



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Graphic Design

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Arts with Honours (BA (Hons))

To be delivered from:

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2017-18
Level 2 or Diploma of Higher Education (DipHE)	2018-19
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2019-20

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Arts with Honours (BA (Hons))
Programme Title:	Graphic Design
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Graphic Design
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	No
UCAS code	W290
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Architecture & Design
Programme Leader	Philippa Wood (PWood)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2017-18

3. Programme Description

3.1 Overview

3.2 Aims and Objectives

The BA (Hons) Graphic Design programme aims to provide students with a high quality education in the subject of graphic design that will develop both their intellectual and creative abilities. Successful students will be multi-skilled designers who are capable of producing original work to a professional standard. They will have a clear understanding of the relationship between theory and practice, and will be able to effectively apply their specialist knowledge and practical skills. Students have the opportunity to work towards their specific interests within the subject and may then progress to:

- Employment at a high level of responsibility and creative decision-making in the field of professional communication design
- Subject-related post-graduate study
- Another related area of employment or further study where the attributes and skills gained during the programme of study are needed and valued.

It is intended that the course provide a stimulating working environment within which students can access appropriate resources and develop confidence in visual communication skills whilst gaining a sound understanding of the historical and cultural influences that combine to underpin this fascinating and far-reaching discipline.

The programme provides opportunities to develop the relevant creative, intellectual and technical skills. This is achieved through the use of both traditional methods and digital technologies. The programme encourages familiarity with a broad range of techniques, media and materials that are essential to enter contemporary graphic design practice and to facilitate the student's development as an innovative practitioner.

Emphasis is placed on the effective application of analytical and creative thinking processes; an appreciation of ethical concerns; an awareness of the realities of professional life and an ability to articulate and communicate. The curriculum is designed to encourage the development of intellectual maturity, curiosity, personal innovation, risk-taking, independent enquiry and effective management and planning skills; thus students will develop generic skills alongside their subject-specific knowledge and skills.

Aims:

- To respond to and anticipate the needs of a wide variety of employment categories across the broad spectrum of the graphic design and media industries.
- To enable students to develop and practice their chosen area of specialism with self motivation, initiative, innovation and creativity.
- To develop critical, historical and contextual awareness of the subject which underpins the continuous creative development of the students' practice.
- To foster an awareness of a designer's social and cultural responsibilities.
- To develop an approach to study which will enable continuing personal development and possible entry to post-graduate education.

Objectives:

- To introduce a broad spectrum of studies relevant to the production of practical and theoretical unit

assignments.

- To provide the essential platform for creative and innovative exploration of skills, technology, media, processes and ideas.
- To encourage the development of the students' ability to successfully perform as individual practitioners and team members across a range of activities.
- To extend and develop the students' understanding of cultural, historical and contextual influences upon the graphic design and related industries.

Distinctive features of the programme:

The BA (Hons) Graphic Design Programme is distinctive in that it provides students with the opportunity to undertake a highly professional approach to the discipline along with the development of a personal visual voice. This feature of the programme will allow the student to explore the more authorial aspects of the discipline and additionally pursue an innovative approach to their creative development. Overall coherence of the programme is achieved through the identification of themes that flow across modules and levels of study.

QAA Subject Benchmark Statement(s):

Graphic Design responds to the United Kingdom QAA benchmark statements for the subject of Art and Design, published March 2002 and these are incorporated into the Programme outcomes. Where relevant, the History of Art and Design subject benchmarks are applied. Benchmarking Analysis provides a detailed specification of the relationship between this programme's curriculum and the relevant QAA benchmark(s).

Internal contexts:

The programme is a development of the BA (Hons) Graphic Design programme delivered in Lincoln, Hull and Stamford. This revised specification supersedes the established and highly successful programme previously re-validated by the Faculty in May 2004. The 'Lincoln School of Art' was founded in 1863 as part of a Victorian movement to educate skilled artists and craftsmen locally. Its provision of quality courses in various disciplines of art and design has continued ever since. Higher Education courses were introduced in the 1960s and the first BA courses were validated in the early 1990s, with BA (Hons) Graphic Design enrolling its first cohort of students in 1993. The School is now a School of Art and Design within the University of Lincoln with a developing international reputation and healthy recruitment figures. Successful graduates of the programme will be eligible to apply for entry to the MA Design programme within the Faculty.

External contexts:

Graphic Design is a subject area that provides graduates with varied opportunities for employment. This programme supports students' aspirations to ultimately practice at a senior level of responsibility and creative decision-making. Throughout the programme contacts with industry are maintained through visiting specialists and speakers. Students will also participate in national competitions and student award schemes. These initiatives present students with an insight of the discipline along and an opportunity to address complex and demanding graphic design problems. Industrial contact is further sustained and enhanced by both staff and University membership of and active involvement in professional bodies with international status. This can lead to opportunities to gain professional qualifications; work placements; travel bursaries; exhibition venues and publication in selected books and journals.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 The Graphic Design programme aims to facilitate the acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and mastery of the essential and desirable skills which will equip and prepare students for continuing personal development and professional practice in the graphic design or related profession.
- 2 Successful attainment of many of the intended learning outcomes of the programme will be demonstrated in a portfolio of work. Individual levels of achievement of the learning outcomes will be reflected in the classification of the award.
- 3 The Graphic Design programme aims to develop both subject-specific and generic knowledge and understanding, attributes and skills. Honours graduates will be able to apply, consolidate and extend their learning according to their specific interests and the nature of their career progression.

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 4 Able to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making.
- 5 Able to apply resourcefulness and entrepreneurial skills to support their own and others practice.
- 6 Students work will be informed by the critical and contextual dimensions of the subject, and of art and design in general, for example the cultural, economic, environmental, ethical, global, historical, political, and theoretical contexts which surround the specialist subject area.
- 7 Students work will be informed by the artist's or designer's relationship with intended audience, client, market, user, consumer etc.
- 8 Students work will be informed by the significance of the work of other practitioners.

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 9 Able to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activities.
- 10 Able to select, explore, use and make appropriate use of materials, processes and environments.

- 11 Able to develop original ideas through to material outcomes. eg; images, design proposals, processes or texts, demonstrating familiarity with good professional working practices relevant to graphic design.
- 12 Able to manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.
- 13 Able to skilfully and imaginatively use media, materials, techniques, processes, technologies and tools associated with Graphic Design, whilst observing good and safe working practices.
- 14 Students work will be informed by the implications and potential for Graphic Design presented by key developments in current and emerging media and technologies, and the increasingly interdisciplinary nature of contemporary art and design practice.
- 15 Students work will be informed by the relationship between the aesthetic and intended function/ purpose.

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 16 Students have demonstrated self management and the ability to study independently, set goals, manage their own work loads and meet deadlines.
- 17 Students have demonstrated the ability to anticipate and accommodate change, and work comfortably within the contexts of ambiguity, uncertainty and unfamiliarity, studying independently.
- 18 Students have demonstrated critical awareness and the ability to analyse information and experiences, formulate independent judgement and articulate reasoned arguments through reflection, review and evaluation.
- 19 Students have demonstrated the ability to formulate reasoned responses to the critical judgements of others.
- 20 Students have demonstrated the ability to identify personal strengths and needs.
- 21 Students have demonstrated the ability to interact effectively with others, through collaboration, collective endeavour and negotiation.
- 22 Students have demonstrated communication and presentation skills, and the ability to articulate ideas and information comprehensively in visual, oral and written forms.
- 23 Students have demonstrated the ability to present textual and visual information to audiences in a range of situations.
- 24 Students have demonstrated the ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
- 25 Students have demonstrated the ability to select and employ communication and information technologies.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

Students are encouraged to take an active role in their learning, utilising effective management of time and use of resources. Intellectual and practical skills are developed through the teaching and learning programme outlined in the Programme Structure and Programme Outcomes.

A combination of the following teaching and learning methodologies are used to support the programme:

- Studio, computer lab and workshop based sessions

with tutorial guidance or consultation, to ensure the relevant and successful progression of practical studies, awareness of Health and Safety requirements. This enables access to facilities with technical support.

- Project work

using project briefs, schemes of work and student handbooks which emphasise the active involvement of the student in the learning process, state the proportions of the relationship between taught and untaught hours of study and clarify how assessment relates to the learning requirements of both types of study. Tutors provide advice and encourage self-appraisal and critical judgement during the progress of practical project work.

- Lectures

providing a formal imparting of information and knowledge to a group of students. Learning is then reinforced by discussion in seminars, tutorials, personal research and written comment expanding students' understanding, critical thinking and appreciation of theoretical and practical considerations of design.

- Seminars, group tutorials and critiques

tutor and student-led seminars, group tutorials and critiques provide opportunities for groups to share specific opinions, information and skills or to discuss and evaluate the outcomes of project work and assignments. This aids students' self-development in critical discourse, encouraging debate on current issues, written assignments and project work – contributing to the knowledge base in the discipline. Seminars also stimulate both individual and group work in relation to the understanding of and insight into the theoretical aspects of design, aiding the development of the student's individual design project work and personal development.

- Subject tutorials

Tutorials – having clear aims and objectives and stimulating personal intellectual development through one-to-one discussion, normally within individual modules or at progress reviews. Tutorials are vital to the development of the student's individual design projects, evaluating the quality and effectiveness of student's research, study skills and the monitoring of project objectives and outcomes.

- Presentations

Student presentations provide practical experience of communicating their ideas in a structured way whilst analytically and intellectually, stimulating group discussion and debate.

- Guided independent learning

Self-directed study/unsupervised study – with access to resources and technical support when appropriate but with a strong emphasis on self and time management.

- Demonstrations and workshop activities

providing the opportunity to observe expertise in relation to particular tasks and specialist methods, for skills development appropriate to the unit of study.

- Visits and talks by specialist practitioners

providing the chance to extend knowledge and raise awareness of professional practice.

- Field/ research trips and study visits

may include visits to cultural centres such as the major domestic or overseas cities, external events, exhibitions, and industrial organisations. Industrial visits provide the opportunity to observe and better understand industrial processes and practice at first hand.

Personal Development Planning (PDP):

Throughout the programme students will be supported to critically reflect upon their learning and achievements so they may plan effectively for further study and career opportunities. This is known as Personal Development Planning (PDP) and along with a transcript of marks it forms a Progress File for the student.

PDP is an active learning process that students manage for themselves with the support of the programme structure. It will become a resource that they can then use to generate CV's and statements for a range of applications, as well as enabling reflection upon on their own learning experience as a means to inform future personal and professional direction.

The following modules directly support PDP and the Subject Handbook will detail how students might collate this information:

- Level 1: Graphic Design 1, Contextualising Visual Practice 1
- Level 2: Graphic Design 2, Contextualising Visual Practice 2
- Level 3: Graphic Design 3, Contextualising Visual Practice 3

5.2. Assessment Strategy

Students will be given formal assignment briefs outlining the work required to demonstrate their understanding of the subject studied. Students will be informed of assessment schedules, strategies and requirements via the programme handbook, schemes of work and individual project/ assignment briefs. The assessment methods offer students the opportunity to demonstrate and evaluate skills and levels of understanding of the technical, practical, theoretical and conceptual aspects of the subject. This assessment method directly relates to the learning outcomes in which understanding, knowledge, creativity and skills are demonstrated through the submission of practical projects and written assignments. Assessment is completed through both formative and summative assessment methods ie:

Formative:

Informal 'appraisal' and 'feedback' (formative assessment) will take place during assignments that make up part of any module. These informal 'appraisals' contribute to an ongoing assessment process and provide a vehicle for giving feedback on work completed which supports students' development and learning. These may take the form of:

- peer assessment
- group discussions
- critiques and presentations
- self-assessment
- tutor feedback (verbal and/or written)

Progress reviews:

Due to the long thin modules employed in the course structure students will receive finalised marks at the end of semester B. Where appropriate some intermediate marking may be employed within modules; such marks will be aggregated and submitted to the exam boards as a 100% mark. To ensure that the student's progress and their development is monitored throughout the two semesters

periodic progress reviews will be undertaken. Typically these will fall at the end of semester A however, additional reviews may be scheduled with level one students who often require additional support as part of their orientation into degree level study.

Summative:

Summative assessment is concerned with formally measuring the quality of work completed by the student against the learning outcomes for the programme of study; evaluating the programme outcomes against the requirements stated in modules, student handbooks and on the project briefs. This involves the scrutiny of completed projects and assignments – delivered within the module – and occurs at scheduled intervals that are indicated in student handbooks, on the schemes of work and on project briefs and the marking criteria applied are clearly stated either on the project briefs or in the student handbooks.

Assessment is through the presentation of practical work, written assignments and verbal presentations. Tutors will be looking for evidence that students have met the requirements of the briefs, carried out all the elements of the submissions and achieved the requirements stated in the learning outcomes. It is on the basis of this formal assessment that a final grading is made for any module.

Assessment Map gives a top-level indication of the scheduling and distribution of assessment modes within the programme. Details of module assessment strategy are included with each module specification.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Visual Expression 1 2017-18	45	Core
Design Communication 1 2017-18	45	Core
Contextualising Visual Practice 1 2017-18	30	Core

Level 2

Title	Credit Rating	Core / Optional
Visual Expression 2 2018-19	45	Core
Design Communication 2 2018-19	45	Core
Contextualising Visual Practice 2 2018-19	30	Core

Level 3

Title	Credit Rating	Core / Optional
Visual Expression 3 2019-20	45	Core
Design Communication 3 2019-20	45	Core
Contextualising Visual Practice 3 2019-20	30	Core

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextualising Visual Practice 1 2017-18						✓	✓	✓				
Design Communication 1 2017-18				✓			✓				✓	
Visual Expression 1 2017-18									✓	✓	✓	
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contextualising Visual Practice 1 2017-18			✓			✓	✓			✓	✓	✓
Design Communication 1 2017-18	✓		✓	✓					✓			
Visual Expression 1 2017-18	✓	✓										✓
												PO25
Contextualising Visual Practice 1 2017-18												
Design Communication 1 2017-18												✓
Visual Expression 1 2017-18												✓

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextualising Visual Practice 2 2018-19						✓	✓	✓				
Design Communication 2 2018-19				✓			✓		✓		✓	✓
Visual Expression 2 2018-19					✓				✓	✓	✓	✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24

Contextualising Visual Practice 2 2018-19			✓	✓	✓	✓	✓			✓	✓	✓
Design Communication 2 2018-19	✓		✓					✓	✓	✓		
Visual Expression 2 2018-19	✓	✓		✓								

PO25

Contextualising Visual Practice 2 2018-19	
Design Communication 2 2018-19	
Visual Expression 2 2018-19	✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextualising Visual Practice 3 2019-20						✓	✓	✓				
Design Communication 3 2019-20				✓			✓		✓	✓	✓	
Visual Expression 3 2019-20					✓				✓	✓	✓	✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contextualising Visual Practice 3 2019-20			✓	✓	✓	✓	✓			✓	✓	✓
Design Communication 3 2019-20	✓		✓					✓	✓	✓		
Visual Expression 3 2019-20	✓	✓		✓						✓		

PO25

Contextualising Visual Practice 3 2019-20	
Design Communication 3 2019-20	
Visual Expression 3 2019-20	✓

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12
Contextualising Visual Practice 1 2017-18												
Design Communication 1 2017-18												
Visual Expression 1 2017-18												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextualising Visual Practice 1 2017-18												
Design Communication 1 2017-18												
Visual Expression 1 2017-18												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextualising Visual Practice 1 2017-18				100								
Design Communication 1 2017-18				100								
Visual Expression 1 2017-18				100								
	37	38	39	40	41	42	43	44	45	46	47	48
Contextualising Visual Practice 1 2017-18												
Design Communication 1 2017-18												
Visual Expression 1 2017-18												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextualising Visual Practice 1 2017-18												

Design Communication 1 2017-18

Visual Expression 1 2017-18

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Contextualising Visual Practice 2 2018-19												
Design Communication 2 2018-19												
Visual Expression 2 2018-19												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextualising Visual Practice 2 2018-19												
Design Communication 2 2018-19												
Visual Expression 2 2018-19												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextualising Visual Practice 2 2018-19				100								
Design Communication 2 2018-19				100								
Visual Expression 2 2018-19				100								
	37	38	39	40	41	42	43	44	45	46	47	48
Contextualising Visual Practice 2 2018-19												
Design Communication 2 2018-19												
Visual Expression 2 2018-19												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextualising Visual Practice 2 2018-19												

Design Communication 2 2018-19

Visual Expression 2 2018-19

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Contextualising Visual Practice 3 2019-20												
Design Communication 3 2019-20												
Visual Expression 3 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextualising Visual Practice 3 2019-20												
Design Communication 3 2019-20												
Visual Expression 3 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextualising Visual Practice 3 2019-20				100								
Design Communication 3 2019-20				100								
Visual Expression 3 2019-20				100								
	37	38	39	40	41	42	43	44	45	46	47	48
Contextualising Visual Practice 3 2019-20												
Design Communication 3 2019-20												
Visual Expression 3 2019-20												
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextualising Visual Practice 3 2019-20												

Design Communication 3 2019-20

Visual Expression 3 2019-20

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Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO1									
PO2									
PO3									
	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17	
PO1									
PO2									
PO3									

Subject Specific Intellectual Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO4									
PO5									
PO6									
PO7									
PO8									
	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17	
PO4									
PO5									
PO6									
PO7									
PO8									

Subject Specific Practical Skills

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO9									
PO10									
PO11									
PO12									
PO13									
PO14									
PO15									

	Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO9								
PO10								
PO11								
PO12								
PO13								
PO14								
PO15								

Transferable Skills and Attributes

	Art01	Art02	Art03	Art04	Art05	Art06	Art07	Art08	Art09
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									

PO22									
PO23									
PO24									
PO25									
		Art10	Art11	Art12	Art13	Art14	Art15	Art16	Art17
PO16									
PO17									
PO18									
PO19									
PO20									
PO21									
PO22									
PO23									
PO24									
PO25									

Appendix IV: Benchmark Benchmark Statement(s)

Art01 - *Present evidence that demonstrates some ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity.*

Art02 - *Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.*

Art03 - *Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments.*

Art04 - *Make connections between intention, process, outcome, context, and methods of dissemination.*

Art05 - *Knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)*

Art06 - *Knowledge and understanding of the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants.*

Art07 - *Knowledge and understanding of major developments in current and emerging media and technologies in their discipline(s)*

Art08 - *Knowledge and understanding of the significance of the work of other practitioners in their discipline(s)*

Art09 - *Exercise self-management skills in managing their workloads and meeting deadlines.*

Art10 - *Accommodate change and uncertainty.*

Art11 - *Analyse information and experiences, and formulate reasoned arguments.*

Art12 - *Benefit from the critical judgements of others and recognise their personal strengths and needs.*

Art13 - *Apply interpersonal and social skills to interact with others.*

Art14 - *Communicate ideas and information in visual, oral and written forms.*

Art15 - *Present ideas and work to their audiences.*

Art16 - *Apply information skills to navigate, retrieve, and manage information from a variety of sources.*

Art17 - *Select and employ communication and information technologies.*