Programme Specification for BA (Hons) Graphic Design, Advertising & Marketing

	This document applies to Academic Year 2020/21 onwards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	BA (Hons)
5.	**Programme title**	Graphic Design, Advertising & Marketing
6.	**Pathways available**	Single Honours only
7.	**Mode and/or site of delivery**	Standard taught programme at the University of Worcester site
8.	**Mode of attendance and duration**	Full time & part time
9.	**UCAS Code**	WN25
10.	**Subject Benchmark statement and/or professional body statement**	QAA Art & Design (February 2017) QAA Business & Management (November 2019)
11.	**Date of Programme Specification preparation/ revision**	Approved ASQEC June 2020. August 2020 – AQU amendments to Section 19. Nov 2020 AQU dissertation-equivalent noted on award map.

12. Educational aims of the programme

The University has historically delivered high quality education in the fields of Design and Business. This BA (Hons) Graphic Design, Advertising & Marketing builds on this experience and has been developed to provide students with the right combination of skills to thrive at a high level in a dynamic and continually evolving creative communications industry.

Firmly rooted in an authentic, real world agency style environment, the course draws upon three distinctive yet complementary disciplines and the module balance reflects this. Across the course students will experience a variety of practical and theoretical methods to achieve the course aims.

The programme aims to:

1. Develop Graphic Design, Advertising & Marketing experts who are competent, strategic and creative decision makers, delivering high quality and original communication solutions.

2. Help students grow an increasingly independent and creative mindset for high level performance within the creative industries, applying research and creative problem-solving techniques that aid in innovative and entrepreneurial thinking.

3. Establish a clear understanding of the relationships between Graphic Design, Advertising & Marketing to promote student's interpersonal communication, team-working and leadership skills, to facilitate a collaborative and integrated working ability in multi-disciplinary teams.

4. Ensure students develop the core knowledge, practical skills and professional attributes to respond and adapt positively to different working environments and changing market conditions.

5. Develop students' ability to focus on delivering relevant ideas that solve brand problems in new and inventive ways, so that they have the confidence and ability to work alongside the very best in the world of visual communication.

6. Focus on building and maintaining positive client relationships, accepting accountability for determining and achieving personal and/or group outcomes.

7. Promote critically reflective and positive, pro-active professionals, utilising wide-ranging, contemporary knowledge and evidence to underpin their practice, committed to continuing professional development and lifelong learning.

8. Promote an ethos of partnership working and collaboration based on trust and mutual respect, to play a key role in the positive development of the creative industries and have a positive effect in society.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**
1	Generate visual mind maps, and select from sketched concepts to develop ideas into a physical and/or interactive output.	GDES2000 + All level 6 module options
2	Critically discuss different techniques and approaches used when Art Directing a communication campaign at different phases of a project.	GDAM2500 + All level 6 module options
3	Demonstrate a systematic and comprehensive understanding, interpretation and application of the theory and practice of marketing communications to a product or service.	BMGT2000 + All level 6 module options

Cognitive and Intellectual skills		

4	Research and analyse a range of project relevant, inspirational websites and critically evaluate their effectiveness.	GDES2000 + All level 6 module options
5	Critically engage with research, creating and managing integrated marketing communications campaigns with a positively social focused output.	BMGT2000 + All level 6 module options
6	Apply in-depth research techniques to understand the competitor landscape and confidently position brands by discussing choices made during the development of a visual identity system and brand guidelines.	GDES3600

Skills and capabilities related to employability		

7	Refine a working methodology through professional approaches to practice and presentation.	GDES2000 + All level 6 module options
8	Demonstrate the professional practices required to work as an Art Director and Copy Writer at each stage of a creative project and how to develop and maintain a close client/agency relationship.	GDAM2500 + All level 6 module options
9	Apply brand design knowledge to create successful self-promotional material including CV and portfolio, tailor the content for specific career opportunities with relevant agencies and clients.	GDES3012

Transferable/key skills

10	Select, apply and defend appropriate creative processes for the development and publication of projects.	GDES2000 + All level 6 module options
11	Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives.	BMGT2000 + All level 6 module options
12	Communicate practice clearly in a range of media (studio practice, learning journal, presentations, blogs, portfolios)	GDES3012
13	Organise and manage workloads independently and effectively in order to meet key milestones and final deadlines.	GDES3600

Learning, teaching and assessment

At the heart of the BA (Hons) Graphic Design, Advertising & Marketing programme is preparing students for real world Creative Agency life, so learning, teaching and assessment acknowledges the need for a balanced relationship between theory and practice and takes an integrated approach to student learning.

The course engages with a wide range of teaching methods: lectures, seminars, client-brief, interactive workshops, large and small group discussion, computer skills, presentations, group critiques and tutorials, it is therefore inclusive for a variety of learning styles.

A typical week will have around 12 contact hours of teaching plus individual or group tutorial hours. The precise breakdown will depend upon the individual modules for example Graphic Design, Advertising and Marketing modules are taught in 3 hour blocks, are practice led, and theory is taught within practical sessions to enable students to gain an understanding on how to apply research in a practical and professional context.

The programme integrates the professional requirements, core subject knowledge, practical skills and attributes to promote the development of knowledgeable and competent practitioners. The following themes have been used to structure student learning. They are reflected across the programme in theoretical, skills based and practical modules:

01. Understanding the requirements of a client brief
02. Evidence-based research
03. Developing a creative strategy
04. Creative direction of creative routes

05. Design implementation across multiple touch-points
06. Confidently presenting ideas to a client
07. Project planning and time management
08. Communication, team-working and continuing professional development
09. In-depth Graphic Design, Advertising and Marketing subject knowledge

It is sometimes necessary for students to work independently and/or in small groups during periods when the studios are not timetabled for teaching. Students are encouraged to actively take advantage of the facilities whenever possible.

Teaching
An experienced team of lecturers and design practitioners will be teaching students throughout the course and facilitating a student focused, practical and skills-based approach to learning, with a multi-disciplinary experience as a key factor of the student experience.

Studio Practice and Interactive Workshops will equip students with all the practical skills they need from a creative perspective. Lectures and Seminars will equip them with all the theoretical skills needed from an academic perspective. Live Briefs allow for an agency style group project, bringing both creative and theoretical application together.

This blended, inclusive approach creates a challenging, but exciting learning experience. It fosters the development of students who take responsibility for their own learning, becoming increasingly independent and autonomous as they progress through their studies. This helps promote a professional, lifelong approach to learning. As the student progresses through each level, the criteria assessed become more demanding, searching and challenging.

A mixture of independent study, teaching and academic support from Student Services and Library Services as well as the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them towards their goals. Activities and materials will be available through Blackboard virtual learning environment and/or module websites.

Meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course. Scheduled meeting dates will be provided in the course planner.

Contact time
In a typical week, a student will have around 12 contact hours of pluls individual or group tutorial teaching. The precise contact hours will depend on the modules being studied. In the final year students will normally have slightly less formal teaching time in order to do more independent study and develop work related opportunities which are supported by bespoke individual support and tutorials.

Typically, class contact time will be structured around:
- 3 hours of (large group) lectures/seminars/client-brief
- 6 hours of interactive workshops, large and small group discussion, computer skills
- 3 hours of (small group) presentations/group critiques/tutorials

Class sizes will be around 20-25. Where larger lectures take place, learning is supported with group-based approaches or online activities.

Independent self-study
In addition to the above contact time, students are expected to engage with around 25 hours of personal study per week. Typically, this will involve individual and/or group work on projects and tasks, preparing for assignments, trips to see work and going to the library. Independent learning is supported by a range of excellent facilities, including the Hive library, the virtual learning environment, extensive access to vast electronic learning resources and purpose-built contemporary design and media studios.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes academics, specialist professionals and experienced practitioners.

Teaching is informed by the research and consultancy, and many course lecturers have or are studying for a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles.

Assessment
Assessment takes the form of formative and summative assessment. Formative assessments carry no weighting but are important and designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as student support teams, informal peer assessment or rehearsed presentations. It is also embedded in their ongoing engagement with tutors' and is part of the individual tutorial system.

Each module has summative assessment which normally requires a combination of practical work, critical reflection and written assessment that can vary and might require different forms such as essay, contextual analysis, blog, creative writing or learning journal. There is also one formal written examination in the third year.

The following gives an indication of the types of assessment students might expect across any year. This is only an indication and will vary depending upon their choice of modules.

Year 1
- 4 x practical projects
- 1x critical reflection writing tasks
- 1x individual presentation
- 1x group presentation
- 1x report
- 1x portolio

Year 2
- 4 x practical projects
- 1x critical reflection writing tasks
- 1x individual presentation
- 1x group presentation
- 1x report
- 1x portfolio

Year 3
- 3 x practical projects (including 1 independent major project)
- 1x critical reflection writing tasks
- 1x individual presentation
- 1x group presentation
- 1x portfolio
- 1x essay

Feedback
Students will receive feedback / feed forward on all assessments. The aim is to provide constructive feedback on summative assessments within 20 working days of the submission

deadline date. Feedback is intended to support learning and students are encouraged to discuss it with personal academic tutors and module tutors as appropriate.

14. Assessment strategy

Assessment is planned across the programme and is designed to provide students with the opportunity to demonstrate their core subject knowledge, complex technical skills and professional attributes across the practice and academic arena. It enables students to identify their progression and achievements towards becoming an expert Creative professional.

All summative assessments are constructively aligned to the modular learning outcomes, reflecting the level of study and clearly indicating what students need to do to successfully complete the assessment. A student-focused range of assessment strategies are used to facilitate the integration of theory with practice. This promotes the development of employment, transferable and reasoning skills. The developmental nature of the assessment strategies enables students to move from dependence to autonomy, culminating in the completion of an independent study focused on professional practice.

Formative assessment plays a key role in student learning and achievement. Students are strongly advised to engage with all formative activities in order to receive regular feedback on their progress, allowing them to develop the ability to self-assess their progress and achievement, promoting independence in learning to support active, lifelong learning strategies. Formative assessment aligns to summative assessment, helping to increase student confidence in the assessment process. Students will receive formative feedback from a number of sources including teaching staff, their Personal Academic Tutor, industry practitioners and other students. Formative strategies include: peer assessment, individual and group class presentations and client presentations.

Group work is assessed on the final design (in relation to answering the brief), and also importantly, each individuals' creative process deck and individual presentation, which clearly defines each students' independent thinking and contribution to the final group project.

For all assessment activities, both formative and summative, assignment guidance is provided.

The six domains of the assessment criteria are generic in nature and based on both the UW generic grade descriptors and the QAA Subject Benchmark statement, these are:

- Generating & Selecting ideas
- Investigation, Enquiry & Visualisation
- Process and/or Concept Development
- Research & Analysis of Information, Contextualisation and/or Critical Thinking
- Collaborative and/or process management
- Communication

An appropriate range of assessment modes and tasks as follows:

- Deconstructing and understanding a client brief
- Project associated visual and written research
- Development and critical selection of creative ideas
- Production and presentation of practical work
- Creative process report and critical statement or essay

Regular formative feedback especially at level 4, to aid learning, and inform the learner. This is part of staged assessment strategy, to permit students to benefit from feedback to re-work/develop further aspects of an assignment and may include multiple learning assignments, where a learner may submit a section of best work for grading.

Feedback is intended to support learning by indicating how students can improve in future assignments and students are encouraged to discuss feedback with personal academic tutors and module tutors to help support academic and personal development and enhance employability skills.

15. Programme structures and requirements

The course is available full and part-time.
Please see the Award Map Annex at the end of this document.

16. QAA and professional academic standards and quality

The Graphic Design, Advertising & Marketing programme adheres to the QAA Benchmark Statements for QAA Art & Design (2017) QAA Business & Management (2019). The award is located at level 6 of the FHEQ.

These educational aims are consistent with the QAA subject benchmarks, and are intended to define a learning narrative and become progressively more challenging, which cultivates in students:

- The capacity to be creative
- An aesthetic sensibility and intellectual enquiry
- Skills in team working
- An appreciation of diversity
- The ability to conduct research in a variety of modes
- The quality of reflecting on one's own learning and development
- The capacity to work independently, determining one's own future learning needs

17. Support for students

Pre-programme
Students are invited to attend a welcome week. This focuses on introducing the students to the University and to the Graphic Design, Advertising & Marketing programme, environments and equipment. New students are provided with opportunity to meet fellow and current students, familiarise themselves with the University and gain helpful information.

Induction
There is a comprehensive induction programme for both theory and practice. The induction provides the student with opportunity to meet other students, the teaching team and their Personal Academic Tutor. Students are introduced to the principles of learning and teaching in Higher Education, including sessions from the student union, student services, information and learning systems such as the library resources.

Personal Academic Tutors
At the heart of supporting students personally, professionally and academically is the Personal Academic Tutor. All students are allocated a Personal Academic Tutor from within the team of lecturers. Students will be required to attend a Personal Academic Tutorial four times each year. These may be as part of a group tutorial or as an individual tutorial, and will provide opportunity for sharing experiences and the provision of general professional and academic support. Personal Academic Tutors act as the first point of contact for students experiencing problems or concerns arising while at University, offering signposting to wider University support services. They promote the academic and professional development of their tutees and provide the official University reference for their tutees.

Students are advised to maintain regular contact with their academic tutor, with email being the communication tool of choice. All tutorial contact is recorded electronically.

Progression and achievement
The Programme Course Leader, in partnership with Personal Academic Tutors, carefully monitors student progression and achievement across the programme. This helps with the identification of students who are struggling to adapt to Higher Education, either academically, practically or personally. This ensures they can facilitate early intervention strategies to support students to develop the confidence, skills and resilience to successfully progress across the programme.

Independent study support
All students complete a level 6 major project. Students are supported in this via the module leader and an independent study supervisor.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

· The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
· Writing support from the Royal Literary Fund Writers in Residence.
· Writing support for international and EU students from the Language Centre.
· The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions policy
The University aims to provide fair and equal access to a University education to all those who have the potential to succeed or benefit from it, through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The University is committed to widening participation to candidates from diverse backgrounds and therefore welcomes applications from young people leaving school or college, and also from those entering through less traditional routes. Applicants from mature applicants, particularly those with experience in health and care are encouraged.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning
Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Full-time applicants apply through UCAS – WN25
Part-time applicants apply directly to University of Worcester (UW)

It is also standard practice to invite prospective students to an applicant visit day details for which will be sent upon invitation.

Admissions/selection criteria
The UCAS application is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course, demonstrating examples of creative and entrepreneurial thinking.

Students should apply through UCAS and should contact the Registry Admissions Office for further information and guidance (01905 855111), or visit Admissions Information.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.

- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.
- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Graphic Design, Advertising & Marketing	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Graphic Design, Advertising & Marketing	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.

Degree in Graphic Design, Advertising & Marketing (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5, and at Level 6 at least 30 of the 60 credits required from GDAM3600 or GDES3012.
Degree with honours in Graphic Design, Advertising & Marketing	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification
The honours classification will be determined by whichever of the following two methods results in the higher classification:
- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers

Creative communications and marketing industries are dynamic and are continually evolving and increasingly looking for Graduates with the right combination of skills across areas of Graphic Design, Advertising & Marketing to be experts, able to create, develop & present original ideas.

Graphic Design, Advertising & Marketing has been written and developed with input from professional industry experts and design practitioners. The programme has been informed by research and current industry trends to reflect a dynamic agency style learning environment, with students working in multi-disciplinary creative teams, tackling real-world brand projects.

Student employability
The balance of the course is such that students will be able to develop enough high-level skills and understanding of Graphic Design, Advertising & Marketing to pursue specific career opportunities, for example as a Creative Director, Marketing Director or Art Director. Equally you would be equipped to apply for careers generally not considered by traditional courses, like a Copy Writer, Client Director, Motion Graphics Designer, Creative Strategist, Brand Manager, Visual Planner, Digital media Designer, Communication Manager or Brand Manager.

The entrepreneurial aspect of the degree aims at giving students the confidence to work in agencies, but also as independent contractors, or even to set up and run their own creative company should they wish.

Contact with industry through agency visits will allow students to develop valuable connections and contacts, in addition to gaining real life experience.

School of Art and Business School academic tutors will advise and assist students on preparing CV and portfolios, practice interview techniques and facilitate connections.

Links with employers
The course has links with all agency types within the creative industry including:
- Advertising
- Branding
- Digital
- Experience
- Graphic Design
- Marketing
- Packaging
- Publishing

School of Arts
In addition to agency connections, there are also opportunities to work directly with clients, some recent industry-led projects include:
- Museum of Royal Worcester
- Art House Gallery
- National Trust
- RSPCA
- The Hive Library

The Business School
There is a history of well-developed working relations with the local business community many of whom contribute to undergraduate programmes to give a real-world insight into the future world of work. These professional and business networks also involve external events, many of which are open to students, as well as employers.

The School liaises with external agencies and has close relationships with:
- Institute of Directors
- Federation of Small Businesses
- Chamber of Commerce
- Confederation of British Industry

The Business School also has relationships and employment opportunities with a number of business clients including:
- NHS
- Local government
- Police constabularies
- Ministry of Defence

- Royal Air Force

The University is committed to providing employability opportunities for its students and graduates, and keen to ensure that courses are relevant to meet the needs of future employers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes 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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award Map

Course Title: BA (Hons) Graphic Design, Advertising & Marketing

Level 4					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
BGMT1000	Customer Insight & Marketing	30	M	None	None
GDAM1400	The Big Advertising Idea	30	M	None	None
GDES1010	Design: Skills & Theory	30	M	None	None
GDES1014	Concept Visualisation	15	O	None	None
GDES1001	Multimedia in Context	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	None	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Level 5					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
BMGT2000	Integrated Marketing Communications	30	M	None	None
GDAM2500	Art Direction	30	M	None	None
GDES2000	Graphic Design for Internet & Multimedia	30	M	None	None
GDES2010	Graphic Design for Print	30	O	None	None
BMGT2001	Lifestyle Marketing	15	O	None	None
BMGT2002	Market Insight	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Level 6					
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))	**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes***
GDAM3600	Visual Identity & Brand Language (Major Project) (Dissertation equivalent module)	30	M	None	None
GDES3012	Design Awards and Exhibition	30	M	None	None
BMGT3000	Digital & Social Media Marketing	30	O	None	None
BMGT3001	Brand Management	15	O	BMGT2002	None
BMGT3310	The next big thing	15	O	None	None
GDES3014	Industry Collaboration	15	O	None	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules.