

**UNIVERSITY OF WALES VALIDATED DEGREE SCHEME
Programme Specification**

1. Qualification	2. Programme Title
BA (Hons)	Graphic & Media Design

3. Teaching Institution	4. Programme Type
Hereford College of Arts	Full Time Modular Degree

5. Aims and Distinctive Features of the Programme
<p>The course aims to provide students with:</p> <ol style="list-style-type: none">1. The development of an individual direction for advanced personal practice in visual communication informed by theoretical and critical understanding2. The ability to undertake critical analysis and demonstrate an informed understanding of theoretical, historical and critical debates3. Support in the development of a range of oral and written communication skills and the ability to work effectively in a group4. The further development of a range of advanced graphic and media design skills from which the student will be able to make an independent and informed selection, acting autonomously with minimal direction within agreed guidelines5. A raised awareness of personal responsibility and professional codes of conduct within contemporary graphic design practice, and the ability to incorporate a critical ethical dimension into a major body of work <p>The BA (Hons) Graphic & Media Design course provides students with the necessary skills and understanding in order to explore and apply the creative potential of digital technology to express ideas, and to resolve design and visual communication problems. The course encourages a wide-ranging and creative approach to uses of graphic & media design within contemporary environments, including the '3rd' screen of mobile technology. Print based communication remains an integral part of the course.</p> <p>The course aims to develop the practical skills and contextual understanding required within the special subject and to apply this knowledge to the vocational demands and opportunities within the professional industries. There are opportunities for work based learning that will be undertaken regionally and nationally. Work based learning will be provided through the College's developing media professionals connections regionally.</p> <p>Special features:</p> <p>The course is delivered by a range of academic staff and practising graphic design professionals. Their work informs and enriches the student's opportunity to connect their coursework with the demands, expectations and realities of the graphic design industry. Throughout the course emphasis is placed upon the exploration and development of 'creative ideas' and the application of these ideas to realistic professional outcomes. The course is delivered through studio-based practice and complemented by a supporting cultural studies lecture programme designed to inform and evolve your practical work through the application of theoretical enquiry.</p> <p>Language of Instruction and Assessment:</p> <p>English</p>

6. Criteria for Admission to the Programme (including relevant English language score required)

Selection Procedures

The selection of applicants is fundamental to the quality of the activity of the course and the general health and well-being of the academic community. Selection for a programme is governed by a set of principles which constitute the *Admissions Policy*, which can be found at <http://www.hca.ac.uk/students/pdfs/Admissions%20Policy%20-%20HCA%20updated%20AW%20Mar%202010.pdf>

Entry Requirements

Applicants should be 18 years of age by 31 December in the year of entry. The normal minimum qualifications are:

- A successful portfolio interview including the attainment of one of the following qualifications/conditions
- Minimum 200 UCAS Tariff Points
- Art Foundation Diploma: Pass/Merit Profile
- BTEC National Diploma: Merit/Distinction Profile
- Mature Students with related experience

Entry Requirements – Top Up Degrees

- Pass at Foundation Degree Level
- Successful completion of Level 4 and 5 of an appropriate Undergraduate Degree

(Internal FdA applicants who have successfully completed their Foundation Degree can automatically progress onto the final year of a relevant Honours Degree programme at HCA. External applicants are subject to the above condition and also must attend for interview to ensure that their academic profile is appropriate to the course applied for.)

All prospective applicants must show an intellectual ability to successfully undertake the Cultural and Professional Studies elements of the course in addition to the practical aspects of the course.

Entry Requirements – Overseas Students

It is a requirement that overseas students' whose first language is not English require an English Language IELTS qualification with a score of 6 at the point of interview.

APA Guidelines

The following principles apply:

- recognition of prior achievement will only be given on the basis of the forms of evidence requested by the college;
- responsibility lies with the candidate for the submission of acceptable evidence of prior achievement;
- responsibility lies with the college in the person of the Course Coordinator for ensuring that the applicant is fully informed of the kind of evidence required and has access to advice if required.

Where a candidate seeks admission with advanced standing, and therefore the formal accreditation of prior achievement, the following principles will apply:

- In recognising prior achievement, only credit for learning related to the course objectives will be awarded, and submitted evidence of learning will be judged in relation to its relevance to the course of study to be followed, including the balance between theoretical and practical work
- The assessment of prior achievement only confers eligibility; it does not itself provide a right of entry
- Applicants will be required to claim accreditation of their prior achievement before the

meetings of the assessment panels to which they will be required to present themselves for admission

Other entry routes (APL and APEL)

The course however seeks to recruit from as wide a range of students as possible. Therefore applicants without the above formal qualifications but who can demonstrate (by other means) equivalent educational attainments will be considered. Prior learning and prior experiential learning are recognised as evidence of attainment.

- Prior Learning is defined as learning resulting from both award bearing and non-award bearing courses or educational programmes.
- Prior Experiential Learning is defined as learning resulting from significant life and work experiences, relevant to the field of study. Experience alone is not taken to constitute learning in itself; recognition may only be given to demonstrable and appropriate learning gained from experience.

Applications for AP(E)L will be considered by the Course Coordinator in the first instance, who will require documentary evidence of prior achievement from the candidate which will be mapped against the intended learning outcomes of the module(s) in question and recorded in a written format. Any decisions will be referred to the Programme Manager for approval in writing, and then to the Programme Board for formal confirmation. All such decisions will be considered by the Examination Board for the award of credit. In the event of an appeal against a decision, this will be referred to the University Awarding Body APL Committee if this is considered appropriate.

7. Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

To gain the qualification the student will have demonstrated i) subject knowledge and understanding ii) cognitive skills iii) discipline-related practical and professional skills and iv) other general skills and capabilities specified in the learning outcomes for modules within the programme.

i) Subject knowledge and understanding

- Demonstrate a systematic understanding of visual language and design principles and be able to apply this knowledge appropriately and with confidence.
- Demonstrate a detailed understanding of a range of historical and contextual issues specific to Graphic design and Media arts.

ii) Cognitive skills

- Generate a variety of informed responses in graphic design to a diverse range of design and communication scenarios.
- Deal with complex ideas and demonstrate sophistication in the choice and application of techniques and processes integral to successful design outcomes in communication.
- Research and analyse complex information using a variety of sources and references.
- Construct critically informed and evaluative ideas about subject specific contextual issues.

iii) Subject-specific practical and professional skills

- Use creative judgement and design awareness in a variety of visual communication situations and be able to work autonomously to a professional standard and with the minimum of supervision.
- Make informed choices when selecting techniques and processes in the pursuit of innovative outcomes.
- Use a range of subject specific skills, confidently and appropriately and to a professional standard in the realisation of design outcomes.
- Demonstrate a clear understanding of a range of practical design techniques appropriate to graphic & media production.

iv) General and transferable skills

- The ability to communicate clearly and effectively in a range of different professional situations.
- The ability to work both individually and as a member of a team in complex and challenging situations.
- The ability to work independently and effectively manage projects to achieve successful outcomes within given timescales.
- Use a range of skills, confidently and appropriately to a professional standard for the purposes of communication and presentation.
- Evaluate personal strengths and weaknesses and make informed critical judgements on how to improve performance.

8. Qualities, Skills and Capabilities Profile

Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual

- The ability to analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
- The ability to research, analyse, contextualise and produce informed responses and critical opinions about a range of complex historical and contextual issues.
- The ability to think laterally and use a variety of ideas generating techniques in order to synthesize appropriate solutions to complex problems.

ii) Practical

- The ability to generate design ideas and produce innovative work of a professional standard within given constraints.
- The ability to produce creative and sophisticated design outcomes using a range of professional standards and production processes.
- The ability to use a diverse range of visual communication, techniques and processes to produce creative and professional outcomes.

iii) Personal and Social

- The ability to work effectively as an individual and as a member of a team.
- The ability to present and communicate information clearly and effectively to a range of different audiences.
- The ability to plan, prioritize and work effectively to a deadline.
- The ability to understand and follow subject specific health and safety guidelines.
- The ability to understand and follow subject specific legal, moral and ethical guidelines, including equal opportunities.
- The ability to research, analyze, understand and make informed judgements about complex contextual issues.

9. Main Subjects, Levels, Credits and Qualifications

Programme Map

Level 4

Module Code	Module Title	CAT Points	Study Period
CS1	Cultural Studies One	20	Semester 1&2
MAD1	Discourse	20	Semester 1&2
MA1	Introduction to Creative Practice	20	Semester 1
GMD1	Type, Text and Meaning	20	Semester 1
MA2	Narrative & Sequence	20	Semester 2
GMD2	Interactive Design	20	Semester 2

Level 5

Module Code	Module Title	CAT Points	Study Period
CS2	Cultural Studies Two	20	Semester 3&4
MAD2	Discourse and Practice	20	Semester 3&4
GMD3	Image and Identity	20	Semester 3
MA4	Design for Screen	20	Semester 3
MA5	Competition and Commission	20	Semester 4
MA6	Motion Graphics	20	Semester 4

Level 6

Module Code	Module Title	CAT Points	Study Period
CS3	Dissertation	30	Semester 5&6
GMD6	Final Major Project	40	Semester 5&6
GMD7	External Project	30	Semester 5
GMD8	Final Major Presentation	20	Semester 6

Course Structure

This course will equip students with the skills, knowledge and understanding necessary to successfully enter the visual communication industries. The course will encourage students to develop ideas in response to a wide range of situations and projects, across a variety of traditional and new media formats.

The course structure is designed specifically to provide a platform of underpinning skills and knowledge at Level one, before introducing more specialist practises during year two, and then

providing the opportunities for students to explore and to apply their skills and knowledge more professionally during the final year

Year One – Level 4: *investigative, experimental and analytical*

During the first year of the course students will develop an understanding of fundamental aspects of graphic and media design. These will include exploring the creative design process and applying design principles in order to effectively communicate in both print and screen based formats. Commencing with the 'Introduction to Creative Practice' (MA1) module, students will explore and develop the ability to initiate, develop, and evaluate 'ideas' as a creative response to resolving design problems and as the basis for communicating visually. This fundamental skill will be supported by introductions to appropriate software, and complemented by the 'Type, Text and Meaning' module. (GMD1) This module will introduce basic typographic principles, whilst exploring the creative potential of 'words' as a visual device.

In the 'Interactive Design' (GMD2) and 'Narrative & Sequence' (MA2) modules students will begin to explore the role that 'Time' plays within contemporary Media and digital arts, either through the production of short 'moving sequences', or through 'interactive' responses to design commands.

Throughout the whole of Year one, studio activity will be complemented with a supporting Cultural Studies lecture programme. This lecture series will explore and challenge the role of the 'Media Arts' within the social, cultural and political framework of the Western world during the Twentieth and Twenty first centuries. The 'issues' explored during these lectures will be disseminated further in the 'discourse' module. This module aims to investigate appropriate subject matter, and explore it's impact upon the students studio practice, and their future professional roles.

Year Two – Level 5: *establishing practice*

Year two aims to provide specialist skills and knowledge by exploring the increasingly important role that 'Image and Identity' (GMD3) takes within society and particularly within business, through the communication of 'brand values'. These 'principles' will be applied to screen based formats during the 'Design for Screen' (MA4) module, in which students will develop creative responses to digital screen based projects, whilst learning specialist software packages.

In the second part of the year students will be provided with opportunities to explore the emerging area of 'motion graphics' (MA6), by applying their knowledge of narrative and sequence developed during Level 1, whilst learning new, very sophisticated design and editing software packages.

Year two also provides the opportunity for students to apply their knowledge and skills to 'real' design problems by responding to 'competition' projects, and appropriate 'commissions' (MA5) During such projects students will either work as members of design teams, or deal directly with clients. 'Cultural Studies 2' module continues to provide a framework in which the role of Media Arts is placed, and challenged in relation to 'global' issues and concerns, and a variety of academic proposals.

During the 'Discourse and Professional Practice' module students will investigate the detail of their future roles as professional creative practitioners, by exploring the practical, legal, ethical, social, and financial aspects of the profession. This module will be complemented by visits by and to a number of design professionals.

Year Three – Level 6: *resolution of practice*

The final year of the course provides a platform on which students are able to fully integrate and apply the knowledge and skills they have acquired at previous stages of the course. There is also emphasis on research, critical thinking, and the production of creative work for the purpose of building a graduate portfolio.

Year three is divided into four separate modules. 'Final Major Project' (GMD6) provides the students with the opportunity to 'negotiate' a series of design projects with staff in response to a number of themes. These 'negotiated' projects provide opportunities for students to investigate and challenge

their individual creative practice by potentially following a very 'specialised' path, or by developing a more 'rounded' portfolio of work.

'External project' (GMD7) aims to extend the initial experience of industry practice introduced during Level 2 in the 'Competition and Commission' module, by providing students with more complex design problems through external competitions such as the D&AD or RSA organisations. In these cases students will compete with other students on a national and international basis.

In year three the 'dissertation' module requires students to investigate an appropriate design subject from a critical perspective, in order to underpin their understanding of theoretical models, and their support their understanding of their design practice, and a series of seminars.

The final module on the course, 'Final Major Presentation' (GMD8) involves developing a major presentation of work in terms of a portfolio, website, and final major exhibition through which to showcase their ability as designers, and from which to potentially launch their professional careers.

Award Requirements

Awards are normally made as terminal qualifications.

For the award of the **University Certificate:**

- A student must take and pass 60 credits at Level 4.

For the award of the **Certificate of Higher Education:**

- A student must take 120 credits at Level 4 and
- Pass 100 credits at Level 4
- A student must achieve at least 30% (following reassessment) in the outstanding 20 credit module at Level 4.

For the award of the **Diploma of Higher Education:**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5
- A student must achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5

For the award of the **Foundation Degree:**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5 and
- Achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5

For the award of the **Honours Degree¹:**

- A student must take 360 credits with at least 120 at Level 4 and Level 5 and Level 6
- Pass 100 credits at Level 4 and
- Pass 100 credits at Level 5 and
- Achieve at least 30% (following reassessment) in the outstanding 20 credit modules at Level 4 and Level 5
- Pass 90 credits at Level 6 and
- Achieve at least 30% (following reassessment) in the outstanding 30 credit module at Level 6

¹ In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

Classification – BA (Hons) Top Up Degrees

The final degree classification for Top Up Degree students will be calculated on a weighting of 100% for Level 6 only.

In line with the relevant Academic Protocols, candidates for Initial Degrees may be awarded a 'Pass Degree' where their overall mark falls between 35 and 39%.

10. Teaching and Learning Strategy : Details of how the Scheme will be Delivered

Teaching and Learning Strategies

The BA (Hons) Graphic & Media Design course will deliver most of its teaching through studio based projects designed to incorporate individual and group approaches as well as live and externally linked projects. Where possible 'live projects' will be developed in consultation with creative arts experts drawn from the network of professional links established within the Media Arts programme area. Work based learning and or work experience opportunities where appropriate will be considered as part of the course and will vary according to student requirements.

A variety of other strategies will also be used as appropriate. These may include for example:

- lectures, used for briefing projects, introducing ideas or exploring contextual or critical issues;
- student led seminars, in which students are encouraged to articulate issues in relation to work in progress, deliver presentations using a variety of media in relation to issues or ideas they have independently researched.
- staff led 'discourse' seminars in which issues are developed and discussed.
- workshops, in which specific skills related issues, technical challenges or problems are taught and practised;
- visiting lectures and master classes, in which students might be exposed to a wide range of issues in relation to contemporary practice;
- educational trips and visits, to develop an awareness of contemporary practice and a range of reference for use in approaching problems;
- critiques, a sophisticated and highly developed interactive teaching tool unique to art and design education, in which students engage actively with the formative assessment of their own and others' work;
- tutorials, used both individually and in small groups, for the close attention to the development of each individual's work and monitoring of their progress.

All teaching delivered at module level is designed to support the development of individual and independent learning and is organised as:

- **Supported:** taught time, such as lectures, seminars, tutorials etc. where students are offered direct support for their learning by staff
- **Directed:** where students are carrying out tasks under the overall direction of staff, often with support available (e.g. library research, use of workshops etc.)
- **Independent:** study or activity completely independent of tutors (e.g. additional reading, visiting exhibitions, professional networking, etc)

A key aspect to much of the teaching and learning on the Graphic & Media Design course is also the open access workshop system, again now unusual in many larger institutions. After relevant inductions students may access a number of workshops, where they are supported by Technical Demonstrators who both teach skills and techniques and run each resource area. All are highly skilled practitioners, most with an active professional practice as craft makers or designers. This again encourages the development of independent learning styles among all students, and in addition provides crucial support for the central methodology for skills teaching and acquisition adopted across all courses. A specific induction programme will be delivered for Level 4 students to enable them to access these resources at the appropriate level to ensure that they get off to a good start on the course. As students progress through the course, more advanced workshops and or master classes will be delivered to support their 'skills' development.

11. Assessment

Main Features of the Programme's Overall Assessment Scheme

The purpose of assessment within the programme area is:

- to provide a measure of the extent to which the aims and objectives of the course and individual modules have been achieved and;
- to ensure comparability of the course's standards with other degree awards and the comparability of standards and assessment loadings between and among the modules that contribute to the course.

The Examinations Board is responsible for making decisions about students' progress through the Course; for determining the awards, titles and classifications to be conferred on students and for making general recommendations on related matters to the Academic Board.

Assessment has a number of other purposes:

- to motivate students, by providing them with an opportunity to review and consolidate what they have learnt, and by requiring them to demonstrate the knowledge, understanding and skills they have developed in their module or course of study;
- to create a culture of self and peer-evaluation to develop the student's ability to seek out, give, take and act upon clear, constructive feedback;
- to inform students, by giving them accurate information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills;
- to certify levels of achievement, by enabling students to demonstrate to examiners the extent to which they have achieved the learning outcomes of their module or course of study.

Methods of Assessment

Assessment will be conducted using the assessment criteria currently set out in the modules that comprise the student's course and in module handbooks provided at the commencement of each module. Student work that is to be assessed is specified in the Module descriptors under the heading of assessment requirements.

A number of types of assessment may be distinguished, each of which has a place at both the module and course levels:

diagnostic assessment, which predicts a student's aptitude and preparedness for a module or programme of study and identifies possible learning problems;

formative assessment, which gives students feedback on the progress they are making during their learning and signposts future action;

summative assessment, which establishes what a student has achieved during or at the end of a module or their programme of study. It is the summative assessment, which certifies the level of achievement.

Course and Module Leaders ensure that assessments encompass the extent to which a student has satisfied the learning outcomes of a module and the award, in relation to specified criteria and the confirmation of a summative mark. In addition, the Course Leader provides clear information about the various elements of the assessment process both to the students and to the examination boards. Assessment requirements, criteria and deadlines are published at the outset of the module and feedback is provided via the standard tutorial record form.

Assessment will be based on coursework and assignments which may take the form of written essays, case studies and reports or may be creative productions. In the case of creative productions, assessment will be based on the unique character of established and well-developed practice within Art and Design. This is holistic, interactive and comprehensive. Students are normally asked to present the outcomes of assignments at critique sessions, during which they may be asked to explain and justify their work and to demonstrate the process of experimentation, thinking and research by which they came to this point. Other students are normally present and are invited to contribute to the discussion.

Assessment Strategy

Work is graded against the Assessment Criteria for each assignment circulated to students in advance in the Assignment Brief. A record is kept of each assessment and each student will receive feedback after each assessment to indicate an unconfirmed grade for the work submitted. This will normally be explicitly referenced to the Criteria used. Summative grades for each Module will be confirmed by the Examination Board.

Each Module will receive an overall summative grade. Individual assignments within the Module may be given separate summative grades which will then be combined to achieve the final grade according to the weighting specified in the Module Descriptor.

All modules aligned to a specific level and or stage of the Course including weighted assignments within the module must be attempted.

Re-assessment: Referral and Deferral Procedure

A student who fails to achieve the pass mark for an assignment within a module or the overall module will be permitted a minimum of one re-assessment.² The failure will be reported to the Examinations Board and subject to the submission of any extenuating circumstance being reported, the Board will confirm an appropriate Referral or Deferral task. If there are no extenuating circumstances confirmed, re-assessed assignments will be awarded a maximum of 40% (minimum Pass). The maximum grade available for the overall module following such an assignment failure will also be 40%. The student will normally only be required to retrieve those assignments that have been failed.

In cases where a marginal fail (35-39%) is recorded for a single assignment within a module at the point of first assessment, the examinations board can confirm an overall module pass as long as the calculated average of the final marks for all of the assignments is 40% or above.

In most cases students will be required to retrieve their failure during the summer vacation and if successful, this will enable them to progress to the next level of the course or be eligible for a final award subject to confirmation by the Retrieval Examinations Board held annually in September.

A candidate who fails 50% (60 credits) or more at academic Level 4 or 5 of the course will normally be required to retake the modules or repeat the entire academic level of the course or may be required to leave the programme completely. Candidates who are allowed to repeat an entire academic level will not have their marks capped. However, the marks achieved for any modules in the level concerned that were previously passed will have to be forfeited. This option cannot be applied to a candidate at Level 6, the final level of their studies.

Candidates will normally be given only one opportunity to repeat a level of academic study.

² The University of Wales Regulations currently permit three re-sit opportunities at undergraduate level. (Validation Unit Quality Handbook: Policies and Procedures 2009/10 p99)

Course Assessment Matrix

Module Code	Module Title	N° of Assignments	N° Projects	N° of Formative Assessments	Presentation(s)	Research Folder	Essay / Dissertation	Presented Personal Development Plan	Body of Work / Portfolio of Work										
									Final Outcomes	Presentation	Proposals	Online publishing	Research	Sketchbooks	Learning Journal				
CS1	Cultural Studies One	2			✓	✓	✓						✓	✓	✓				
MAD1	Discourse						✓			✓				✓		✓			
MA1	Introduction to Creative Practice			1		✓			✓					✓	✓	✓			
GMD1	Type, Text and Meaning		5	1		✓			✓					✓	✓	✓			
MA2	Narrative & Sequence			1		✓			✓					✓	✓	✓			
GMD2	Interactive Design		4	1		✓			✓			✓	✓	✓	✓				
CS2	Cultural Studies Two		3		✓	✓	✓		✓					✓		✓			
MAD2	Discourse and Practice		2		✓	✓	✓	✓	✓	✓				✓		✓			
GMD3	Image and Identity		4	1		✓			✓			✓	✓	✓	✓				
MA4	Design for Screen		4	1		✓			✓			✓	✓	✓	✓				
MA5	Competition and Commission		3 - 6	1		✓			✓			✓	✓	✓	✓				
MA6	Motion Graphics	4		1					✓			✓	✓	✓	✓				
CS3	Dissertation	1	1				✓		✓				✓	✓	✓	✓			
GMD6	Final Major Project		4	2		✓			✓		✓	✓	✓	✓	✓				
GMD7	External Project		4	2		✓			✓			✓	✓	✓	✓				
GMD8	Final Major Presentation		6	1	✓	✓			✓	✓	✓	✓	✓	✓	✓				

12. Benchmark Statements

(i) List the QAA Benchmark Statement(s) consulted as part of the programme design process:

Art and Design Subject Benchmark Statements 2008

13. Key Skills Mapping

	KEY TRANSFERABLE SKILLS					
	Communication	IT and Information Skills	Working with Others	Problem Solving	Study Skills	Employability
Level 4						
Modules:						
Cultural Studies One	*	*	<input type="checkbox"/>	<input type="checkbox"/>	*	
Discourse	*		<input type="checkbox"/>		*	<input type="checkbox"/>
Introduction to Creative Practice	<input type="checkbox"/>			*	<input type="checkbox"/>	
Type, Text and Meaning	<input type="checkbox"/>			*	<input type="checkbox"/>	
Narrative & Sequence	<input type="checkbox"/>			*	<input type="checkbox"/>	
Interactive Design	<input type="checkbox"/>	*		*	<input type="checkbox"/>	
Level 5						
Modules:						
Cultural Studies Two	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	<input type="checkbox"/>
Discourse and Practice	*		<input type="checkbox"/>	<input type="checkbox"/>	*	*
Image and Identity	<input type="checkbox"/>			*	<input type="checkbox"/>	
Design for Screen	<input type="checkbox"/>	*		*	<input type="checkbox"/>	
Competition and Commission	*		*	*	<input type="checkbox"/>	*
Motion Graphics	<input type="checkbox"/>	*		*	<input type="checkbox"/>	
Level 6						
Modules:						
Dissertation	*	*		<input type="checkbox"/>	*	<input type="checkbox"/>
Final Major Project	<input type="checkbox"/>	*		*	<input type="checkbox"/>	<input type="checkbox"/>
External Project	<input type="checkbox"/>		*	*	<input type="checkbox"/>	*
Final Major Presentation	*			*	<input type="checkbox"/>	*
* This learning outcome is ASSESSED within the module						
<input type="checkbox"/> This learning outcome is DEVELOPED within the module						