



**The Knowledge Hub**

International University Institution of Egypt

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## **Course Specification**

### **Part A**

## **BA (Hons) Graphic Design (Four Year Degree)**

**TKHU033**

### **School of Art & Design**

### **TKH School of Design and Media**

**Academic Year: 2023/2024**

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

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

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated. The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.



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## **Section A. 1 - Level 3**

### **BA (Hons) Graphic Design**

## **Section A.1**

| <b>Level 3 Specification</b>  | <b>Page</b> |
|---|-------------|
| 1 Introduction<br>(Basic Course Information sections 2-11 can be found in Part A.2) | 4           |
| 12 Outline and Educational Aims of Level 3  | 4           |
| 13 Level 3 Learning Outcomes  | 5           |
| 14 Level 3 Structure and Requirements, Modules, Credits and Progression             | 6           |

## **Part A.1 Course Specification Level 3**

### **BA (Hons) Graphic Design**

#### **1. Introduction**

Part A.1 of this document outlines Level 3 of the BA (Hons) Graphic Design degree, which is a shared year taught across the Faculty of Arts and Humanities

Part A.2 outlines Levels 4, 5 and 6, which are specific to the BA (Hons) Graphic Design course.

#### **Level 3 Year in Art, Design and Media**

Level 3 is a Year in Art, Design and Media that will introduce all students in the School of Design and Media to the key concepts in the subject(s) they intend to study, as well as the academic study skills and language they will need to operate effectively at degree level. Level 3 consist of 80 credits of subject-specific modules and 40 credits of academic English skills modules. The year will be fully taught in English with embedded specialist English-language and study skills support to prepare students for Levels 4, 5 and 6 of the Coventry University degree course. Level 3 is typically for students who do not have English as their first language.

#### **Sections 2-11**

Basic Course Information Sections 2-11 can be found in the BA (Hons) Graphic Design Course Specification Part A.2

#### **12 Outline and Educational Aims of Level 3 Outline**

The Level 3 Year in Art, Design and Media is designed to foster a creative, critical and experiential approach to art, design and media practice with embedded general English and English for specific purposes. Students are encouraged to experiment with different creative methods, test ideas and engage in a process of critical reflection through creative approaches. The course supports students towards informed career choices, with awareness of their own creative strengths and knowledge of creative career pathways. Successful completion of the course enables access to appropriate degree-level study with Coventry University. The year includes embedded academic English and study skills support.

#### **The Level 3 Year is structured in two parts:**

**Exploration** (60 credits, Level 3). Through individual, group and collaborative working, students are exposed to a wide range of issues concerned with visual understanding and visual thinking, studio practice, audio/visual media production, narrative, material handling, careers, art/design/media histories, creative problem solving, skill acquisition, critical reflection and independent learning. Creative work is supported and enhanced by focused English for specific purposes, building key vocabulary, listening, comprehension and interpretation skills, and academic writing. Students are guided through project briefs focused towards a developing understanding of degree subject specialisms. The outcome of this stage is a portfolio of creative outcomes, both physical and digital. The 40 credit Art, Design and Media module is supported and enhanced by a 20 credit focused English for specific purposes to develop key vocabulary, verbal, comprehension/interpretation skills, group presentation skills, and academic writing through the development of personal statements and reflective consideration of context of their creative practice.

**Transition** (60 credits, Level 3). The second stage of the course prepares students for degree- level

study in creative disciplines, through the development of a specialism-focused individual projects towards the final outcome, an exhibition/showcase of final projects appropriate to the professional practice approaches in their chosen creative pathway. The 40 credit Art, Design and Media module is supported and enhanced by one 20 credit English for specific purposes modules, with emphasis on subject-specific academic writing, research skills, and the verbal and presentation skills.

### **Level 3 General Aims:**

The Level 3 Year in Art, Design and Media will enable students to:

- Become familiar with the key concepts in their chosen subject area.
- Develop the language and subject-specific academic study skills necessary to study at university level.
- Manage their own learning and acquire transferable skills such as communication, initiative and problem solving that equips and orientates students for higher education.

### **Level 3 Specific Aims:**

*The Level 3 Year in Art, Design and Media will enable students to:*

- Acquire a broad knowledge of current and historical concerns and concepts within art, design and media;
- Develop an understanding of research, processes and practical skills appropriate to art, design, and media, and apply these critically and imaginatively through subject-specific outcomes;
- Develop study skills and academic English language skills, specific to the subject areas of art, design and media;
- Learn to manage learning, and acquire transferable skills such as communication, presentation, visual and digital fluency, critical reflection, initiative and problem-solving that equips and orientates students for degree level study in art, design and media;
- Develop appropriate skills, understanding and experience for successful transition into appropriate degree-level study and professional pathways in art, design and media.

## **13 Level 3 Learning Outcomes:**

*On successful completion of Level 3 a student will be able to:*

1. Demonstrate understanding of the fundamental concepts in art, design and media within international and social contexts, in an English-speaking learning environment;
2. Show evidence of development, problem solving and application of creative skills and approach;
3. Demonstrate the ability to use a range of creative media effectively, including digital tools, within art, design and media
4. Demonstrate the ability to communicate ideas effectively through research, analysis, interpretation and evaluation in both verbal and written academic English;
5. Demonstrate understanding of career pathways and professional contexts in art, design and media and;
6. Demonstrate the ability to critically self-evaluate, and transition to more independent research-informed learning at degree-level.

## 14 Level 3 Structure and Requirements, Modules, Credits and Progression

### Level 3 Structure

| Semester 1  | Semester 2  |
|---|---|
| KH3135AAD<br>Art, Design and Media 1:<br>Exploration (40 credits)               | KH3136AAD<br>Art, Design and Media 2:<br>Transition (40 credits)                |
| KH3109HUM<br>Foundation Academic English 1 for<br>Design and Media (20 credits) | KH3110HUM<br>Foundation Academic English 2 for<br>Design and Media (20 credits) |

#### 14.1 Entry Requirements to Level 3 Year in Art, Design and Media

1 AS Level grade D and 5 GCSEs (including English Language, Mathematics and Science) at A\*- C or 9 - 4 in the new GCSE grading structure **OR** 8 GCSEs (including English Language, Mathematics and Science) at A\*- C or 9 - 4 in the new GCSE grading structure) **OR** Tawjihiya/General Secondary School certificate with minimum 60% **OR** Pass grades in IB Diploma.

In the case of applicants whose first language is not English, an adequate proficiency in English must be demonstrated. This would normally be a minimum IELTS score of 5.5 (with no less than 5.0 in each component) or equivalent.

All equivalent qualifications are welcome, as are mature students with alternative experience.

#### Portfolio

Students are required to submit a portfolio/show reel/written work and may be asked to attend an interview if it is practical to arrange.

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#### Progression to Level 4

Students who pass Level 3 according to the regulations will be entitled to progress to Level 4. Level 3 marks do not contribute to the final degree award.

Modules within Level 3 and their credit value are identified in the table below.

| <b>Module Code</b> | <b>Title</b>                                       | <b>Semester</b> | <b>Credit Value</b> | <b>Learning Outcomes</b> |
|--------------------|--|-----------------|---------------------|--------------------------|
| KH3135AAD          | Art, Design and Media 1: Exploration               | 1               | 40                  | LO 1,2,3,4,5,6           |
| KH3109HUM          | Foundation Academic English 1 for Design and Media | 1               | 20                  | LO 1,4,5,6               |
| KH3136AAD          | Art, Design and Media 2: Transition                | 2               | 40                  | LO 1,2,3,4,5,6           |
| KH3110HUM          | Foundation Academic English 2 for Design and Media | 2               | 20                  | LO 1,4,5,6               |

### **Sections 15–18**

Sections 15-18 can be found in the BA (Hons) Graphic Design Course Specification Part A.2



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# **Course Specification Part A.2**

## **BA (Hons) Graphic Design – Level 4, 5 and 6**

### **TKH School of Design and Media**

**Academic Year: 2023/2024**

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

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

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

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



## Section A.2 Contents

| <b>Course Specification Level 4, 5, 6</b>   | <b>Page</b> |
|---|-------------|
| 1 Introduction  | 11          |
| 2 - 11 Basic Course Information   | 12          |
| 12 Outline and Educational Aims of the Course   | 13          |
| 13 Learning Outcomes at Levels 4, 5, 6  | 14          |
| 14 Course Structure and Requirements, Modules, Credits and Awards                         | 15          |
| 15 Support for students and their learning  | 19          |
| 16 Criteria for Admission and Selection Procedure   | 19          |
| 17 Method for evaluating and enhancing the quality and standards of teaching and learning | 20          |
| 18 Regulation of Assessment   | 20          |
| 19 Indicators of Quality Enhancement  | 21          |
| 20 Additional information   | 21          |

## PART A Course Specification (Published Document)

### BA (Hons) Graphic Design

#### 1. Introduction

The BA (Hons) Graphic Design programme at Coventry University builds on a strong reputation for industry standard professionalism, equipping students with the knowledge, skills and experience necessary to join the industry market and drive the future of design. Graphic Design is a complex discipline that encapsulates a wide range of aims and outcomes. To be a graphic designer is to be an astute visual communicator who understands and responds to changing contexts. Curiosity, empathy, responsibility and technical proficiency are key.

Visual language is a powerful force that can transcend reason and appeal to emotions and senses. The work graphic designers do, through its symbols and messages, both shapes and challenges the perceptions of the people who come into contact with it. With that kind of power comes responsibility—designers don't just make "pretty pictures", they make the world. For graphic designers, the world becomes a playground, a place for experimentation, a source of continuous inspiration and a measure for success.

On this course, we teach within a framework that takes into account the multi-faceted roles a designer might perform. Be it a storyteller or a problem solver and everything in between, the course allows students to explore these roles through a wide variety of projects and through the exploration of a spectrum of industry standard digital skills.

In their first year of study, students work within a shared module structure, exploring and collaborating on key areas of design enquiry and personal development adjacent to and in partnership with first year BA (Hons) Product Design students in the 'Design' cluster of courses. This innovative cluster dynamic allows students to learn and share broad principles of design theory and upskilling which are applied in subject-specific contexts.

Throughout the course, students explore a vast range of design skills and aptitudes in the line with the course vision pillars:

*Community* – The course fosters a sense of belonging to a community of practice in all of aspects of teaching and assessment through: collaborative projects, international trips, peer critiques, course exhibitions, and other initiatives. Students are invited to drive parts of the curriculum and may write their own briefs and co-create learning materials. Students are guided early in their journey towards joining a preferred community of practice upon graduation. Therefore, the course places emphasis on enabling students to find and craft a personal voice through self-expression and choice over design focus (especially at level 6). It also simulates or directly exposes students to interactions with key stakeholders within the graphic design industry such as clients and audiences.

*Employability* – The course intends for all students to have positive graduate outcomes, be that through employment or entrepreneurship. Students are prepared for professional contexts through live briefs, exposure to competition briefs, guest talks, studio visits, portfolio reviews, alumni conferences such as the annual Future Proof event and specialised lectures and workshops on personal and professional promotion and action planning.

*Exploration* – Expression, play and experiments are serious components on the course. Channelled through all of the course modules, they allow students to explore materials, tools and processes in relation to personal interests and briefs. The course is attuned to industry standards, but it does not aim to replicate the working world; instead, it provides a safe space for innovation and uninhibited creativity. It does not favour an outcome-based approach and instead fosters ways of working that encourage original thought and prepare the ground for innovation.

*Critical Thinking* – To be a world-leading designer means to be a designer who is aware of the global impact of their work. To ensure that students are sensitive to the wider contexts in which their work might perform and the overall value of graphic design, the course guides students through research methods, critical thinking, design writing and critique. In a world of questionable news and misinformation, an informed, inquisitive designer can begin to make a change in local, national and global communities.

*Technical Skill* – The course wants our students to take pride in the work that they make. Attention to detail and care are developed through iterative and diligent design processes embedded in all modules. Craftsmanship is considered just as important as a clever idea and introductions technical skills that enable resolved projects are integrated within modules to support this.

*Problem Solving* – Graphic design is all-encompassing, and because of that—if used thoughtfully and empathetically—it can provide a way to make our human experience better, more accessible and more efficient. The course exposes students to wicked problems and briefs with complex parameters that not only provide authentic contexts in which to practice their work, but also develop their resilience and capacity to reimagine the future.

*Storytelling* – If problem solving allows for graphic design to simplify the world, storytelling through graphic design has the capacity to enable connection and engage our emotions. The course acknowledges that design's success isn't measured only through tangible or binary metrics, but also through its power of metaphor and ability to enchant and engage.

The course might therefore appeal to:

*Generalists*: the course is an intensive exploration of today's vast graphic design landscape. Guided by our modules and briefs, students delve into branding, packaging, mapping, editorial design, font design, advertising campaigns, experimental work and design writing.

*Specialists*: the course is a fantastic springboard towards a more specialised trajectory, be that in post-graduate education or employment. By exploring a multitude of design outputs and contexts throughout their first two years, students are encouraged to begin shaping and directing their focus towards personal areas of interest in the final year.

The course is not prescriptive, instead proposing lines of inquiry that enable students to become owners of their own learning. Typical graduate portfolios might therefore include branding, publicity, info-graphics, animations, publishing or web and app design in a range of technology and media from a mix of inhouse assignments, self-initiated tasks, national / international competition opportunities (such as D&AD), live project briefs and possible input from courses in other Schools. Students are actively encouraged to be imaginative, ambitious and resourceful to face the challenges of an unpredictable, demanding, globally competitive and technologically-driven world.

Students will typically engage with the course through classroom activities, through collaborative projects within and without the course, and through study trips, studio visits, professional visiting speakers and via the course newsletter, *snap to guides*, all of which provide essential learning and community-based content which enriches the student profile.

The BA (Hons) Graphic Design course has sister courses at Raffles College of Higher Education (Singapore), and Hong Kong Design Institute (Hong Kong); as part of course delivery, students should have the opportunity to engage in Collaborative Online International Learning (COIL) projects with students at some of these partner institutions.

Students have the option to take a sandwich year (SW) after level 5. This offers an opportunity to gain further employability and / or international experience.

Our graphic design students are regular winners of reputable design competitions such as D&AD and the Penguin Cover Design Award, and they received many YCN commendations. Our graduates have gone on to create award winning advertising campaigns for Silver Spoon and moving image work for The Mill, user interfaces for IBM, marketing work for premier UK football teams, and campaign touchpoints for Vintage Books' release of Kamala Harris' New York Times bestselling book 'The Truths We Hold'.

| <b>2 Available Award(s) and Modes of Study</b>                            |   |            |
|---|---|------------|
| Title of Award  | Mode of attendance  | FHEQ Level |
| BA (Hons) Graphic Design  | F/T 3 years   | Level 6    |
| Fallback Awards<br>BA Graphic Design                                      | F/T 3 years   | Level 6    |
| Diploma of Higher Education in Graphic Design                             | F/T 2 years   | Level 5    |
| Certificate of Higher Education in Design                                 | F/T 1 year  | Level 4    |
| <b>3 Awarding Institution/Body</b>  | Coventry University   |            |
| <b>4 Collaboration</b>  | Autonomous Franchise  |            |
| <b>5 Teaching Institution and Location of delivery</b>                    | Coventry University Branch at TKH<br>The Knowledge Hub Universities Campus<br>New Administrative Capital, Residential Area 7, R7, Cairo Governorate   |            |
| <b>6 Internal Approval/Review Dates</b>                                   | Date of approval/latest review: 06/2021<br>Date for next review: Academic year 2026/2027  |            |
| <b>7 Course Accredited by</b>   | Not Applicable  |            |
| <b>8 Accreditation Date and Duration</b>                                  | Not Applicable  |            |
| <b>9 QAA Subject Benchmark Statement(s) and/or other external factors</b> | QAA Art and Design Benchmark Statement, 2017:<br><a href="http://qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf">qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf</a> |            |
| <b>10 Date of Course Specification</b>                                    | May 2023  |            |
| <b>11 Course Directors</b>  | Coventry University Course Directors: Philip Perry / Paula Murarescu<br>The Knowledge Hub Course Director: Kirsti Itameri<br>Link Tutor Level 3: Amy O'Donnell<br>Link Tutor Levels 4, 5, 6: Paula Murarescu              |            |

## 12 Outline and Educational Aims of the Course

The educational aims for the course are in line with the Coventry University mission statement. They are aligned to the Art and Design Benchmark Statements 2017.

The overall aims of the BA (Hons) Graphic Design course are to:

|   |   |
|---|---|
| 1 | Provide a rigorous and hands-on learning environment in which students can gain experience and engage at the forefront of graphic design practice;  |
| 2 | Enable students from all backgrounds to develop their creative, intellectual, technical and professional potential through diverse design practice;   |
| 3 | Foster discipline-related transferrable skills so that students become independent learners with the intellectual flexibility to contribute to, and benefit from, societies in continual change;        |
| 4 | Enable students to take ownership of their own learning and align themselves with their professional community of practice or further study;  |
| 5 | Nurture interpersonal skills to enable effective communication and collaborative practice with audiences and/or clients;  |
| 6 | Cultivate methods of inquiry, critical analysis and creative synthesis through the development of individual creativity and the exercise of informed aesthetic, utilitarian and design judgements;      |
| 7 | Encourage cross-discipline and forward thinking, engagement and experimentation with new tools, processes and media at all stages of design development leading to innovative and expressive artefacts; |
| 8 | Promote the exploration of a variety of experiential material and technological capabilities towards the application of design theories and creation of appropriate design work.                        |

### 13 Course Learning Outcomes

The course outcomes have been mapped against the [QAA Framework for Higher Education Qualifications](#)

**On successful completion of the course a student will be able to:**

| <i>Learning Outcome</i> | <i>BA (Hons) Graphic Design Course Learning Outcome description</i>   |
|-------------------------|---|
| 1                       | Evidence capabilities including accountability, adaptability and resilience to practice within wide and continuously changing diverse cultural contexts at a professional and socially-engaged level  |
| 2                       | Position practice within its wider community and professional contexts, demonstrating ownership, engagement, initiative and self-awareness  |
| 3                       | Work independently and collaboratively with professionalism   |
| 4                       | Present and advocate work effectively and competently to a variety of audiences, demonstrating conceptual, visual, oral and interpersonal skills  |
| 5                       | Practise curiosity and critical thinking through design development by applying sustained methods of research, investigation, analysis and interpretation   |
| 6                       | Reflect on, synthesise and integrate learning towards the creation and optimisation of a coherent body of work which responds to relevant criteria, including context, stakeholder expectations, environmental factors and socio-cultural norms |
| 7                       | Employ both convergent and divergent thinking, speculative inquiry, experimentation and risk-taking in the processes of observation, investigation, visualisation and making  |
| 8                       | Effectively communicate sustained creative and conceptual design outputs using appropriate tools, technologies and materials, applying key design theories and techniques in the control of form and content                                    |

## 14 Course Structure and Requirements, Levels, Modules, Credits and Awards

### 14.1 Attendance

According to The Knowledge Hub Regulations.

## Monitoring of Attendance

According to The Knowledge Hub Regulations.

### 14.2 Professional Enhancement Year

Students successfully completing Level 5 of their course will be permitted on the optional Professional Enhancement Year route, which allows students to spend a year on a professional placement between Level 5 and Level 6 of their course.

Students opting to take this route will secure and undertake a work placement and will register on 5011AAD. 5011AAD is a zero-credit module and will be assessed as pass/fail only. It cannot replace any course credits in the final award or be included in the overall award classification. Students who successfully complete the assessment associated with this module will receive the addition of "with Professional Enhancement" on their degree title.

### 14.3 Semester of Study at Coventry University (Optional)

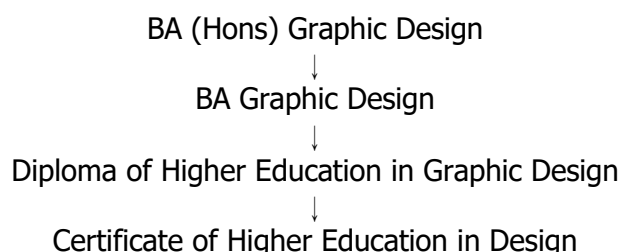
The course structure and timing of delivery at The Knowledge Hub shall be aligned with the equivalent course at Coventry University to enable a student to complete a semester of study/one academic year at Coventry University as part of their studies. The marks achieved at Coventry University will be used in the assessment of the student's performance at the end of each level and used in the calculation of the final degree classification.

#### Typical pattern of delivery for full-time attendance

Course Typical Delivery Pattern

|         | SEMESTER 1                       |                                    | SEMESTER 2                      |                                 |
|---------|----------------------------------|------------------------------------|---------------------------------|---------------------------------|
| LEVEL 4 | Design EXPLORATION<br>20 credits | Design VISUALISATION<br>20 credits | Design CONTEXT<br>20 credits    | Design EXPERIENCE<br>20 credits |
|         | Design ENQUIRY<br>20 credits     |                                    | Design REFLECTION<br>20 credits |                                 |
| LEVEL 5 | Design SYSTEM<br>20 credits      | Design INTERACTION<br>20 credits   | Design ACTIVISM<br>20 credits   | Design PROFESSION<br>20 credits |
|         | Design NARRATIVE<br>20 credits   |                                    | Design SPECIALISM<br>20 credits |                                 |
| LEVEL 6 | Design CULTURE<br>20 credits     | Design AGILITY<br>20 credits       | Design SHOWCASE<br>20 credits   | Design IDENTITY<br>20 credits   |
|         | Design EXPERIMENT<br>20 credits  |                                    | Design ADVENTURE<br>20 credits  |                                 |

#### Cascade of Awards



#### Credit and outcomes map

Modules within the course, their status (whether mandatory or options), the levels at which they are studied,

and their credit values are identified in the table below.

Key: Blue = semester 1 | Orange = semester 2

| Credit level                     | Module Code | Title                         | Learning Credit | Assessment credit | Mandatory / Optional | Course Learning Outcomes |
|----------------------------------|-------------|-------------------------------|-----------------|-------------------|----------------------|--------------------------|
| 4                                | KH4063AAD   | Design Exploration            | 20              | 20                | M                    | 3,5,7,8                  |
| 4                                | KH4064AAD   | Design Visualisation          | 20              | 20                | M                    | 1,3,8                    |
| 4                                | KH4065AAD   | Design Enquiry                | 20              | 20                | M                    | 1,2,3,5,7,8              |
| 4                                | KH4066AAD   | Design Reflection             | 20              | 20                | M                    | 1,2,4,5                  |
| 4                                | KH4067AAD   | Design Context                | 20              | 20                | M                    | 1,3,4,6,8                |
| 4                                | KH4068AAD   | Design Experience             | 20              | 20                | M                    | 1,3,4,5,7,8              |
|                                  |             |                               |                 |                   |                      |                          |
| 5                                | KH5074AAD   | Design Narrative              | 20              | 20                | M                    | 1,3,5,6,7,8              |
| 5                                | KH5075AAD   | Design System                 | 20              | 20                | M                    | 3,4,5,6,7,8              |
| 5                                | KH5076AAD   | Design Interaction            | 20              | 20                | M                    | 1,3,4,5,6,8              |
| 5                                | KH5077AAD   | Design Specialism             | 20              | 20                | M                    | 1,2,3,5,6                |
| 5                                | KH5078AAD   | Design Activism               | 20              | 20                | M                    | 1,3,4,5,6,7,8            |
| 5                                | KH5079AAD   | Design Profession             | 20              | 20                | M                    | 1,2,3,4,6,8              |
| <i>Optional Enhancement Year</i> |             |                               |                 |                   |                      |                          |
| 5                                | KH5011AAD   | Professional Enhancement Year | 0               | 0                 | 0                    | N/A                      |
|                                  |             |                               |                 |                   |                      |                          |
| 6                                | KH6065AAD   | Design Experiment             | 20              | 20                | M                    | 1,2,3,5,6,7,8            |
| 6                                | KH6066AAD   | Design Culture                | 20              | 20                | M                    | 2,3,4,5,7                |
| 6                                | KH6067AAD   | Design Agility                | 20              | 20                | M                    | 1,3,5,6,7,8              |
| 6                                | KH6068AAD   | Design Adventure              | 20              | 20                | M                    | 1,3,4,5,6,7,8            |
| 6                                | KH6069AAD   | Design Showcase               | 20              | 20                | M                    | 1,2,3,4,6,8              |
| 6                                | KH6070AAD   | Design Identity               | 20              | 20                | M                    | 1,2,3,4,7                |

## 15 Support for students and their learning

### Induction

At enrolment, all students attend an Induction. The induction consists of:

- An overview of the Knowledge Hub and Coventry University
- An overview of the course in terms of programme learning outcomes and course structure
- Detailed information about each module they will study and the assessment strategy.

### Module guides

Students are provided with module guides to support their learning which include features such as aims, module learning outcomes; readings; (and where appropriate) additional readings; teaching schedule and activities to be undertaken.

### Coventry University Collaborative Student Portal

Students have access to Coventry University Collaborative Student Portal which provides a convenient virtual platform for students to access academic information including academic writing skills, referencing style guide, useful links to learning English as well as regulations, policies and principles of teaching and learning adopted by Coventry University

### Library and Coventry University Partner Student E-Resources

In addition to the Library resources available at the Knowledge Hub students have access to Coventry University Partner Student E-Resources.

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## 16 Criteria for Admission and Selection Procedure

Design and Media applicants must have a minimum cumulative Grade Point Average (GPA) of 3.0, and score **1100** in **SAT 1** (no less than 550 in each band), or to take **2 APs** with a minimum score of **3.0**.

For Design and Media Programmes: One Math course is required to be taken during the last years of study.

|  |   |
|--|---|
| <b>A level</b>   | BBC   |
| <b>Pearson BTEC Level 3 National Extended Diploma (first teaching from September 2016)</b> | DMM in an Art or Design subject.                                  |
| <b>Access to HE Diploma</b>  | The Access to HE Diploma. Plus GCSE English at grade 4 or above.  |
| <b>International Baccalaureate Diploma Programme</b>                                       | 29 points.  |
| <b>GCSE/National 4/National 5</b>  | 5 GCSEs at grade 4 / C or above to include English                |
| <b>IELTS</b>   | 6.0 overall with a minimum of 5.5 in each component OR equivalent |

**Portfolio** Students are required to submit a portfolio/show reel/written work and may be asked to attend an interview if it is practical to arrange.

Non-standard applications will be reviewed on a case by case basis by the Link tutor.



## **17. Method for evaluating and enhancing the quality and standards of teaching and learning**

The Programme is managed by the School of Art and Design Board of Study of the Faculty of Arts & Humanities.

The results of student assessment on each module are considered and approved by a Subject Assessment Board (SAB). The Programme Assessment Board (PAB) will consider the overall results for each individual student. Any mitigating circumstances affecting them are considered prior to PAB and the Board will be informed of which students have had a deferral of their assessment approved. An Examinations Board (comprising SAB and PAB) should include the External Examiner, a representative of the Faculty of Arts and Humanities at Coventry and representatives of staff who teach on the programme and is held twice each year to fully determine the student module results and awards. The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the programme.

External Examiners report annually on the programme and their views are considered as part of the annual quality monitoring process, known as CQEM (Collaborative Quality Enhancement Monitoring). Details of the CQEM process can be found on the Registry's web site.

Student views are also sought through module and course evaluation questionnaires.

### **Link Tutors**

A Link Tutor will be appointed by the FAH.

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## **18. Regulation of Assessment**

Academic staff will set and mark student assessments on the programme. Draft briefs for coursework assignments will be submitted to Coventry University and be commented upon by subject advisors from the Faculty of Arts and Humanities and by the External Examiner who is appointed by Coventry University. The final version will be collected by the Programme Coordinator who will check the comments written by the moderators to ensure that the briefs have been properly modified.

The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

This Course conforms to the [Regulations for the delivery of Coventry University Undergraduate awards at the Coventry University Branch at The Knowledge Hub, Egypt.](#)

Any changes to the Academic Regulations at Coventry University will also be reflected in the documentation.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Undergraduate programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.

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## **19. Indicators of Quality Enhancement**

The following are key indicators of quality and standards:

- The programme has been designed in accordance with the QAA benchmark statements for Art and Design 2017

The UK's Quality Assurance Agency undertook the Higher Education Review of Coventry University in February 2015. The QAA review team formed the following judgements about the higher education provision at Coventry University.

- The setting and maintenance of the academic standards of awards meet UK expectations.
- The quality of student learning opportunities meets UK expectations.
- The quality of the information about learning opportunities meets UK expectations.
- The enhancement of student learning opportunities meets UK expectations.

The course has been designed in accordance with the Quality Assurance Agency for Higher Education (QAA) benchmark statements for Art and Design for UG February 2020 [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_22](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22)

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## **20. Additional Information**

Enrolled students have access to additional, key sources of information about the course and student support including:

- Academic Course Director(s) who are responsible for particular activities across the course and are able to provide advice and support to students in course-related matters;\_
  - Student Handbook;
  - Module Descriptors;
  - CCQEM Reports;
  - The Knowledge Hub Study Support Information.
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