The Open University

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	Creative Digital Design Professional (integrated degree) BA (HONS) Creative Digital Design BA (HONS) Creative Digital Design (Graphic Design)
Teaching Institution	University Centre Peterborough (UCP
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2021
Date of latest OU (re)validation	June 2021
Next revalidation	2030
Credit points achieved for the award	360
UCAS Code (if applicable)	W210
HECoS Code (if applicable)	100061
LDCS Code (FE Colleges England only	
Programme start date and cycle of starts if appropriate.	September 2025
Underpinning QAA subject benchmark(s)	Art and Design
Other external and internal reference points used to inform programme outcomes (including QAA Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	Apprenticeship Standard: ST0625 - Creative Digital Design Professional (integrated degree)
Professional/statutory/ accreditation recognition	N/A
For apprenticeships fully or non-integrated Assessment. If fully integrated, EPAO being used.	Fully integrated. EPA to take place AFTER 340 credits achieved on the main course programme. Implications of this are laid out in more detail in this document.
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT Face-to-Face Apprenticeship

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Duration of the programme for each mode of study	BA (HONS) FT: 3 years BA (HONS) PT: 4 years Integrated App: 3 years, plus 1 semester (for EPA)
Dual accreditation (if applicable applicable)	N/A
Date of production/revision of this specification	N/A

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

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

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

2. Programme overview

2.1 Educational aims and objectives

- To provide a comprehensive foundation in digital design practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in digital art and design.
- Develop the technical skills and the ability to organize the visual elements necessary to communicate concepts and experiences across various 2D and 3D media
- To meet local, national and international need for skills in digital design
- To support students to develop into reflexive digital design practitioners with an understanding of the industry.
- Support students in developing a range of transferable skills and competencies needed to cope with a rapidly changing environment.
- Encourage a systematic, creative and flexible approach to problem solving
- Develop the student as an independent learner and reflexive practitioner capable of sustaining project work both individually and in team settings.
- Provide the student with a knowledge-base that will enable them to develop a career within digital design.
- To graduate students with independence of mind and developed critical faculties to enable them to participate fully in civic life.
- To promote access to further progression within higher education, research and professional development.

2.2 Relationship to other programmes and awards

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(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (HONS) Creative Digital Design - and integrated degree apprenticeship - features an additional Graphic Design pathway. The course sits within the Arts and Social Sciences faculty at UCP, which also includes Media Production, Journalism, English and Creative Writing, and Acting for Stage and Screen. Additionally, it has shared modules with the UX Experience integrated degree apprenticeship (subject to validation in 2025), with some staff teaching across programmes.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

- Creative Digital Design, Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4
- Creative Digital Design, Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.
- Creative Digital Design, Ordinary Degree (BA) upon successful completion of 360 credits (60 credits at Level 6).

- Creative Digital Design (Graphic Design), Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4
- Creative Digital Design (Graphic Design), Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.
- Creative Digital Design (Graphic Design), Ordinary Degree (BA) upon successful completion of 360 credits (60 credits at Level 6).

- Creative Digital Design Professional Integrated Apprenticeship, upon successful completion of 340 credits of the BA (Hons) Creative Digital Design and final 20 credits attributed to the end-point assessment (EPA).

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3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section). Please adjust 'levels' to reflect SCQF if applicable

BA (HONS) Creative Digital Design / Creative Digital Design Professional (integrated degree)

The following full and part time structures relate to the core programme and the associated integrated degree apprenticeship.

Programme Structure - LEVEL 4 FULL TIME					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Digital Design Skills	30			No	Y1 S1
Introduction to Rapid Prototyping	15			Yes	Y1 S1
UX Tools and Techniques	15			Yes	Y1 S1
Film and Stills	30			No	Y1 S2
Critical Theory in Art & Design	15			Yes	Y1 S2
Creative Futures	15			Yes	Y1 S2

Programme Structure - LEVEL 4 PART TIME					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Digital Design Skills	30			No	Y1 S1
Introduction to Rapid Prototyping	15			Yes	Y1 S1
UX Tools and Techniques	15			Yes	Y2 S1
Film and Stills	30			No	Y1 S2
Critical Theory in Art & Design	15			Yes	Y1 S2
Creative Futures	15			Yes	Y2 S2

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BA (HONS) *Creative Digital Design (Graphic Design)*
The following full and part time structures related to the Graphic Design pathway.

Programme Structure - LEVEL 4 FULL TIME						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Digital Design Skills	30			No	Y1 S1
Graphic Design Practice 1	30			No	Y1 S1
Creative Design Practice	30			No	Y1 S2
Critical Theory in Art & Design	15			Yes	Y1 S2
Creative Futures	15			Yes	Y1 S2

Programme Structure - LEVEL 4 PART TIME						
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Digital Design Skills	30			No	Y1 S1
Graphic Design Practice 1	30			No	Y1 S1
Creative Design Practice	30			No	Y2 S1
Critical Theory in Art & Design	15			Yes	Y1 S2
Creative Future	15			Yes	Y1 S2

	Programme Structure – Single Registerable Modules				
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Digital Design Skills	30		No	Y1 S1
Graphic Design Practice 1	30		No	Y1 S1

Template programme specification and curriculum map

Programme Structure – Single Registerable Modules					
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**		**Is module compensatable?**	**Semester runs in**
Creative Design Practice	30			No	Y1 S2
Film and Stills	30			No	Y1 S2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate competency in a broad range of industry-standard digital design skills. A2 Realise intentions through awareness of ethical and professional standards. A3 Recognise and understand the application of industry- specific software packages. A4 Work across different media and justify decisions taken in the creative design process. A5 Recognise and discuss the function and importance of design in an increasingly interconnected world. A6 Reflect on and express their own career aspirations through a widening knowledge of the digital design industries.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities, critiques, peer review/ feedback, studio. ● Field trips, conferences, live briefs, work-based learning, industry pitches. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Written examinations, Portfolios (contents detailed on relevant Module Specifications), Oral Presentations, Reviews, Reports, Discussion Boards, Critical Reflections, Pitches and Essay plan. In addition, online quizzes and formal debate will be utilised to check academic progress.

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3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods**
B1 Think creatively in the context of digital design and design and effect solutions with versatility. B2 Read and analyse texts and other primary sources, including visual and material sources, critically and empathically while bearing in mind genre, content and purpose. B3 Innovate and problem-solve individually and as a member of a team.	A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Communicate coherently, in written or oral form, drawing on their knowledge of digital art and design and the broader context in which they are practised. C2 Demonstrate awareness of the main developments of current and emerging media and technology. C3 Demonstrate awareness of the role and impact of intellectual property in digital art and design.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Adopt a collaborative and problem-solving approach to complex problems. D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form. D3 Digest feedback and criticism and reflect on their own developing knowledge and practice.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings, and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.

Exit Award: Creative Digital Design, Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at Level 4

BA (HONS) Creative Digital Design / Creative Digital Design Professional (integrated degree)
The following full and part time structures relate to the core programme and the associated integrated degree apprenticeship.

Programme Structure - LEVEL 5 FULL TIME					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
3D Modelling & Visualisation	30			No	Y2 S1
Digital Media Platforms	30			No	Y2 S1
Data-Driven Design	30			No	Y2 S2
Integrated Advertising	30			No	Y2 S2

Programme Structure - LEVEL 5 PART TIME					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
3D Modelling & Visualisation	30			No	Y2 S1
Digital Media Platforms	30			No	Y2 S2
Integrated Advertising	30			No	Y3 S1
Data-Driven Design	30			No	Y3 S2

The Open University

BA (HONS) Creative Digital Design (Graphic Design)
The following full and part time structures related to the Graphic Design pathway.

Programme Structure - LEVEL 5 FULL TIME					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Graphic Design Practice 2	30			No	Y2 S1
3D Modelling & Visualisation	30			No	Y2 S1
Integrated Advertising	30			No	Y2 S2
Data-Driven Design	30			No	Y2 S2

Programme Structure - LEVEL 5 PART TIME					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Graphic Design Practice 2	30			No	Y2 S1
3D Modelling & Visualisation	30			No	Y2 S2
Integrated Advertising	30			No	Y3 S1
Data-Driven Design	30			No	Y3 S2

	Programme Structure – Single Registerable Modules			
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Graphic Design Practice 2	30	Graphic Design Practice 1	No	Y2 S1
3D Modelling & Visualisation	30		No	Y2 S1
Digital Media Platforms	30		No	Y2 S1
Integrated Advertising	30		No	Y2 S2

Template programme specification and curriculum map

Programme Structure – Single Registerable Modules				
Compulsory modules	**Credit points**	**Pre-Requisite as SRM**	**Is module compensatable?**	**Semester runs in**
Data-Driven Design	30		No	Y2 S2

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5
3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Apply a broad range of industry-standard digital design skills with increasing confidence and proficiency. A2 Evaluate and integrate ethical and professional standards in the realisation of creative intentions. A3 Critically assess and apply industry-specific software packages to a range of design challenges. A4 Experiment with different media and justify creative decisions through critical analysis and reflection. A5 Analyze and interpret the function and importance of design in an increasingly interconnected world. A6 Develop a personal career trajectory by synthesizing knowledge of the digital arts industries.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: • Traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. • Field trips, site visits and surveys and heritage walks. They will learn key research skills and methods through subject- specific workshops focussing on how to apply these skills in their own independent research.

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Learning Outcomes – LEVEL 5

3A. Knowledge and understanding	
	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays and Written examinations. In addition, Online Quizzes will be utilised (to check academic progress at the half-way point of the module). Portfolios (contents detailed on relevant Module Specifications), Oral Presentations, Reviews, Reports, Discussion Boards, Critical Reflections.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Demonstrate originality in creative thinking within digital art and design, adapting solutions with increased versatility. B2 Critically evaluate and interpret texts and other primary sources, including visual and material sources, while considering genre, content, and purpose. B3 Independently and collaboratively innovate and problem-solve, applying creative methodologies in response to complex design challenges.	A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Construct and present coherent arguments in written or oral form, integrating knowledge of digital art and design within broader cultural and professional contexts.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks.

Template programme specification and curriculum map

3C. Practical and professional skills	
C2 Critically assess and respond to developments in emerging media and technology, demonstrating an applied understanding of their implications. C3 Analyze and apply knowledge of intellectual property, considering its impact on digital art and design practice.	Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Collaborate effectively in teams to address complex design problems, demonstrating initiative and leadership where appropriate. D2 Independently manage and execute creative projects to an industry brief, articulating complex ideas through written and oral communication. D3 Critically reflect on feedback and self-development, identifying strategies for continuous improvement in creative and professional practice.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.

Exit Award: Creative Digital Design, Diploma of Higher Education (DipHE) upon successful completion of 240 credits at Levels 4 and 5.

BA (HONS) Creative Digital Design / BA (HONS) Creative Digital Design (Graphic Design)

Programme Structure - LEVEL 6 FULL TIME

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
Undergraduate Major Project	60			No	Y3 S1+S2	No
Immersive Technologies	30			No	Y3 S1	Yes
Enhanced Integrated Practice	30			No	Y3 S2	Yes

Programme Structure - LEVEL 6 PART TIME

Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Immersive Technologies	30			No	Y4 S1
Enhanced Integrated Practice	30			No	Y4 S2
Undergraduate Major Project	60			No	Y5 S1+2

Creative Digital Design Professional (integrated degree)

Programme Structure - LEVEL 6 FULL TIME

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?

Programme Structure - LEVEL 6 FULL TIME						
Design Apprenticeship Major Project	40			No	Y3 S1+S2	No
Immersive Technologies	30			No	Y3 S1	Yes
Enhanced Integrated Practice	30			No	Y3 S2	Yes
Creative Digital Design Professional EPA	20			No	Y4 S1	No

Programme Structure - LEVEL 6 PART TIME					
Compulsory modules	**Credit points**		**Credit points**	**Is module compensatable?**	**Semester runs in**
Immersive Technologies	30			No	Y4 S1
Enhanced Integrated Practice	30			No	Y4 S2
Design Apprenticeship Major Project	40			No	Y5 S1+S2
Creative Digital Design Professional EPA	20			No	Y5 S2

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Synthesize and critically apply a broad range of industry-standard digital design skills to produce innovative and professional work. A2 Critically evaluate and demonstrate leadership in ethical and professional standards within complex and real-world design scenarios. A3 Select, adapt, and critically apply industry-specific software and emerging technologies to solve advanced design challenges.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: • Traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities.

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Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A4 Integrate and justify multi-media approaches in response to professional and conceptual design briefs.	• Field trips, site visits and surveys and heritage walks. Students will be supported to undertake a major piece of independent research.
A5 Critically analyze and predict the evolving role of design in a globalized and interconnected society. A6 Formulate and articulate a personal career trajectory through in-depth engagement with industry trends and professional networks.	A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include Essays, Reflective Logbooks, Online Quizzes, Group work and Written Examinations. In addition, the students will give Presentation to their peers, Review (academic papers on a given subject area), Write Reports, Discussion Boards, Critical Reflection, Undergraduate Major Projects.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1 Originate and justify creative solutions that demonstrate advanced conceptual thinking, technical expertise, and professional practice.	A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level.
B2 Critically interrogate and synthesize a range of sources, including texts, visual media, and materials, to construct original arguments and insights.	Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects.
B3 Independently lead and manage complex problem-solving processes, applying advanced creative methodologies in response to industry and research-based challenges.	Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Articulate and defend complex ideas, arguments, and design concepts through sophisticated written, oral, and visual communication. C2 Critically evaluate and implement emerging media and technologies, demonstrating thought leadership in the field. C3 Develop and apply an advanced understanding of intellectual property and legal frameworks in the professional practice of digital art and design.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. These include traditional lecture and seminar approaches to field trips, site surveys and heritage walks. Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Lead projects, demonstrating adaptability, initiative, and strategic problem-solving in professional settings. D2 Plan, execute, and critically reflect on an independent, industry-aligned or research-driven creative project, demonstrating professional standards. D3 Critically reflect and take ownership of personal and professional development, demonstrating autonomy and strategic career planning.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferable learning outcomes of this course. Students will be encouraged to lead a cross-disciplinary, problem-solving approach to creative and design problems. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.

Exit Award: Creative Digital Design, Ordinary Degree (BA) upon successful completion of 360 credits (60 credits at Level 6) <u>OR</u> Creative Digital Design (Graphic Design), Ordinary Degree (BA) upon successful completion of 360 credits (60 credits at Level 6)

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Apprenticeship Exit Award: Creative Digital Design Professional Integrated Apprenticeship, upon successful completion of 340 credits of the BA (Hons) Creative Digital Design and final 20 credits attributed to the end-point assessment (EPA).

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- ➢ where in the structure above a professional/placement year fits in and how it may affect progression
- ➢ any restrictions regarding the availability of elective modules
- ➢ where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
- ➢ how the delivery of the academic award fits in with the wider apprenticeship
- ➢ the integration of the 'on the job' and 'off the job' training
- ➢ how the academic award fits within the assessment of the apprenticeship

The distinctive features of the Creative Digital Design programmes are;

- The programme offers a progression route for students with Level 3 qualifications including BTEC, A levels, T Level and HE access courses.
- The programme has the ability to draw students from art and design programmes and IT
- The ability to attract apprentices in two distinct ways

UCP is the HE arm of the wider Inspire Education Group (IEG), which also includes two FE colleges; Peterborough College and Stamford College. It, therefore, has very close links and strong progression from Level 3 programmes across both Peterborough and Stamford sites, Students at the colleges study Graphic Design and Photography, as well as 2D and 3D animation. UCP has designed the course to provide progression routes for students on this course.

The course is designed to appeal to Information Technology students, especially those with creative talents and aspirations that are interested in Virtual and Augmented reality. While no programming skills are required to do this course, familiarity with a range of software design packages is an asset.

The course is also designed to provide progression routes into the creative industries or as a freelancer. We have a range of partner organisations that we work with and regularly consult to provide live brief opportunities for our students, but also to consult on course design.

The integrated apprenticeship, meanwhile, has been designed to attract learners who are either new employees into a business, or those seeking to upskill their existing staff. As a continuously evolving sector, many employees require the need to enhance either subject knowledge or wider business skills to enhance their opportunities to progress in their roles, so the apprenticeship would work well to cater for that demand, just as much as it would someone new into the industry.

5. Support for students and their learning
(For apprenticeships this should include details of how student learning is supported in the workplace)

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While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one-to-one assessment support for students, allowing them to gain formative feedback on work and discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the Level 4 tutorial scheme focussing on preparing to study and academic skills, Level 5 on developing skills and autonomy and Level 6 on progression and transferable skills.

UCP also offers an additional Study Excellence programme, which students can access if further support is required in developing more generic academic and employability skills. Available via the Student Hub on Canvas, students can access resources in their own time and need, or be directed to them by tutors during the term if a need arises. Additionally, a series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support undergraduate major projects, the impact of AI on education, and forming coherent and well-structured arguments.

To further underline the importance that UCP places on the development of these skills, the institution has continued to adopt an approach to developing academic skills into each year of the courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees. On the Creative Digital Design programme, students the embedded module approach will be taken, with core academic skills delivered in Semester 1 of L4 to help develop students' reflective skills and then reinforced further in the Critical Theory in Art & Design module in Semester 2 of L4, to help develop students' critical thinking skills.

UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. These sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, Level 6 students mentored Level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to Levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme is being introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

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A dedicated Student Support Team ensures there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Coordinator and two dedicated Student Advisors have ensured that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provides information and guidance on issues including mental health, mitigations and extensions, and financial management, via a range of activities from one-to-one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

Students are also supported by the UCP Futures, which launched in September 2024, as the institution's new home for careers and employability. Situated on the 1st Floor of the main campus building in Peterborough, UCP Futures provides students with opportunities to grow and develop their employability skills, to engage with employers and to find jobs. The service is also available online through a dedicated page in the Student Hub on Canvas.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

5 GCSE grade C/4 or above including English and Maths and 64 UCAS points which should be from a related subject in one of the following;

- A-levels
- BTEC Level 3 National Diploma
- IB Diploma
- Access to HE
- Related work experience.
- Overseas qualifications judged to be equivalent to above. Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience.

We accept A level General Studies and AS levels when combined with other full qualifications.

If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

7. Language of study

English

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8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

N/A

9. For apprenticeships in England, summary of how the End Point Assessment (EPA) links to the academic award

The final 20 credits of the BA (HONS) Creative Digital Design degree is attributed to the end-point assessment.

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

University Centre Peterborough has 15 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants.

Each member of staff has consistently been graded in observations as good or better by the UCP, Peterborough College or Stamford College quality department over the last decade. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision.

Staff development is available at UCP/PRC at least three times a year and staff actively take part in training events (e.g. Ethics, Scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice.

All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on module in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes made to the programme since last (re)validation

New course name: In order to align with the IfATE standard for Creative Digital Design Professional, we have amended the degree title from Digital Arts, to Creative Digital Design and Creative Digital Design (Graphic Design). Additionally, the Photography pathway of the course has been removed.

Module changes: In order to keep up-to-date with industry standards, we have also taken the opportunity to amend some of the modules. In L4, Digital Design Skills has been created through an amalgamation of Digital Asset Development and Graphic

Template programme specification and curriculum map

Design. Additionally, the core programme brings over two modules from the new UX Experience degree - Introduction to Rapid Prototyping and UX Tools and Techniques - thus highlighting the emergence and importance of UX-led solutions to design.

The former Photography module has been replaced by Film and Stills, with the introduction of video content brought into this module. This then leads into the new Digital Media Platforms module, which advances this module further in L5 with the introduction of audio production techniques; both of these amends help the course to map to the KSBs of the apprenticeship.

Elsewhere in L5, a new Data-Driven Design module has been introduced to enable students to understand the importance of data in their design processing and production. Also, the 3D modelling aspects of the former Digital Asset Development module have been moved into a new module - Digital 3D Modelling and Visualisation - which will also include animation techniques. Integrated Advertising has been retained due to its client-based input and for the wider ability for students to work together in teams on a larger live-brief project.

In L6, Immersive Technologies has been introduced to highlight the importance of AR, VR and AI, while Enhanced Integrated Practice and Digital Effects and Post Production remain as options for students. The largest change in L6 is the move to placing the UMP solely in Semester 2 as one large module. This has been considered as a necessity to accommodate the EPA part of the apprenticeship, which can only begin after 340 credits have been achieved on the main degree.

On the Graphic Design pathway, the three existing modules have been retained, but with the Graphic Design Practice 2 module reduced from 45 credits to 30, to accommodate 3D Modelling and Visualisation to sit alongside it.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Template programme specification and curriculum map

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

BA (HONS) Creative Digital Design / Creative Digital Design Professional (integrated degree)

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
4	Digital Design Skills	✓		✓	✓			✓	✓		✓	✓			✓	✓	Y
	Introduction to Rapid Prototyping	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	N
	UX Tools and Techniques			✓		✓		✓		✓	✓	✓		✓	✓	✓	N
	Film and Stills	✓	✓		✓						✓	✓	✓			✓	Y
	Critical Theory in Art & Design					✓			✓		✓		✓		✓		N
	Creative Futures		✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	N

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
5	3D Modelling & Visualisation	✓		✓					✓	✓	✓	✓			✓	✓	Y
	Integrated Advertising				✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	Y
	Data-Driven Design		✓			✓			✓	✓	✓	✓	✓	✓			Y

Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	Available as single registerable module?
Digital Media Platforms	✓			✓	✓		✓		✓	✓			✓	✓	✓	Y

Level	Study module/unit	Programme outcomes															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	
6	Immersive Technologies				✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	Y
	Enhanced Integrated Practice	✓		✓		✓		✓	✓		✓	✓	✓	✓			Y
	Undergraduate Major Project	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	Y
	Design Apprenticeship Major Project	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	Y
	Creative Digital Design Professional EPA	✓	✓			✓		✓	✓	✓	✓	✓		✓	✓		Y

BA (HONS) Creative Digital Design (Graphic Design)

Level	Study module/unit	Programme outcomes															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	
4	Digital Design Skills	✓		✓	✓			✓	✓		✓	✓			✓	✓	Y
	Graphic Design Practice 1	✓		✓	✓			✓			✓	✓			✓		Y
	Creative Design Practice				✓	✓		✓		✓	✓	✓		✓	✓	✓	Y
	Critical Theory in Art & Design					✓			✓		✓		✓		✓		N
	Creative Futures		✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	N

Level	Study module/unit	Programme outcomes															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	
5	Graphic Design Practice 2		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		N
	3D Modelling & Visualisation	✓		✓					✓	✓	✓	✓			✓	✓	Y
	Data-Driven Design		✓			✓			✓	✓	✓	✓	✓	✓			Y
	Integrated Advertising				✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	Y

Level	Study module/unit	Programme outcomes															Available as single registerable module?
		A1	A2	A3	A4	A5	A6	B1	B2	B3	C1	C2	C3	D1	D2	D3	
6	Immersive Technologies				✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	Y
	Enhanced Integrated Practice	✓		✓		✓		✓	✓		✓	✓	✓	✓			Y
	Undergraduate Major Project	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	Y

Annexe 2 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours. Please amend this mapping to suit Frameworks used within the different Nations if appropriate.

BA (HONS) Creative Digital Design / Creative Digital Design Professional (integrated degree)

Level	Study module/unit	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	B1	B2	B3	B4	B5
4	Digital Design Skills	✓	✓					✓	✓	✓	✓												✓	✓		✓	✓	✓										✓			✓				
	Introduction to Rapid Prototyping							✓	✓	✓	✓	✓		✓										✓		✓	✓						✓		✓	✓	✓	✓	✓			✓	✓		
	UX Tools and Techniques							✓	✓		✓						✓							✓		✓	✓						✓	✓	✓		✓	✓					✓		
	Film and Stills		✓		✓			✓					✓				✓							✓		✓	✓				✓	✓						✓				✓			
	Critical Theory in Art & Design	✓	✓					✓																							✓														
	Creative Futures			✓									✓		✓		✓																✓	✓		✓			✓				✓		

Level	Study module/unit	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	B1	B2	B3	B4	B5
5	Digital 3D Modelling & Visualisation		✓				✓		✓									✓	✓		✓			✓			✓							✓		✓		✓				✓			
	Integrated Advertising					✓	✓			✓				✓						✓				✓		✓		✓	✓			✓	✓	✓		✓						✓			✓
	Data-Driven Design							✓			✓		✓				✓	✓			✓						✓	✓				✓	✓		✓		✓								
	Digital Media Platforms					✓	✓										✓							✓		✓		✓			✓		✓			✓	✓				✓				✓

Level	Study module/unit	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12	K13	K14	K15	K16	K17	K18	K19	K20	K21	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	B1	B2	B3	B4	B5
6	Immersive Technologies					✓	✓	✓			✓		✓				✓			✓							✓	✓				✓	✓	✓			✓						✓		
	Enhanced Integrated Practice	✓							✓						✓	✓								✓			✓	✓		✓	✓					✓	✓	✓							✓
	Design Apprenticeship MP								✓															✓			✓	✓									✓	✓							✓
	Creative Digital Design Pro EPA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓

Annexe 3: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.