



# UNIVERSITY OF LINCOLN

## Programme Specification

Title:

### **Creative Advertising**

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: 1 Dec 2019

<b>Level</b>	<b>Date</b>
Level 1 or Certificate of Higher Education (CertHE)	2019-20
Level 2 or Diploma of Higher Education (DipHE)	2020-21
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2021-22

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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

<b>Final Award:</b>	Bachelor of Arts with Honours (BA (Hons))
<b>Programme Title:</b>	Creative Advertising
<b>Exit Awards and Titles</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
<b>Subject(s)</b>	Creative Advertising
<b>Mode(s) of delivery</b>	Full Time Part Time
<b>Is there a Placement or Exchange?</b>	No
<b>UCAS code</b>	W213
<b>Awarding Body</b>	University of Lincoln
<b>Campus(es)</b>	Lincoln Campus
<b>School(s)</b>	Lincoln School of Design
<b>Programme Leader</b>	David Pettitt (DPettitt)
<b>Relevant Subject Benchmark Statements</b>	
<b>Professional, Statutory or Regulatory Body Accreditation</b>	
<b>Programme Start Date</b>	2019-20

## **3. Programme Description**

### **3.1 Overview**

The programme focuses on generating engaging and innovative communications. Shaped by collaborations with advertising agencies, this course aims to consider creative solutions for the challenges of global marketing. It explores the relationship between conceptual thinking, copywriting and design with the aim of helping students to develop an understanding of the integrated nature of effective advertising.

Students have opportunities to work with a range of media, from television and print to digital and ambient advertising. Working on creative briefs for clients can help to equip students with the practical skills and insight needed to meet real-world challenges.

Many of our academics are experienced practitioners who maintain industry links, helping to create opportunities for work experience. Our students are encouraged to enter, and are regularly successful in, national and international competitions such as D&AD, YCN and Cannes Future Lions.

### **3.2 Aims and Objectives**

BA (Hons) Creative Advertising provides students with a high standard of education that equips them for a career in the creative sector of the advertising industry and the wider creative industries. This is demonstrated through consistently excellent NSS results and performance of our graduates. By the end of the course students will be able to explore the creative process of designing for advertising and directing the work of others in a range of media. The emphasis will be on developing creative visual communicators who also have a good grasp of the commercial and academic aspects of advertising. The programme aims to develop students with strong creative skills within the framework of the advertising industry, with the potential of a pathway in the larger agencies in the UK and Globally giving strong internationalisation context. The programme is a specialised course of study in creative advertising, copywriting and art direction. Teamwork is an important part of the creative industries and the programme supports the importance and success of teamwork and collaboration.

The curriculum is structured to provide a space that embraces change and failure within a creative and entrepreneurial environment in one which ideas and advertising solutions are generated with reference to professional, commercial, cultural, social, ethical and historical influences. Students will be encouraged to develop an enquiring approach to study where personal initiative is supported by research, analysis and critical analysis.

#### **Industry Links**

Liaison with practitioners in the profession will be encouraged along with a wide variety of projects to help students develop a realistic understanding of the advertising and marketing industry. Input from visiting lecturers will further inform the students vocational development and the undertaking of competitions will help to pitch the student's responses to the curriculum against national standards. BA (Hons) Creative Advertising aims to provide new opportunities for art and design students in the region and beyond. Contact and liaison with local and national industry, commerce and organisations that require solutions to communication problems, benefitting students, the institution and the wider community.

#### **Skill base**

The programme brings together the skills and attributes required of designers and art directors along with aspects of creative writing and copywriting. Students will develop an awareness and an

appropriate level of competence in a range of visual disciplines used within advertising such as graphic design, photography, video and illustration.

#### Teamwork

BA (Hons) Creative Advertising is distinctive in that students are able to work in collaboration with their peers in a range of areas that aim to reflect professional working relationships in the industry. This will enable students to develop a comprehensive range of creative skills and high levels of the generic, transferrable, professional skills eagerly sought in today's graduate employment market.

### **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 Idea generation, concepts, solutions demonstrating the ability to analyse and formulate reasoned arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
- 2 Employment of both convergent and divergent thinking in the processes of observation, investigation, enquiry, visualisation and/or making.
- 3 Selection of ideas through testing and making appropriate use of materials, processes and environments showing understanding of craft and attention to detail.
- 4 Developing ideas through to material outcomes showing judgement and self-critique; for example images, artefacts, products, systems and processes, or texts.
- 5 Managing and making appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination.
- 6 Application of resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others.
- 7 Employment of materials, media, techniques, methods, technologies and tools associated with creative advertising art direction and copywriting, studied with skill and imagination whilst observing good and safe working practices.
- 8 Communication and expression ideas through all forms including two-dimensional and three-dimensional. An ability to critically use visual language, oral and written forms to investigate, analyse, interpret, develop and articulate ideas and information across all contextual topics.
- 9 The practitioner's relationship with audiences, clients, markets, users, consumers, and/or participants.
- 10 The implications and potential for advertising design and art direction presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.
- 11 The relationship between the aesthetic form and utilitarian function.
- 12 The significance of the work of other practitioners.

### 4.2 Subject Specific Intellectual Skills

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

- 13 Study independently, set goals, manage their own workloads and meet deadlines.
- 14 Anticipate and accommodate change, and work within the contexts of ambiguity, uncertainty,

and unfamiliarity.

- 15 Apply critical awareness and able to analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.
- 16 Identify personal strengths and needs.

### **4.3 Subject Specific Practical Skills**

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

- 17 Interact effectively with others, for example through collaboration, collective endeavour and negotiation.
- 18 Articulate ideas and information comprehensibly in visual, oral and written forms.
- 19 Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
- 20 Select and employ communication and information technologies.

### **4.4 Transferable Skills and Attributes**

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

- 21 Present ideas and work to audiences in a range of situations.
- 22 Identify personal strengths and needs in response to their career progression and planning.
- 23 Formulate reasoned responses to the critical judgements of others.
- 24 Utilise self-management practices, set goals, manage their own workloads, meet deadlines and produce professional quality work.

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**

The teaching and learning strategy adopted within the BA (Hons) Creative Advertising programme derives from a programme ethos that encourages students to take an active rather than passive role in the learning process. The learning strategies and teaching methods are formulated to develop subject related knowledge in tandem with understanding and skills that will aid personal, creative and professional development.

In accordance with University guidelines learning is undertaken through a balanced combination of theoretical study and project work in the form of practical assignments. Collaborative work is undertaken in appropriate areas of the programme to reflect the specific vocational aspects of the subject. This type of learning activity supports the need for students to learn from their peers – as well as their own experiences – and complement learning gained through tutorial contact.

The programme utilises a dynamic mix of delivery methods to make for an enriched and engaged student experience. Tutor-led, student-led and independent learning sessions are the core of the programme teaching strategy. Employing relevant and up-to-date digital teaching strategies to support an education that reflects the current landscape. Learning will also come through embracing change and failure, subsequent critical analysis of failure deeper learning can be activated. This approach is at the core of most of the teaching methodology and projects.

#### **Studio-based teaching**

The studio modules teaching is delivered through studio based learning. Primarily structured through group based projects creating a strong emphasis on teamwork and a close alignment to industry working processes. The practical modules are a mix of lectures, workshops, work in progress tutorials and critiques (crits). Lectures and workshops are the fundamental method of delivering the skills and knowledge that are required for the practical modules. These can be in the form of large and smaller groups, even one-to-one. Work-in-progress tutorials are given throughout projects to ensure the student both applies and understands the teaching, and develops and pushes their work effectively. Crits are done in one-to-one and group formats, by the teaching staff but also through a peer-to-peer structure. Studio-based and particularly crit learning experience, allow the student to become confident about presenting, by nurturing critical analysis and thus becoming increasingly articulate when discussing their work.

#### **Contextual Studies teaching**

The teaching and learning strategies of the Contextual Studies modules will be comprised of a base of school-wide lectures that support subject specific teaching. Delivered through a mix of group and one-to-one tutorials and seminars using up-to-date and relevant digital audio and visual materials.

#### **Independent study**

Independent study is an important part of student learning, during this time students explore their work and creative process. To effectively to do this students develop project management and time management skills in connection with both studio-based and contextual studies. Self-directed study is essential to successfully managing and achieving programme learning outcomes.

#### **Studio Tutorials**

Tutorials are planned at regular points of the year long dialogue. Tutorials will be structured around work-in-progress or actions following an assessment and feedback. These are an opportunity for students and the teaching staff to discuss areas of improvement and strength and how to focus

learning in the future.

### Digital Education

Students will have access to up-to-date and relevant digital teaching strategies such as BlackBoard and Lynda.com. These tools will be utilised to support and enrich learning and engage the students in an manner that reflects their interaction with the world around them.

### Industry Engagement

Contact with Industry is an important and integral part of the programme at all levels. This is delivered in the form of optional work placements, live projects from both agencies and end clients and also through optional study visits both in the UK and abroad. The course structure incorporates timetabled activities and projects that are set by and critiqued by industry. Also the programme usually operates a New York Trip in level 2 where the student visits leading creative companies in Manhattan.

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

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

Level 1: AAD1015M Contextual Studies 1

Level 2: AAD2006M Creative Fundamentals, AAD2007M Industry & Live Projects, AAD2005M Contextual Studies 2

Level 3: AAD3006M Creative Advertising, AAD3007M Employability & External Links, AAD3005M Contextual Studies 3

## 5.2. Assessment Strategy

Assessment for the BA (Hons) Creative Advertising programme will be in accordance with current University assessment policies and guidelines. All submitted work is assessed against the learning outcomes specified in the subject/ module handbook and outlined on assignment and project briefs. Although formative assessment is ongoing, the final grade awarded to the student is based upon the submission of completed projects and assignments at the summative assessment point. Interim indicative formative assessments will be conducted mid-way through the academic year to review student progress, inform the student of standards being achieved and highlight areas for improvement. Assessment weightings and marking criteria will be referenced on project briefs and in subject handbooks.

Assessment is delivered on the whole from coursework at two points throughout the year, indicative formative assessment at the end of term 1 and summative assessment at the end of each academic year. Not all course work is assessed such as workshop outcomes and certain projects and this is at the discretion of the academic staff. The exception to this is if students elect to take a placement in level 2 as part of the AAD2007M Industry & Live Projects module. The assessment for this will be based on evidence from work-based/placement learning. Assessment criteria and indicative marks

are clearly laid out in an assessment grid, this is supplied to the student so they see how their work is assessed. The areas of assessment are; Research & Understanding, Insight & Idea Generation, Development & Critical Analysis, Crafting, Presentation & Communication Skills and where applicable Engagement with the Industry. These 5 areas cover all the desired skills sets and aims.

#### Formative Assessment Point

The student will be given indicative marks for each module along with an indication of their strengths and areas for improvement. This assessment approach assists the student in developing their work and personal skill more effectively. At this point students can take any projects and re-work if necessary prior to summative assessment.

#### Summative Assessment Point

This assessment point is more formal and yields the final mark for all four of the modules. The marks are clearly mapped against the assessment grid so there is clarity and benchmarking around the final mark. At this point if the student fails to achieve the assessment pass level they will be offered re-sits etc.

#### Work based/Placement Assessment

This assessment is made up from feedback given by the agency placement team and self-critical review, which will be done in a formal report and framework so as to create parity across all placements. Typically feedback will be around not only the creative output but also the professionalism of the student i.e. time keeping etc. Students who do not wish to find a placement will complete a live client project designed to give an agency like experience within the University, feedback given from client and tutors and will sit in the normal summative assessment grid.

Lincoln School of Design Standard statement: Formative and summative feedback and assessment.

Assessment - context: As stated by the University, all formal assessments which contribute to a student's progression through or attainment of an award of the University are formally marked or graded. The marks or grades awarded will reflect the traditions and practices of individual cognate subject areas and will be influenced by any relevant QAA Subject Benchmark Statements.

The purpose of assessment is:

- To establish a shared understanding between academics and students as to the process, fairness and rigour of teaching, learning, and student attainment.
- To ensure that teaching, learning, and final awards are founded on a spread of academic and professional opinion supported by appropriate and agreed, numerical and textual feedback.
- To ensure that students always have an accurate and understood analysis of their strengths and areas for development, which is calibrated to the validated learning outcomes, approved assessment criteria and personal and professional objectives.
- To provide to external bodies and employers an agreed set of judgements about the strengths and development needs for both students and graduates in a clearly articulated curriculum context.

Formative feedback: is all feedback provided prior to the end of a module moderation process and doesn't include a mark. This includes verbal and textual feedback and comment given during studio critiques, presentations, seminars, small group discussions and individual tuition as well as advice given more generally in studio, classroom or workshop taught sessions. It is always an individual academic judgement (even where multiple academics are involved) and students should always be

clear that the final module mark will be the result of an academic process of moderation which may differ. Feedback should make clear reference to the agreed assessment criteria where and when possible.

Summative feedback and module grading: takes place at the end of a taught or independent study module, and after the end of module moderation meeting, and is accompanied by a mark (on the University 100 point scale). The mark given is supported by textual summative assessment feedback for the module and where necessary, is the subject of a student/staff feedback meeting. Summative assessment grades and feedback must be archived on Blackboard in the appropriate module repository. All feedback will make clear reference to the agreed assessment criteria where and when possible.

Further information can be found here: <http://secretariat.blogs.lincoln.ac.uk/academic-policies-2/>

## 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

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Argument & Ideation 2019-20	30	Core
Creative Rogues 2019-20	30	Core
Creative Communication 2019-20	30	Core
Contextual Studies 1 2019-20	30	Core

### Level 2

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Industry & Live Projects 2019-20	30	Core
Visual Communication & Craft 2019-20	30	Core
Creative Fundamentals 2019-20	30	Core
Contextual Studies 2 2020-21	30	Core

### Level 3

<b>Title</b>	<b>Credit Rating</b>	<b>Core / Optional</b>
Employability & External Links 2019-20	30	Core
Competition & Craft 2019-20	30	Core
Creative Advertising 2019-20	30	Core
Contextual Studies 3 2021-22	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
Argument & Ideation 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
Contextual Studies 1 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Creative Communication 2019-20		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Creative Rogues 2019-20						<input checked="" type="checkbox"/>						

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Argument & Ideation 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Contextual Studies 1 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Creative Communication 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Creative Rogues 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

### Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextual Studies 2 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	
Creative Fundamentals 2019-20	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
Industry & Live Projects 2019-20		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Visual Communication & Craft 2019-20		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contextual Studies 2 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Creative Fundamentals 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Industry & Live Projects 2019-20	✓	✓			✓	✓		✓	✓	✓	✓	✓
Visual Communication & Craft 2019-20	✓					✓		✓				

### Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Competition & Craft 2019-20	✓			✓			✓	✓			✓	
Contextual Studies 3 2021-22	✓	✓		✓	✓	✓						
Creative Advertising 2019-20	✓	✓	✓		✓		✓	✓			✓	
Employability & External Links 2019-20				✓	✓	✓	✓	✓	✓	✓		✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Competition & Craft 2019-20	✓				✓	✓		✓				✓
Contextual Studies 3 2021-22	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Creative Advertising 2019-20	✓	✓			✓	✓	✓		✓		✓	
Employability & External Links 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
Argument & Ideation 2019-20												
Contextual Studies 1 2019-20												
Creative Communication 2019-20												
Creative Rogues 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Argument & Ideation 2019-20												
Contextual Studies 1 2019-20												
Creative Communication 2019-20												
Creative Rogues 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Argument & Ideation 2019-20										100		
Contextual Studies 1 2019-20								100				
Creative Communication 2019-20										100		
Creative Rogues 2019-20										100		
	37	38	39	40	41	42	43	44	45	46	47	48
Argument & Ideation 2019-20												
Contextual Studies 1 2019-20												
Creative Communication 2019-20												
Creative Rogues 2019-20												
							49	50	51	52	EP 1 (Wk)	EP 2 (Wks)



												16)	33, 34, 35)
Argument & Ideation 2019-20													
Contextual Studies 1 2019-20													
Creative Communication 2019-20													
Creative Rogues 2019-20													

## Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 2 2020-21												
Creative Fundamentals 2019-20												
Industry & Live Projects 2019-20												
Visual Communication & Craft 2019-20												

	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 2 2020-21												
Creative Fundamentals 2019-20												
Industry & Live Projects 2019-20												
Visual Communication & Craft 2019-20												

	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 2 2020-21								100				
Creative Fundamentals 2019-20										100		
Industry & Live Projects 2019-20										100		
Visual Communication & Craft 2019-20										100		

	37	38	39	40	41	42	43	44	45	46	47	48
Contextual Studies 2 2020-21												
Creative Fundamentals 2019-20												

Industry & Live Projects 2019-20													
Visual Communication & Craft 2019-20													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextual Studies 2 2020-21													
Creative Fundamentals 2019-20													
Industry & Live Projects 2019-20													
Visual Communication & Craft 2019-20													

### Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Competition & Craft 2019-20												
Contextual Studies 3 2021-22												
Creative Advertising 2019-20												
Employability & External Links 2019-20												
	13	14	15	16	17	18	19	20	21	22	23	24
Competition & Craft 2019-20												
Contextual Studies 3 2021-22												
Creative Advertising 2019-20												
Employability & External Links 2019-20												
	25	26	27	28	29	30	31	32	33	34	35	36
Competition & Craft 2019-20										100		
Contextual Studies 3 2021-22								100				
Creative Advertising 2019-20										100		

Employability & External Links 2019-20											100		
	37	38	39	40	41	42	43	44	45	46	47	48	
Competition & Craft 2019-20													
Contextual Studies 3 2021-22													
Creative Advertising 2019-20													
Employability & External Links 2019-20													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Competition & Craft 2019-20													
Contextual Studies 3 2021-22													
Creative Advertising 2019-20													
Employability & External Links 2019-20													

## Appendix III - Benchmark Analysis

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

### Knowledge and Understanding

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO1			✓						
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8						✓			
PO9									
PO10									
PO11									
PO12									

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO1									✓
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									

PO12									
	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0
									1
PO1									✓
PO2									
PO3									
PO4									
PO5									
PO6									
PO7									
PO8									
PO9									
PO10									
PO11									
PO12									

	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU0	ARTSSKU1
	2	3	4	5	6	7	8	9	0
PO1									✓
PO2	✓								
PO3		✓							
PO4									
PO5									
PO6									
PO7									
PO8				✓					
PO9									
PO10									
PO11									
PO12									

ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1 | ARTSSKU1

	1	2	3	4	5	6	7	8	9
PO1									
PO2	✓								
PO3		✓							
PO4			✓						
PO5				✓					
PO6					✓				
PO7									
PO8									
PO9									
PO10									
PO11									
PO12									

### Subject Specific Intellectual Skills

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO13									
PO14		✓							
PO15									
PO16									

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO13									
PO14			✓						
PO15				✓	✓	✓			
PO16								✓	

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO13									

PO14									
PO15									
PO16									

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO13									
PO14									
PO15									
PO16									

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO13									
PO14									
PO15									
PO16									

### Subject Specific Practical Skills

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO17					✓				
PO18									
PO19								✓	
PO20									

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO17									
PO18									
PO19									
PO20									

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO17									
PO18	✓								
PO19			✓	✓					
PO20					✓				

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO17									
PO18									
PO19									
PO20									

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO17									
PO18									
PO19									
PO20									

## Transferable Skills and Attributes

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO21							✓		
PO22									
PO23			✓						
PO24	✓								

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18



PO21									
PO22								✓	
PO23					✓		✓		
PO24		✓							

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO21		✓							
PO22									
PO23									
PO24									

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO21									
PO22									
PO23									
PO24	✓								

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO21							✓		
PO22									
PO23			✓						
PO24							✓		

## **Appendix IV: Benchmark Benchmark Statement(s)**

**ARTGGS01** - *some ability to exercise self-management skills in managing workloads and meeting deadlines*

**ARTGGS02** - *some ability to accommodate change and uncertainty*

**ARTGGS03** - *some ability to analyse information and experiences, and formulate reasoned arguments*

**ARTGGS04** - *some ability to benefit from the critical judgements of others and recognise their personal strengths and needs*

**ARTGGS05** - *some ability to apply interpersonal, social and negotiation skills in interaction with others*

**ARTGGS06** - *some ability to communicate ideas and information in visual, oral and written forms*

**ARTGGS07** - *some ability to present ideas and work to their audiences*

**ARTGGS08** - *some ability to navigate, retrieve, and manage information from a variety of sources*

**ARTGGS09** - *some ability to select and employ communication and information technologies*

**ARTGGS10** - *ability to identify IP issues, prevent infringements of other's IPRs, and take the appropriate steps to safeguard the innovation and commercialisation processes*

**ARTGGS11** - *ability to study independently, set goals, manage workloads and meet deadlines*

**ARTGGS12** - *ability to anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity*

**ARTGGS13** - *ability to analyse information and experiences, and formulate independent judgements*

**ARTGGS14** - *ability to articulate reasoned arguments through reflection*

**ARTGGS15** - *ability to question, review and evaluate*

**ARTGGS16** - *ability to use the views of others in the development or enhancement of their work*

**ARTGGS17** - *ability to identify personal strengths and needs, and reflect on personal development*

**ARTGGS18** - *ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation*

**ARTGGS19** - *ability to articulate ideas and information comprehensibly in visual, oral and written forms*

**ARTGGS20** - *ability to communicate and present ideas and work to audiences in a range of situations*

- ARTGGS21** - *ability to source and research relevant material, assimilating and articulating relevant findings*
- ARTGGS22** - *ability to navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources*
- ARTGGS23** - *ability to select and employ communication and information technologies*
- ARTGGS24** - *ability to innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes*
- ARTGGS25** - *ability to enquire into their discipline, their place within that discipline, and the motivation to advance it*
- ARTGGS26** - *ability to apply ethical principles and personal values to their work*
- ARTSSKU01** - *able to present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs*
- ARTSSKU02** - *able to demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making*
- ARTSSKU03** - *able to develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments*
- ARTSSKU04** - *able to make connections between intention, process, outcome, context and methods of dissemination*
- ARTSSKU05** - *knowledge and understanding of the broad critical and contextual dimensions of the student's discipline(s)*
- ARTSSKU06** - *knowledge and understanding of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants*
- ARTSSKU07** - *knowledge and understanding of major developments in current and emerging media and technologies in their discipline(s)*
- ARTSSKU08** - *knowledge and understanding of the significance of the work of other practitioners in their discipline(s)*
- ARTSSKU09** - *knowledge and understanding of the role and impact of intellectual property*
- ARTSSKU10** - *ability to generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs*
- ARTSSKU11** - *ability to employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making*

**ARTSSKU12** - *ability to select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail*

**ARTSSKU13** - *ability to show judgement and self-critique in the development ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts*

**ARTSSKU14** - *ability to manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination*

**ARTSSKU15** - *ability to be resourceful, ethical and entrepreneurial*

**ARTSSKU16** - *understanding is informed by the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general*

**ARTSSKU17** - *understanding is informed by the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment*

**ARTSSKU18** - *understanding is informed by the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and...*

**ARTSSKU19** - *understanding is informed by Knowledge and understanding of the role and impact of IP within the art and design practice*