | X | | | | X | X | | | X | | X | | | X |
| | Undergraduate Major Project | X | | X | | | | | X | X | X | X | | X | X | |
| | Enhanced Integrated Practice | | X | | | X | | X | | X | | X | X | X | | |
| | Professional Futures | | X | | | | X | X | | | | X | | | | X |