

## PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

### SECTION A: DETAILS OF THE PROGRAMME AND AWARD

<b>Programme Title</b>	<b>BA (Hons) Graphic Design BA (Hons) Graphic Design with Foundation Year BA (Hons) Graphic Design (Top-Up)</b>
<b>Awarding Body</b>	<b>Buckinghamshire New University</b>
<b>Teaching Institution / Programme Location</b>	<b>Buckinghamshire New University</b>
<b>Name of Final Award</b>	<b>Bachelor of Arts with Honours, BA (Hons)</b>
<b>NQF/FHEQ Level of Qualification</b>	<b>Level 6: Bachelor's degree with honours</b>
<b>QAA Subject Benchmark Statement(s)</b>	<b>Art and Design, February 2017 (JACS W210)</b>
<b>UCAS Code</b>	<b>568</b>
<b>Course Code(s)</b>	<b>BV1GRD1 BV1GRD4 BV6GRD1</b>
<b>Mode of Delivery</b>	<b>Full-time</b>
<b>Length of Study</b>	<b>3 Years 4 Years with Foundation Year 1 Year Top-Up</b>
<b>Number of Intakes</b>	<b>Single – September</b>
<b>Regime of Delivery</b>	<b>Campus Based</b>
<b>Language of Study</b>	<b>English</b>
<b>Programme Accreditation</b>	<b>N/A</b>
<b>Month and Year valid from</b>	<b>01 September 2018</b>
<b>Publication &amp; Revision Dates</b>	<b>05 October 2018 / August 2019 / July 2020 / August 2022</b>

### Programme Introduction

Graphic designers identify and solve problems working with ideas, information and visual story-telling to develop work which informs, instructs, engages and entertains an intended audience often working collaboratively with other creatives and clients. The world of graphic design is an exciting and seemingly ever-expanding area of practice and is an integral part of our everyday lives, so much so that sometimes we can be unaware that we are being informed and influenced by it. For instance, the combination of word and image, the choice of colour, the size of lettering or the cropping of a photograph all communicate subtle differences in how a message is received. Understanding how

these messages work is fundamental knowledge for a successful visual communicator.

This course is structured to encompass and develop a student's knowledge and understanding of the fundamental skills necessary for a successful career in this area of the creative industries. Skills studied include problem identification and problem solving, creative and intellectual thinking, understanding sequence, narrative, hierarchy and the handling of complex data. Central to the course philosophy is the development of a personal visual vocabulary and the ability to produce effective solutions to visual communication problems. Technical skills in the use of traditional and digital technologies, an awareness of historical and contemporary design issues, research techniques and their meaningful application, and the presentation of ideas using verbal and visual communication, are fostered through workshops and integrated into projects throughout the three years

### **Distinguishing Features and Key Characteristics of the Programme**

A long and successful tradition of running graphic and advertising based education at Buckinghamshire New University is considered a distinct element of this course. The confidence through success has allowed the course team to maintain and further develop a broad based and adaptable approach to graphic design education. A progressive programme structure initially focuses upon graphic language acquisition, with students learning the foundations of the subject through the exploration of traditional skills such as typography and data analysis along with exploration using craft-based skills such as letterpress and screen-printing applied through the use of digital software. Thus, a combination of historical and contemporary technologies are integrated within project work allowing students to explore a variety of approaches to problem solving within a tutor-led and supportive environment.

As students' progress through the programme, an individual's skill set and confidence builds. More complex problems and concepts are presented where students are encouraged to take a more critical and strategic approach to the analysis and evaluation of their own work and that of their peers. With increased levels of creative autonomy, and in consultation and negotiation with tutors, student independence is encouraged through the ability to make choices regarding competition, live and self-initiated projects in support of individual intended career pathways.

Fundamental to the ethos of the course is the development of two aims: the first is self-authorship, where a student's point of view and vision play the pivotal role in identifying and communicating information and messages that are central to their own personal interests, opinions, and core values; and secondly, a multi-disciplinary confidence and ability to accomplish communication tasks across a range of media and client bases. These aims reflect current practice in contemporary communications and in the industry sector.

### **Distinguishing Features**

- The holistic approach to teaching and learning is supported by the studio and workshop environment that encourages both independent and collaborative working.
- Staff with backgrounds in professional practice.
- Access to a wide range of resources which includes fully functioning workshops in wood, metal, mixed media, fashion and ceramics, as well as the more traditionally associated mediums of print, photography, laser cutting and digital technologies. Following induction sessions in the workshops, students can choose to expand their creative practice by following innovative and experimental approaches within their project work.
- Supportive contribution of workshop technicians, demonstrators and library/learning resources staff.
- A positive vibrant studio atmosphere.
- Many opportunities to work on live design projects both internally and externally.

- An active alumni network and a good portfolio of successful graduates now flourishing within the industry.
- Industry professionals make valuable contributions as part-time and visiting tutors, expanding students' understanding of the broad range of career opportunities and transferability of their knowledge and skills.
- Opportunities for study (optional) visits within the UK, and internationally (typically London, Oxford, Amsterdam, New York) which embrace international cultural, economic and environmental perspectives.
- Students benefit from studying critical and contextual studies modules (Critical and Historical Studies) in mixed-discipline groups with students from courses across the School, to enlarge their engagement with historical and theoretical contexts in the wider fields of art and design.

### **Admission Requirements**

The BA (Hons) Graphic Design Course is aimed at visually creative people who want to fulfil rewarding careers within the graphic design industry. Students should consider choosing this course if they enjoy uncovering and solving challenging visual communication problems through the use of aesthetic language outcomes. Students need to be culturally aware and have a passion for experimentation across a range of creative media.

The course welcomes applications from students with a variety of backgrounds: Foundation Art and Design Diploma, school-leavers with relevant A Levels, Graphic Design or General Art and Design National Extended Diploma, Access to Art and Design, FDA Degrees, or prior experience or workplace history demonstrating likelihood to thrive on the course. All applicants will be interviewed and their portfolios reviewed. The decision rests upon three factors: portfolio, academic background and the interview.

At interview, we endeavour to select students who are highly creative, self-motivated, ambitious, passionate, enquiring, reflective, collaborative, informed, opinionated, innovative, articulate individuals.

Applications from Higher National Diplomas to entry at Level 6 is possible via a Top-Up route at Level 6 following a successful interview and portfolio viewing.

Direct application may be appropriate under special circumstances such as transfer.

The interview is the most important part of the process, with the onus on the tutor to see potential in each candidate. This is the student's opportunity to make an impression and use their time slot to good effect. A good interview for us is one in which we have to talk little and listen. At interview an applicant needs to:

- show evidence of a high level of involvement and achievement in the subjects they are currently studying
- demonstrate basic design skills appropriate to the level through their work
- show personal work that goes beyond the basic requirements of their course
- include work of a problem-solving nature
- demonstrate good cultural and aesthetic awareness
- display diversity of approach

As a minimum, an applicant should be able to demonstrate at a portfolio interview the following attributes:

- read, write and converse in English, to a standard necessary for academic study; normally this would be IELTS Level 6.0 overall or equivalent

- show that applicants have an understanding of the chosen course
- demonstrate that applicants have the necessary (or required) academic, artistic and practical skills, as appropriate, to enable them to embark upon their chosen course of study;
- show that applicants are motivated to undertake the chosen course of study
- show an awareness of, and interest in, creative ideas

The minimum entry requirements for the programme are as follows:

Applicants will have achieved one of the following:

- Two full A-Levels and GCSE Maths and English at Grade C or above
- UCAS Tariff score of 80-96
- Foundation Diploma in Art and Design
- BTEC, National Diploma or equivalent

Applications are welcome from those who may not possess formal entry qualifications, mature students, or with qualifications different to those listed. Such applicants should demonstrate their potential to complete the course successfully at interview stage.

International students may be Skype interviewed or may send an electronic portfolio. All international applicants should have English language to IELTS Level 6.

#### **BA (Hons) Graphic Design with Foundation Year (4 year)**

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year. This could also be an option for a student who may be making a significant change in terms of the subject they would like to study. The 4-year programme provides a student with a solid grounding into University life, developing key study and employability skills as well as core subject knowledge to support progression onto their next three years of study.

It is expected that applicants to the 4-year programme will likely possess a lower UCAS Tariff score than that required to join Level 4 of the 3-year BA (Hons) Degree programme, but will normally have achieved 90 credits from a Level 3 qualification. Mature Students with no recent or advanced level qualifications, will be assessed for entry based on their work experience and may be subject to interview. International students should hold an IELTS of 5.5 (minimum of 5.5 in all areas). And international students with IELTS 6 or below will have to undertake an enhanced curriculum in addition to the advertised programme. Applicants will normally be interviewed, particularly where reassurance is required with regards to their motivations, ambitions and abilities, and in order to establish their potential to be a successful student at this level.

#### **BA (Hons) Graphic Design (1 Year Top-Up)**

This Level 6 programme is also offered as a Top Up qualification for students who have completed a HND, FdA or other equivalent qualification in a relevant Art and Design subject and who wish to progress further to achieve an Honours degree. The major project and dissertation are seen as a culmination of studio practice and theoretical development. They provide the framework for students to undertake a sustained independent investigation in specialist areas of focus within their subject. Additionally, the course supports students in their professional development, preparing them for future careers in the creative industries.

#### **Recognition of Prior Learning**

Students may apply for entry to any level of the course and have their previous learning, qualifications or experience taken into consideration at portfolio review and interview using APL process.

The suitability of a candidate will be considered based upon the following criteria:

- Interview
- Portfolio review
- Ability to cope with the rigours of course level sought

## Employability Statement / Career Prospects

The graphic designer is one who can identify, inform and persuade through visual means, using a variety of media, in order to achieve stated client and audience objectives. Design is an intellectual process (not merely an 'end product') and is fundamental to, and utilised within, society's cultural and industrial communities.

The designer for the future will need vision and the capacity for change. They will need the ability to focus on the problem, as well as the product and be able to work in multidisciplinary environments in order to gain maximum benefit from the range of communication technologies available.

Research into the cultural industries has revealed the complex issues surrounding the social and economic relevance of design and the philosophical, sociological and psychological aspects of the designer's role in society. Being cognisant of these factors has informed the course team in the development of this programme.

*'Workers with a design element to their work were 41% more productive than the average. Each delivers £47,400 in output (GVA per worker) compared with £33,600 across the rest of the economy.'*

*'Our research also shows that for those who invest in and use design strategically (though don't necessarily have a large proportion of designers in their workforce), the average output per employee is greater.'*

*The Design Economy, Report by The Design Council, 2015*

Graphic design skills are used in many areas of the design and creative industries, therefore successful and motivated graduates have many viable career options across a broad range of creative industries and businesses, both nationally and internationally. This course is specifically designed to develop employable graphic designers who can work within the many areas of the creative industries.

*'Art and design is a subject that embraces an overlapping and changing community of many disciplines. It also engages with many other subjects, including media and communications; the performing arts; the built or natural environment; information technology and computing; engineering; business; and the history of art, architecture and design.'*

*QAA Benchmark statements, Art and Design, 2017*

Employment opportunities can include:

- Graphic Designer
- Information Designer
- Branding and identity design
- Typographer
- UI/UX designer
- Art direction
- Visualiser
- Publishing and Editorial Design
- Digital imaging/Mac operator
- Front end web design
- Advertising/art direction
- Motion graphic designer
- Image maker/Illustrator/photographer/printmaker

- Design manager
- Packaging design
- Environmental design
- Artworker

The nature of a design education encompasses many transferable skills which also enables determined and flexible graduates the opportunity to seek employment within many related areas of the creative, cultural or entertainment sectors.

*'Increasingly, graduates in art and design disciplines are finding employment in areas unrelated to the subject but which value and actively seek their abilities of lateral thinking and creative skills.'*

QAA Benchmark statements, Art and Design, 2017

Recent examples of graduates who have been successful in related areas of employment include:

- Teaching
- Museum curation
- Classroom assistants
- Technical demonstrator
- Account handler
- Account planner
- Retail visual merchandising

Postgraduate study, for those students with a conventional and/or strong academic profile accompanied by design expertise, is welcome in all education sectors, with routes into Design Management and Art Therapy, as well as more traditional routes of MAs in related subjects such as Visual Communications.

The Graphic Design course embeds skills required for employability specifically in Level 5 and Level 6 modules, Professional Studies and Professional Practice, which allows students the opportunity to develop the knowledge, skills and understanding required to make the transition from University into industry well before they graduate. Students are also well-supported by the University Career Service, which runs timetabled 'Career Start' sessions during the first week for all new level 4 students which includes access to 'MyBucksCareer', the University's online platform for careers employability information. Students can access support around career choice and job search from trained careers practitioners, who maintain their knowledge via membership of AGCAS and regular employer contact. The service provides a range of interactive career advice including CV and covering letter builders, videos and reports from industry professionals as well as information, advice and signposting to help all students move beyond university positively and encourage employers the University works with to take a positive approach to Bucks applicants.

The careers platform includes targeted support for students interested in exploring business start-up. There is dedicated office space available for students and alumni requiring quiet working areas, and board room style accommodation for meeting potential investors or customers.

A drop-in service is available any day of the week for quick queries and sessions up to 20 minutes, longer appointments are available by appointment.

#### **Professional Statutory and Regulatory Body Accreditation**

N/A

**SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS****Programme Aims**

The main educational aims of the programme are to:

- Equip graduates with a broad range of technical, aesthetic, sustainable, transferable and intellectual skills which can be successfully applied to visual communication problems within a changing society;
- develop professional graphic designers, suitable equipped with the language, knowledge, understanding, skills and experience to enable them to seek employment within the creative industries and/or continue their studies at postgraduate level;
- to deliver a progressive programme of study that bridges the gap between further and higher education, encourages the development of independent thinking and personal responsibility and provokes creative experimentation that is supported by robust research and design development that cultivates independent creative practitioners with an appreciation for lifelong learning;
- encourage students to seek out resources and demonstrate an awareness of contemporary networking structures within the graphic design industry.

## Programme Learning Outcomes

**Table 1: Programme Learning Outcomes and Mapping to Modules**

On successful completion of Level 6 BA (Hons), a graduate will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
<b>K1</b>	Evidence knowledge of the underlying concepts and principles associated with graphic design, and an ability to evaluate, analyse and interpret these within the context of this area of study.	GD401 AC406 GD402	GD505 GD504 AD502	
<b>K2</b>	Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.		GD505 GD504 AD502	GD603 AD603*
<b>K3</b>	Demonstrate knowledge and critical understanding of the emerging principles and ethical issues of the graphic designer's disciplines, and of the way in which those principles have developed and evolved.		GD505 GD506	AD603* AD602*
<b>K4</b>	Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.	GD401 GD402		GD603 AD603*
<b>K5</b>	Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within an illustration context.		GD504 GD505 GD506	GD603 AD603*



<b>C</b>	<b>Intellectual/Cognitive Skills</b>			
<b>C1</b>	Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of graphic design.	AC406 GD402 AD402	AD502	GD603 AD602*
<b>C2</b>	Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.		GD505 GD504 GD506	GD603 AD602*
<b>C3</b>	Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within graphic design and culture in general.	AD402	GD506 AD502	GD603 AD603*
<b>C4</b>	Demonstrate an awareness and basic understanding of the ethical and appropriate codes of practice, and industrial standards underpinning visual communication disciplines.		GD506 AD502	AD602* AD603*
<b>C5</b>	Display an ability to create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.			GD603 AD603* AD602*
<b>C6</b>	Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the graphic industries.			GD603 AD603* AD602*
<b>C7</b>	Communicate information, ideas, problems, and solutions to a professional graphic standard.		GD504 GD505 GD506	GD603 AD603*
<b>C8</b>	Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, within an area of the visual communications industry.			AD603* AD602*
<b>P</b>	<b>Practical Skills</b>			
<b>P1</b>	Show an appropriate level of skill in the use of tools and materials and technical equipment and be cognisant of any potential risks and dangers in their handling.	GD401 GD402		
<b>P2</b>	Demonstrate an ability to effectively communicate an informative argument and analysis, and present proposed solutions in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the illustration and design industry effectively.	AC406 GD402 AD402	GD505 GD504 GD506 AD502	
<b>P3</b>	Evidence an ability to apply underlying concepts, principles and techniques outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.		GD505 GD504 GD506	

<b>P4</b>	Define a problem and evaluate the appropriateness of different approaches to solving problems related to the graphic design industries.		IL505 IL504 GD506	
<b>P5</b>	Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.	AC406		GD603 AD603*
<b>P6</b>	Present and justify their own work convincingly to both specialist and non-specialist audiences.			GD603 AD603* AD602*
<b>P7</b>	Position their own practice within the context of the visual communications industry.			GD603 AD603*
<b>T</b>	<b>Key/Transferable Skills</b>			
<b>T1</b>	Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.	GD401 AC406 GD402 AD402	GD506	GD603 AD603*
<b>T2</b>	Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.	GD401 AD402	GD506	GD603 AD603*
<b>T3</b>	Manage own learning and make use of research materials appropriate to defined contexts.		GD505 GD504 GD506 AD502	GD603 AD602*

### **Level Four Programme Outcomes**

**On successful completion of a Certificate of Higher Education, a graduate will be able to demonstrate achievement of the following learning outcomes:**

#### **Knowledge & Understanding**

- Evidence knowledge of the underlying concepts and principles associated with graphic design, and an ability to evaluate, analyse and interpret these within the context of this area of study.
- Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.

#### **Intellectual / Cognitive Skills**

Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within graphic design and culture in general.

#### **Practical Skills**

- Show an appropriate level of skill in the use of tools and materials and technical equipment and be cognisant of any potential risks and dangers in their handling.
- Demonstrate an ability to effectively communicate an informative argument and analysis, and present proposed solutions in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the illustration and design industry effectively.
- Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.

**Key / Transferable Skills**

- Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.
- Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

**Level Five Programme Outcomes**

**On successful completion of a Diploma of Higher Education, a graduate will be able to demonstrate achievement of the following learning outcomes:**

**Knowledge & Understanding**

- Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.
- Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within a professional design context.

**Intellectual / Cognitive Skills**

- Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of graphic design.
- Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.
- Demonstrate an awareness and basic understanding of the ethical and appropriate codes of practice, and industrial standards underpinning visual communication disciplines.
- Communicate information, ideas, problems, and solutions to a professional graphic standard.

**Practical Skills**

- Evidence an ability to apply underlying concepts, principles and techniques outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- Define a problem and evaluate the appropriateness of different approaches to solving problems related to the graphic design industries.

**Key / Transferable Skills**

- Manage own learning and make use of research materials appropriate to defined contexts.

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

**On successful completion of a Level 6 Ordinary degree,**

Graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a \*.

**Knowledge & Understanding**

- Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.

- Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.
- Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within a professional design context.

### **Intellectual / Cognitive Skills**

- Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of graphic design.
- Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.
- Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within graphic design and culture in general.
- Demonstrate an awareness and basic understanding of the ethical and appropriate codes of practice, and industrial standards underpinning visual communication disciplines.
- Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the graphic industries.
- Communicate information, ideas, problems, and solutions to a professional graphic standard.

### **Practical Skills**

- Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.
- Present and justify their own work convincingly to both specialist and non-specialist audiences.
- Position their own practice within the context of the visual communications industry.

### **Key / Transferable Skills**

- Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.
- Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.
- Manage own learning and make use of research materials appropriate to defined contexts.

The above learning outcomes will be demonstrated by the achievement of a combined total of 330 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

### **Bulleted list of module codes**

- GD401
- AC406
- GD402
- AD402
- GD505
- GD504
- GD506
- AD502
- GD603

## Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

### How will students learn

Studio-based activity is a significant feature of the course, providing locations for both individual and group tuition. In an effective learning environment, staff and students create a community of practice as partners in the process of learning. The pedagogy is discursive with an emphasis on student presentations, peer group learning, workshops and group critique. Both individual and group tutorials are an important approach, providing a supportive environment for the student and encouraging reflective learning.

A variety of teaching and learning strategies are employed, including lectures, tutorials and seminar presentations. The key learning vehicle is through the project briefs which are practical in nature and originate from the following sources:

- Tutor written projects written to address specific areas of learning
- Competition/award schemes, briefs written by creative professionals from an industry/society facing perspective
- Live projects, originating from businesses, organisations, and from within the university such as research funded projects
- Self-written student-initiated projects in negotiation with course tutors.

Projects and workshops are staged throughout the course to make increasingly complex demands of the student. The final level of study requires each student to manage and generate professional quality work which is suitable for exhibition and public dissemination. In-line with pedagogic practice within art and design a period of development is built into the course before students consolidate their work within their final project outcomes. Although modular in construct, the course requires the student to bring together the parts into a coherent learning experience manifested within the Integrated Final Major Project.

Knowledge and understanding of commercial and professional practice is developed in a variety of ways. Externally-set, 'live' client set projects, which include engagement with the wider university, regional and national community/industries. In addition, the course takes advantage of the many national student design competitions/award schemes which are set by industry and business specialists all of which serves to expand students' awareness of contemporary contexts and issues.

The early stage of the course is dedicated to supplying fundamental concepts, information and experience of process underpinning creative practice which can be expanded and utilised at a later stage. Visits to external institutions and from visiting professionals reinforce this experience. Subsequently, the emphasis moves to the growing independence and self-direction in students' work, and the tuition assumes a more individual dialogue with students. Students are encouraged to explore a diverse range of applications for images from which they will decide a personal balance and direction.

Learning strategies, under the direction of the course team, are designed to increase students' active involvement in the learning process. Broadly the aims are to increase student independence as the course progresses. On-going critical dialogue enables staff and students to shape the overall coherence of the student's experience. Tutorial guidance fosters discussion on the progress of the students' intellectual and creative development. Group critiques encourage sharing of best practice, facilitate alternative student approaches to practical work and allow tutors to identify common concerns in the learning experience.

Showing work to peers, clients and in the public domain is common pedagogic practice on the course. This takes various forms including, the use of digital platforms, group peer critique, client

presentations, interim exhibitions, and graduate show exhibitions (including but not limited to D&AD New Blood). These methods enable students to introduce their work to a wider audience, engage in public/peer/client review and situate their practice in a professional environment.

The development of students' independent learning skills is promoted through self-directed and self-initiated study at levels 5 and 6, which may be formalised through individually negotiated learning agreements. Such personal and professional development is generally expressed in a range of forms which may include reflective journals, blogs and personal development records.

Students are encouraged to maximise their use of the workshop facilities contained within the Faculty far beyond the traditional graphic design domains of print and screen-based equipment. The value of this, outside straightforward experimental aims, is to make design thinking and digital skills sharper and more personal and to develop a personal voice linked to an ability to think and work flexibly as part of a design team. The ability to negotiate access or assistance from technicians and lecturers outside of their course is a key transferable skill and only possible under a scheme that allows students such freedom of choice.

The following key features help foster an engaged approach to student-centred learning:

- Students negotiating their own projects will enhance the motivational context of second and final year work
- Seminar groups will foster interaction within and outside regular meetings
- Students will regularly encounter different views and perspectives, which will help them to construct a wider knowledge base.

The strategies which embody these features include:

- independent learning, involving increased student decision making
- personal development, supported by tutorial seminars and seminar group discussion
- student identification of issues through negotiated assignments
- improving personal reflection
- learning by experience
- developing individual and group skills

### **How will students be assessed?**

Assessment strategies support students' understanding of their learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process.

Students will be asked to complete a series of projects and workshop tasks given in the form of a project brief and workshop task sheet. Self and peer feedback during regular group and individual discussions will be an essential element in the maturation of ideas and visual development. Students will be expected, during critiques and other discussions, to display a critical and reflective approach to their own and the work of others.

Formative feedback and feed forward are considered a vital part of the assessment process on the course and is offered in oral form on a weekly basis within the studio situation. More formal oral and/or written formative feedback is given at key identified points, usually during student led presentations of work in progress. At these points, a formative grade based upon performance up to that stage is applied, to help students establish action planning and critical awareness. Grades given at this stage are only indicative and can go down as well as up at the summative assessment point.

Self and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process.

Summative assessment will take place at the end of the module based upon a portfolio submission of project and workshop outcomes and an industry investigation presentation. Submitted work will be assessed on the achievement of the module **Learning Outcomes** and awarded a grade based upon the **Assessment Criteria** and the **Marking Scheme**. The assessments will take place with a full review of the design briefs and all the supporting development work, which should clearly document the breadth and depth of research and the development of conceptual ideas and visual language for each project undertaken.

### Work-Based / Placement Learning

Although work placements are not essential to completion of the course, they are recommended for the summer period following the completion of level 5 of the course. Additionally, students are very much encouraged to engage with work-based learning opportunities at Levels 5 and 6 of the course, which will contribute to their development on the Professional Studies and Professional Practice modules. Whilst individual initiative is encouraged, students will be given support on locating a suitable position and on making a professional application.

Learning takes place within a studio setting to best simulate 'real world' employment conditions. This integrates practice and theory, encourages student debate, collaboration, and peer support in an interactive situation.

## SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Graphic Design							
Course Code		BV1GRD1							
Mode of Study		3 years Full-time							
Credit Value		UK	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
<b>Level 4</b>									
GD401	Design Workshops	4	1	C	30		100		SB
AC406	Conceptual Communications	4	1	C	30		100		SB
GD402	Type and Image	4	1	C	30		100		SB

AD402	Critical and Historical Studies–Historical and Critical Thinking	4	1	C	30		60	40	SB
<b>Level 5</b>									
GD505	Editorial Design	5	2	C	30		100		S1
GD504	Design Directions: Brand Identity and Experience Design	5	2	C	30		100		S2
GD506	Professional Studies	5	2	C	30		100		SB
AD502	Critical and Historical Studies–Design Research and Theory	5	2	C	30		100		SB
<b>Level 6 (Also for 1 Year Top-Up)</b>									
GD603	Integrated Final Major Project	6	3	C	60		100		SB
AD603	Professional Practice	6	3	C	30		80	20	SB
AD602	Critical and Historical Studies–Dissertation	6	3	C	30		100		S1

<b>Course Title</b>		BA(Hons) Graphic Design with Foundation Year							
<b>Course Code</b>		BV1GRD4							
<b>Mode of Study</b>		Full Time Attendance							
<b>Credit Value</b>		UK	360		ECTS		180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
<b>Foundation Year</b>									
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
FY038	Photography, Design and Visual Communication	0	1	C	n/a		100%		1/2
<b>Level Four</b>									
GD401	Design Workshops	4	2	C	30		100		SB



AC406	Conceptual Communications	4	2	C	30		100		SB
GD402	Type and Image	4	2	C	30		100		SB
AD402	Critical and Historical Studies–Historical and Critical Thinking	4	2	C	30		75	25	SB
<b>Level Five</b>									
GD505	Editorial Design	5	3	C	30		100		S1
GD504	Design Directions: Brand Identity and Experience Design	5	3	C	30		100		S2
GD506	Professional Studies	5	3	C	30		100		SB
AD502	Critical and Historical Studies–Design Research and Theory	5	3	C	30		100		SB
<b>Level Six</b>									
GD603	Integrated Final Major Project	6	4	C	60		100		SB
AD603	Professional Practice	6	4	C	30		80	20	SB
AD602	Critical and Historical Studies–Dissertation	6	4	C	30		100		S1

**Table 3: Breakdown of Contact Hours**

*Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.*

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	367	833	–	<b>1200</b>
Year Two	360	840	–	<b>1200</b>
Year Three	291	909	–	<b>1200</b>
<b>Total</b>	<b>1018</b>	<b>2582</b>	–	<b>3600</b>

\*These hours should be calculated based on the hours stated in the module descriptors.

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

#### **SECTION D: ASSESSMENT REGULATIONS**

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The classification of degrees will be decided by the weighted average of Level Six modules only. There will be no marks carried forward from Levels Four or Five although students must receive

academic credit for these modules consistent with normal regulations; Level Six students must pass GD603 Integrated Final Major Project in order to be awarded their Ordinary Degree. This module may not be condoned.

External Examiners will make an interim visit midway through the academic year (normally February/March/April). They will look at negotiated briefs and work in progress of Level Six students at this time, including in particular for GD603 Integrated Final Major Project. This interim visit replaces the normal requirement for External Examiners to agree assessment briefs in these modules at the beginning of the academic year. External examiners will visit the University for moderation of students' final assessment pieces, normally during June.

The calculation of this award will be as follows:

- Weighted average of the Level 6 modules only (120 Credits) GD603 Integrated Final Major Project and AD603 Professional Practice, AD602 Dissertation.

This programme complies with the approved University regulations *University Academic Framework and Assessment Regulations* and procedures as detailed on the University website.

With the following exceptions:

- In line with the developmental nature of the subject and course structure the calculation of this award will be 100% at level 6.

The following modules will be non-compensable:

- GD603

### Referral Opportunities

Standard University referral opportunities apply.

### Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	CertHE in Graphic Design	120 Credits
Diploma of Higher Education	DipHE in Graphic Design	240 Credits
Ordinary Degree	Ordinary Degree in Graphic Design	300 Credits

No exit award is available for students who withdraw at the end of the Foundation Year.

## SECTION E: FURTHER INFORMATION

### Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Art and Design (2017)
- QAA Framework for Higher Education Qualifications (2014)

- University Academic Qualifications Framework

**Ethics**

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Art, Design and Performance

**Annual Review and Monitoring**

This programme will be monitored annually through the University’s Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students’ Union or student representatives.

The re-approval of this programme is scheduled for academic year:  
September 2023

**SKILLS MATRIX**

**Which skills are students assessed on?**

Information in this table should be aligned to the skills matrix in each module descriptor, under the assessed column.

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
GD401	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AC406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GD505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD504	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GD506	<input checked="" type="checkbox"/>	<input type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Module Code</b>	<b>Information Acquisition</b>	<b>Critical thinking, analysis and synthesis</b>	<b>Self-reflection</b>	<b>Communication Skills: Oral</b>	<b>Communication Skills: Written</b>	<b>Information &amp; Communications Technology (ICT)</b>	<b>Numeracy &amp; Quantitative Skills</b>	<b>Problem Solving &amp; Decision Making</b>	<b>Independent &amp; Self-managed Learning</b>	<b>Working with Others</b>
AD502	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD602	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**SUBJECT BENCHMARK MAPPING**

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
<b>6.4 Graduates are able to:</b>					
i present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	K2 P6 T1	GD401 AC406 GD402 AD402	GD505 GD504 AD502	GD603	
ii demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	C1, C2	AC406 GD402 AD402	AD502 GD505 GD504 GD506	AD602 GD603	
iii develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	K4 C8 P2, P4	GD401 GD402 AC406	GD505 GD504 GD506 AD502	GD603 AD603 AD602	
iv make connections between intention, process, outcome, context and methods of dissemination.	K1, K4, K5 C1	GD401 AC406 GD402 AD402	GD505 GD504 GD506 AD502	GD603 AD603	
Subject-specific skills					
<b>6.5 A graduate's work is informed by aspects of professional practice in their discipline(s). This is evidenced by some knowledge and understanding of:</b>					
i the broad critical and contextual dimensions of the student's discipline(s)	K1, K3	GD401 AC406 GD402	GD505 GD504 AD502 GD506	AD603 AD602	
ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	K5 C4 P2	AC406 GD402	GD505 GD504 GD506 AD502	GD603 AD603	
iii major developments in current and emerging media and technologies in their discipline(s)	K3 C5 P3	GD401 AD402	GD505 GD504 GD506	AD603 AD602	
iv the significance of the work of other practitioners in their discipline(s)	K5 C3 P7	AD402	GD505 GD504 GD506 AD502	GD603 AD603	
v the role and impact of intellectual property.	C4		GD506 AD502	AD603	
Generic and graduate skills					

<p><b>6.6 Graduates have demonstrated that they have some ability to:</b></p> <p><i>Self-management:</i></p> <p>i exercise self-management skills in managing workloads and meeting deadlines</p>	T1, T2, T3	GD401 AC406 GD402 AD402	GD505 GD504 GD506 AD502	GD603 AD602 AD603	
ii accommodate change and uncertainty.	P4 C5		GD505 GD504 GD506	GD603	
<p><i>Critical engagement:</i></p> <p>i analyse information and experiences, and formulate reasoned arguments</p>	C1, C3 P3	AC406 GD402 AD402	AD502 GD506 GD505 GD504	AD602 GD603	
ii benefit from the critical judgements of others and recognise their personal strengths and needs.	K2, K5 C3 T1	GD401 AC406 GD402 AD402	GD505 GD504 AD502 GD506	GD603 AD603	
<p><i>Skills in communication and presentation:</i></p> <p>i communicate ideas and information in visual, oral and written forms</p>	C7, C8 P2	AC406 GD402 AD402	GD505 GD504 GD506 AD502	GD603 AD603 AD602	
ii present ideas and work to their audiences.	C1 P2, P6	AD402 AC406 GD402	GD505 GD504 GD506 AD502	AD602 GD603	
<p><i>Research and information skills:</i></p> <p>i navigate, retrieve, and manage information from a variety of sources</p>	K2 C1, C6 T3	AC406 GD402 AD402	GD505 GD504 GD506 AD502	GD603 AD603 AD602	
ii select and employ communication and information technologies	K4 P2, P4, P6 T1, T3	GD401 GD402 AC406 AD402	GD505 GD504 GD506 AD502	GD603 AD603 AD602	
iii the ability to identify IP issues, prevent infringements of other's IPRs, and take the appropriate steps to safeguard the innovation and commercialisation processes.	K3, K5 C4		GD505 GD504 GD506 AD502	GD603 AD603	

**EMPLOYABILITY MAPPING**

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
GD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GD402	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD402	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD504	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD502	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GD603	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AD602	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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