

**RHODEC INTERNATIONAL/  
LONDON METROPOLITAN UNIVERSITY  
DIPLOMA IN INTERIOR DESIGN**

**COURSE HANDBOOK**

**November 2006**

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## WHO'S WHO

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## UNITS

The Diploma Course is divided into two levels: Certificate (C) Level and Intermediate (I) Level, comprising nine units covering eight subjects, contained in nine separate manuals, plus the major Final Test project. (All ten Units require sketchbooks to be maintained and submitted.)

### C LEVEL Units:

#### Unit RD1: Materials

Lesson M1	General Approach; Sample Boards
Lesson M2	Natural Materials - Stone
Lesson M3	Natural Materials - Wood
Lesson M4	Man-made, or Processed Materials - Bricks, Tiles, Concrete, Plywood
Lesson M5	Man-made, or Processed Materials - Metals, Glass, Plastics
Lesson M6	Applied Finishes - Wall Treatments
Lesson M7	Applied Finishes - Paints, Plasters
Lesson M8	Soft Furnishings - Textiles
Lesson M9	Soft Furnishings - Textiles, Curtains, Blinds, Upholstery
Lesson M10	Carpets; Measuring Rooms and Estimating Materials Quantities

#### Unit RD2: A History of Interior Design

Lesson HD1	From Ancient Greece to the Middle Ages
Lesson HD2	A Golden Age: Interiors of the Renaissance
Lesson HD3	The Age of Exuberance: European Baroque
Lesson HD4	The Aristocratic Age: Rococo and Contemporary Styles
Lesson HD5	The Neo-Classical Interior
Lesson HD6	Towards Stylistic Variety: from Empire and Regency to the Romantic Period and Historicism
Lesson HD7	19th Century Reforms and the Art Nouveau
Lesson HD8	The Modern Age

#### Unit RD3: Drafting for the Interior Designer

Lesson D1	Materials; Line Drawing
Lesson D2	Drawing Practice
Lesson D3	Ink Drawing
Lesson D4	Scale Drawing; Orthographic Projection; Axonometric Projection; Isometric Projection; Oblique Projection
Lesson D5	Lettering
Lesson D6	Drawing for Reproduction
Lesson D7	Production Drawings; Presentation Drawings; One-Point Perspective;
Lesson D8	Drawing Office Practice for Representing Various Details on Drawings; Two-Point Perspective; An Introduction to CAD

#### Unit RD4: Design

Lesson De1	Creativity; The Design Process
Lesson De2	Spatial Relationships; Natural Form
Lesson De3	Construction and Proportion

Lesson De4            Light and Optical Illusion  
Lesson De5            The Bauhaus; The Scheme

### **Unit RD5: Colour**

Lesson C1            The nature of Colour; How we see Colour; Primaries of Colour, Including Additive, Subtractive and Medial Primaries; Secondaries and Tertiaries; The Natural Order of Colour; Discordant Colour  
Lesson C2            Chromatic and Achromatic Colours; Colour Notation; The Munsell System; Tints and Shades; Pastel Tints and Pastel Shades; B.S. Colour Charts  
Lesson C3            Colour Contrasts - Hue, Tone, Temperature, Complementary, Simultaneous, Saturation and Extension; Advancing and Receding Colour  
Lesson C4            Colour Harmony; The Effect of Illuminants on Colour; The Psychological Effects of Colour  
Lesson C5            Basic Colour Schemes; A Brief Introduction to Period Colour; Colour and Safety in Industry  
Lesson C6            A Full Development of the Colour Scheme to Include Such Aspects as Pattern, Texture, Form, Balance, Scale, Repetition and Emphasis; Room by Room Schemes

### **H LEVEL Units:**

#### **Units RD6 & RD7: Furniture & Fittings, Parts One and Two**

Lesson FF1            Planning Rooms; Presenting Your Ideas  
Lesson FF2            Space in the Home; Heating  
Lesson FF3            Kitchens and Bathrooms; Designing for the Disabled  
Lesson FF4            Accessories; Antiques  
Lesson FF5            Lighting  
Lesson FF6            Window Treatments  
Lesson FF7            Preparation for Design  
Lesson FF8            Furniture Materials; Building Materials, Timber, Plastics, Upholstery  
Lesson FF9            Anthropometrics and Ergonomics

#### **Unit RD8: Construction of Interiors**

Lesson Con 1            Basic Principles  
Lesson Con 2            Foundations and External Walls  
Lesson Con 3            Windows and External Doors  
Lesson Con 4            Roofs  
Lesson Con 5            Floors and Ceilings  
Lesson Con 6            Partitions  
Lesson Con 7            Stairs  
Lesson Con 8            Environmental Services  
Lesson Con 9            Structural Materials  
Lesson Con 10            Surfaces

## Unit RD9: Professional Practice

Lesson PP1	First Requirements
Lesson PP2	Setting Up Your Own Business
Lesson PP3	Managing Projects

## Unit RD10: Final Test

A series of design projects intended to draw together all the student's knowledge and skills in the form of completed presentations.

### PROGRAMME AIMS

The Diploma course has aims that indicate the intention that it should provide a basis either for progression to further study, or for employment. These aims are:

1. To build on and broaden the skills, knowledge and understanding acquired at the preceding level of study (Units 1 - 5);
2. To develop further the student's ability to absorb, analyse and synthesise data, manage study time effectively, and apply creativity in solutions to set design problems;
3. To enable the student with guidance to tackle complex design tasks;
4. To prepare the student for professional practice.

The course leads to the award of a Rhodex Diploma in Interior Design by distance learning.

### GENERAL PROGRAMME OBJECTIVES

On completion of the Diploma Course students will have:

1. developed an understanding of the factors governing the selection of interior domestic furniture and fittings;
2. developed their aesthetic judgement and conceptual and communication skills in the context of set interior design projects;
3. acquired knowledge of the key elements on interior construction and its application;
4. gained understanding of the essentials of professional design practice.

### THE GRADING OF UNITS

#### C Level

Unit	Number of Tests in Unit	% Weighting
RD1 Materials	10	10
RD2 A History of Interior Design	8	9
	5	

RD3	Drafting	8	12
RD4	Design	5	7
RD5	Colour	6	9

#### I Level

RD6	Furniture & Fittings, Part One (Single Unit)	6	7
RD7	Furniture & Fittings, Part Two (Single Unit)	7	7
RD8	Construction of Interiors (Double Unit)	11	9
RD9	Professional Practice (Single Unit)	3	5
RD10	Final Test, Part One (Single Unit)	N/A	6
	Final Test, Part Two (Single Unit)	N/A	9
	Final Test, Part Three (Double Unit)	N/A	10
Total			100

The Construction of Interiors subject and Part Three of the Final Test are *double-weighted* (they count as two units each), meaning that the C Level element carries 120 cts towards the total of 16 required to complete the full BA programme. The balance of seven units is completed during the BA element, which can be studied only after the DipHE has been awarded. A separate Course Handbook for the BA programme is available. Please refer to paragraph 5.2 in the Course Regulations for an explanation of the conversion of Rhodex percentage grades to LondonMet grade points.

Tutors are supplied with a two-part Subject Record sheet (see sample on page 15) which is to be completed for each student and each subject.

On completion of each subject the average % mark is entered on the Course Transcript sheet (see sample on page 16) and multiplied by the "% Weighting" figure to arrive at the "% Towards Total" figure. For example, if the average mark for Materials were 79%, the 10% weighting for that subject would mean that the mark to be carried forward to the total mark would be 7.9%. Similarly, an average History mark of 83% would be multiplied by 9% to arrive at a figure of 7.47% to be carried forward. The Final Test and "Course Tests %" etc. boxes are to be left blank for Rhodex use, to be completed once the Final Test has been marked.

Some subjects carry a higher weighting percentage than the number of tests would suggest. This is because great importance is attached to Draughtsmanship, for example, as it is so fundamental to the course. In addition a full 25% of the total mark has been reserved for the Final Test, it being such a vital factor in the overall grade. Students should be aware that,

however well they do during the course, they can still fail the Final Test and not qualify for the Diploma.

There are five possible outcomes for a student completing the course work and Final Test - Fail; Ordinary Diploma; Diploma with Merit (Lower Division); Diploma with Merit (Upper Division); Diploma with Distinction. The Diploma with Merit is divided into Upper and Lower divisions to allow more fairness in grading and to allow a clearer decision as to who will be put forward for consideration of the DipHE award - Upper Merit and Distinction only. The award of the DipHE is subject to confirmation by the joint LondonMet/Rhoddec Examination Board which normally meets three times per year.

The following is a guide to the grade of Diploma to be awarded on the basis of averaged marks accumulated throughout the course.

<b>Total Course Mark</b>	<b>Grade of Diploma</b>
85-100%	Diploma with Distinction
75-84%	Diploma with Merit (Upper Division)
65-74%	Diploma with Merit (Lower Division)
55-64%	Ordinary Diploma (Pass)
Under 55%	Fail. The student is given one chance to re-take all or part of the Final Test at no extra cost. If the work is still not to standard a Certificate of Proficiency will be issued, showing the subjects completed during the course.

For students registered on the London Met DipHE programme a conversion table allows the Rhoddec percentage marking system to be translated to the London Met Grade Point system, thus facilitating the DipHE formal assessment process. See Course Regulations paragraph 5.2 for further details of this marking scheme.

## **STUDENT FEEDBACK**

Student Feedback is an important element in the Quality Assurance of the course. Distance Learning students' views will be conveyed to the Board of Studies by means of questionnaires to be returned by distance learning students to a nominated University representative. To this end Rhoddec provides an "End of Subject Evaluation" form which is sent with each manual, and an "End of Course Evaluation" which is printed in the Final Test booklet and which students are invited to complete and include with the Final Test submission. Student feedback forms part of the annual Course Monitoring Report submitted to London Met.

## **SUPPORT FOR STUDENTS**

All tutors are provided in their homes with a separate telephone line and telephone answering/fax machine at Rhoddec's expense. Students are welcome to contact their tutors at any time by letter, fax, phone, or email with any problems or queries relating to their studies. Tutors are required to reply as soon as possible, often the same day, and to be sympathetic and helpful at all times.

Students can also contact Rhodac at any time by the same means, with any problems or queries relating more to the administration of their course. On very rare occasions a student may have developed a problem with a tutor, and in such circumstances all efforts are made to reconcile the difference or to assign a different tutor for the remainder of that subject.

Students with complaints against Rhodac which they feel have been resolved inadequately are able to contact a nominated LondonMet representative or Rhodac's accrediting bodies the ODLQC in the UK or the DETC in the USA for arbitration.

## **DISABILITY STATEMENT**

Rhodac International and London Metropolitan University are positively committed to admitting and supporting students with disabilities. It is the aim of Rhodac and LondonMet 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 Rhodac 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 Rhodec 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 Rhodec 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 Rhodex 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 Rhodex 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 <sup>st</sup>
75 - 84	Upper Merit	2.1
65 - 74	Lower Merit	2.2
56-64	Pass	3 <sup>rd</sup>
55		4 <sup>th</sup> 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.

<b>OVERALL AVERAGE MARK</b>	<b>CLASS OF DEGREE</b>
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 Rhodéc 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 Rhodéc with membership drawn from Rhodéc, 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 Rhodéc 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 Rhodéc distance learning tutorial staff. A list of all module marks and grades is compiled by Rhodéc, 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 Rhodéc 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.