



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: 1 Sep 2019

Level	Date
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

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)	Lincoln School of Design
Programme Leader	Barrie Tullett (BTullett)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2019-20

3. Programme Description

3.1 Overview

The BA (Hons) Graphic Design programme aims to provide students with a high quality education in the subject of Graphic Design via an approach that is designed to develop both their intellectual and creative abilities. Successful graduates should be multi-skilled designers who are capable of producing original work to a professional standard. They should also have a clear understanding of the relationship between design theory and practice, and be able to effectively apply their specialist knowledge and practical skills to graphic design and visual communication problems. The course aims to offer students the opportunity to work towards their own specific interests within the subject, thus enabling them to progress towards:

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

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

The programme has an outward facing and practice-led approach to teaching graphic design through quasi-professional, studio-based scholarship. Combined with the academic team's focus on pastoral and learning support, this course has professional knowledge exchange and wellbeing at its core, with an emphasis on creating a shared learning community in a distinctive studio setting. The course is comprised of a set of sequential teaching and learning objectives designed to stretch students and develop their abilities across the three levels of study, specifically via a range of professional practice-informed and situated learning opportunities, such as international student design competitions, links with the industry and working in teams.

The programme aims to provide students with the appropriate creative, intellectual and technical skills through the use of both traditional print-design and digital technologies. The programme is distinctive in that it encourages familiarity with a broad and stimulating range of digital and print-based 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 critical and creative ideation processes; an appreciation of the ethics surrounding the discipline; an awareness of the realities of professional practice, and an ability to articulate and communicate at a professional level. The curriculum is designed to develop intellectual maturity, curiosity, personal innovation, risk-taking, independent enquiry, and effective management and planning skills.

The central aim of the course is to place students into the creative industries after graduation. The skills they develop during the course are consistently tailored and updated in relation to current industry needs through constant dialogue with practitioners, art directors, and current trends in the practice and theory of Graphic Design.

To facilitate their employability, students are encouraged to undertake placements mainly during their second and third year of study. Independently created opportunities are also supported and encouraged. To these ends, the course makes full use of alumni and industry contacts, and placement or internship opportunities are constantly uploaded to Blackboard. Folio advice is offered as part of Personal Mentoring and through the support of Industry Mentors.

Other direct support for employability includes:

- Facilitating direct contact with the creative agencies, as well as practitioners who can facilitate or advise on employment and placement opportunities.
- Live project briefs set by the industry.
- Placements achieved through external design briefs written by designers and facilitated by international student design competitions such as YCN and D&AD Student Awards.
- Contact with industry guest speakers, industry mentors, and during project and portfolio feedback sessions hosted by industry.
- Making key contact information (relevant individuals, design studios and advertising agencies) available to Year 2 students prior to the Summer break. Plus to Year 3 student prior to finishing the course, and during personal tutorial discussions as a response to individual career aspirations.
- Year 3 students organised visiting guest speaker 'Chitter Chatter' talks and workshops.
- Students are encouraged to develop personal portfolio websites and a curriculum vitae, which are developed and maintained with tutor support throughout the course.

3.2 Aims and Objectives

Aims:

- To equip students so they can anticipate and develop the technical, creative, and soft professional skills and knowledge required for entering a range of employment categories across the spectrum of graphic design, moving image and creative communications businesses.
- To enable students to develop and practice personal graphic design specialisms in a self-motivated, imaginative, and inventive manner.
- To develop cognitive abilities that relate to aesthetic, ethical and social contexts of human experience. For example, to be aware of a designer's responsibilities to consider issues of social justice, equality and diversity, as well as social, environmental and economic sustainability issues relating to design.
- To develop a critical, global, historical and contemporary, contextual awareness of design and the creative economy, and understand how this awareness underpins the process of creative development and visual communication design practice, both as the author and in relation to a targeted audience.

- To develop an approach to study which will enable continuing intellectual, empirical and visual enquiry, reflection, resilience, self-determination through personal development, employment, or entry to postgraduate education.

Objectives.

By the end of the course students will be able to:

- demonstrate a sound, working understanding of all platforms, techniques and methods (digital and traditional) required for the creative and innovative exploration of a range of processes and ideas relevant to visual communication design.
- produce original work to a professional standard.
- successfully perform as visual communication practitioners, both on an individual basis, and collaboratively as part of a design team, and across a range of activities in accordance with professional standards and requirements.
- express a sound, critical, awareness of the global, historical and contemporary, contextual facets of the creative economy, and understand how this awareness underpins the process of creative development and visual communication design practice, both as the author and in relation to a targeted audience, and so they can fully anticipate present and future trends.

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 essential and desirable skills which will equip and prepare students for continuing personal development and professional practice in the field of graphic design or a related profession.
- 2 How to present a portfolio of work that offers evidence collated and displayed accorded to Graphic Design principles, and which reflects an acceptable ability to research, synthesise data, conceptualise and communicate visually.
- 3 How to apply, consolidate and extend their learning according to their specific interests and their intended career progression.

4.2 Subject Specific Intellectual Skills

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

- 4 Employ various modes of thinking (lateral, convergent and divergent) in the processes of observation, investigation, speculative enquiry, visualisation, innovation, problem-solving and/or making.
- 5 Apply resourcefulness, entrepreneurial skills and an awareness of Intellectual Property issues in order to support their own and others' practice.
- 6 Produce work that is 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 Produce work that is informed by the artist's or designer's relationship with self, intended audience, client, market, user, consumer etc., by resolving complex visual communication problems informed by research and design process.
- 8 Compose communication solutions that are informed by the relevant, significant results of other design practitioners.

4.3 Subject Specific Practical Skills

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

- 9 Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activities/goals, and able to evidence this process through sketchbooks and/or research documents.
- 10 Select, explore, use and make appropriate use of materials, processes and environments,

showing understanding of quality standards and attention to detail.

- 11 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, including software skills, typographic skills and detailing.
- 12 Manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination.
- 13 Skilfully and imaginatively use media, materials, techniques, processes, technologies, workshops, software and tools associated with the subject, whilst observing good and safe working practices.
- 14 Develop work which is informed by the implications and potential for Graphic Design, key developments in current and emerging media and technologies, and the increasingly multidisciplinary nature of contemporary design practice.
- 15 Produce work which is informed by the relationship between the aesthetic, semiotic and intended function/purpose from both an authorial role, and in relation to an specific/specified audience.

4.4 Transferable Skills and Attributes

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

- 16 Effectively utilise self-management practices, to study independently, set goals, manage their own workloads, meet deadlines and produce professional quality work in portfolios, formal presentation or critiques.
- 17 Anticipate and accommodate change, and work comfortably within the contexts of ambiguity, uncertainty and unfamiliarity, studying independently.
- 18 Demonstrate a critical awareness and the ability to analyse information and experiences, formulate independent judgement and articulate reasoned arguments through reflection, review and evaluation.
- 19 Formulate reasoned responses to the critical judgements of others.
- 20 Identify personal strengths and needs in response to their career progression and planning.
- 21 Interact effectively with others, through collaboration, collective endeavour, peer review and negotiation.
- 22 Demonstrate effective communication and presentation skills, and the ability to articulate ideas and information comprehensively in visual, oral and written forms (for example an extended essay/dissertation).
- 23 Effectively present textual and visual information to audiences in a range of situations.
- 24 Research, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
- 25 Select and employ relevant communication and information strategies, through the appropriate use of technology and craft.

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

This programme has an outward facing and practice-led approach to teaching graphic design through quasi-professional, studio-based scholarship. Combined with the academic team's focus on pastoral and learning support, it has professional knowledge exchange and wellbeing at its core, with an emphasis on creating a shared learning community in a distinctive studio setting. The course is comprised of a set of sequential teaching and learning objectives designed to stretch students and develop their abilities across the three levels of study, specifically via a range of professional practice-informed and situated learning opportunities, such as international student design competitions, links with the industry and working in teams.

The staff cohort is comprised of full-time, part-time and associate lecturers who are either active design practitioners or researchers engaged in various forms of design research and scholarly activity. Programme staff therefore make valuable contributions to the learning and teaching experience of students through the use of their own transferable knowledge and skills. The learning and teaching strategy fundamentally aims to develop natural talent and so encourages students to pursue areas of specialism during their tenure. Students are supported outside of formal taught sessions, specifically through one-to-one personal tutoring, but also through the use of various online resources, such as Blackboard and Lynda.com, but also by technicians, and various support staff. During these periods students are encouraged towards processes of self-development by taking an active role in their learning, utilising effective management of time and available resources. Intellectual and practical skills, developed through the teaching and learning programme are outlined in the Programme Structure and Programme Outcomes.

The programme also utilises a broad pool of external, industry contacts and accomplished practitioners in Graphic Design and other, related industries. These relationships continue to invigorate and moderate how learning is facilitated and how teaching is approached. This also serves to foster industry placements and potential employment opportunities for students.

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

- Technical and tutorial support and guidance in industry standard software; a print studio which supports the programme's emphasis on the extrapolation of digital to non-digital mark-making, and on physically applying print theories to practice; a maker lab which supports the programme's emphasis on craft and the hand made; and 3D laboratories which assist students realise three dimensional design solutions.
- Project work and briefs tailored to the various stages in a student's development, and enabling a focus on subject specific knowledge, skills and understanding, enhancing creativity, and the on-going development of technical and digital skills. These briefs aim to facilitate core learning that also promotes risk-taking, developing a visual vocabulary and a design acumen, independent and team-based enquiry, and the use of empirical or qualitative research processes to enable problem solving through iterative design and ideation processes.
- Historical, theoretical and cultural study (lectures, seminar-discussion sessions, study skills workshops) which are intended to compliment and underpin students' studio work, enabling them to anticipate present and future trends, and to form a basis for the development of a personal reflective creative practice. This also develops students' research skills, effective communication skills (written

and verbal), including the ability to defend and argue.

- Individual tutorials: with 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: practical experience of communicating their work and ideas in a structured way, stimulating group discussion and debate, and enabling them to defend their work.
- 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 which provide 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 provide the chance to extend knowledge and raise awareness of professional practice.
- Field/research trips and study visits, which 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.

Digital Platforms and Virtual Learning:

The BA Graphic Design programme is defined by the use of current, industry-standard digital processes, means and techniques, which are embedded in the course's core philosophy of quasi-professional, studio-based scholarship. The University's Digital Strategy (2017-21) also underpins ongoing programme and pedagogic development in relation to the development of new and emerging digital mobile platforms. The use of digital tools, such as Blackboard (which provides students with online platforms to access study materials such as recommended readings, links, video/study guides etc); Lynda.com, and the Adobe Creative Cloud supports the student experience. These also enhance student learning and employability through the exposure to a range of digital tools and approaches that offer transferable skills beyond the taught curriculum. These will be included either as recommended or as mandatory viewing in the course.

5.2. Assessment Strategy

Students will be given formal assignment briefs outlining the learning outcomes and required work for assessment, and of assessment schedules and requirements via the programme handbook, schemes of work, and Blackboard. The programme's assessment strategy aims for a holistic result that offers students multiple opportunities to self-evaluate their progress and skills, but also to build an awareness of their levels of understanding around the technical, practical, theoretical and conceptual aspects of the subject. This is staged to include presentations of their work at the end of assignment blocks; and at formative and summative assessment points in the course programme. The objective is therefore to offer students feedback and 'feed-forward' opportunities that result in a

deeper learning experience.

All feedback and assessments draw on the programme outcomes detailed within assignment briefs, framed to facilitate understanding, knowledge, creativity and to develop subject specific, intellectual and transferable skills, demonstrated through the submission of practical projects and written assignments. Assessment is completed through both formative and summative assessment methods.

Formative:

As indicated, 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:

The course structure is characterised by a series of 'long thin' modules and a number of varied assignment/project briefs that are taught and assessed across the academic year. This means that the student will receive a set of finalised marks at the end of semester B. Where appropriate, some intermediate marking may be employed within modules. Assignment marks will be calculated 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 both semesters. However, additional reviews may be scheduled with students who require additional support.

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, and evaluating the assignment outcomes against the requirements stated in modules, student handbooks and on the project briefs. These evaluations occur at scheduled intervals which are indicated in student handbooks, on the schemes of work and on project briefs. As indicated, marking criteria are clearly stated either on the project briefs or in the student handbooks.

Assessment is against the presentation of practical portfolio 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. Feedback is offered by way of an assessment rubric that depicts the student's performance graphically and through written feedback. These are posted online via Blackboard for record keeping and allow students to confidentially access their results online. It is on the basis of this formal assessment that a final grading is made for any module.

The 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
Design Fundamentals 1 2019-20	30	Core
Graphic Communication 1 2019-20	30	Core
Visual Expression 1 2019-20	30	Core
Contextual Studies 1 2019-20	30	Core

Level 2

Title	Credit Rating	Core / Optional
Design Fundamentals 2 2020-21	30	Core
Graphic Communication 2 2020-21	30	Core
Visual Expression 2 2020-21	30	Core
Contextual Studies 2 2020-21	30	Core

Level 3

Title	Credit Rating	Core / Optional
Design Fundamentals 3 2021-22	30	Core
Graphic Communication 3 2021-22	30	Core
Visual Expression 3 2021-22	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
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"/>
Design Fundamentals 1 2019-20	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Graphic Communication 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"/>	
Visual Expression 1 2019-20		<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 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"/>
Design Fundamentals 1 2019-20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
Graphic Communication 1 2019-20			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Expression 1 2019-20	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	PO25
Contextual Studies 1 2019-20	<input checked="" type="checkbox"/>
Design Fundamentals 1 2019-20	<input checked="" type="checkbox"/>
Graphic Communication 1 2019-20	
Visual Expression 1 2019-20	

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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Design Fundamentals 2 2020-21	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Graphic Communication 2 2020-21	✓	✓					✓		✓	✓		
Visual Expression 2 2020-21	✓	✓	✓		✓			✓	✓		✓	✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contextual Studies 2 2020-21			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Design Fundamentals 2 2020-21	✓	✓										
Graphic Communication 2 2020-21	✓			✓	✓	✓			✓	✓		
Visual Expression 2 2020-21		✓		✓				✓		✓		
												PO25
Contextual Studies 2 2020-21												✓
Design Fundamentals 2 2020-21												✓
Graphic Communication 2 2020-21												
Visual Expression 2 2020-21												✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Contextual Studies 3 2021-22	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
Design Fundamentals 3 2021-22	✓	✓	✓	✓				✓	✓	✓	✓	
Graphic Communication 3 2021-22	✓	✓	✓	✓		✓	✓			✓	✓	
Visual Expression 3 2021-22	✓	✓	✓		✓				✓			✓
	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20	PO21	PO22	PO23	PO24
Contextual Studies 3 2021-22			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Design Fundamentals 3 2021-22	✓	✓	✓							✓	✓	
Graphic Communication 3 2021-22	✓		✓	✓							✓	
Visual Expression 3 2021-22	✓	✓		✓	✓	✓		✓		✓	✓	
												PO25
Contextual Studies 3 2021-22												✓

Design Fundamentals 3 2021-22

Graphic Communication 3 2021-22

Visual Expression 3 2021-22

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	
Contextual Studies 1 2019-20													
Design Fundamentals 1 2019-20													
Graphic Communication 1 2019-20													
Visual Expression 1 2019-20													
	13	14	15	16	17	18	19	20	21	22	23	24	
Contextual Studies 1 2019-20													
Design Fundamentals 1 2019-20													
Graphic Communication 1 2019-20													
Visual Expression 1 2019-20													
	25	26	27	28	29	30	31	32	33	34	35	36	
Contextual Studies 1 2019-20								100					
Design Fundamentals 1 2019-20										100			
Graphic Communication 1 2019-20										100			
Visual Expression 1 2019-20										100			
	37	38	39	40	41	42	43	44	45	46	47	48	
Contextual Studies 1 2019-20													
Design Fundamentals 1 2019-20													
Graphic Communication 1 2019-20													
Visual Expression 1 2019-20													
								49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Contextual Studies 1 2019-20													
Design Fundamentals 1 2019-20													
Graphic Communication 1 2019-20													
Visual Expression 1 2019-20													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 2 2020-21												
Design Fundamentals 2 2020-21												
Graphic Communication 2 2020-21												
Visual Expression 2 2020-21												

	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 2 2020-21												
Design Fundamentals 2 2020-21												
Graphic Communication 2 2020-21												
Visual Expression 2 2020-21												

	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 2 2020-21								100				
Design Fundamentals 2 2020-21										100		
Graphic Communication 2 2020-21										100		
Visual Expression 2 2020-21										100		

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

Graphic Communication 2 2020-21													
Visual Expression 2 2020-21													
								49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)
Contextual Studies 2 2020-21													
Design Fundamentals 2 2020-21													
Graphic Communication 2 2020-21													
Visual Expression 2 2020-21													

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Contextual Studies 3 2021-22												
Design Fundamentals 3 2021-22												
Graphic Communication 3 2021-22												
Visual Expression 3 2021-22												
	13	14	15	16	17	18	19	20	21	22	23	24
Contextual Studies 3 2021-22												
Design Fundamentals 3 2021-22												
Graphic Communication 3 2021-22												
Visual Expression 3 2021-22												
	25	26	27	28	29	30	31	32	33	34	35	36
Contextual Studies 3 2021-22								100				
Design Fundamentals 3 2021-22										100		
Graphic Communication 3 2021-22										100		

Visual Expression 3 2021-22											100		
	37	38	39	40	41	42	43	44	45	46	47	48	
Contextual Studies 3 2021-22													
Design Fundamentals 3 2021-22													
Graphic Communication 3 2021-22													
Visual Expression 3 2021-22													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Contextual Studies 3 2021-22													
Design Fundamentals 3 2021-22													
Graphic Communication 3 2021-22													
Visual Expression 3 2021-22													

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									

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO1								✓	
PO2					✓				
PO3									

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO1							✓		
PO2	✓		✓						
PO3							✓		

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO1									
PO2									
PO3									

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO1									✓
PO2									

PO3

Subject Specific Intellectual Skills

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO4								✓	
PO5									
PO6									
PO7									
PO8				✓					

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO4									
PO5	✓						✓		
PO6	✓								
PO7									
PO8							✓		

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO4	✓					✓			
PO5			✓			✓			
PO6							✓	✓	
PO7		✓						✓	
PO8									

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO4	✓								
PO5								✓	
PO6				✓					

PO7									
PO8							✓		
	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO4	✓								
PO5					✓				✓
PO6					✓	✓			
PO7							✓		
PO8							✓		

Subject Specific Practical Skills

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO9									
PO10					✓			✓	
PO11									
PO12									
PO13									✓
PO14									✓
PO15									

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO9		✓		✓	✓				
PO10				✓					
PO11									
PO12									
PO13									
PO14									
PO15									

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO9						✓			✓
PO10			✓	✓					
PO11						✓			
PO12									
PO13					✓				
PO14					✓		✓	✓	
PO15									✓

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO9	✓								✓
PO10		✓			✓				
PO11			✓						✓
PO12			✓						
PO13		✓							
PO14						✓			
PO15									

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO9									
PO10		✓							
PO11									
PO12				✓					
PO13		✓						✓	
PO14						✓		✓	
PO15									

Transferable Skills and Attributes

	ARTGGS01	ARTGGS02	ARTGGS03	ARTGGS04	ARTGGS05	ARTGGS06	ARTGGS07	ARTGGS08	ARTGGS09
PO16	✓								
PO17		✓							
PO18						✓			
PO19		✓	✓	✓					
PO20									
PO21					✓				
PO22						✓	✓		
PO23							✓		
PO24			✓					✓	✓
PO25						✓			

	ARTGGS10	ARTGGS11	ARTGGS12	ARTGGS13	ARTGGS14	ARTGGS15	ARTGGS16	ARTGGS17	ARTGGS18
PO16		✓		✓				✓	
PO17			✓						
PO18			✓	✓	✓	✓			
PO19							✓		
PO20								✓	
PO21									✓
PO22									
PO23									
PO24						✓			
PO25									

	ARTGGS19	ARTGGS20	ARTGGS21	ARTGGS22	ARTGGS23	ARTGGS24	ARTGGS25	ARTGGS26	ARTSSKU0 1
PO16									
PO17		✓							
PO18				✓					
PO19									
PO20									
PO21									
PO22	✓					✓			

PO23	✓	✓							
PO24									
PO25					✓	✓			

	ARTSSKU0 2	ARTSSKU0 3	ARTSSKU0 4	ARTSSKU0 5	ARTSSKU0 6	ARTSSKU0 7	ARTSSKU0 8	ARTSSKU0 9	ARTSSKU1 0
PO16									✓
PO17									
PO18			✓	✓					
PO19				✓					
PO20									
PO21									
PO22									✓
PO23					✓				
PO24	✓								
PO25									

	ARTSSKU1 1	ARTSSKU1 2	ARTSSKU1 3	ARTSSKU1 4	ARTSSKU1 5	ARTSSKU1 6	ARTSSKU1 7	ARTSSKU1 8	ARTSSKU1 9
PO16									
PO17									
PO18			✓						
PO19							✓		
PO20									
PO21									
PO22									
PO23									
PO24									
PO25								✓	

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*