



B A K A L O

**ART & DESIGN
COLLEGE**

Name of College: Arts
Name of Department: Art and Design

Programme Specification

October 2013

Programme Title

Bachelor of Arts (Honours) in Design

Programme(s) valid from October 2013 for a period of 5 years
JACS code: W200

Valid for delivery at:
University of Derby Markeaton Campus
Collaborative Partner - Vakalo Art and Design College, Athens, Greece



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SECTION ONE: GENERAL INFORMATION

Programme Title:

Bachelor of Arts (Honours) in Design

Final and Interim Awards:

Bachelor of Arts (Honours) in Design (Graphic Design)

Bachelor of Arts (Honours) in Design (Interior Design)

Bachelor of Arts in Design (Graphic Design)

Bachelor of Arts in Design (Interior 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

All programmes must be validated for both full-time and part-time modes of delivery in the first instance.

Programme start date and period of validation

October 2013. Five-year validation period (2013-2018)

Awarding Institution

University of Derby

Faculty Managing the Programme

Faculty of Arts, Design and Technology

Institution(s) Delivering the Programme/Joint Honours Subject

Vakalo Art and Design College, Athens, Greece

Relevant external subject benchmark statement(s)

This validation process has taken particular consideration of the 2008 Art and Design/ History of Art, Architecture and Design QAA Subject Benchmarks and guidance on levels of practice and understanding.

External Accreditation/Recognition

British Accreditation Council for Independent Higher and Further Education (BAC)
2011-2015

JACS Code(s)

W200

Programme specification last updated

22 January 2013

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

OVERVIEW

The curriculum is structured to provide the required broad-based education through which the you will gain knowledge, understanding, and a thorough grounding in a range of skills before engaging in your chosen specialist pathway. The main thrust of this Programme seeks to:

- Develop intellectual and imaginative capacities, encouraging enquiry, critique, analysis and invention which will be demonstrated through the students' capacity to evolve concepts for the extensive range of problems set in practical work;
- Enhance understanding of cultural, economic, historical and technological contexts that affect the designer. This will be through course work in the form of written and spoken language so that students can demonstrate how ideas can be communicated to an intended audience in the most effective 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.
- Provide the necessary understanding of the creative and production dimensions [including financial and time-related market constraints] of either Graphic or Interior Design. Utilising and strengthening the above, the specialisation course focuses on developing the abilities of students to create and produce results to client-presentation level.

PROGRAMME AIMS

Having completed the three-year course at the Vakalo College, you 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 cognisant of production procedures;
- 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;
- cognisant of the history of art and design, and aware of the social and local contexts of design production;

- endowed with self-confidence but open to the ideas of others, as a result of their experience in the Vakalo community environment;
- 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
- 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 (Graphic 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 you are expected to:

- **1A** possess a knowledge of the overall scope of design, in both its two- and three-dimensional aspects
- **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
- **4A** have become aware of issues relating to the social function and broader contexts of design

At Level 5 along the Graphic Design Pathway you progress onto more demanding graphic design tasks, requiring a more profound understanding of design issues, and upon completion you 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 you, develop complex design projects to market specifications, involving research and critical reflection. Upon completion of Graphic Design pathway Level 6 you 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 your 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 your 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 acquired an ability to experiment with novel design ideas.

Intellectual Skills

Outcomes

At Level 4 the programme requires you 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

At Level 5 the programme requires you 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

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

- **11B** evidence your 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 your chosen field
- **14B** reflect, critically evaluate and define personal practices and methodologies in your design work
- **15B** demonstrate an understanding of and ability to make connections between the critical, contextual, historical, conceptual and ethical dimensions

Practical and Subject-Specific Skills

Outcomes

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

With regard to such practical and subject-specific skills, at Level 4 the programme envisions that you are able to:

- **1C** produce artistically appropriate drawings and colour compositions
- **2C** have mastered the basic techniques of architectural and graphic drawing
- **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 your ideas in writing

At Level 5 the programme expects you 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
- **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 Level 6 the programme seeks to enable you 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 an understanding of the technical processes of production of graphic design work
- **16C** develop a personal visual vocabulary with marks of your own distinctive style which will be employed to solve design problems
- **17C** become conversant with contemporary literature and able to participate in current developments in Graphic Design in a wider international context

Transferable Skills

Outcomes

At Level 4 you are expected to:

- **1D** 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

At Level 5 you are expected to:

- **8D** identify personal strengths and weaknesses interact with others through collaboration
- **9D** schedule and manage your 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 you are expected to

- **13D** manage and reflect on your own learning, to identify areas of personal strengths and need for improvement, developing and refining individual strategies
- **14D** utilise constructively critical judgements of others and recognise your 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
- **17D** apply the skills needed to convincingly communicate your ideas and design proposals to audiences
- **18D** apply interpersonal and social skills to interact effectively with others through collaboration, collective endeavour and negotiation
- **19D** navigate and retrieve information from a variety of sources

BA (Hons) Design (Interior 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 you are expected to:

- **1A** possess a knowledge of the overall scope of design, in both its two- and three-dimensional aspects
- **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
- **4A** have become aware of issues relating to the social function and broader contexts of design

At Level 5 along the Interior Design Pathway you progress onto more demanding technical graphic design tasks, requiring a more profound understanding of design issues, and upon completion you 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

Level 6 is an intense practice-orientated programme where you develop complex design projects to market specifications, involving research and critical reflection. Upon completion of Interior Design pathway Level 6 you 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 your 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 your 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 acquired an ability to experiment with novel design ideas.

Intellectual Skills

Outcomes

At Level 4 the programme requires you 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

At Level 5 the programme requires you 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 Interior Design

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

- **11B** evidence your 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 your chosen field
- **14B** reflect, critically evaluate and define personal practices and methodologies in your design work
- **15B** demonstrate an understanding of and ability to make connections between the critical, contextual, historical, conceptual and ethical dimensions

Practical and Subject-Specific Skills

Outcomes

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

With regard to such practical and subject-specific skills, at Level 4 the programme envisions that you are able to:

- **1C** produce artistically appropriate drawings and colour compositions,
- **2C** have mastered the basic techniques of architectural and graphic drawing
- **3C** be familiar with two- and three-dimensional organisation requirements
- **4C** conduct adequate research in both visual material and art history/criticism texts, and develop and articulately express your ideas in writing

At Level 5 the programme expects you to:

- **5C** effectively use artistic media, both three- and two-dimensional (including drawing and photography) to produce sculptural and pictorial visual art projects of merit
- **6C** become familiar with a wide range of digital design tools
- **7C** conduct a substantial amount of research and engage with theoretical texts
- **8C** investigate and select appropriate information and media to express ideas and proposals
- **9C** demonstrate technical competence in a range of two- or three dimensional design skills both creatively and experimentally
- **10C** 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 you 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 an understanding of the technical processes of production of interior design work
- **16C** develop a personal visual vocabulary with marks of your own distinctive style which will be employed to solve design problems
- **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 4 you are expected to:

- **1D** 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** select and employ communication and information technology for purposes such as word-processing, accessing the internet and communicating through e-mail
- **7D** present ideas in writing

At Level 5 you are expected to:

- **8D** identify personal strengths and weaknesses interact with others through collaboration
- **9D** schedule and manage your 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 you are expected to

- **13D** manage and reflect on your own learning, to identify areas of personal strengths and need for improvement, developing and refining individual methodologies
- **14D** utilise constructively critical judgements of others and recognise your 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
- **17D** apply the skills needed to convincingly communicate your ideas and design proposals to audiences
- **18D** apply interpersonal and social skills to interact effectively with others through collaboration, collective endeavour and negotiation
- **19D** navigate and retrieve information from a variety of sources

SECTION FOUR: PROGRAMME STRUCTURE

GENERAL STRUCTURE

The BA (Hons) programme of study at the Vakalo College, offers the specialisation pathways of Graphic Design and Interior Design. In view of the purpose of the Programme, aiming to provide a broad-based art and design education on which to specialised training may soundly develop, the course is divided into two parts. Part One covers the first year of study (Stage 1 or Level 4), during which all students follow a common curriculum. Part Two covers the second and third year of study (Stages 2 and 3, or Levels 5 and 6) in which you pursue a specialisation course of your choosing in either Graphic or Interior Design. The programme at all Levels offers a Theory component while an Art component is included in Stages 1 and 2 to support the progressively widening design component which is offered at all stages. The design component is common to all students in Stage 1, while at Stages 2 and 3 it includes either Graphic or Interior Design, according to the pathway specialisation you have chosen to pursue

MODULAR STRUCTURE

Thus 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 Graphic, Interior and Digital 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 your portfolios for assessment.

At Level 5 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 either Graphic or 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 your portfolios for assessment.

At Level 6 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 either 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 modules:

- Theory I – Level 4
- Theory II/ Graphic or Interior – Level 5
- Theory III / Graphic or Interior – Level 6

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

PDP is offered as a course within the Theory modules at levels 4, 5 and 6, 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. It is also there that this element, new to Greek reality, can be best coordinated. 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 you will be introduced to the concept and benefits of PDP and the need for you to build a continuous and progressive portfolio of reflection on learning, transferable/communication skills and career opportunities.

PDP will be integrated into all modules on the Programme through the learning diaries element of the PDP portfolio, which encourage you to reflect on learning across your Programme of study. They will also keep you informed of current trends

and developments in the world of design (graphic and/or interior) as well as career related transferable skills and information.

PDP functions as a crucial support in your progress and especially at Levels 5 and 6 where, you 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 your performance and to maximize the benefits from your participation in the programme.

In sum PDP in Stage 1 provides you with the opportunity to reflect on your progress and participation in the course, with the aim of developing your understanding of the programme and education process. In Stage 2 the PDP offers support and assists you in understanding the nature of your chosen design specialisation and your work in such a context, while in Stage 3 the aim is to enable you to acquire an understanding of your future profession and your prospects as a designer.

Throughout the Programme you will be involved with a range of projects and activities providing you 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.

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

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 your individual availability with the Programme leader to plan an individualised timetable schedule.

Denotes Core Module

Denotes Prescribed Module

Denotes point when decision on specialization pathway is made



Level 4 120 Credits

Theory I - PDP
20 Credits
(year-through module
– 30 weeks)

Art I
40 Credits
(year-through module – 30 weeks)

Graphic Design I
20 Credits
(year-through module
– 30 weeks)

Interior Design I
20 Credits
(year-through module
– 30 weeks)

Digital Design I
20 Credits
(year-through module
– 30 weeks)

Level 5 120 Credits

Graphic Design Pathway

Theory II - PDP
20 Credits
(year-through module
– 30 weeks)

Art II / Graphic
20 Credits
(year-through module
– 30 weeks)

Graphic Applications I
40 Credits
(year-through module – 30 weeks)

Graphic Design II
20 Credits
(year-through module
– 30 weeks)

Digital Design II
/Graphic
20 Credits
(year-through module
– 30 weeks)

Interior Design Pathway

Art II / Interior
20 Credits
(year-through module
– 30 weeks)

Interior Applications I
40 Credits
(year-through module – 30 weeks)

Interior Design II
20 Credits
(year-through module
– 30 weeks)

Digital Design II
/Interior
20 Credits
(year-through module
– 30 weeks)

Level 6 120 Credits

Graphic Design Pathway

Theory III -PDP
20 Credits
(20 week module)

Graphic Apps III
20 Credits
(20 week module)

Graphic Design III
20 Credits
(20 week module)

Digital Design III
/Graphic
20 Credits
(20 week module)

Independent Study
40 Credits
(10 week module)

Interior Design Pathway

Interior Apps II
20 Credits
(20 week module)

Interior Design III
20 Credits
(20 week module)

Digital Design III
/Interior
20 Credits
(20 week module)

SECTION FIVE: PROGRAMME DELIVERY

LEARNING, TEACHING AND ASSESSMENT STRATEGY

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 per week). Studio work involves considerable instruction by example and guided study that provides you 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 you 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 you are led toward an understanding for the need to study independently and to formulate and cultivate your 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 you in managing these experiences, you are offered guidance on use of resources, the conduct of research and techniques of text writing.

You will be involved in cross-subject projects to develop a synthetic approach and to resolve more complex and challenging design problems. Further you will engage in ‘live projects’ sponsored by organisations and businesses, so as to become acquainted with real conditions and professional specifications, requirements and deadlines. You will also be expected to locate your proposals not only within the local conditions but also within international contexts. In this respect you 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 will 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 your education and relevance to contemporary issues and audiences.

The overall requirements and the teaching methods employed render you 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. You 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 your own personality as a whole. But mostly you 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, will be informed by critical thinking, rigorous research and relevance to audiences. Overall the aim is that you will feel that you 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 is developing into a tradition for the College and is aimed at making you aware of the broader international context, enabling 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 you to develop your own personal visual language, to build your self-confidence and your 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 you will have acquired a profound understanding of the requirements of your chosen profession but also the capability to maintain a critical stance towards developments in the field, which will prepare you for the challenges ahead and the quest to be creative and inventive.

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, your 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 character.

More specifically, your work is assessed by staff members and the tutors entrusted with the teaching of specific components of the Programme. They evaluate work in relation to Learning Outcomes 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 your work in a module in a semester is assessed as a whole. This process requires that you present your 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.
- During the semester your 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 your work become a formative, i.e. educational experience, where assessment merges with teaching and learning.
- Depending on the instructions you have received with regard to the work required for each module, the marks of the work-in-progress assessment during the stage may be diagnostic to enable you to gauge your performance and to improve your work as necessary, or may be binding 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 your overall learning experience. This is especially the case with formative assessment which takes the form of a discussion of your work, a discussion that provides feedback to be reflected upon by you in order to gain a deeper understanding of your tasks and a greater awareness of your 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 you to increasingly assume responsibility for and control of your own learning.

You 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 your degree at the end of your 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. You are required to support and justify your design proposals and to demonstrate evidence of research and preparation. Written work is submitted in essay form or seminar-paper presentations.

Overall, assessment evaluates performance against specific learning outcomes and monitors the development of your knowledge and understanding, of your technical and imaginative capabilities of your communication skills, as well as of the intellectual capacities to engage in analysis and to be original and inventive, your 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, with the exception of those provisions referring to compensation (See Regulations, Section F)

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 waved. 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 he/she is 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.

Final Authority of the University of Derby

All applications are reviewed by the University of Derby Project Manager before registration for a University of Derby award. Any non-standard entry must be considered in consultation with the University of Derby

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 two specialisation pathways (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 1:6), students are closely and effectively supported and guided through the program. 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 the student is aware of their progress and performance at all times.

LEARNING RESOURCES

The Vakalo College Library, in recently refurbished new premises and the fully operational and continuously improved On-line Student Resource Centre (OSRC), together with access to UDO, provide ample support for your research and independent study.

You will be allocated your 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 you will receive a programme handbook that provides all the essential information about the programme and the support we provide for your learning.

SUPERVISION

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 guidance of the Quality Manager, while you are encouraged to seek assistance by your module tutors in any study-related issue. Any issue concerning your participation in the programme may be brought to the attention 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 your independent study project you will be allocated a supervisor who will monitor your progress, as well as a theory tutor to supervise your written work.

ARRANGEMENTS FOR STUDENTS WITH ADDITIONAL NEEDS

These needs are usually identified in the application process. 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. The College adopts an inclusive policy according to individual need. With the student's consent the arrangement may include contact with their family.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

POST-PROGRAMME OPPORTUNITIES

The programme is designed to provide you with the skills and knowledge to be employable in the design profession, either in design offices or as free lance 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 you 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 you will be able to seek a career abroad as you will be a holder of a British University degree title, and a carrier of the Vakalo's good name. Though not numerous, a Vakalo 'expat' contingent may be found in Britain, Spain and the US, building careers in these countries. Equally you will be able, if you so wish, to seek further studies abroad.

SECTION NINE: EMPLOYER 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 were further strengthened by participation in various local and international competitions, where numerous distinctions were won in recent years (including a world-class first prize). It is worth noting that an independent education consultant in the US has ranked the Vakalo for three consecutive years among the top 50 interior design colleges in the world.