University of Derby
College of Arts, Humanities and Education
Department of Art & Design

Programme Specification

BA (Honours) in Design
Graphic Design/Interior Design/Digital Design

Programme valid from May 2023 to September 2028

Valid for delivery at: **Vakalo Art & Design College**, Athens, Greece

SECTION ONE: General Information

Programme Title	BA (Hons) Design (Digital Design) (Graphic Design) (Interior Design)
Approval of Specification	09 May 2023
Award Title & Interim Awards	Bachelor of Arts (Honours) in Design (Digital Design) Bachelor of Arts (Honours) in Design (Graphic Design) Bachelor of Arts (Honours) in Design (Interior Design) Bachelor of Arts in Design (Digital Design) Bachelor of Arts in Design (Graphic Design) Bachelor of Arts in Design (Interior Design) Diploma of Higher Education in Design (Digital Design) Diploma of Higher Education in Design (Graphic Design) Diploma of Higher Education in Design (Interior Design) Certificate of Higher Education in Design
Mode of Study	Full-time: ☐X Part-time: ☐X E-learning: ☐ Distance: ☐ Sandwich: ☐
Programme Start Date & Period of Validation	Start Date: October 2023 Date of Last Update: Feb 2023 Click here to enter a date. Click here to enter a date. 5 Years: ☐ X Indefinite: ☐ Other (Please state):
Awarding Institution	University of Derby: ☐X Other (*Please State*):
College Managing the Programme	Choose an item. College of Arts, Humanities and Education
Institutions Delivering the Programme	University of Derby: ☐ Other (*Please State*): Vakalo Art and Design College
Relevant External Reference Points	QAA Subject Benchmarks for Art and Design 2019
External Accreditation/ Recognition	N/A
JACS Code(s)	W200

SECTION TWO: Overview

Background/Context:

The Vakalo Art and Design College was founded in 1958, and has been offering programmes of studies in design, validated by the University of Derby since 1996. In operating and developing a higher education programme of studies in design the Vakalo College is responding to an evident and growing need for design services that arises in the contemporary world of constant communication, mass consumption and technological development, as well as of resource depletion, climate change and social and economic instability which equally call for dissemination of information and the development of innovative products and services.

In the local context the Vakalo College developed in tandem with design consciousness in Greece, and in many respects, it could be said that the College itself was instrumental in the development and 'raising' of this consciousness in the last half century. Furthermore, design culture has been expanding very rapidly in Greek society since the 1990s when the country was all the more participating in global development – and it is in that period that the Vakalo sought an international partnership, which developed very successfully in the ensuing years and has already passed the quarter century mark virtually problem-free. Despite the severe economic crisis that has been with us for best part of the last decade, design awareness has not abated – on the contrary, design in terms of innovation and creativity may be in greater demand both in the fields of visual communication, web design and mobile apps, as well as the design (especially the redesign) of private and/or public spaces. Further, the conditions of the current pandemic, which has caused further insecurity and made planning with any degree of certainty near impossible, has nonetheless increased demand for innovative communication design, strengthening also the need to rethink the design of spaces, real and virtual, as large parts of human/social activity is all the more taking place online.

Overview of the Programme:

OVERVIEW
The curriculum is structured to provide students with the required broad-based education in design through which they will gain knowledge, understanding, and a thorough grounding in a range of skills before engaging in their chosen specialist pathway, which will enable them to pursue professional careers as designers, with both a creative and critical outlook. The main thrust of this Programme seeks to:

- Develop the students' intellectual and imaginative capacities, encouraging enquiry, critique, analysis and invention which will be demonstrated through the ability to develop concepts for the extensive range of problems set in practical work;

- Enhance understanding of cultural, economic, historical and technological contexts that affect the designer's work, through engagement with research and investigation of current debates on visual and digital cultures, as well as on living and working environments.

- Enable students to effectively utilise both written and spoken language so that they can demonstrate how ideas may be communicated to an intended audience in the most appropriate way;

- Develop a visual vocabulary which may be employed to solve design problems. The overall programme is formulated in such a way as to enable the student to identify, analyse and evaluate the aesthetic, functional and structural requirements which underlie and bring forth the conception, development and implementation of an effective and meaningful design solution.

- Equip students with the required creative and technical skills (including expert use of both analog and digital media) and provide the necessary critical understanding of the creative and production aspects of Digital or Graphic or Interior Design to produce proposals to client-presentation level.

Key Characteristics:

The curriculum is structured as a three-tier staged course with specific aims and outcomes for each stage. Each stage carries 120 credits and runs for 30 weeks. The total of credits for a BA honours award is 360 and the total duration of the three stages of the course is three academic years full-time.

In the first year (Stage 1/HE Level 4) students pursue a common curriculum which provides a grounding in design studies introducing them to three fields, namely Digital Design, Graphic Design and Interior Design, which form the specialisation pathways offered in the second and third years (Stages 2 and 3 or HE Levels 5 and 6). After completing the first-year students are invited to choose a specialisation among the above three options, as the programme branches out into three specialisation pathways. So, upon commencing the second year of their studies they enrol in the pathway of their preference which they pursue in the second and third years (Stages 2 and 3, Levels 5 and 6) of their studies.
The programme is designed to support students to make the most appropriate choice of one of the three specialty schemes offered, at the end of the first year, which they will follow through to the completion of their studies (Stages 2 and 3). The specialty they elect to pursue determines the name of the award they will be entitled to.

Programme Aims:

PROGRAMME AIMS

Having completed the three-year course at the Vakalo College, students are expected to have acquired a satisfactory level of art and design education, comprising mastery of the required technical and manual skills as well as sufficient intellectual capabilities, to pursue a professional career in the field of design, or progress to postgraduate study. In this respect Vakalo graduates are expected to be:

- equipped with design skills (aesthetic, intellectual and technical), communication abilities (both verbal and written) and cognizant of production procedures;
- demonstrate a capacity to be creative, imaginative and innovative in seeking concepts and devising design proposals.
- able to use state-of-the-art technologies, and also to recognise the need for change, to introduce new techniques and to improve design performance;
- versatile, by virtue of their experience of alternative approaches in design within the College environment to meet challenges in their career;
- capable of pursuing further studies in design both in Greece and abroad and occupying responsible positions in the design profession;
- confident and innovative in seeking and developing meaningful design solutions;
- aware of the production and market constraints and able to resolve related problems in the pursuit of new design ideas;
- cognizant of the history of art and design, aware of the social and cultural contexts of design production, and conversant with contemporary debates on the function and future of design;
- critically aware of the uses and abuses of design, and prepared and able to question established perceptions concerning design practices and their impact on audiences/users;
- endowed with self-confidence while open to the ideas of others, as a result of their educational experience in the Vakalo community environment;
- capable of making a significant contribution to design and of raising its credibility both locally and internationally.

SECTION THREE: Programme Learning Outcomes

BA (Hons) Design

Knowledge and Understanding

Outcomes

Level 4 serves as an introduction to the fundamental concepts of design and as a training ground to develop the relevant skills.

At completion of level 4 students are expected to:

· **1A** possess a basic knowledge of the overall scope of design, in its two- and three-dimensional aspects, as well as in the virtual domain of digital technology.

· **2A** have acquired an understanding of and an ability to resolve simple design tasks .

· **3A** have developed the skills required to handle the representation of two- and three-dimensional form in adequate compositions, as well as the basic digital image manipulation software.

· **4A** have become aware of issues relating to the social function and broader contexts of design.

Intellectual Skills

Outcomes

At <u>Level 4</u> the programme requires students to:

· **1B** engage in observation, investigation and enquiry

· **2B** analyse information and experiences

· **3B** formulate reasoned opinions

· **4B** effectively utilise bibliographies and learning resources

· **5B** understand the parameters of simple design tasks

Practical and Subject-Specific Skills

Outcomes

Consistent with the aims of a design education programme, the course seeks to equip students with a broad range of high-standard practical skills.

With regard to such practical and subject-specific skills, at <u>Level 4</u> the programme envisions that students are able to:

· **1C** produce artistically appropriate drawings and colour compositions

· **2C** have mastered the basic techniques of architectural and graphic drawing as well as the use of basic digital design software

· **3C** be familiar with two- and three-dimensional composition requirements

· **4C** operate digital equipment and use relevant software for simple design tasks

· **5C** conduct adequate research in both visual material and art history/criticism texts, and

· **6C** develop and articulate their ideas in writing

Transferable Skills

Outcomes

At <u>Level 4</u> students are expected to be able to:

· **1D** set goals, manage workloads and meet deadlines

· **2D** express opinions based on information and experience

· **3D** communicate views in intelligent dialogue and discussion

· **4D** accept and utilise criticism and opinions of others

· **5D** retrieve and manage information from a variety of sources

· **6D** present ideas in writing

· **7D** select and employ communication and information technology for purposes such as word-processing, accessing the internet, and communicating through e-mail and other communication platforms or social media

BA (Hons) Design (Digital Design)

Knowledge and Understanding

Outcomes

At <u>Level 5</u> along the Digital Design Pathway students progress onto more demanding digital design tasks, requiring a more profound understanding of design issues, and upon completion they are expected to:

· **5A** possess a more detailed knowledge of the scope of digital design

· **6A** have acquired a deeper understanding of digital design briefs involving specific design deliverables

· **7A** possess a sound command of technical (drawing and composition) skills and have become familiar with the appropriate digital design tools (software applications)

· **8A** have engaged with issues relating to the social function and broader contexts of design

· **9A** have become aware and able to reflect on the market specifications and constraints that bear upon the creative process of digital design

<u>Level 6</u> is an intense practice-orientated programme where students develop complex design projects to market specifications, involving research and critical reflection. Upon completion of Digital Design pathway Level 6 they are expected to:

· **10A**   possess a critical knowledge of the scope of Digital Design

· **11A** have developed a profound understanding of the broader critical and contextual dimensions of design, which inform their approach to design tasks

- **12A** possess a confident and reflective command of a wide range of the relevant technical skills both manual and electronic (digital software applications)

- **13A** demonstrate awareness and understanding of the competing critical and theoretical research and methodological models associated with their field of enquiry

- **14A** demonstrate critical and evaluative understanding of the production and market constraints and ability to resolve related problems in the pursuit of original design ideas

- **15A** have acquired a critical understanding of the principles of sustainable design and current trends in general and acquired an ability to accommodate change and experiment with novel design tools and ideas

Intellectual Skills

Outcomes

At Level 5 the programme requires that students develop an ability to:

- **6B** analyse tasks and make appropriate design decisions

- **7B** contextualise design issues with respect to socio-historical dimensions

- **8B** resolve design tasks in response to specific briefs calling for research, investigation and problem-solving

- **9B** formulate informed judgements

- **10B** possess a thorough knowledge of the scope of Digital Design and an awareness of the current debates on digital cultures

At Level 6 the requirements of the programme expects students to:

- **11B** evidence their ability to generate ideas and original proposals to resolve complex design tasks in response to set briefs and/or as self-initiated activity

- **12B** identify and assess alternatives through rigorous research to make design decisions

- **13B** be able to engage in scholarship in order to contribute to current debates in their chosen field

- **14B** reflect, critically evaluate and define personal practices and methodologies in their design work

- **15B** demonstrate a profound understanding of and a critical ability to make connections between the theoretical, contextual, historical, conceptual and ethical dimensions of design

Practical and Subject-Specific Skills

Outcomes

At Level 5 the programme expects students to:

· **7C** effectively use artistic media, both three- and two-dimensional (including drawing, photography and digital imaging) to produce sculptural and pictorial visual art projects of merit, and demonstrate the capacity to be creative imaginative and innovative

· **8C** effectively use a wide range of digital design tools

· **9C** conduct a substantial amount of research and engage with theoretical texts

· **10C** investigate and select appropriate information and media to express ideas and proposals

· **11C** demonstrate technical competence in a range of two- or three-dimensional digital design skills both creatively and experimentally

· **12C** produce imaginative digital design proposals in response to briefs based on rigorous standards, with a high degree of finish

At Level 6 the programme seeks to enable students to:

· **13C** acquire professional level capabilities in the use of a range of creative media including computer software programmes for digital applications and communication design

· **14C** make effective connection between idea, concept, process, outcome and dissemination to respond to or develop complex digital design briefs

· **15C** evidence a thorough knowledge of the technical processes of production of digital media design work

· **16C** develop their own distinctive style through a personal visual vocabulary to be employed in solving design problems with a mark of originality and creativity

· **17C** become conversant with contemporary literature and able to participate in current developments in Digital media Design in a wider international context

Transferable Skills

Outcomes

At Level 5 students are expected to:

· **8D** identify personal strengths and weaknesses interact with others through collaboration

· **9D** schedule and manage their own learning

· **10D** work from analysis toward a synthesis of ideas to be communicated

· **11D** contextualise, critically process and express experience

· **12D** present written and visual work to an audience

At Level 6 students are expected to

· **13D** manage and reflect on their own learning, to self-assess their performance and output, developing and refining individual strategies

· **14D** utilise constructively critical judgements of others and recognise their personal strengths and needs

· **15D** accommodate change and uncertainty in regard to shifting social, professional and technological contexts

· **16D** analyse information and experiences, and formulate reasoned arguments

· **17 D** apply the skills needed to convincingly communicate their ideas and design proposals to audiences

· **18D** apply interpersonal and social skills to interact effectively with others through collaboration, collective endeavour and negotiation

· **19D** effectively utilise state-of-the art processes and equipment to conduct extensive research navigating and retrieving information from a wide range of different sources

BA (Hons) Design (Graphic Design)

Knowledge and Understanding

Outcomes

At Level 5 Graphic Design Pathway students progress onto more demanding graphic design tasks, requiring a more profound understanding of design issues, and upon completion they are expected to:

· **5A** possess a more detailed knowledge of the scope of graphic design

· **6A** have acquired a deeper understanding of graphic design briefs involving specific design deliverables

· **7A** possess a sound command of technical (drawing and composition) skills and have become familiar with the appropriate digital graphic design tools (software applications)

· **8A** have engaged with issues relating to the social function and broader contexts of design

· **9A** have become aware and able to reflect on the market specifications and constraints that bear upon the creative process of graphic design

Level 6 is an intense practice-orientated programme where students, develop complex design projects to market specifications, involving research and critical reflection. Upon completion of Graphic Design pathway Level 6 they are expected to:

· **10A** possess a critical knowledge of the scope of Graphic Design

· **11A** have developed a profound understanding of the broader critical and contextual dimensions of design, which inform approaches to design tasks

· **12A** possess a confident and reflective command of a wide range of the relevant technical skills both manual and electronic (digital software applications)

· **13A** Demonstrate awareness and understanding of the competing critical and theoretical research and methodological models associated with their field of enquiry

· **14A** demonstrate critical and evaluative understanding of the production and market constraints and ability to resolve related problems in the pursuit of original design ideas

· **15A** have become familiar with the basic principles of sustainable design and current trends in general and acquired an ability to accommodate change and experiment with novel design tools and ideas

Intellectual Skills

Outcomes

At Level 5 the programme requires students to develop an ability to:

· **6B** analyse tasks and make appropriate design decisions

· **7B** contextualise design issues with respect to socio-historical dimensions

· **8B** resolve design tasks in response to specific briefs calling for research, investigation and problem-solving

· **9B** formulate informed judgements

· **10B** possess a thorough knowledge of the scope of Graphic Design and an awareness of the current debates on visual cultures

At Level 6 the requirements of the programme expects students to:

· **11B** evidence their ability to generate ideas and original proposals to resolve complex design tasks in response to set briefs and/or as self-initiated activity

· **12B** identify and assess alternatives through rigorous research to make design decisions

· **13B** be able to engage in scholarship in order to contribute in current debates in their chosen field

· **14B** reflect, critically evaluate and define personal practices and methodologies in their design work

· **15B** demonstrate a profound understanding of and a critical ability to make connections between the theoretical, contextual, historical, conceptual and ethical dimensions of design

Practical and Subject-Specific Skills

Outcomes

At <u>Level 5</u> the programme expects students to:

7C effectively use artistic media, both three- and two-dimensional (including drawing and photography) to produce sculptural and pictorial visual art projects of merit, and demonstrate the capacity to be creative, imaginative and innovative

· **8C** effectively use a wide range of digital design tools

· **9C** conduct a substantial amount of research and engage with theoretical texts

· **10C** investigate and select appropriate information and media to express ideas and proposals

· **11C** demonstrate technical competence in a range of two- or three-dimensional design skills both creatively and experimentally

· **12C** produce imaginative design proposals in response to briefs based on rigorous standards, with a high degree of finish

At <u>Level 6</u> the programme seeks to enable students to:

· **13C** acquire professional level capabilities in the use of a range of creative media including computer software applications for digital communication design

· **14C** make effective connection between idea, concept, process, outcome and dissemination to respond to or develop complex graphic design briefs

· **15C** evidence a thorough knowledge of the technical processes of production of graphic design work

· **16C** develop their own distinctive style through a personal visual vocabulary to be employed in solving design problems with a mark of originality and creativity

· **17C** become conversant with contemporary literature and able to participate in current developments in Graphic Design in a wider international context

Transferable Skills

At <u>Level 5</u> students are expected to:

· **8D** identify personal strengths and weaknesses interact with others through collaboration

· **9D** schedule and manage their own learning

· **10D** work from analysis toward a synthesis of ideas to be communicated

· **11D** contextualise, critically process and express experience

· **12D** present written and visual work to an audience

At <u>Level 6</u> students are expected to

· **13D** manage and reflect on their own learning, to self-assess their performance and output, developing and refining individual strategies

· **14D** utilise constructively critical judgements of others and recognise their personal strengths and needs

· **15D** accommodate change and uncertainty in regard to shifting social, professional and technological contexts

· **16D** analyse information and experiences, and formulate reasoned arguments

· ·**17 D** apply the skills needed to convincingly communicate their ideas and design proposals to audiences

· **18D** apply interpersonal and social skills to interact effectively with others through collaboration, collective endeavour and negotiation

· **19D** effectively utilise state-of-the art processes and equipment to conduct extensive research navigating and retrieving information from a wide range of different sources

<u>BA (Hons) Design (Interior Design)</u>

Knowledge and Understanding

Outcomes

At <u>Level 5</u> along the Interior Design Pathway students progress onto more demanding interior design asks, requiring a more profound understanding of design issues, and upon completion they are expected to:

· **5A** possess a more detailed knowledge of the scope of interior design

· **6A** have acquired an understanding of interior design briefs involving specific design deliverables

·**7A** possess a sound command of technical (drawing and composition) skills and have become familiar with the appropriate digital interior design tools (software applications)

· **8A** have engaged with issues relating to the social function and broader contexts of design

· **9A** have become aware of the market specifications and constraints that bear upon the creative process of interior design

   <u>Level 6</u> is an intense practice-orientated programme where students develop complex design projects to market specifications, involving research and critical reflection. Upon completion of Interior Design pathway Level 6 they are expected to:

· **10A**   possess a critical knowledge of the scope of Interior Design

· **11A** have developed a profound understanding of the broader critical and contextual dimensions of design, which inform their approach to design tasks

- **12A** possess a confident and reflective command of a wide range of the relevant technical skills both manual and electronic (digital software applications)

- **13A** Demonstrate awareness and understanding of the competing critical and theoretical research and methodological models associated with their field of enquiry

- **14A** demonstrate critical and evaluative understanding of the production and market constraints and ability to resolve related problems in the pursuit of original design ideas

- **15A** have become familiar with the basic principles of sustainable design and current trends in general and acquired an ability to accommodate change and experiment with novel design tools and ideas

Intellectual Skills

Outcomes

At <u>Level </u>5 the programme requires that students develop an ability to:

- **6B** analyse tasks and make appropriate design decisions

- **7B** contextualise design issues with respect to socio-historical dimensions

- **8B** resolve design tasks in response to specific briefs calling for research, investigation and problem-solving

- **9B** formulate informed judgements

- **10B** possess a thorough knowledge of the scope of Interior Design and an awareness of the current debates regarding built environments

At <u>Level 6</u> the requirements of the programme expects students to:

- **11B** evidence their ability to generate ideas and original proposals to resolve complex design tasks in response to set briefs and/or as self-initiated activity

- **12B** identify and assess alternatives in making design decisions

- **13B** be able to engage with demanding texts and research in order to participate in current debates in their chosen field

- **14B** reflect, critically evaluate and define personal practices and methodologies in their design work

- **15B** demonstrate a profound understanding of and a critical ability to make connections between the theoretical, contextual, historical, conceptual and ethical dimensions of design

Practical and Subject-Specific Skills

Outcomes

At Level 5 the programme expects students to:

7C effectively use artistic media, both three- and two-dimensional (including drawing and photography) to produce sculptural and pictorial visual art projects of merit and demonstrate the capacity to be creative, imaginative and innovative

· **8C** become familiar with a wide range of digital design tools

· **9C** conduct a substantial amount of research and engage with theoretical texts

· **10C** investigate and select appropriate information and media to express ideas and proposals

· **11C** demonstrate technical competence in a range of two- or three-dimensional design skills both creatively and experimentally

· **12C** produce imaginative design proposals in response to briefs based on rigorous standards, with a high degree of finish

At Level 6 the programme seeks to enable students to:

· **13C** acquire mastery in the use of a range of creative media including computer software applications for digital interior design

· **14C** make effective connection between idea, concept, process, outcome and dissemination to respond to or develop complex interior design briefs

· **15C** evidence a thorough knowledge of the technical processes of production of interior design work

· **16C** develop their own distinctive style through a personal visual vocabulary to be employed in solving design problems with a mark of originality and creativity

· **17C** become conversant with contemporary literature and able to participate in current developments in Interior Design in a wider international context

Transferrable Skills

Outcomes

At Level 5 students are expected to:

· **8D** identify personal strengths and weaknesses interact with others through collaboration

· **9D** schedule and manage their own learning

· **10D** work from analysis to synthesis of ideas to be effectively communicated

· **11D** contextualise, critically process and express experience

· **12D** present written and visual work to an audience

At Level 6 students are expected to

- **13D** manage and reflect on their own learning, to self-assess their performance and output, developing and refining individual strategies

- **14D** utilise constructively critical judgements of others and recognise their personal strengths and needs

- **15D** accommodate change and uncertainty in regard to shifting social, professional and technological contexts

- **16D** analyse information and experiences, and formulate reasoned arguments

- **17 D** apply the skills needed to convincingly communicate their ideas and design proposals to audiences

- **18D** apply interpersonal and social skills to interact effectively with others through collaboration, collective endeavour and negotiation

- **19D** effectively utilise state-of-the art processes and equipment to conduct extensive research navigating and retrieving information from a wide range of different sources

SECTION FOUR: Programme Structure & Curriculum

GENERAL STRUCTURE

The BA (Hons) Design programme of study at the Vakalo College, offers the specialisation pathways of Digital Design, Graphic Design and Interior Design. The aim of the Programme is to provide a broad-based art and design education in which specialised training may soundly develop. The programme is divided into two parts: Part One covers the first year of study (Level 4), during which all students follow a common design curriculum, which includes elements of all three design areas corresponding to the specialisations offered. Part Two covers the second and third years of study (or Levels 5 and 6) in which students pursue a specialisation pathway of their choosing in either Digital or Graphic or Interior Design. The programme at all Levels offers a Theory component while an Art component is included in level 4 and 5 to support the progressively widening design component which is offered at all stages. The design component introducing the three pathways is common to all students in Stage 1 in order to inform their specialisation choice, while at Stages 2 and 3 it covers either Digital or Graphic or Interior Design, according to the specialisation pathway they have chosen to pursue.

MODULAR STRUCTURE

The Vakalo College programme is structured as follows:

The common curriculum at Level 4 comprises four Single modules and one Double module, allocated in three areas, namely Art, Theory, and Design, as follows: 40 credits, or one Double module Art, 20 credits or one Single module Theory, and 60 credits or three single modules Design, dedicated to the fields of Digital, Graphic, and Interior Design.

All modules are year-through modules, covering 30 weeks which represents two semesters of 15 weeks each. Each semester comprises 12 teaching weeks, with one week (the first week of

the semester) dedicated to induction, one week (the final week of the semester) dedicated to assessment of work submitted, and one week (the penultimate week) offered for preparation of student portfolios for assessment.

At <u>Level 5</u> each specialisation programme includes four Single modules and one Double module, similarly allocated. Each pathway includes: 20 credits or one single module Art, 20 credits one single module Theory, 80 credits Design broken down into one Double module and two single modules covering fields of the design specialisation, i.e. of Digital or Graphic or Interior Design.

All modules are year-through modules, covering 30 weeks which represent two semesters of 15 weeks each. Each semester comprises 12 teaching weeks, with one week (the first week of the semester) dedicated to induction, one week (the penultimate week) offered for preparation of student portfolios for assessment (or 'reading week'), and one week (the final week of the semester) dedicated to assessment of work submitted.

At <u>Level 6</u> each specialisation programme includes four single modules and one double module, allocated as follows: 20 credits or one Single module Theory, 100 credits or 3 single and one double module Design, broken down into three single modules covering fields of the design specialisation, i.e. of Digital or Graphic or Interior Design, and one double module dedicated to Independent Study.

All modules with the exception of Independent Study run for the first 20 weeks of the 30-week year programme. They are designated as the taught component of Stage 3 (Level 6), to be distinguished from Independent Study, where students manage their own study, supervised by staff through tutorials. Independent Study wholly covers the final 10 weeks of the programme. These ten weeks represent one third of the duration of the 30-week year and correspond to 40 credits which represent one third of the total 120 credits of the year. The taught component comprises 17 teaching weeks, one induction, one preparation and one assessment weeks, while the 10 weeks provided for Independent Study include one introductory week at the beginning and one assessment week at the end, allowing for eight weeks of student work for the development of the independent study project.

PERSONAL DEVELOPMENT PLANNING PDP

PDP will take place in the Theory I – Level 4 module as an assessed component, while PDP input on and monitoring of PDP skills are embedded in all modules throughout the programme, in the form of specially dedicated sessions, and of keeping of diaries and responding to questionnaires, as part of the requirements for each component. There is no mark assigned but only a pass-fail check.

The approach taken by the Programme in providing support for Personal Development Planning (PDP) is in line with University policy. It seeks to enable student to maximize the benefits of their participation in the programme by reflecting on their progress and planning their next steps, by developing ways to overcome difficulties and improve their performance. It also encourages students to reflect on their future career, to improve their learning and creative work and to develop their communication skills.

PDP is offered as a course within the Theory modules at level 4, as it is in this area of critical and contextual studies that reflection on one's progress and development of personal strategies

can be best developed. A specially dedicated member of staff is responsible for the delivery of this course who develops a schedule of presentations and individual tutorials with students, and liaises with module and pathway leaders. Vakalo staff and invited speakers present and discuss issues such as self-assessment, career management, target-setting, portfolio presentation, scheduling and planning.

During the induction week at Level 4 students are introduced to the concept and benefits of PDP and the need to build a continuous and progressive portfolio of reflection on learning, transferable/communication skills and career opportunities.

PDP is integrated into all modules on the Programme through the learning diaries element of the PDP portfolio, which encourage students to reflect on learning across their Programme of study. They will also keep them informed of current trends and developments in the world of design (digital, graphic, interior) as well as career related transferable skills and information.

PDP functions as a crucial support in their progress and especially at Levels 5 and 6 where, students will increasingly be required to critically analyse, build on strengths and identify areas for improvement, in all areas of the programme. In the final year (level 6) projects require skills and knowledge to be applied in a holistic manner that promotes self-reflection and personal development.

Thus PDP is a tool to optimise student performance and to maximize the benefits from their participation in the programme.

In sum PDP in Stage 1 provides students with the opportunity to reflect on their progress and participation in the course, with the aim of developing their understanding of the programme and education process, and as such it comprises a separate specially focused and assessed component of the "Theory" module, to act as a guide for the PDP process that is pursued in all other modules and incorporated in the marking of all subjects.

Hence, the function of PDP in Stage 2 is to offer support and assist students in understanding the nature of their chosen design specialisation and their work in such a context, while in Stage 3 the aim is to enable students to acquire an understanding of their future profession and their prospects as a designer.

Further, throughout the Programme students are involved in a range of projects and activities providing them with experience and understanding of industry and employment, such as coursework briefs set by external clients, visits from practising designers, exhibitions, competition briefs, film festivals and study visits to local and national companies.

STRUCTURE AND CURRICULUM

Full-time and Part-time Routes

The Programme Structure is designed to enable both full-time and part-time study.

Part-time students will need to discuss their individual availability with the Programme leader to plan an individualised timetable schedule.

In the FT route all modules at Levels 4 and 5 are year through running for 30 weeks. At Level all taught modules run for 20 weeks, while the last 10 weeks of the programme are dedicated to the Independent Study module.

In the PT route where each Level covers two academic years, normally students at Levels 4 and 5 will attend the Art and Theory Modules in the first year and the Design Modules in the second. At Level 6 they will normally attend two design modules and the Theory module in the first year and one design module and the Independent study module in the second.

The programme structure can be graphically depicted as in the diagram below:

BA (HONS) DESIGN (DIGITAL/GRAPHIC/INTERIOR) SCHEMATIC DIAGRAM – PART-TIME PROVISION

BA (HONS) DESIGN (DIGITAL/GRAPHIC/INTERIOR) SCHEMATIC DIAGRAM – FULL-TIME PROVISION

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

LEVEL 4 120 Credits — COMMON CURRICULUM — CORE MODULES

SEMESTER 1 (15 weeks)	SEMESTER 2 (15 weeks)	
4VA501 - ART I		(40 Credits)
4VA502- DIGITAL DESIGN I		(20 Credits)
4VA503 - GRAPHIC DESIGN I		(20 Credits)
4VA504 - INTERIOR DESIGN I		(20 Credits)
4VA505- THEORY I		(20 Credits)

LEVEL 5 120 Credits

DIGITAL DESIGN — PRESCRIBED MODULES

SEMESTER 1 (15 weeks)	SEMESTER 2 (15 weeks)	
5VA510 - ART II/DIGITAL		(20 Credits)
5VA511 - DIGITAL APPLICATIONS I		(20 Credits)
5VA512 - DIGITAL DESIGN II		(20 Credits)
5VA513 - PROGRAMMING		(40 Credits)

GRAPHIC DESIGN — PRESCRIBED MODULES

5VA501 - ART II/GRAPHIC		(20 Credits)
5VA503 - DIGITAL DESIGN II/GRAPHIC		(20 Credits)
5VA505 - GRAPHIC APPLICATIONS I		(40 Credits)
5VA506 - GRAPHIC DESIGN II		(20 Credits)

INTERIOR DESIGN — PRESCRIBED MODULES

5VA502 - ART II/INTERIOR		(20 Credits)
5VA504 - DIGITAL DESIGN II/INTERIOR		(20 Credits)
5VA507 - INTERIOR APPLICATIONS I		(40 Credits)
5VA508 - INTERIOR DESIGN II		(20 Credits)

CORE MODULE

5VA509 - THEORY III		(20 Credits)

LEVEL 6 120 Credits

	SEMESTER 1 (20 Weeks)		SEMESTER 2 (10 Weeks)	
DIGITAL DESIGN PRESCRIBED MODULES	6va508 - DIGITAL APPLICATIONS II	(20 Credits)	6va998 - INDEPENDENT STUDY [Core]	(40 Credits)
	6VA509 - DIGITAL DESIGN III	(20 Credits)		
	6VA510 MARKET BEST PRACTICES	(20 Credits)		
GRAPHIC DESIGN PRESCRIBED MODULES	6VA501 -DIGITAL DESIGN III/GRAPHIC	(20 Credits)		
	6VA503 - GRAPHIC APPLICATIONS II	(20 Credits)		
	6VA504 - GRAPHIC DESIGN III (20 Credits)			
INTERIOR DESIGN PRESCRIBED MODULES	6VA502 - DIGITAL DESIGN III/INTERIOR	(20 Credits)		
	6VA 505 - INTERIOR APPLICATIONS II	(20 Credits)		
	6VA506 - INTERIOR DESIGN III	(20 Credits)		
CORE MODULES	6VA507 - THEORY III	(20 Credits)		

BA (HONS) DESIGN (DIGITAL/GRAPHIC/INTERIOR) SCHEMATIC DIAGRAM – PART TIME PROVISION

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

LEVEL 4 YR 1- 60 Cr — SEMESTER 1 (15 weeks) / SEMESTER 2 (15 weeks)

COMMON CURRICULUM CORE MODULES		
4VA501- ART I		(40 Credits)
4VA505 - THEORY I		(20 Credits)

LEVEL 4 YR2-60 Cr — SEMESTER 1 (15 weeks) / SEMESTER 2 (15 weeks)

COMMON CURRICULUM CORE MODULES		
4VA502 - DIGITAL DESIGN I		(20 Credits)
4VA503 - GRAPHIC DESIGN I		(20 Credits)
4VA504 - INTERIOR DESIGN I		(20 Credits)

LEVEL 5 YR1-60Cr — SEMESTER 1 (15 weeks) / SEMESTER 2 (15 weeks)

DIGITAL DESIGN PRESCR. MODULES	5VA510 ART II/DIGITAL	(20 Credits)
	5VA512 DIGITAL DESIGN II	(20 Credits)
GRAPHIC DESIGN PRESCR. MODULES	5VA501 - ART II/GRAPHIC	(20 Credits)
	5VA503 DIGITAL DESIGN II/GRAPHIC	(20 Credits)
INTERIOR DESIGN PRESCR. MODULES	5VA502 ART II/INTERIOR	(20 Credits)
	5VA504 - DIGITAL DESIGN II/INTERIOR	(20 Credits)
CORE MODULE	5VA509 - THEORY III	(20 Credits)

LEVEL 5 YR2-60 Cr — SEMESTER 1 (15 weeks) / SEMESTER 2 (15 weeks)

DIGITAL DESIGN PRESCR. MODULES	5VA511 - DIGITAL APPLICATIONS I	(20 Credits)
	5VA5012 - PROGRAMMING	(40 Credits)
GRAPHIC DESIGN PRESCR. MODULES	5VA505 - GRAPHIC APPLICATIONS I	(40 Credits)
	5VA506 - GRAPHIC DESIGN II	(20 Credits)
INTERIOR DESIGN PRESCR. MODULES	5VA507 - INTERIOR APPLICATIONS I	(40 Credits)
	5VA508 - INTERIOR DESIGN II	(20 Credits)

LEVEL 6 YR1-60 Cr — SEMESTER 1 (20 Weeks)

DIGITAL DESIGN PRESCR. MODULES	6VA508 DIGITAL APPLICATIONS II	(20 Credits)
	5VA509 - DIGITAL DESIGN III	(20 Credits)
GRAPHIC DESIGN PRESCR. MODULES	6VA501 - DIGITAL DESIGN III/GRAPHIC	(20 Credits)
	6VA503 - GRAPHIC DESIGN III	(20 Credits)
INTERIOR DESIGN PRESCR. MODULES	6VA502 - DIGITAL DESIGN III/INTERIOR	(20 Credits)
	6VA506 - INTERIOR DESIGN III	(20 Credits)
CORE MODULES	6VA507 - THEORY III	(20 Credits)

LEVEL 6 YR2-60 Cr — SEMESTER 1 (20 Weeks) / SEMESTER 2 (10 Weeks)

		SEMESTER 2 (10 Weeks)	
DIGITAL DESIGN	6VA510 - MARKET BEST PRACTICES	(20 Credits)	6VA998 INDEPENDENT STUDY [Core] (40 Credits)
GRAPHIC DESIGN	6VA503 - GRAPHIC APPLICATIONS II	(20 Credits)	
INTERIOR DESIGN	6VA505 - INTERIOR APPLICATIONS II	(20 Credits)	

SECTION FIVE: Learning & Teaching

LEARNING AND TEACHING

A broad range of teaching methods are applied in the delivery of the programme. These include, primarily, workshop "hands-on" instruction, lectures, presentations, group discussions, seminars and tutorials. Video and electronic presentations are also used. Handouts with summaries of lectures and other relevant material are distributed to students, together with bibliographies and guidance notes for project development and presentation as well as essay writing.

The programme includes a large number of contact hours (about 30 teaching hours per week). Studio work involves considerable instruction by example and guided study that provides students with a sense of support, while at the same time it offers ample opportunity for group discussions, peer-criticism, working with others, which are conducive to the development of an awareness of one's work, of the need to formulate opinions, of articulating one's views, and of self-assessment. In this way this approach gradually builds student self-confidence and fosters independent study and learning, and has proven particularly successful in the context in which the College operates.

The programme is carefully designed, providing a consistent staged development of skills and abilities together with the relevant requirements and results demanded of students. Tasks become gradually more complex and demanding, from level to level, while students are offered guidance toward more in-depth engagement with issues. Equally staged is the increase in the requirements for rigorous investigation, research and justification of proposals. Through such phases students are led toward an understanding for the need to study independently and to formulate and cultivate their own personal approach.

Vakalo College students are exposed to a large amount of visual material, in lectures and presentations, which they are encouraged to discuss and analyse. They are also exposed to histories, theories and texts and are required to become familiar with a considerable volume of information which they contact for the first time. All these form the basis of discussion that fosters an awareness of contexts, the need for research and the development of analytical and synthetic thinking. Such discussions held in seminars and student-led discussions, with the option for negotiated topics and team-projects, which take place in the cultural studies modules. To support students in managing these experiences, they are offered guidance on use of resources, the conduct of research and techniques of text writing.

Students are involved in cross-subject projects to develop a synthetic approach and to resolve more complex and challenging design problems. Further they ~~will~~ engage in 'live projects' sponsored by organisations and businesses, so as to become acquainted with real conditions and professional specifications, requirements and deadlines. They will also be expected to locate their proposals not only within the local conditions but also within international contexts. In this respect they will be encouraged to participate in national and international competitions (such as the RSA, Graphis, Greek and European Graphic & Illustration Awards [EVGE], Greek Architects Association etc.)

Together with the above, teaching and learning involve presentations of and engagement with projects connected with research conducted by Vakalo staff, as their own original work and investigations constantly inform and enhance their profile as academics and professional practitioners. This provides a strong element of currency of their education and relevance to contemporary issues and audiences.

The overall requirements and the teaching methods employed render students aware of the need to be original, imaginative and to generate views and ideas, which require independent research and study. They also require an inquiring and critical mind. They learn how to retrieve and handle information, but also to question received opinions and investigate alternatives, to formulate views and to manage criticism; how to cultivate a personal visual vocabulary, work independently and develop their own personality as a whole. But mostly they are expected to produce a large amount of design work, as it is evident that all education must be validated in practice. This practice, in accordance with the philosophy of the Vakalo College, is informed by critical thinking, rigorous research and relevance to audiences. Overall, the aim is that students will feel that they work in a lively and friendly environment, which builds a sense of community and "school-life", further enhanced by visits to museums and other sites, field-trips and travel abroad. This last has developed into a tradition for the College in the last decade (barring the last two years with travel restrictions imposed by the pandemic) and is aimed at making

students aware of the broader international context, enabling them to develop traits of an international outlook.

In sum, the thrust of the teaching and learning strategy is to provide a broad-based and comprehensive education, encompassing aesthetic, technical and intellectual aspects to enable students to develop their own personal visual language, to build their self-confidence and their ability both to manage team-work and work independently, and to produce meaningful and original proposals at a professional standard.

At the end of the programme, it is intended that students will have acquired a profound understanding of the requirements of their chosen profession but also the capability to maintain a critical stance towards developments in the field, which will prepare them for the challenges ahead and the quest to be creative and inventive.

RESEARCH GOVERNANCE AND ETHICS

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g., for module assessments or Independent Studies. Information on these principles can be found on the University web site at www.derby.ac.uk/research/ethics. Students will be required to complete a form entitled "Request for Ethical Approval for Individual Study / Programme of Research", before commencing their Independent Studies Project at Level 6.

Students are offered guidance and support prior to submitting the request, which is finalised in the first week of the Independent Study period.

SECTION SIX: Assessment

ASSESSMENT STRATEGY

Student progress is assessed at the Vakalo College on the basis of a combined approach of continuous monitoring of studio work and review, and grading of independent project submissions. In view of the workshop conditions and the "hands-on" approach of the course, their progress and individual projects are continuously monitored and discussed throughout the three-year programme. In this way tutors are able to form a full picture of each student's performance, abilities, level of effort, progress and overall profile.

More specifically, their work is assessed by academic staff members entrusted with the teaching of specific components of the Programme. They evaluate work in relation to the Learning Outcomes of each module and overall student performance. All modules are year-long or 'through' modules, comprising two learning cycles or two semesters, and student performance is assessed at the end of each semester.

- At the assessment at the end of each semester a "summative" approach is used, by which their work in a module in a semester is assessed as a whole. This process requires that students present their work in the form of portfolios of creative artwork and written texts to the assessors. The assessors ask questions and evaluate the work presented to reflect the level of achievement attained at that moment, i.e. at the end of the semester.

- All modules incorporate tutorial opportunities for formative feedback During the semester student work-in-progress will be normally assessed at least three times in tutorials that adopt the "formative" approach, providing feedback and explanation, and engaging in dialogue so that the review and evaluation of their work become a formative, i.e. educational experience, where assessment merges with teaching and learning. A personal academic tutor (PAT) oversees the student's performance across the programme.
- Depending on the instructions in each assignment brief work-in-progress there will be specific points of review and discussion of work submitted (so that students may gauge their performance and improve their work as necessary), and specific points of assessment with marks to be computed in the overall summative mark at the end of the stage.

It is to be understood that the assessment process is not a mechanical checking of knowledge and skills acquired. Rather, it is a two-way exchange that strengthens the students' overall learning experience. This is especially the case with formative assessment which takes the form of a discussion of student work, a discussion that provides feedback to be reflected upon by the student in order to gain a deeper understanding of their tasks and a greater awareness of their achievements and limitations. Thus, formative assessment cultivates self-critical awareness on the part of the student with regard to their own work. This in turn will enable them to increasingly assume responsibility for and control of their own learning.

Students have to satisfy assessors in all modules and to meet all outcomes envisaged in each module in order to proceed to the next year of study or to be awarded their degree at the end of their course of study. This reflects the College's commitment to provide a full education, thus assigning an equal value to all areas of study.

Assessment is conducted in specific periods ("assessment weeks") mid-way and at the end of the academic year, as specified in the Assessment Schedule issued at the beginning of the academic year. Students are required to support and justify their design proposals and to demonstrate evidence of research and preparation. Written work is submitted in essay form or seminar-paper or multimedia presentations.

Overall, assessment evaluates performance against specific learning outcomes and monitors the development of their knowledge and understanding, of their technical and imaginative capabilities of their communication skills, as well as of the intellectual capacities to engage in analysis and to be original and inventive, taking also into consideration their understanding of the cultural, economic, historical and technological contexts that affect the profession of the designer.

General Assessment Criteria

The assessment criteria set by the College generally seek to determine the following in the students' performance:
- evidence of understanding of the subject and its underlying concepts
- adequate intellectual and technical (manual and digital) skills
- grasp of the problem at hand and level of analysis
- originality, imagination and creative approach
- evidence of research and independent study

- diligence in the execution of the project
- articulate presentation and support of ideas and proposals
- level of synthesis in the proposed solution and/or written work

In addition to these, tutors in each module also take into account each student's participation and student profile, as evidenced through the aforementioned studio monitoring as well as through the daily contact during studio work, and during supervision of independent study.

ASSESSMENT REGULATIONS

This programme operates within the University's Regulatory Framework and conforms with its regulations on assessment, stipulating that all components have a "must pass" requirement, and no compensation is offered within modules.

SECTION SEVEN: Admission

SECTION SIX: ADMISSIONS
ENTRY REQUIREMENTS
General

The Vakalo Art and Design College welcomes and encourages applications from people of all ages and backgrounds provided they satisfy the admissions staff that they are capable to succeed on the programmes. If students have few or no formal qualifications, as specified below, they may be able to gain entry to the programme if they have the required communication and learning skills as well as the knowledge, experience and motivation to succeed. All students will be asked to provide evidence of completion of secondary education studies and basic drawing skills; to confirm their ability to undertake the programme and will demonstrate the drawing ability at a drawing test held at the College prior to registration and will be interviewed. More specifically, the Entry Requirements and Admissions Process are outlined below.

Entry Qualifications

Applicants to be considered for admission will have completed their secondary education in Greece or equivalent level abroad. Evidence of such completion is the Greek Lyceum Certificate or foreign equivalent. Applications may be also considered in exceptional cases based on academic credit and on certified and uncertified experiential learning, where the above qualification may be waived. Accredited prior learning may be considered for candidates applying for advanced entry to the course.

It is noted that no portfolio presentation is required, as Greek secondary education offers no art and/or design instruction, hence Greek school-leavers by virtue of the education they have received cannot provide such portfolios. However, in those cases where experiential or academic prior learning is considered, portfolios are requested, to ascertain the level of such prior learning.

Application for Admittance
Candidates submit an application to the College listing their qualifications, not later than 30th September prior to the commencement of the academic year. All candidates are interviewed by the Admissions Tutor who establishes their eligibility and provides detailed information on the programmes to applicants.

Eligibility for Candidacy
All applications are processed by the Admissions Tutor who reports to the Board of Directors. Once the candidate's eligibility is formally established, they are notified of the dates of the Drawing Test, and invited to take up the Optional Preparatory Course.

Optional Preparatory Course
The Optional Preparatory Course lasts for three weeks, normally in September of each year, and is designed to assist candidates in understanding the requirements of the College's entrance test, offering guidance and the relevant studio practice. (A high percentage of about 80% of applicant take up this preparatory course).

The Drawing Test
All candidates with the appropriate entry qualifications are invited to take the admission test, which requires the preparation of a free-hand drawing. The purpose of this test is to diagnose the actual and potential skills of the candidates and their ability to pursue a design course. This test normally takes place during the first week of October and three hours are allowed for the preparation of the drawing. Prior to the test, candidates are interviewed by the Dean and Admissions Tutor with the aim of forming an opinion as to the profile and background of each prospective student.

Enrolment
Successful applicants enrol in Stage 1 (Level 4) of the undergraduate programme pursuing the common curriculum. At the end of Stage 1 they indicate their preferred specialisation pathway, in which they enrol in Stage 2 (Level 5), where the specialisation curricula commence.

Final Authority of the University of Derby
Applications are reviewed by the University of Derby through an admissions audit carried out by the Project Manager on a sample specified by the UoD College of Arts, before registration for a University of Derby award. Any non-standard entry must be considered in consultation with the University of Derby.

COMMITMENT TO EQUAL OPPORTUNITY

The Vakalo College states that it follows procedures for the selection of students to participate in its programmes. In every case the College is committed to processing all applications in a fair and impartial manner. It is also committed to providing equal opportunities to all candidates irrespective of gender, origin, religion, as well as to ensuring access to persons with special

needs. Finally with regard to the personal information of candidates and enrolled students the College strictly adheres to the legislation concerning "protection of personal data".

SECTION EIGHT: Student Support & Guidance

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

HUMAN RESOURCES
- The BA (Hons) Design programme is overseen by the Board of Directors of the College, chaired by the Director of Studies.
- It is managed by the Deputy Director of Studies who is the Academic Liaison with the University of Derby and the Dean who is responsible for programme delivery.
- The programme's three specialisation pathways (Digital Design, Graphic Design and Interior Design) are headed by the Pathway Leaders, who are supported by the Module Leaders and Tutors.

With a large number of teaching staff deployed relative to the number of students (SSR 1:5), students are closely and effectively supported and guided through the programme. A systematic schedule for tutorials is developed at the outset, without foregoing the general Vakalo policy of readiness for individual contact with students over and beyond this schedule. Assignments are clearly set and support material is provided. Further, close monitoring of the development of student projects together with the provision of frequent feedback ensure that students are aware of their progress and performance at all times.

LEARNING RESOURCES
The Vakalo College Library, in recently refurbished premises and the continuously improved on-line student resource platform (edu4schools, developed by a company whose clients include the Ministry of Education and the Athens Academy), together with access to UDO, provide ample support for student research and independent study.
Students will be allocated their own workstation in the digital workshop, equipped with regularly updated equipment (both hardware and software).

INDUCTION
There is an induction programme (including IT and Learning Centre use) and students receive handouts, including a programme handbook, that provides all the essential information about the programme and the support we provide for their learning.

ACADEMIC SCHEDULE

The programme will normally commence in the second week of October. The first semester will run to the second week of February (including a two-week Christmas/Winter break). The second semester will end in the second week of June (including a two-week Easter/Spring break). Students referred for resubmission of work will normally be assessed by end September.

SUPERVISION AND SUPPORT

The Dean, assisted by Pathway Leaders and tutors, oversees all students enrolled on the programme. Further monitoring is effected through the PDP process under the supervision of the Quality Manager, while students are encouraged to seek assistance by their module tutors in any study-related issue. Any issue concerning their participation in the programme may be brought to the attention of staff along the "chain-of-command" from Module- to Pathway-Leader to the Dean, to be swiftly and effectively addressed. In addition, in Stage 3, when preparing their independent study project, they are allocated a supervisor who monitors their progress, as well as a theory tutor to supervise their written work.

With regard to student support, the adherence to University policy and the underlying philosophy of the Vakalo throughout its 65-year history with regard to inclusion and diversity, is reiterated, ensuring close consideration of both different backgrounds (of ethnicity, race and gender) and different approaches to learning (which may include disabilities or hidden disabilities), to provide the appropriate support and guidance to all students.

THE 'STUDENT VOICE'

The 'student voice' is constantly present at Vakalo. Election of student representatives ensures a formal channel of communication, while management has scheduled meetings with all cohorts of all programmes twice per year. Beyond this management is easily accessible in a student-friendly 'small school' environment for meetings at short notice to address any issue or proposal regarding studies or student life.

At the end of each academic year a questionnaire is filled by students that gives a good picture of student perception of programme delivery and school services. Overall results are submitted to UoD Partnership Lead, who meets with students, after assessment – as part of the visits (physical or virtual) in June for the Undergraduate and in November for the Postgraduate programmes, with comments entered in the PL's "visit report" – which is a very useful monitoring tool.

ARRANGEMENTS FOR STUDENTS WITH ADDITIONAL NEEDS

These needs are usually identified in the application process. In all cases they are supported by a special "Protocol" (Support Plan) devised by the College, following consultation with professionals and or carers, and agreed with the student. Teaching and assessment will take into account the nature of the disability and proceed according to established norms. It is noted that the recognised disabilities, such as Dyslexia, are addressed as per Greek education regulations. (Min. of Education Circular No. 251/22806/A5/2021.

Students who may encounter unforeseen difficulties due to a variety of reasons during their studies can also be supported through special arrangements. The policy of the College in this respect involves a Plan with three options, from which the students may choose the most suitable plan following consultation with their Principal Supervisor and the Programme Leader. The options are: (i) Special schedule, (ii) convert to Part-time mode, or (iii) take a year out (ABS academic break of study) (all with individual study plans).

SECTION NINE: Employability

By joining and completing this programme, students acquire a profound understanding of the issues involved in design, and develop skills related to design thinking, research methodologies, and problem solving, while they will be encouraged and supported to be creative and critical in their approach. Further, they are exposed to and required to become competent in a wide range of traditional and digital media, mastering the technical and production aspects of design. This mix of capabilities acquired through their studies will place them in a most favourable position in terms of employability at the current juncture in Greece, and beyond. This is also facilitated by the fact that upon completing their studies Vakalo alumni are holders of a UK degree, awarded by the University, thus offering, by virtue of this validation, a guarantee of closely monitored quality and international recognition.

The College offers guidance on career issues, the writing of CVs and the preparation of portfolios. With regard to their future career prospects the excellent links and reputation of the Vakalo provide a constant flow of information on job vacancies and career opportunities sent by employers to the Vakalo, which are transmitted to students through the Vakalo admin services.

The strong signs of recovery of the Greek economy, led by a booming tourist sector, has brought growth to most areas of economic and social/cultural activity, most notably in the construction industry (hotels, resorts, Airbnb); in digital services and communications; and in the retail sector with packaging and promotion (advertising and branding). All these also come with a strong need for 'redesign requirements' along sustainable and equitable lines in the context of climate change. Hence, such current circumstances create favourable conditions where all specialisations offered in this programme appear to be in high demand. But it is not just a matter of the current moment, as the Vakalo has established itself as a prestigious provider of design education over seven decades, and on the basis of the strong local reputation and international profile of the College generations of students have excelled in their chosen professions in design in Greece, while a considerable number Vakalo alumni have found steady employment in premium locations overseas, such as London, Paris, Madrid and New York.

SECTION TEN: Post Programme Opportunities

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

POST-PROGRAMME OPPORTUNITIES

The programme is designed to provide students with the skills and knowledge to be employable in the design profession, either in design offices or as freelance practitioners. The quality and standard of its programmes have ensured that the Vakalo College has enjoyed a good reputation among the art and design professions for more than a half-century. Its name and the qualities of its graduates are widely recognised and appreciated by Greek firms and professionals. A large number of sources wish to recruit directly from the College, and a flow of advertisements for job opportunities and vacancies is received by the College.

Before venturing into the job market students may wish to move on to further studies at post-graduate level, either at the Vakalo or other institutions in Europe and farther afield.

Additionally, students will be able to seek a career abroad as they will be a holder of a British University degree title, and a carrier of Vakalo's good name. Though not numerous, a Vakalo 'expat' contingent may be found in Britain, France, Spain and the US, building careers in these countries. Equally students will be able, if they so wish, to seek further studies abroad.

SECTION ELEVEN: External Links

EMPLOYER LINKS

The Vakalo undergraduate programme is one of the most, if not *the* most, widely known and highly respected design education course in Greece, and employers recognise it as a form of guarantee of quality when seeking candidates to fill vacancies. The links with industry have developed over the years creating an extensive network with most major employers in the field in all three areas of graphic interior and digital design, but also with a number of smaller but very active creative offices in the vibrant environment of current day Athens, which is often hailed as a city of great energy. Among the owner-directors or senior staff of several of these top firms or studios are Vakalo alumni, some of which have taught or are teaching at the College. Every year acclaimed designers are invited to lead workshops at the Vakalo, participating actively in the teaching in parts of the programme. Links are further strengthened by participation in various live projects with leading Greek and international firms operating locally (such as IKEA, Coco-mat, Korres, Plaisio Computers) or institutions such as the National Technical University, the Centre for the Treatment of Dependent Individuals, as well as in local and international competitions and workshops (e.g. Open House urban tour, EVGE- Greek and European Graphics and Illustration Awards, AAAwards for digital design), where numerous distinctions have been won in recent years, as well as sponsoring events (e.g. Digitized – a design conference). Also, the annual student shows provide the opportunity to invite employers and top designers to view what students create every year, and not infrequently to single out cases for interviews. These extensive links with industry provide a steady flow of employment opportunities for Vakalo students. Furthermore, the 'expat' Vakalo community, especially its larger contingent in the UK, has emerged as a useful international network that provides interaction, consultation and support both in terms of programme development and employment opportunities.