

Title of Programme: BA (Hons) Graphic Design

Programme Code: CTFLGGD

For Collaborative: University Validation at Further Learning Group

# Programme Specification

This programme specification is relevant to students entering:  
01 September 2025

Associate Dean of School (Academic Quality Assurance):  
Tony Rosella

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

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**Summary of amendments to the programme:**

Section	Amendment

If you have any queries regarding the changes please email [AQO@herts.ac.uk](mailto:AQO@herts.ac.uk)

# Programme Specification BA (Hons) Graphic Design (Top-Up)

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs).

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	Further Learning Group
<b>University/partner campuses</b>	Partner (Distance Learning)
<b>Programme accredited by</b>	Not Applicable
<b>Final Qualification</b>	BA (Hons)
<b>All Final Award titles</b>	BA (Hons) Graphic Design
<b>(Qualification and Subject)</b>	
<b>FHEQ level of award</b>	6

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### A. Programme Rationale

The Level 6 BA (Hons) Top-up Degree in Graphic Design is designed for students who have completed a Higher National Diploma (HND) or equivalent qualification in Graphic Design. The course aims to develop advanced skills and knowledge, preparing students for professional practice or further academic study. It focuses on developing creativity, technical proficiency, research, and contextual understanding through a combination of practical and theoretical modules.

Students will cultivate critical skills such as visual communication, creative problem-solving, project management, and research, which are vital for effective design practice. Through independent learning and critical self-reflection, students are encouraged to develop a distinctive personal style and approach to design while enhancing their critical thinking, adaptability, and resilience.

This programme fosters an environment where students can confidently produce innovative and user-centred designs, informed by thorough research and contextual analysis, across a range of media, including print, digital, and interactive platforms. Additionally, it aims to prepare students with transferable skills for flexible, collaborative, and independent work, empowering them to navigate and excel in the dynamic landscape of the Graphic Design industry.

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### B. Educational Aims of the Programme

#### Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

**Additionally this programme aims to:**

- Provide an applied course of study that produces high quality graduates who can work with confidence within the Graphic Design industry.
- Provide an employer-led, University-level programme to develop competence in the field of graphic design and enhance career opportunities within this field.
- Provide a student experience that fosters autonomy, individuality and creativity and promotes accountability for their achievements.
- Foster independent learning and enquiry and encourage critical self-awareness and independent judgement.
- Equip graduates with relevant key and transferable skills such as working in flexible, creative, independent and collaborative ways.
- Equip students with the confidence and courage to make sound judgments based on extensive enquiry, evaluation and analysis of facts, concepts, and research data.

### Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

## C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to in the QAA benchmark statements for Art and Design (2020) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2021) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
<p>A1: Explain the historical, cultural, and ethical factors that influence graphic design practice and art.</p> <p>A2: Identify and evaluate emerging technologies and media that impact modern graphic design practices.</p> <p>A3: Apply research findings to inform creative decisions and justify design outcomes.</p> <p>A4: Identify appropriate design methods, tools, and materials to develop solutions for specific briefs.</p> <p>A5: Describe the dynamics between designers, clients, and audiences within professional settings.</p>	<p>Acquisition of knowledge and understanding is through through a combination of self-directed learning, tutor-led guidance, and practical application. Students access curated content via the Online Learning Centre (OLC), which includes:</p> <p>Video tutorials and lectures covering key contextual elements such as technological advancements in graphic design, environmental influences on visual storytelling, and sociocultural trends shaping modern graphic design (A1, A2). These also illustrate their application in graphic design projects, preparing students for more advanced practices and projects. (<b>Advanced Practice, Dissertation</b>).</p>	<p>Knowledge and understanding are assessed through a variety of written and practical submissions that evaluate students' grasp of graphic design theory, contextual influences, and technological advancements in the field.</p> <p><b>Advanced Practice and Major Project Ideation</b> assess students' ability to apply theoretical knowledge to real-world graphic design contexts, requiring the submission of professional images, market research reports, and conceptual proposals for graphic design projects (A3, A4). Students must demonstrate their understanding of technological and artistic</p>

	<p>Case studies and research resources, which enable students to critically evaluate the role of graphic design technologies and processes (A3, A4), as well as professional relationships with clients and collaborators (A5). These materials support learning in the <b>Major Project Ideation and Implementation</b> modules, where students refine their creative ideas and implement them in real-world graphic design projects.</p> <p>Regular feedback is provided through peer forums and tutor-led critiques, helps students integrate their knowledge into both written analyses and practical graphic work, promoting critical reflection and creative problem-solving skills (A3, <b>Dissertation</b>).</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	<p>developments in relation to graphic design techniques and visual storytelling.</p> <p><b>Dissertation</b> requires students to undertake in-depth research, producing a structured academic report that critically engages with a graphic design-related topic of their choice. This evaluates their ability to synthesise research, critically assess methodologies, and apply knowledge to both written and visual outcomes (A1, A2, A3, A5).</p> <p>Assessments include quizzes, essays, annotated bibliographies, and practical project submissions that reflect the integration of research and theory into both written and graphic design work.</p>
Intellectual skills	Teaching and learning methods	Assessment strategy
<p>B1: Employ structured research to explore design concepts and articulate findings.</p> <p>B2: Use analytical skills to evaluate challenges in graphic design and propose practical solutions.</p> <p>B3: Compare and critique the work of other designers and its influence on their own practice.</p> <p>B4: Analyse and evaluate complex findings from reliable sources to draw conclusions and provide unbiased, evidence-based recommendations.</p> <p>B5: Synthesise information from diverse sources to create coherent design outputs.</p>	<p>Intellectual skills are developed through a structured combination of research, analysis, and graphic design projects, which require students to engage critically with complex visual and conceptual challenges.</p> <p><b>The Dissertation</b> module enables students to undertake independent, in-depth research, fostering their ability to critically analyse and evaluate information (B2, B3), and to debate graphic design outcomes within a theoretical context (B1). Students are encouraged to link their dissertation research with their practical graphic design projects in the <b>Major Project Ideation</b> module, ensuring a cohesive and integrated learning experience.</p> <p>The <b>Advanced Practice</b> module offers opportunities to apply strategic research and creative</p>	<p>Intellectual skills are assessed through a variety of research-based assignments and project reports that require critical thinking, analysis, and problem-solving.</p> <p>The <b>Dissertation</b> module assesses students' ability to conduct independent research, evaluate diverse sources, and present coherent, well-substantiated arguments (B1, B2, B3). This includes critical analysis of literature, methodological approaches, and their application to graphic design-specific research topics.</p> <p><b>Advanced Practice, Major Project Ideation and Implementation</b> require students to synthesise</p>

	<p>thinking to real-world graphic design projects, developing skills in synthesising information and promoting innovative visual solutions (B5). Collaborative feedback sessions, involving both peer and tutor input, ensure continuous development of critical reasoning and analytical thinking (B1, B4).</p> <p>Through these approaches, students refine their ability to formulate well-reasoned graphic decisions and produce coherent, innovative graphic design outcomes (B2, B5).</p> <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>research and graphic design processes, critically reflecting on visual and conceptual solutions and evaluating their effectiveness in addressing project briefs and audience needs (B1, B2, B4, B5). Students submit graphic design material, client or audience feedback reports, and project proposals to demonstrate their intellectual engagement with their graphic design projects.</p> <p>These assessments foster the development of advanced critical thinking and decision-making skills through reflective journals, presentations, and research-based graphic design outcomes.</p>
Practical skills	Teaching and learning methods	Assessment strategy
<p>C1: Produce professional-quality graphic design work aligned with client or project briefs.</p> <p>C2: Demonstrate competence in the use of industry-standard tools and software.</p> <p>C3: Manage design projects independently, from concept development to delivery.</p> <p>C4: Solve technical and creative challenges using a flexible and methodical approach.</p> <p>C5: Reflect on feedback to refine their skills and improve project outcomes.</p> <p>C6: Organise and manage work to meet deadlines and professional expectations.</p>	<p>Practical skills are developed through project-based learning, where students engage with complex graphic design briefs in real-world scenarios These include:</p> <p><b>Advanced Practice</b>, which introduces students to professional standards and expectations through several graphic design projects. Students develop skills in interpreting client or creative briefs, solving visual challenges, and refining their technical and presentation techniques (C1, C2).</p> <p>The <b>Major Project Ideation</b> and <b>Implementation</b> modules offer students the opportunity to work autonomously on large-scale graphic design projects, from concept development to final execution. This project-based learning model fosters skills in project management, location analysis, and client or audience engagement, ensuring students can deliver comprehensive graphic design solutions (C1,C4, C5 ).</p>	<p>Practical skills are assessed through the submission of professional-standard graphic design projects, technical documentation, and final presentations.</p> <p><b>Advanced Practice</b> involves the completion of two conceptual graphic design projects where students must demonstrate their ability to manage projects from concept through to final delivery. Assessment focuses on the quality of the graphic design work, adherence to industry standards, and problem-solving abilities in both creative and technical aspects (C1, C2, C5).</p> <p>The <b>Major Project Implementation</b> module assesses students' technical proficiency by requiring the production of detailed print specs, web specs, colour gamas and project management documentation. These outputs are evaluated for accuracy, coherence, and the effective application of</p>

	Throughout the programme, students are encouraged to manage their time effectively, produce professional graphic design portfolios, and collaborate with industry professionals and peers. This ensures they are well-prepared for the demands of professional practice (C6).	graphic design principles, including visual hierarchy, typography, colour theory, and user experience (C1, C2, C3, C4).  Portfolio submissions, client presentations, and project proposals form key components of the assessment, ensuring students can communicate their ideas clearly and produce work suitable for professional review and industry audiences (C1).
Transferable skills	Teaching and learning methods	Assessment strategy
<p>D1: Prioritise tasks and manage time to meet deadlines.</p> <p>D2: Incorporate feedback constructively to enhance their professional and creative practice.</p> <p>D3: Communicate ideas to a variety of audiences using oral, written, and visual formats.</p> <p>D4: Interact with others and work in a team</p> <p>D5: Present work professionally in line with industry expectations.</p> <p>D6: Apply entrepreneurial skills to identify opportunities and leverage resources.</p>	<p>Transferable skills are embedded across all modules, preparing students for the multidisciplinary and collaborative nature of the graphic design industry.</p> <p>The <b>Dissertation</b> module develops essential skills in time management, independent research, and structured academic writing (D1). Students also enhance their ability to communicate complex visual and theoretical ideas clearly and effectively, both in written and oral formats, as required by industry standards (D3).</p> <p>The <b>Major Project Ideation and Implementation</b> modules emphasise collaboration by encouraging teamwork with industry professionals, clients, and peers. These modules provide a platform for developing entrepreneurial and project management skills (D4, D5, D6), as students apply their graphic design knowledge to real-world scenarios, often involving client presentations, professional portfolios and audience feedback (D2, D3, D5).</p> <p>By the end of the program, students will have developed a range of transferable skills applicable to both graphic design and wider professional contexts, including communication, critical</p>	<p>Transferable skills are assessed across all modules, with a focus on time management, communication, collaboration, and professional development.</p> <p><b>Dissertation</b> assesses students' ability to manage a long-term research project, requiring effective time management and adherence to deadlines (D1). It is evaluated based on its academic rigor, the application of research methodologies, and the quality of written communication (D3).</p> <p><b>Major Project Ideation and Implementation</b> modules assess teamwork and client engagement, requiring students to collaborate with industry professionals and present their work to clients or audiences (D4, D5). Assessments include client feedback reports, project proposals, and professional graphic design portfolios, which are evaluated for their entrepreneurial thinking and adherence to deadlines (D1, D2, D6).</p> <p>Throughout the program, students are assessed on their ability to reflect on feedback, develop professional communication</p>

thinking, and self-management  
(D1, D6).

skills, and manage the  
demands of multiple projects  
(D1, D2, D5).

## D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in a two year part-time distance learning mode only, and leads to the award of a BA (Hons) Graphic Design. Intake is normally in September (A), January (B) or May (C).

### Professional and Statutory Regulatory Bodies

No Accreditation.

### Work-Based Learning, including Sandwich Programmes

Not Applicable.

### Student Exchange programme

#### Incoming Exchange

Not Applicable.

### Study Abroad

Not Applicable.

### Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

#### Table 1a Outline Programme Structure

**Mode of study:** Part-time, distance learning (two years).

**Entry point** Students are registered at set cohorts (A – September, B – January and C – May) and progress through their studies according to a schedule of fixed assignment submission deadlines set over two years.

**Level 6.**

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Graphic Design Advanced Practice (FLG)	6FTC2231	30	0%	0%	100%	0%	A,B,C
Graphic Design Dissertation (FLG)	6FTC2232	30	0%	0%	100%	0%	A,B,C
Graphic Design Major Project Ideation and Development (FLG)	6FTC2233	30	0%	0%	100%	0%	A,B,C
Graphic Design Major Project Implementation (FLG)	6FTC2234	30	0%	0%	100%	0%	A,B,C

The award of an Honours degree requires 360 credit points passed. As this is a Level 6 top-up programme, students join with 240 credits of approved prior certified learning (APCL). Following the completion of the 120 credits of study within the programme at level 6, students then have sufficient credits for Degree level certification.

### Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Graphic Design	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

  

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA	Graphic Design	300 credit points including 180 at level 6/5 of which 60 must be at level 6. A minimum of 75 credits must be awarded by UH.	6	A1, A2, A3, A5 B1, B2, B3, B4, B5 C1, C2, C4, C5, C6 D1, D2, D3.

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## Programme-specific assessment regulations

The programme complies with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS13](#) and [UPR AS14](#)).

Other information relevant to the Programme:

- Copyright: Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader



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## E. Management of Programme & Support for student learning.

### **Management**

The programme is managed and administered through:

- The Programme Leader, who is responsible for advising students on the programme as a whole and chairing the programme committee.
- Module Leaders.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

### **Support**

Students are supported by:

- An induction programme at the beginning of each new academic session
- An assigned Personal tutor who will be their key point of contact, able to help to gain an understanding of the school, the partner institution, and the programme they are studying.
- A Student Services Centre that provides advice on issues such as finance, University regulations, legal matters, etc.
- A versatile Online Learning Centre which guides students through their Learning Journey. This is where they access all their course content and assignments and where they upload their assessments for tutor grading.
- Access to extensive digital and print collections.
- Student Forum.
- Work placement opportunities through the Further Learning Group upon completion.

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## F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Definitive Module Document (DMD) for each constituent module.
- A Programme Handbook.
- Individual Module Handbooks.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

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## G. Entry requirements

The normal entry requirements for the programme are:

Completion of a Higher National Diploma (Level 5) in Interior Design (or equivalent).

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

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If you would like this information in an alternative format please contact:  
[hhaq@herts.ac.uk](mailto:hhaq@herts.ac.uk)

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk)

## BA (Hons) Graphic Design (Top-Up)

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are delivered and assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

			Programme Learning Outcomes (as identified in section 1 below)																					
			Knowledge & Understanding					Intellectual Skills					Practical Skills						Transferable Skills					
	Module Title	Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Level 6	Graphic Design Advanced Practice	6FTC2231	X	X	X		X	X	X		X	X	X	X		X	X			X				
	Graphic Design Dissertation	6FTC2232	X	X	X			X		X	X							X	X		X			
	Graphic Design Major Project: Ideation and Development	6FTC2233			X	X	X		X	X					X	X				X		X	X	X
	Graphic Design Major Project Implementation	6FTC2234				X						X	X	X	X		X	X	X		X	X	X	X

## KEY TO PROGRAMME LEARNING OUTCOMES

### Knowledge and Understanding

A1: Explain the historical, cultural, and ethical factors that influence graphic design practice and art.

A2: Identify and evaluate emerging technologies and media that impact modern graphic design practices.

A3: Apply research findings to inform creative decisions and justify design outcomes.

A4: Identify appropriate design methods, tools, and materials to develop solutions for specific briefs.

A5: Describe the dynamics between designers, clients, and audiences within professional settings.

### Intellectual Skills

B1: Employ structured research to explore design concepts and articulate findings.

B2: Use analytical skills to evaluate challenges in graphic design and propose practical solutions.

B3: Compare and critique the work of other designers and its influence on their own practice.

B4: Analyse and evaluate complex findings from reliable sources to draw conclusions and provide unbiased, evidence-based recommendations.

B5: Synthesise information from diverse sources to create coherent design outputs.

### Practical Skills

C1: Produce professional-quality graphic design work aligned with client or project briefs.

C2: Demonstrate competence in the use of industry-standard tools and software.

- C3: Manage design projects independently, from concept development to delivery.  
 C4: Solve technical and creative challenges using a flexible and methodical approach.  
 C5: Reflect on feedback to refine their skills and improve project outcomes.  
 C6: Organise and manage work to meet deadlines and professional expectations.

#### Transferable Skills

- D1: Prioritise tasks and manage time to meet deadlines.  
 D2: Incorporate feedback constructively to enhance their professional and creative practice.  
 D3: Communicate ideas to a variety of audiences using oral, written, and visual formats.  
 D4: Interact with others and work in a team  
 D5: Present work professionally in line with industry expectations.  
 D6: Apply entrepreneurial skills to identify opportunities and leverage resources.

### Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

	Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Level 6	Graphic Design Advanced Practice (FLG)	6FTC2231	D	D	D	D		D
	Graphic Design Dissertation (FLG)	6FTC2232	D	D		D		D
	Graphic Design Major Project Ideation and Development (FLG)	6FTC2233	D	D	D	D	D	D
	Graphic Design Major Project Implementation (FLG)	6FTC2234	D	D	D	D	D	D

## Section 2

### Programme management

Relevant QAA subject benchmarking statements	Art and Design (2020)
Type of programme	Undergraduate
Date of validation/last periodic review	January 25
Date of production/ last revision of PS	March 2025
Relevant to level/cohort	Level 6 entering September 2025
Administrative School	School of Creative Arts
Language of Delivery	English

**Table 4 Course structure**

Course details			
Course Code	Course Description	HECOS	UCAS
CTFLGGD	BA (Hons) Graphic Design	100061 – 100%	N/A