

**RHODEC INTERNATIONAL/
LONDON METROPOLITAN UNIVERSITY
BA SINGLE HONOURS DEGREE
IN INTERIOR DESIGN**

COURSE HANDBOOK

November 2006

BA Single Honours Degree in Interior Design

The Rhodex International/London Metropolitan University Degree course is open to students who have been approved by both institutions for entry to the BA(Hons) programme. The course is validated by London Metropolitan University.

Successful students will graduate with the London Metropolitan University award of BA(Hons) Interior Design by distance learning. The course is taught, resourced and administered by Rhodex, subject to the University's procedures for external assessment, quality assurance and course management.

The course offered follows a structure comparable to the full-time BA(Hons) Interior Design and Technology course at London Metropolitan University and students will be expected to carry out a programme of project work equivalent in depth and academic rigour. The programme takes full account of students' prior Rhodex Diploma studies and it is expected that they will have acquired the knowledge necessary to study for and to achieve the Degree award. The Rhodex/London Met Degree programme will expect students to apply and advance their knowledge and interests by completing two comprehensive design projects and a fully illustrated Dissertation. The programme also requires students to maintain, throughout the programme, a Log Book record of their progress, and to adhere to strict deadlines for the completion of each stage of the work.

The Rhodex supervisors work as a team. Although students will be assigned a personal tutor/supervisor for regular direct contact, each of the key assessments will be a team event in which each student's work will be assessed alongside all other students in the same programme group. These assessments are monitored at regular intervals by the University-appointed external examiner at formal examination boards which meet three times per year.

Successful completion of the course is important and depends on regular communications between staff and student, and the meeting of agreed intermediate and final programme deadlines. The course is not easy, and to succeed students must devote a significant number of hours each week on a regular basis to meet the set deadlines. As a distance learning course, students' personal programmes will be set up at the commencement of their studies, so they must be realistic about their personal commitments. If they find at any time that they have concerns that affect their ability to study or meet project deadlines they should feel free to approach any member of the teaching team for advice or assistance in ameliorating their problems. Their personal supervisor is their first point of contact but they should feel free to contact Rhodex direct if they so wish.

CONTENTS

Course Calendar/Programme	4
Course Diagram	6
Who's Who	7
Modules	8
Programme Aims	8
General Programme Objectives	9
The Rhodoc/London Met Degree Programme	9
Teaching and Supervision	10
Course Structure	11
Assessment	11
Module Assessment Methods	11
Coursework	12
Proof of Authorship	12
The Grading of Modules	12
Assessment Deadlines	13
Mitigating Circumstances	13
Facilities	13
Course Management	14
The Students' Forum	14
Guidelines for Project Approval	15
Tutorial Support	15
Module Specifications	16
Sample Course Record Sheet	25
Disability Statement	26
Course Regulations	27

COURSE CALENDAR/PROGRAMME

Student's pre-entry WHOLE YEAR programme planning submission.

The course is operated on a "rolling" basis, with three enrolment dates, or entry points, per year. As new students are beginning the first project, RB1 (in conjunction with RB4, the Log Book), students who enrolled at the previous entry point will be starting RB2 and continuing with RB4; and those who enrolled at the entry point previous to that will be embarking on RB3 and beginning the final RB4 segment.

Week 01	PROGRAMME ENTRY POINT FOR NEW ENROLMENTS Assessed work returned to students who have just completed previous Project
02	Tutorial Contact. Briefing for next Project (Assignment BA1)
03	Start Project
04	
05	
06	
07	Tutorial Contact (Assignment BA2)
08	
09	
10	
11	Tutorial Contact, including review of next Module Handbook (Assignment BA3)
12	
13	
14	
15	
16	Project completed for assessment
17	Assessment of completed Project (Assignment BA4)
18	PROGRAMME ENTRY POINT FOR NEW ENROLMENTS Assessed work returned to students who have just completed previous Project
19	Tutorial Contact. Briefing for next Project (Assignment BA5)
20	Start Project
21	
22	
23	
24	Tutorial Contact (Assignment BA6)
25	
26	
27	
28	Tutorial Contact, including review of next Module Handbook (Assignment BA7)
29	
30	
31	
32	
33	Project completed for assessment
34	Assessment of completed Project (Assignment BA8)
35	PROGRAMME ENTRY POINT FOR NEW ENROLMENTS Assessed work returned to students who have just completed previous

	project
36	Tutorial Contact. Briefing for next Project (Assignment BA9)
37	Start Project
38	
39	
40	
41	Tutorial Contact (Assignment BA10)
42	
43	
44	
45	Tutorial Contact, including review of next Module Handbook (Assignment BA11)
46	
47	
48	
49	
50	
51	Project completed for assessment
52	Assessment of completed Project (Assignment BA12)

The course diagram on the following page shows how the course operates over a 52-week year.

The right hand column (RB4) shows that the student is required to maintain a log book throughout all three stages of the programme and to submit it with each completed project, accumulating a maximum of 1.5 (3 x 0.5) units towards the maximum possible total of 7 units, with 2 units being available for both RB1 and RB2 and 1.5 units available for RB3.

The programme is offered in modules, and as such study breaks are permitted. Although each entire block must be completed within the allocated time frame for that block, a break of one block (and no more) will be allowed before continuation to the next block. For example, a student could complete RB1 (in conjunction with the first segment of RB4), take a one-block break, begin the RB2 (and second segment RB4) block, take a further one-block break and complete the programme with RB3 and the third segment of RB4. Thus the three-block programme will have been spread over a five-block period, or approximately 20 months. Breaks longer than one block will not be permitted unless in exceptional circumstances, and then at the sole discretion of the Examination Board.

Week 1	Entry Point			
2	Briefing	Briefing	Briefing	Briefing
3	Project RB1 Design Project	Project RB2 Design Project	Project RB3 Dissertation	RB4 First Segment Log Book Report
4				
5				
6				
7				
8				
9				
10				
11*				
12				
13	15 weeks including briefing	15 weeks including briefing	12 weeks including briefing, with 3 weeks "spare"	12 weeks including briefing, with 3 weeks "spare"
14	(2.0 units)	(2.0 units)	(1.5 units)	(0.5 units)
15				
16				
17	Project In / Assessment	Project In / Assessment	Project In / Assessment	Project In / Assessment
18			Entry Point	
19	Briefing	Briefing	Briefing	Briefing
20	Project RB2 Design Project	Project RB3 Dissertation	Project RB1 Design Project	RB4 Second Segment Log Book Report
21				
22				
23				
24				
25				
26				
27				
28*				
29				
30	15 weeks including briefing	12 weeks including briefing, with 3 weeks "spare"	15 weeks including briefing	12 weeks including briefing, with 3 weeks "spare"
31	(2.0 units)	(1.5 units)	(2.0 units)	(0.5 units)
32				
33				
34	Project In / Assessment	Project In / Assessment	Project In / Assessment	Project In / Assessment
35		Entry Point		
36	Briefing	Briefing	Briefing	Briefing
37	Project RB3 Dissertation	Project RB1 Design Project	Project RB2 Design Project	RB4 Third Segment Log Book Report
38				
39				
40				
41				
42				
43				
44				
45*				
46				
47	13 weeks including briefing, with 3 weeks "spare"	16 weeks including briefing	16 weeks including briefing	13 weeks including briefing, with 3 weeks "spare"
48	(1.5 units)	(2.0 units)	(2.0 units)	(0.5 units)
49				
50				
51				
52	Project In / Assessment	Project In / Assessment	Project In / Assessment	Project In / Assessment

* Next Module Handbook sent to student

WHO'S WHO

Rhodec Principal and Course Director	Michael Dwyer, BA(Hons), FRSA, AIDDA, FFB, FIPD
Course Tutor	Roland Ashcroft, MA, Dip ID, Cert Ed
Dissertation Tutor	Derek Mossman, NDD, ATC, MA, FRSA
London Metropolitan University Liaison	Suzanne Smeeth-Poaros, MA (RCA) Subject Study Leader, Interior Design
External Examiner	Camilla Bunt, BA, MCSD West Surrey Institute of Art and Design (University College)

CONTACT DETAILS

Rhodec UK:

Caroline Green

Tel: +44 (0)1273 327476

Fax: +44 (0)1273 821668

Email: caroline@rhodec.edu

Web: www.rhodec.edu

or

Michelle Murphy

Tel: +44 (0)1273 327476

Fax: +44 (0)1273 821668

Email: michelle@rhodec.edu

Web: www.rhodec.edu

Rhodec US:

Susi Santorelli

Tel: +1 617 472 4942

Fax: +1 617 472 3400

Email: susi@rhodec.edu

Web: www.rhodec.edu/us

London Met:

Suzanne Smeeth-Poaros

Tel: +44 (0)207 320 1812

Fax: +44 (0)207 320 1830

Email: s.smeeth-poaros@londonmet.ac.uk

Web: www.londonmet.ac.uk

MODULES

Rhodes Reference Numbers

RB1	Design Project 1
RB2	Design Project 2
RB3	Dissertation
RB4	Log Book

A separate Module Handbook is provided for each of these modules.

PROGRAMME AIMS

The Interior Design degree programme is designed to follow on from completion of the Rhodes Diploma course or equivalent. The programme is validated by London Metropolitan University and has equivalent levels of expectation in terms of academic achievement for distance learning as for internal students.

GENERAL PROGRAMME AIMS

The course has aims that indicate the nature of an Interior Design programme and its stress on the acquisition of skills and knowledge that will be transferable across a range of related employment opportunities. These aims are:

1. To complete the development of independence of thought, the ability to enquire, explore and creatively solve problems and to organise work activities;
2. To bring aesthetic sensibilities to maturity;
3. To equip the student with the knowledge and skills commensurate with the present and future needs of the interior design-related industries and professions;
4. To develop in spatial designers the skills of research, analysis, visual communications and creativity, and the ability to challenge critical views and ideas;
5. To prepare the student for entry to appropriate professional bodies;

The course leads to the award of London Metropolitan University BA (Hons), Interior Design by distance learning.

GENERAL PROGRAMME LEARNING OUTCOMES

This course develops the student's understanding of the design process and its application to the design and specification of commercial, domestic and leisure interiors. It demands both an inventive and lively approach to visualising the possibilities associated with particular spaces and a wide-ranging knowledge of people and interior products.

On completion of the Rhodex Diploma Course and this Degree Programme each student will be able independently to:

1. have developed a personal philosophy towards interior design and an individual approach to its conduct;
2. progress a project from inception to completion;
3. research into the nature of problems and devise strategies for their solution;
4. be competent in drawing and modelling and, through visual analysis, use these techniques to explore and express visual ideas;
5. have developed visual sensibilities in the use of proportion, form, colour and texture that will enable the manipulation of these elements knowingly and creatively;
6. have developed an understanding of the factors governing the selection of materials, finishes, artefacts and manufacturing and installation techniques and be able to apply them in the design of interiors;
7. respond with sensitivity and care to environmental and safety issues when realising design concepts;
8. have gained an understanding of the implications of being a professional interior designer and the relationship of that profession to the many others engaged in the realisation of the built environment.

THE RHODEX/LONDON MET DEGREE PROGRAMME

The Undergraduate Degree Programme has been developed in conjunction with London Metropolitan University on the basis of overall compatibility of knowledge and application over the whole course experience. The course is validated by the University recognising the difference of student experience in practice, between attendance at the university and that of a student on a distance learning course.

The Rhodex/London Met programme is structured on the basis of three blocks of study time in any period of 52 weeks. Entry to the course is planned for three enrolments in each academic year, thus ensuring that students' work is assessed in sequential groupings (as opposed to individuals in isolation). The University will confirm the award of a degree three times per year to Distance Learning students following the meeting of the Examination Board. (One of the groupings will be programmed to coincide with the University award of degrees for attendance students.) It is expected that the normal period for the course of studies would be 52 weeks.

It is also necessary to allow for a period before commencing the programme to set up and confirm students' own individual project proposal for Module RB1 and, if possible, to give an indication of the content for RB2 and RB3, which will require formal approval by both Rhodex and the University before studies commence. This preparatory period will take approximately three weeks and is a non-assessable

prerequisite of the course. It will establish the framework for the programming of each individual project and will define the assessable elements of each project.

Students will be required to inform their tutors of the content of the next project during weeks 11 and 28 (formal tutorial contact weeks) of their course.

The programme is organised into three blocks of study: two blocks (both design projects) of 2 units each, with each block representing 252 hours of study over 15 weeks (16.8 hours per week) with 3 weeks referral time completing each block; one block of dissertation studies of 1.5 units representing 189 hours of study, also over 15 weeks (12.6 hours per week) with 3 weeks referral time completing the block. In addition, each of the three blocks has 0.5 of a unit of log book work, representing 63 hours of study for each block. The total of the seven units represents an expectation of 882 hours of study overall.

Tutorial contact with each student will be specified on their individual programme, will be approximately every four weeks, and will be preceded at the outset of the project by an initial briefing week during which the precise project detail will be established between student and tutor. However, students may freely contact their tutor at any time. See page 7 for contact details.

It is an expectation that set deadlines will be met and it is important for students to recognise that it is up to them to organise their own study. Their tutor will help them plan this but they must develop the skill and discipline to take responsibility for progressing their own work and learning.

TEACHING AND SUPERVISION

In this programme the approach to teaching is one of guidance by supervising tutors who help students find their own way through the subject they are studying. The students, not the supervisors, are the most significant factor in the students' learning. Rhodoc offers them information, a range of experience and a series of challenges that are cumulative in the effect they will have on students' increasing confidence and skill; but unless those students want to learn and are willing to take responsibility for that learning they will not succeed.

Students' pathway through the degree course experience depends on recognising that they have acquired the necessary specialist knowledge and skills in their Rhodoc Diploma course. They are now expected to apply these abilities to substantial design projects of their choice and interests (subject to approval), and to undertake personal research in a subject of personal interest in the researching and presentation of their dissertation.

They will negotiate design briefs for their project work and will be learning from the application of knowledge and experience from a wide variety of sources, including the development of new sources of information. It will be essential to ensure that they keep their supervisor fully informed about their progress and keep a running record of their work in the course log books which form an important part of their course assessment. This aspect is particularly important for distance learning course work where the students need to ensure that there is a full record of their decision making as the work progresses. As part of their assessment of the students, examiners will need to judge the quality of the students' time management and decision making.

COURSE STRUCTURE

The units which make up the degree course are shown in the course diagram on page 6.

ASSESSMENT

Students will be assessed in each module individually in accordance with the criteria specified on each brief, and credits will be awarded. In the main the modules on the course use a "continuous assessment" approach whereby the work undertaken throughout the module is monitored and graded. The table below indicates the assessment methods used in the degree course but the syllabuses give more information on the specific assessment requirements of particular modules. When modules include more than one assessed assignment, the satisfactory passing of the module depends upon the student having undertaken each of these assessed components. For the assessment method and criteria please refer to Module Syllabuses in the Module Handbooks.

MODULE ASSESSMENT METHODS (All modules are core modules which must be completed satisfactorily before the degree is awarded)

Module Number	Module Name	Level	Assessment Method	Prerequisite
RB1	Design Project 1	H	70% Design Project 30% Presentation	Rhodesc Diploma or Equivalent
RB2	Design Project 2	H	70% Design Project 30% Presentation	RB1 and first segment of RB4
RB3	Dissertation	H	50% Formal Proposal 50% Presentation	RB2 and second segment of RB4
RB4	Log Book	H	30% for First Segment 40% Second Segment 30% Third Segment	Rhodesc Diploma or Equivalent

COURSEWORK

It is important that all assessed work undertaken on the course is submitted before the deadline given on the assessment brief (see "Assessment Deadlines" below). Every item that is submitted should be clearly marked with the student's name, registration number, course, module name, Rhodesc assignment number and supervisor's name.

Work submitted for assessment should be sent to the supervisor in accordance with the instructions provided by Rhodesc. Students are advised that, at all times, they should keep good quality copies of all work submitted to ensure that adequate communication and discussion is possible.

In order to prove that students have complied with programme deadlines, a copy of their "proof of posting" counterfoil must be submitted as part of their log book for each project, with the exception of RB4 which can be forwarded separately. See log book sheet 4.

PROOF OF AUTHORSHIP

All students are required to provide, in their log books and on submission of each completed project, signed confirmation of their personal authorship of the work submitted for assessment as specified in each Module Handbook.

THE GRADING OF MODULES

The assessment of all work on the degree programme is conducted in accordance with Course Regulations by the Rhodoc Course Team. All assessments are subject to regular scrutiny by the University-appointed external examiner. All results are subject to confirmation by the Awards Board which normally meets three times per year.

The marking of the various assessments of each module yields a grade which contributes to an accumulating total that determines the quality of the degree the student will eventually receive. The University rules regarding grading are complex and for full information students should consult the Course Regulations. The supervisor will assist in case of need.

Each unit is assessed on a percentage basis. Please refer to "5. Awards" in the Course Regulations for full details.

Each student's personal degree programme will allow for minor assessment referrals to be accommodated but a requirement to retake an entire module will lead to the student's programme being adjusted by at least one block of 17 weeks and a subsequent delay in the achievement of the degree award. Additional course charges will also be incurred.

If students do fail a module and their failure is due to illness or some other reason that can be considered to have been outside their control then this may be taken into account when their work is assessed, though work will at all times be assessed on its merits against the stated criteria. If they wish this to be done they must contact their supervisor *before* the assessment date and advise of the situation. They will also be expected to complete a "Mitigating Circumstances" form (see below) and to produce evidence to support their case.

ASSESSMENT DEADLINES

If work is submitted after the deadline and there are no mitigating circumstances known about on that date the work will receive a ZERO mark. However, in the relatively unusual situation of the work being the only assessed item for the module the maximum mark it can achieve is 55%. This will have a detrimental effect on the final degree class.

MITIGATING CIRCUMSTANCES

London Metropolitan University's General Academic Regulations and Regulations for Programmes of Study give Boards of Examiners the power to take account of circumstances which may affect students' performance; for example, by preventing their attending an examination or submitting a piece of coursework.

Students are strongly advised to ensure that, where mitigating circumstances can correctly be claimed, action is taken by the required deadline. A Zero mark will have a seriously damaging effect on the final Degree award.

FACILITIES

Students will need access to the following facilities to communicate with their tutor and to present final work in undertaking this degree programme.

1. Telephone
2. Fax
3. Postal Services, with recorded delivery facilities
4. Email
5. IT/Computing, including A4 scanning facilities. (Digital camera also recommended.)

Students will be required to word process all written work.

As it is acknowledged that students have acquired the requisite drafting and colour rendering skills during their Rhodec Diploma studies, and as it plays such a vital role in modern interior design, all drawings sent to tutors at the regular contact points must be submitted as Computer-Aided Design (CAD) renderings. To ensure compatibility with tutors' computer facilities, students will be required to use a CAD program approved by Rhodec. The CAD program must be compatible with Windows PCs, and users of Apple Mackintosh computers will be required to use a Windows emulation program such as *Virtual PC*.

When CAD or word processing are used, work in progress will be submitted to the tutor by fax, on floppy disk or as an email attachment. (Considerable time will be saved using the last method, which is strongly recommended.) Final presentations will be hard copy, printed in full colour where appropriate. If the CAD program used proves inadequate to render certain drawings such as details of services, original drawings or renderings produced by another program must be submitted as hard copy in final presentations.

6. Camera as a surveying tool and as an aid in recording and presenting work.
7. Simple modelmaking facilities.
8. Library facilities (students will be supplied with key course text books as part of each project pack together with recommended reading lists).

COURSE MANAGEMENT

The Course organisation is undertaken by the Rhodex Course Team led by the Rhodex Principal. This group is answerable to the joint University-Rhodex Course Board of Studies. Distance Learning students' views will be conveyed to the Board of Studies by means of a questionnaire to be returned by all distance learning students to the Course Board Chair.

The Rhodex Course Board will meet formally three times per year at the conclusion of each of the course blocks, prior to the three University examination board meetings regulating the Rhodex/LondonMet Degree Course. These meetings will confirm the progress and achievement of all individuals on the course, within their respective study blocks.

An Awards Board takes responsibility for the control and adjudication of all assessments of students undertaking the distance learning course. The Chair of the Awards Board is the Head of the University's Department of Design and Technology or their delegate. The Chair of the Awards Board is responsible for all matters concerning assessment, grading, referral and appeal. There are no student members of this board but its membership includes External Examiners who are required to ensure that the University and Rhodex are offering the course defined in this handbook and that the University standards are comparable with those of similar institutions elsewhere in the United Kingdom. The Principal of Rhodex International is a member of the Awards Board.

THE STUDENTS' FORUM

Internal London Met students have a representative group for the discussion of issues related to the course, their experience and its operation. All distance learning students will be provided with a means of contact to this forum, through a nominated University representative, by means of a questionnaire.

GUIDELINES FOR PROJECT APPROVAL

The two Design Projects and the Dissertation in the distance learning course permit students' choice of project. It is always the case that in such circumstances the choice is effected by negotiation with their supervisor and that final approval for projects will be given by a Project Approval Board, through the Principal of Rhodex.

All distance learning students enrolling on the Rhodex/London Met Degree Course are required to propose topics for each of the three modules at the commencement of their studies (see also "The Rhodex/London Met Degree Programme" on page 9 of this handbook). Formal overall approval of the proposed projects as a consolidated programme must be achieved before the course can commence. Students will be advised by Rhodex during the approval period. If the proposal is approved, a project supervisor will be allocated and the student will be notified of these decisions in writing. If the proposal is not allowed it will be returned with written comments for reconsideration. Typically a project proposal will not be acceptable if:

- a. it does not satisfy the objectives of the module;
- b. it is seen to be insubstantial in terms of the level of the module;
- c. it is so complex in concept that it is felt it is unlikely to be completed

- satisfactorily, or at all, within the time available;
- d. its subject matter is outside the scope of the available supervisors.

In reaching its decision the Board will take into account the complexity of the proposal and its suitability for the satisfying of the objectives of the module and may consider these in the light of the known background and experience of the student as assessed by the tutor.

If a student has been unable to satisfy the requirements of the Board in the selection of a suitable subject for any of the modules involved, the Board can provide an appropriate brief and allocate an appropriate tutor.

Any student having to use this provision will have a penalty of one grade point applied for that module. See "The Grading of Modules" on page 12. The penalty will be applied each time the option is taken up.

TUTORIAL SUPPORT

The personal supervisor allocated to students by the Principal of Rhodéc will provide them with their tutorial support and will organise their individual programme of work. The course team will share the assessment process and will provide advice based on a team view of the student's work at the conclusion of each project.

It is important that students ensure that their tutor is kept fully informed about their progress and of any problems they are having in meeting course requirements. Speed of communication on their part and response to queries raised by their tutor are of key importance.

MODULE SPECIFICATIONS

RB1 DESIGN PROJECT ONE

1.0 MODULE TITLE

Design Project One

2.0 MODULE CODE

RB1

3.0 MODULE LEVEL

H (Honours)

4.0 MODULE LEADER

Michael Dwyer

5.0 PREREQUISITE

Completion of the Rhodex Diploma Course in Interior Design with Upper Merit or Distinction grades, or an equivalent qualification

6.0 MODULE AIMS

- 6.1 To develop the skills of managing the design process from the formulation of the brief to the presentation of a solution for production or installation;
- 6.2 To further develop and strengthen the range of decision-making skills;
- 6.3 To enhance the student's analytical and critical faculties;
- 6.4 To advance the student's knowledge of technologies associated with interiors, furniture or furnishing;
- 6.5 To develop the student's ability to present work to a professional standard;
- 6.6 To enable and encourage students to critically evaluate their work.

7.0 LEARNING OUTCOMES

On successful completion of this module students will be able to:

- 7.1 define user requirements for systems or interior products and be aware of the essentials of marketing and product selection techniques;
- 7.2 understand the need for a formal framework of control for managing design work;
- 7.3 manage an effective decision-making procedure related to a design job;
- 7.4 establish a system of planning and control related to the design of an interior, item of furniture or furnishing;
- 7.5 explore and critically evaluate a variety of presentation techniques.

8.0 SYLLABUS

The student will work on this design project in accordance with the course plan, and will be expected to maintain an up-to-date log book record of all aspects of the project. Emphasis will be on the resolution of design problems and the effective presentation of ideas. A white card model of the whole or part of the proposed scheme, depending on the nature of the design, will be produced as part of the project and will be represented in the final submission, in photographic form (or as a computer-generated 3D image printed as hard copy).

9.0 ASSESSMENT STRATEGY

The module is assessed wholly through the design project work undertaken, and assessment will be based on the following criteria:

9.1	the handling and management of the design process -	10%;
9.2	appropriate research and analysis -	10%;
9.3	exploration of ideas, decision making, and quality of concept -	40%;
9.4	resolution of details -	10%;
9.5	presentation of design solution -	30%.

The weighting applied to the above will be:	9.1 to 9.4 -	70%
	9.5 -	30%.

10.0 LEARNING AND TEACHING

Project approval will be conducted through the method described in this section and the Guidelines for Project Approval (see page 15 of this handbook). Students' work will be subject to regular tutorial guidance. The project will pass through three stages:

- 10.1 the review of a number of viable ideas;
- 10.2 the submission of a preferred solution for development;
- 10.3 the final review and critique.

Tutorial contact will deal with the issues arising out of the work. Throughout the module students will maintain the log of their work on the project, recording their activities, background reading, and thoughts on the methods, processes and issues that are raised.

11.0 BIBLIOGRAPHY

Set books, listed below, and as appropriate to the individual project being undertaken.

It is to be stressed that the Rhodoc/London Met programme leads to a UK degree and that the recommended reading lists are prepared with this in mind. It is important that students outside the UK supplement their reading with texts appropriate to their local circumstances, particularly in such areas as Building and Fire Safety Regulations.

Design Projects RB1 & RB2

Author	Title	Publisher
De Bono, E.	Lateral thinking (1997)	Penguin
Berger, J.	Ways of seeing (1992)	Penguin
Goslett, D.	Professional practice of design (1999)	Batsford
Ashcroft, R.	Construction for interior designers (1992)	Longman
Gill, R.	Manual of rendering with Pen and Ink (1984)	Thames & Hudson
Mackay, W.B.	Building construction (metric edition - Volumes 1-4) (1980)	Architectural Press
Martin, D.	Specification, Volume 1 (1990) B.S.1192: Building Drawing Practice	British Standards Institution
Tutt & Adler	The new metric handbook	Architectural Press
Sanford-Ho- hauser	Architectural and interior models (1990) RIBA interior design selector	Van Nostrand Reinhold RIBA Services (annually)
Blanc, A.	Internal components (1994) CIBS Code for interior lighting (1986)	Longman CIBS
Pritchard, D. Haverstock, H.	Lighting (4th Edition) (1993) Easi Brief: Building Design Publication A first stop reference book for building designers. ISBN 0862131669	Longman Miller Freeman

RB2 MAJOR PROJECT: DESIGN PROJECT TWO

1.0 MODULE TITLE

Major Project: Design Project Two

2.0 MODULE CODE

RB2

3.0 MODULE LEVEL

H (Honours)

4.0 MODULE LEADER

Michael Dwyer

5.0 PREREQUISITES

RB1 and first segment of RB4

6.0 MODULE AIMS

- 6.1 To have developed to maturity from all experience the student has gained. The Major Project will demonstrate an advance in technical and conceptual skill above the levels achieved in Module RB1;
- 6.2 To give the student the opportunity to explore and develop a particular area of interest;
- 6.3 To operate to similar standards to those obtaining in a professional design office.

7.0 LEARNING OUTCOMES

On successful completion of this module students will be able to:

- 7.1 analyse and evaluate the opportunities and constraints that exist in a specific situation;
- 7.2 extend their ability to generate ideas and solve problems;
- 7.3 develop their ability to predict the likely outcome of their decision-making;
- 7.4 bring together the knowledge gained of spatial function;
- 7.5 evaluate project cost and design fee implications;
- 7.6 produce a submission comprising supporting drawings, scale model and documentation which clearly communicate the proposed solution;
- 7.7 critically evaluate their work.

8.0 SYLLABUS

In this module students will follow a programme of study that has been agreed, and will plan and organise their own time. Their work must include a thorough analysis of the problem, the generation of alternative solutions, and the selection and generation

of a final solution. A project costing and assessment of design fees will be considered. A model of the scheme, or an element of it, will be produced and represented in the final submission either photographically or by computer-generated 3D images, in hard copy form.

9.0 ASSESSMENT STRATEGY

Building on the experience gained in project RB1, the assessment of this module will be based on how students have arrived at the solution, with special reference to the intellectual quality and relevance of the solution to the original brief. The submission will include evidence of research, alternative ideas and concepts and a clear demonstration of the solution to the problem. It will be supported by progress charts, diary and reports as an integral and parallel element of the module.

The weighting applied to the above will be:

All research, preparatory "client" contact and conceptual elements -	70%
Final presentation -	30%.

10.0 LEARNING AND TEACHING

Project approval will be conducted through the method described in this section and the Guidelines for Project Approval (see page 15 of this handbook). Students' work will be subject to regular tutorial guidance. The project will pass through three stages:

- 10.1 the review of a number of viable ideas;
- 10.2 the submission of a preferred solution for development;
- 10.3 the final review and critique.

Tutorial contact will deal with the issues arising out of the work. Throughout the module students will keep a log of their work on the project, recording their activities, background reading, and thoughts on the methods, processes and issues that are raised.

11.0 BIBLIOGRAPHY

- 11.1 Set Books (see 11.0 on pages 17 - 18), and as appropriate to the individual project being undertaken.

RB3 DISSERTATION

1.0 MODULE TITLE

Dissertation

2.0 MODULE CODE

RB3

3.0 MODULE LEVEL

H (Honours)

4.0 MODULE LEADER

Michael Dwyer

5.0 PREREQUISITES

RB2 and second segment of RB4

6.0 MODULE AIMS

The Module is intended to provide a formal context for the research, development and writing of a Dissertation.

7.0 LEARNING OUTCOMES

On successful completion of this module students will be able to:

- 7.1 exercise and demonstrate powers of sustained analysis and synthesis focused on a chosen topic in the area of design;
- 7.2 apply theoretical and critical models drawn from across the whole range of their studies;
- 7.3 present their findings in a well written, clearly expressed and appropriately presented Dissertation, a minimum of 5,000 words and a maximum of 8,000 words in length.

8.0 SYLLABUS

Content is dependent upon the student's area of interest. Typically a suitable topic on which to base a dissertation would be selected from areas broadly related to design, specification, construction or marketing. The topic should be neither trivial nor so complex that it cannot be undertaken within the time allocated to the module. Furthermore, the resources necessary to its research and documentation should be clearly accessible to the student.

9.0 ASSESSMENT STRATEGY

The Module will be assessed on the basis of the following criteria:

- 9.1 The ability to define an appropriate topic for study - 10%;
- 9.2 The ability to identify appropriate information sources - 10%;
- 9.3 The ability to select and apply appropriate research methods - 10%;
- 9.4 The ability to synthesise individual ideas, critical analysis and research findings into a text that is structurally coherent and well-informed - 20%;
- 9.5 The ability to produce a well written, finished document conforming to the published academic requirements - 50%.

Mark weightings will be allocated to set stages of the dissertation as follows:

Formal proposal and outline plan -	50%
Finished dissertation -	50%.

10.0 LEARNING AND TEACHING

The Module is not a taught one as such. Students' progress will be monitored by a system of tutorials, both to establish their area of study and to provide academic advice and support in the furtherance of their research. They will be expected to follow a timetable agreed with their tutor for the production of an initial scheme of work on an approved topic, a schedule of work, a rough first draft and a final submission. Approval of Dissertation topics will be conducted through the method described in the section "Guidelines for Project Approval" as set out on page 15 of this handbook. Text will be submitted in word processed form.

11.0 BIBLIOGRAPHY

Set books, listed below, and as appropriate to the individual project being undertaken.

Author	Title	Publisher
Bell, J.	Doing your research project (1987)	Oxford University Press
Conway, H.	Design history: a students handbook (1987)	Allan & Unwin
Papanek, V.	Design for the real world (1972)	Thames & Hudson
Pevsner, N.	The sources of modern architecture and design (1975)	Thames & Hudson
Glysborg, J.	Deconstruction: a student guide (1975)	Academy Editions
Jencks, C.	What is post modernism? (1989)	Academy Editions
Gombrich, E. H.	The Story of Art (1994)	Phaidon

RB4 LOG BOOK

1.0 MODULE TITLE

Log Book

2.0 MODULE CODE

RB4

3.0 MODULE LEVEL

H (Honours)

4.0 MODULE LEADER

Michael Dwyer

5.0 PREREQUISITES

First Segment	-	Rhodesc Diploma or equivalent
Second Segment	-	RB1 and first segment of RB4
Third Segment	-	RB2 and second segment of RB4

6.0 MODULE AIMS

The module provides a framework within which students may structure their individual approach to the course as a whole, and manage and record the progress of each project whilst liaising with the tutor.

7.0 LEARNING OUTCOMES

On successful completion of this module students will be able to:

- 7.1 develop time management and project programming skills;
- 7.2 formalise records of outcomes of contacts with the tutor;
- 7.3 prepare detailed project records in diary form;
- 7.4 record thought processes and rationale applied to project solutions; establish authorship of work submitted.

8.0 SYLLABUS

The log book will be supplied pro forma in paper and/or floppy disk format. The student's completion of the document will provide an overview of progress on the course as a whole along with a detailed record of and an insight into each individual project.

9.0 ASSESSMENT STRATEGY

This will be based on the critical evaluation of the design process; the clarity of the description of the thought processes; the demonstrated effectiveness of the student's own time management; the accuracy and thoroughness of information provided, including records of tutorial discussions and advice; decisions reached and their timing. Changes to briefs and reasons for such changes will also be recorded.

Marks will be awarded according to the quality of the information provided in the log book record sheet and continuation sheet concurrent with assessment of the related project in the following percentages:

Interim log book submission with project RB1	-	30%
Interim log book submission with project RB2	-	40%
Interim log book submission with project RB3 and overall assessment of log book as a record of the student's performance on the whole course	-	30%.

10.0 LEARNING AND TEACHING

The module is not taught as such but is itself the means of recording and formalising student/tutor discussions and their conclusions. Advice on completion of the log book will be by instructions in the document itself and by subsequent tutorial contact.

11.0 BIBLIOGRAPHY

Goslett, D. Professional practice of design (1999) Batsford

SUBJECT RECORD - BACHELOR OF ARTS COURSE

NAME	
Registration Number	
Address	
Phone/Fax	
Email	
Age	
Employment	
Hobbies	
Comments	

Assignment Number	Date	Grade
BA1 (Week 2)		
BA2 (Week 7)		
BA3 (Week 11)		
BA4 (Week 17)		
BA5 (Week 19)		
BA6 (Week 24)		
BA7 (Week 28)		
BA8 (Week 34)		
BA9 (Week 36)		
BA10 (Week 41)		
BA11 (Week 45)		
BA12 (Week 52)		

Tutor's Comments and Final Assessment:

DISABILITY STATEMENT

Rhodec International and London Metropolitan University are positively committed to admitting and supporting students with disabilities. It is the aim of Rhodec and London Met to widen access to Higher Education and provide educational opportunities for people with disabilities. Issues of equal opportunity are taken into account during course approval procedures.

To help fulfil our objectives students, both potential and enrolled, are requested to state at the earliest possible stage if they have any disability so that appropriate support can be arranged. Such information remains confidential.

Students with disabilities who feel that they do not require any additional support are nevertheless requested to indicate themselves as such. This assists Rhodec and the University in monitoring the success of their recruitment policies and also enables us to keep students informed of any developments that may be of benefit or interest to them directly or indirectly.

COURSE REGULATIONS

1. Preamble

These regulations are specific to the Diploma and BA(Hons) courses in Interior Design by Distance Learning as developed and delivered by Rhodex International and validated by London Metropolitan University.

The regulations are designed to be consonant with the following sections of the London Metropolitan University Academic Regulations:

Awards framework

Regulations governing Appeals against Decisions of Assessment Boards

Regulations governing allegations of Academic Misconduct on the part of a student.

The regulations are also consonant in certain aspects with those governing the University's (City campus) Undergraduate scheme. Copies of all these documents are held in the Rhodex office.

The programme-specific regulations which follow are designed to be appropriate to a fully specified single subject course which is delivered through distance learning, and which is not part of a modular system.

2. Glossary of Terms

- 2.1 Course: a validated programme of study leading to a named award
- 2.2 Module: a discrete part of a course with learning outcomes, a syllabus and assessment scheme
- 2.3 Level: the academic standard of a module or award, having regard to the relative level of learning demand, complexity and depth of study implied by the learning outcomes and the autonomy of the learner and to the standards generally accepted for UK higher education. The first half of the Diploma Course is designated at Certificate (C) Level; the second half of the Diploma Course is designated at Intermediate (I) Level; and the BA award is designated at Honours (H) level.
- 2.4 Reassessment: the requirement for a student to be wholly or partly assessed on a further occasion on submission of new coursework for a module.
- 2.5 Retake: the opportunity offered, in certain circumstances, with the requirement to re-enrol on a module, to a student to make good a failure to satisfy the Assessment Board that he or she has achieved the learning outcomes and fulfilled the academic requirements of the module.

3. Structure of the Courses

3.1 The Diploma programme consists of the following modules:

C (Certificate) Level:

RD1 Materials

RD2 History of Interior Design

RD3 Drafting

RD4 Design

RD5 Colour

(Units RD1 – RD5 *do not* earn credits towards the London Met BA)

I (Intermediate) Level

RD6 Furniture & Fittings, Part One

RD7 Furniture & Fittings, Part Two

RD8 Construction of Interiors

RD9 Professional Practice

RD10 Final Test

The BA(Hons) (H, or Honours Level) programme consists of the following modules:

RB1 Design Project 1

RB2 Major Project

RB3 Dissertation

RB4 Logbook

The course at I Level and H Level combined totals 9 modules (RD6 – RD10 and RB1 – RB4), all of which must be passed if a BA degree is to be awarded. There is no compensation for failed modules (which must be reassessed or, on one further occasion only, retaken) and there are no option modules. Certain modules are pre-requisites for others; where this applies it is stated in the module syllabus.

3.2 The maximum overall period of study during which levels C, I and H should be completed may not normally exceed eight years. Within this framework, students' programmes of study are individually negotiated. In the case of individual students with valid claims for mitigating circumstances, extended periods of study may be approved by the Awards Board.

4. Admission and Progression

Admission to the BA programme will be consonant with the London Metropolitan University's general admission criteria for degree courses, with the following additional specific requirements.

4.1 The C Level of the Diploma Course has an open admission policy.

4.2 Admission to I Level

All applicants for admission to the I Level programme of study (Modules RD6 -RD10) must have completed the Rhodoc Diploma Modules/Units RD1 - RD5 (C level, or Certificate level) with a grade outcome of Upper Merit or Distinction grades in all Modules, or have earned equivalent qualifications that have been accepted under London Met Accreditation of Prior (Experiential) Learning [AP(E)L] regulations.

4.3 Admission to BA(Hons) by Distance Learning (H Level)

All applicants for admission to the BA(Hons) (H level) programme of study must have completed the I Level with Upper Merit or Distinction grades in all modules, or have earned equivalent qualifications that have been accepted under London Met Accreditation of Prior (Experiential) Learning [AP(E)L] regulations.

4.4 Admission to BA(Hons) Interior Design and Technology by Full-time Attendance

Applicants wishing to transfer to London Metropolitan University to study H level of the BA (Hons) Interior Design and Technology by full-time attendance in London must have successfully completed the I Level with Upper Merit or Distinction grades in all modules, or have earned equivalent qualifications that have been accepted under London Met Accreditation of Prior (Experiential) Learning [AP(E)L] regulations.

Normal admission requirements for direct entry to London Met undergraduate courses are listed below, but are *not* required to be met by Rhodoc Diploma holders.

- Minimum age of 18 before commencing the course.
- GCSE grade C in English language or a similar attainment.
- Some courses may additionally require GCSE grade C in mathematics (please refer to the individual course entries for details).

You must also have attained one of the following requirements for entry to a degree course (please refer to the individual course entries for specific requirements of subjects or grades):

- two A level passes, plus two other subjects at GCSE grade C (currently an AS level is equivalent to half an A level);
- three A level passes, plus one other subject at GCSE grade C;
- GNVQ at advanced level with a merit grade;
- BTEC National Diploma or Certificate;

- the Scottish Certificate of Education with passes in five subjects (three at higher level) or passes in four subjects all at higher level;
- the Irish Leaving Certificate with passes at grade C in five subjects including English at the higher/honours level;
- the International Baccalauréat with 24 points;
- a European Baccalauréat with 60%;
- an art and design foundation course;
- a recognised Access course;
- one Open University credit;
- any other qualification which is certified by the admissions officer as being of equivalent standard

5. Awards

5.1 Students who pass Modules RD6 - RD10 of the Diploma programme with Upper Merit or Distinction grades in all modules, subject to London Met internal and external examiners' approval, will be awarded 120 credits at Intermediate Level.

5.1.2 All Diploma and BA students will be marked in each module according to the following:

Rhodesc % Marks	Rhodesc Diploma Class	LondonMet Degree Class
85 - 100	Distinction	1 st
75 - 84	Upper Merit	2.1
65 - 74	Lower Merit	2.2
56-64	Pass	3 rd
55		4 th Pass
0 - 54	Fail	Fail

5.2 Award of the London Metropolitan University BA (Hons) Interior Design by Distance Learning

This award will be conferred on all students who pass modules RB1 - RB4 of the BA programme and achieve a minimum overall average mark of at least 56%. Students awarded a BA(Hons) will be awarded 120 credits at Honours level.

The award of the BA without honours will be available to students who achieve a total of 56 – 64%.

5.3 Classification of BA Degree Awards

Students' overall performance at I level and H level will determine their final degree classification. This will be calculated on the basis of the overall average mark for modules RD6 - RD10 and RB1 - RB4, i.e. all the modules comprising the programme.

OVERALL AVERAGE MARK	CLASS OF DEGREE
85% and above	First class
75-84%	Upper second
65-74%	Lower second
56-64%	Third
55%	Pass degree
54% or less	Fail

Any candidate who fails to attain the minimum Rhodac score for the award of a Pass Degree will be eligible to claim the lower award of DipHE (Diploma of Higher Education) with Distinction. Students who do not achieve the highest award but achieve the learning outcomes appropriate to a lower level of award shall qualify for such an award and have it conferred upon them.

6. Procedures in the Case of Complaint, Appeals and Mitigating Circumstances

- 6.1 Students with complaints against Rhodac which they feel have been resolved inadequately must in the first instance contact, as appropriate to student location, one of Rhodac's accrediting bodies, the ODLQC in the UK or the DETC in the USA for arbitration.
- 6.2 Student complaints relating to the delivery of the course and appeals against decisions of the Awards Board on the basis of a procedural defect must be submitted in writing to the Principal of Rhodac. Appeals may not be made in respect of an academic judgement of the examiners. Appeals are to be made within 20 working days of publication of the Awards Board decision, and complaints within two calendar months of the incident giving rise to the complaint. All complaints and appeals will be considered in the first instance by a panel constituted for that purpose consisting of: the Principal (Rhodac), the Course Liaison Officer and a member of tutorial staff. This panel shall reach a decision in the first instance as to whether the appeal is valid/justified and refer valid cases back to the Awards Board (or Chair) for a decision. Such decisions will be recommended to the Course Committee (in the case of complaints) and to the Awards Board Chair (in the case of appeals). Students will be notified in writing of the outcome of any complaint or appeal within a three month period of its lodgement.
- 6.3 Students' claims for the consideration of mitigating circumstances in requesting extensions to deadlines should be made in writing to the Course Organiser for the Diploma or the BA tutors as appropriate no later than the date the assessment is due to be submitted. In exceptional circumstances where the

student is unable to bring the mitigating circumstances to the attention of the Awards Board in advance of the submission deadline they may submit them later with evidence as to why they could not be submitted in advance. Supporting evidence should be submitted, though confidential details are not required to be disclosed. Each claim will be assessed individually on its merits by the member of staff concerned and a decision recommended to the Awards Board Chair.

- 6.4 If a student remains unsatisfied by the outcome of an appeal, he or she may apply to the University's Director of Quality and Standards. Any expenses incurred in this process will be met by the student.

7. Academic Misconduct

Any allegation of academic misconduct must be made in writing with supporting evidence to the Principal of Rhodoc in the first instance. The student will be notified in writing of the allegation and the anticipated penalty to be imposed and given the opportunity to admit or deny it prior to any investigation. If the student denies the allegation or wishes to make representations against the anticipated penalty he or she must explain the reasons for so doing. Such allegations will be investigated by the Principal in consultation with the course tutor and the Course Liaison Officer, taking into account any representations made by the student. If found to be proven the Awards Board Chair will be notified and will determine the penalty to be applied in accordance with the table of penalties in 7.1 and any representations regarding the anticipated penalty made by the student.

- 7.1 The following are examples of academic misconduct. These examples are not exhaustive.

- The submission for assessment of material (written, computer-generated, visual or oral) originally produced by another person or persons, without indicating that the material is not the student's own work, such that the work could be assumed to be the student's own. This could include:
- the use of quotes or close paraphrasing without the use of quotation marks and referencing (plagiarism);
- the use of intellectual data or ideas without acknowledgement; copying, summarising or paraphrasing the work of another student or graduate (authorised or otherwise, with or without the permission of the originator);
- commissioning another person to complete work which is then submitted as a student's own work;
- the use of professional essay writing services or work drawn down from the Internet or any other source;
- the representation of work produced in collaboration with another person or persons as the work of a single student;

- offering or making available material for other students to use or pass off as their own whether for profit or otherwise.

	Relevant factors	Illustrative examples of misconduct	Illustrative examples of the of most severe penalty which will normally be appropriate
1	<p>Clear intention to deceive and to secure an unfair or improper advantage, AND</p> <p>Conduct likely to produce a substantial advantage if undetected.</p>	<p>Discovered consulting unauthorised material in an examination room .</p> <p>Interfering with another's assessed work by gaining unauthorised entry to one of the files on the University's computer.</p> <p>Stealing work from a fellow student.</p> <p>Commissioning work from another and presenting it as one's own.</p>	Expulsion.
2	<p>Intention to deceive is the most reasonable interpretation of the available evidence, AND</p> <p>The advantage if undetected would not have been trivial.</p>	<p>Copying the coursework of another student without permission from that other.</p> <p>Passing off substantial parts of another student's work as one's own by collusion or by deception.</p>	Failed in whole of the level of study or year (or equivalent) of the course for which registered OR suspended for one semester or term.
3	<p>The balance of evidence suggests no deliberate intention to deceive but rather incompetence or failure to appreciate the requirements, AND</p> <p>The advantage if undetected would not have been trivial.</p>	<p>Copying the coursework of another student with permission from that other.</p> <p>Copying without acknowledgement a substantial amount of text from a published source or from an existing dissertation or report.</p>	Failed in unit or equivalent .
4	<p>(i) The balance of evidence suggests no deliberate intention to deceive but rather incompetence or failure to appreciate the requirements, AND/OR</p> <p>(ii) The advantage gained if undetected would have been modest.</p>	<p>Widespread but intermittent use of unacknowledged material from a published source or sources.</p> <p>Consulting or being found with unauthorised material in an examination where the material would not, in fact, have been of significant assistance.</p>	Failed (i.e. no marks) in item of assessment affected.
5	Careless rather than deceitful conduct, perhaps the result of inexperience or incompetence.	Failure clearly to acknowledge sources affecting only a minor part of the work.	Marks deducted from item of assessment affected.
6	Conduct which is of less significance than that listed above, which should not be ignored but which does not warrant any substantial penalty.		Written warning.

The University's Academic Misconduct regulations have a final appeal stage which applies where the student claims there is a procedural defect, other than one for which the student is responsible, resulting in substantial unfairness to the student, or the evidence of alleged misconduct is insufficient to substantiate the allegation, or a penalty of suspension or expulsion is imposed. Any such appeal will be put to the University's Director of Quality and Standards. Any expenses incurred in this process will again be met by the student.

8. Course Management

Details of the formal course management arrangements are as specified in the Memorandum of Agreement between Rhodac and London Metropolitan University. The following is a summary of the key features.

8.1 Course and Institutional Liaison

Liaison officers with specified roles are appointed by both institutions at both course and institutional level.

Course liaison meetings shall take place at least three times a year, and an institutional liaison meeting shall take place at least once a year. [In reality these are subsumed in the Course Boards of Study]

8.2 The University will appoint an External Examiner for the course.

8.3 The Diploma and BA programmes each have a Course Organiser responsible for all aspects of day to day management of the delivery of the programme.

8.4 Course Committee

The Course Committee is chaired by the Principal of Rhodac with membership drawn from Rhodac, the University, and student representation through correspondence. It will meet three times a year. The Course Committee is responsible for managing, maintaining standards, assuring quality, and developing the course. An annual Course Calendar will be drawn up and published, with details of all Course Committee, Awards Board, and course/institutional liaison meetings and associated deadlines. The Course Committee considers and approves the annual Course Monitoring Report.

8.5 Awards Board

The Awards Board is chaired by the University's Head of Department of Art, Media and Design (or nominee). Membership comprises Rhodac internal examiners, University Liaison staff and External Examiner(s). The Awards Board will normally meet three times a year. It is responsible to the University's Academic Board for approving the progression of students and recommending the conferment of awards. An award ceremony is held annually at the University at which awards are formally presented.

8.6 Internal and External Examination Procedures

Coursework is set and internally marked by Rhodac distance learning tutorial staff. A list of all module marks and grades is compiled by Rhodac, both for each individual student and for each module of study being examined at an Awards Board. A sample of student work, representing the range of grades awarded, will be sent by Rhodac to the Course Liaison Officer and the External Examiner/s by an agreed date prior to each meeting of the Awards Board. The University's sampling requirements detailed in the Academic Regulations [note section B8.1] shall be used as the basis for this selection. Details of the moderation procedure are managed by the Course Liaison Officers in each institution and will form part of the annual course calendar.

9. Quality Assurance and Enhancement

9.1 The Course Committee shall be formally accountable to the University's Quality and Standards Committee through the following Quality Assurance procedures:

- Annual course monitoring. An annual report on the operation of the programme and the performance of students shall be prepared by the Course Liaison Officers at Rhodéc. Once approved at Rhodéc it shall be forwarded to the University's Quality Unit for circulation to the Department of Art, Media and Design by 30 November for consideration through the University's normal procedures.
- External Examiners' Reports. These shall be sent to the University and considered through the University's normal procedures. They shall be forwarded to Rhodéc by the University.
- Course modifications. Any proposals from the Course Committee to introduce changes to the programme shall be considered through the University's normal Quality Assurance procedures. Documentation proposing modifications, which should include any supporting details on resource implications, should be sent to the Department of Art, Media and Design.
- Course Review. The University reviews the progress of its courses on a regular basis, normally every five years. The Rhodéc programme shall be subject to these requirements.
- Examinations. Schemes of assessment and examination papers for the programme shall be sent to the University's Course Liaison Officer and approved by him or her and by the External Examiner/s.

Details of the University's Quality Assurance procedures are contained in the Quality Assurance Handbook as annually updated.

A copy of the validated Course Handbooks shall be lodged with the Quality Unit at the University, updated and amended as necessary.

9.2 Annual Monitoring

The format of the Annual Monitoring Report to be submitted by Rhodéc will be based on the University's current model, with appropriate modifications to adapt it for use in the distance learning context.