	Programme Specification

1.	Awarding Institution/Body	Luminate Education Group
2.	Delivery Location(s)	*Quarry Hill Campus*
3.	Programme Externally Accredited by (e.g. PSRB)	*N/A*
4.	Award Title(s)	*Foundation Degree Graphic Design & Illustration*
5.	FHEQ Level *[see guidance]*	*5*
6.	Bologna Cycle *[see guidance]*	Short cycle (within or linked to the first cycle) qualifications
7.	HECoS Code and Description	W220
8.	Mode of Attendance *[full-time or part-time]*	*Full Time* *Part Time*
9.	Relevant QAA Subject Benchmarking Group(s)	FD Characteristics Statement 2015 FD Subject Benchmark, Art and Design,2017
1	Relevant Additional External Reference Points	
1	Date of Approval/ Revision	
1	Criteria for Admission to the Programme	

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer
Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	

	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course
	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)

<u>Additional entry criteria</u>

1. Educational Aims of the Programme

The overall aims of the programme are to:
- Provide a challenging, high quality practical Graphic Design & Illustration programme
- Produce graduates with an aesthetic sensibility and an appreciation of quality and detail
- Develop graduates with the ability to factor ethical considerations into creative practice
- Produce graduates who can work independently, with resilience and self-determination
- Produce industry ready creatives able to work across a range of disciplines
- Equip graduates with a wide range of skills, such as communication, team working, project management and interdisciplinary working, enterprise, and entrepreneurialism
- Deliver a wide range of professional skills relevant to the contemporary industry, including emerging technologies
- Instil an interdisciplinary approach to Graphic Design and Illustration by collaborating with other creative disciplines on internal and external projects
- Produce creatives with skills that reflect the needs of the contemporary industries by embedding emerging technologies

14.	Learning Outcomes
	The programme will enable students to develop the knowledge and skills listed below.
	On successful completion of the programme, the student will be able to:

Knowledge and Understanding (insert additional rows as necessary)	
K1	Evaluate ideas, theories and principles to contextualise graphic design and illustration
K2	Analyse contemporary issues pertinent to graphic design and illustration practice

Cognitive/Intellectual Skills (insert additional rows as necessary)	
C1	Analyse sources to create balanced, logical and supported arguments
C2	Interpret theories and concepts to inform graphic design and illustration practice
C3	Identify problems within graphic design and illustration and generate solutions

Practical/Professional Skills (insert additional rows as necessary)	
P1	Operate ethically in a professional context
P2	Autonomously create graphic design and illustration projects
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of graphic design and illustration
P4	Produce technically accomplished graphic design and illustration work using specialist equipment and working methodologies

Key Transferable Skills (insert additional rows as necessary)	
T1	Reflect on performance
T2	Develop knowledge, skills and competencies informed by career aspirations
T3	Effectively use a range of communication methods

15.	Key Learning & Teaching Strategy and Methods

This course is practical, and the teaching and learning is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry. These are skills that will carry them forward in their creative careers.

To reflect the practical nature of the programme 60 credits of Level 4 are focussed on making, to develop the students' practical skills which can then be applied to the academic and work-related modules. For example, the training delivered in 'Image Making', 'Typography' and 'Visual Communication' will inform the 'Commercial Practice' module in which those skills are applied to create commercially viable outcomes. These skills also underpin the practical work at L5, where students will begin to focus their practice, work with clients and develop personal projects. The development of core skills at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create engaging artworks in 'Live Briefs' and to realise their ideas into well resolved bodies of work in the module 'Personal Project'.

The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to work in a non-simulated culture by engaging with the creative community and embedding a professional ethos within the programme. This collaborative and real-world approach to the creative industries will support students' progression into professional practice or further study beyond the course.

Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of studio critiques, where students are able to give and receive peer feedback and personal tutorials. Contextual studies will be taught in a range of lectures and seminars to explore the key themes and ideas stimulating intellectual enquiry. To support autonomous study, students will be given a personal supervisor to provide guidance through the modules. Projects are sequenced to support the student to act with increasing levels of autonomy to interpret briefs.

The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout all of the programme modules.

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure constant student engagement to maintain a professional contextualisation of practical work, and to teach the transferrable skills in a way that is purposeful for the students training as a graphic designer & illustrator.

Within 'Graphic Design & Illustration in Context' and 'The Creative Professional' modules, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. 'The Creative Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within the contemporary industry in the modules, 'Visual Communication', 'Commercial Practice', and 'Live Brief' 'Industry Event' and 'Contemporary Issues in Graphic Design & Illustration'. Work related learning opportunities are at the core of the programme.

The course content is developed in such a way as to change student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. For this to be successful, the teaching of these core ideas and values within a classroom setting needs to be coupled with direct

experience of the creative field. This will be achieved through our strong local links with institutions who are central to the industry within the region.

The college supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning. HE Creative Arts extend this scheme to give the students the opportunity to purchase iPads to support their studies. Should students not wish to purchase an iPad a number are available to loan from the Creative Arts Technical services. Students are supported throughout their programme of study by the wider HE Creative team receiving specialist support from the technical team and technical demonstrators as well as academic support from the subject librarian.

Remote working reflects industry practices, and students are supported to work online using technology and emerging technologies such as Scribble, an application for remote collaborative drawing.

16.	Key Assessment Strategy and Methods

Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme and the students' specialisms. To develop skills and a critical relationship with their practice there are many practical 'portfolio' assessments. The format of these changes throughout the programme, some are technical test pieces, workbooks or rough sheets, and some are more resolved bodies of work. Others respond to a client or live brief stimulus to give the student real experiences of producing Graphic Design and Illustration work in a professional context. These practical assessments are contextualised by the module's other assessment in the form of a reflection, workbook, statement or presentation. This is to develop the students' understanding of their practice as a creative professional, and to understand the impact of the creative decisions that they make to the audience/viewer.

To prepare students for industry these occur in a range of contexts, from presenting prototypes, to industry panels in response to client briefs, to an audience and so forth. This reflects the breadth of situations that they may encounter in professional life beyond the course, expanding their understanding of the work involved in being a designer/illustrator.

Several of the assessments require students to engage with a wider audience whether that be through an event, to peer group or online. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network. There are many assessments that focus on contextualising practice and reflecting on personal performance. These assessments are constructed to develop students as creatives, to support a reflective developmental practice which will help them to build sustainable careers.

Students will produce workbooks, statements and reflections to contextualise their practice to build a critical relationship with their work. There is one formal piece of academic writing per year, and this will prepare students for further study. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing. The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at Leeds City College, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The programme will use a variety of formative assessment methods. Tutor, peer and self-assessment will be used throughout the programme to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.

17.	Programme Modules						

Level 4

Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable	Variance
	Typography	20	Core		x	
	Image Making	20	Core		x	
	The Creative Professional	20	Core		x	
	Commercial Practice	20	Core		x	
	Visual Communication	20	Core		x	
	Graphic Design & Illustration in Context	20	Core		x	

Level 5

Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable	Variance
	Live Brief	40	Core	x		
	Collaboration	20	Core		x	
	Contemporary Issues in Graphic Design & Illustration	20	Core		x	
	Personal project	20	Core		x	
	Industry event	20	Core		x	

18.	Programme Structure
	Level 4: Level 4 modules: The purpose of Level 4 is to provide a solid foundation of practical skills, to develop a critical awareness of canonical themes and debates within Graphic Design and Illustration, to encourage the students to experiment and to take risks, and to introduce the creative industries. During Level 4, students will gain intrinsic practical skills and develop creative methodologies which will underpin the development of the students' personal practice and creative identity during Level 5. Level 4 introduces students to a range of foundation graphic design and illustration techniques, practices, ideas and methodologies, and supports the students transition into Higher Education. The practical skills modules at Level 4 introduce students to key graphic design and illustration techniques, and then challenge them to experiment with those more abstractly to develop creative responses to briefs. The broad techniques that they will engage with during these modules are traditional analogue drawing, digital drawing, typography, letterpress, printing, collage, screen-printing, photography, studio photography, web, the Adobe suite and Procreate. The techniques learnt within these modules will enhance the students understanding of graphic design and illustration practice and inform the work that they produce throughout the programme and beyond. These modules will require the students to think conceptually around the practice that they are engaging with, for example in Visual Communication students are challenged to consider the audience and understand how designs and illustrations communicate with a viewer. Students respond to the challenge of communicating by producing visual responses to real world scenarios and professional briefs. Within this module students will also consider the ethics of communication and a socially engaged design and illustration practice. Throughout these modules, students will be encouraged to think about contemporary practices in a professional context by continually focussing on the use of these methods within the industry through studio visits and artist case studies. Within the 'Graphic Design and Illustration in Context' module, the students will begin to underpin their practice critically through the introduction of canonical graphic design and illustration theories, concepts and ideas. Students will consider what it is to be a contemporary creative and how their work adds to the critical debate. This module functions both to advance their understanding of the history of graphic design and illustration, but will give the students the knowledge and understanding to critically engage with their work and the work of others as they continue their studies, critically underpinning their practice as the develop more autonomous projects during Level 5. Through 'The Creative Professional', students will consider their career trajectory and personal development by auditing their skills in response their career aspirations and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional artist to gain a greater understanding of the working practices of a professional. **Level 5:**

Level 5 modules:

Through the skill building of Level 4, the students will be prepared with the skills and thinking to operate on the next level. Level 5 builds upon those foundation skills and knowledge, focusing on a deeper development of practical skills, professional engagement, and the student's artistry and creativity. This year introduces them to their first forty-credit module 'Live Brief', this extended module will provide the opportunity for students to develop engaged and well resolved bodies of work in response to a variety of client briefs to give them experience of working in a range of contexts. It is within this module that students can combine the practical skills and specialisms that they have been developing on the course so far and build on the professional interests that they have developed in the semester 1 module 'The Creative Professional' and 'Commercial Practice' to form a professional portfolio. The experience of working with a live brief and clients will give the students the opportunity to work outside of an academic setting to develop a professional mindset in the students.

During the 'Industry Event' module students will create a public facing event, building on an understanding of branding ad marketing in 'Visual Communication' students will have to deeply consider messaging, colour, branding and semiotics to define their practice. This could be a traditional exhibition, launch of an online project, artist talk, comic launch, workshop etc. Students are challenged to consider the variety of events pertinent to the industry and develop a response. The marketing, promotion and archiving of this event are integral to this module and introduce the student to the key principles of building a creative identity, branding and generating an audience. Having the control of conceiving and creating an event will be a great opportunity for the students to experience different key stages of creativity. All of this should help students gain more insight into the future direction they may take.

'Collaboration' is key to the programme, and to the potential employment opportunities of the students in Leeds and has been created in response to a changing industry. Leeds is becoming a creative hub of freelancers, microbusinesses, and more recently larger creative organisations and this module is responsive to this change within the city. Interdisciplinary collaboration is central to the artists ability to thrive in the industry and this module provides the opportunity to collaborate with students within the wider Creative Arts department from other creative disciplines, and external creatives to produce a body of work.

This module will also help the students gain a greater understanding of the importance of teamwork through various group led tasks. Reflection will be encouraged so that the students deeply considers thier own strengths and weaknesses and how collaboration can be used to compliment a group not hinder it.

The 'Contemporary Issues in Graphic Design and Illustration' module builds on foundation theories, ideas and principles and examines the debates pertinent to contemporary practice. This module will draw on contemporary design and illustration to critically examine their concepts to help the students to situate their own practice within the contemporary debate.

Whether you are interacting with colleagues, conceiving ideas or constructing artwork, its vital students understand that at all stages of creative development deep consideration

needs to be given to various internal and external factors. Students will be encouraged to ask questions like: What ethics am I projecting with this project? How does environmental sustainability effect my idea? Are my illustrations culturally offensive? Has gender been fairly represented in my design?

In the end, it's about the students giving dynamic thought the socio-political/economic consequences to their own creative actions.

Shared modules:

The shared modules are integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Being taught regularly together from the beginning, alongside shared activities and events such as visiting speakers, work experience opportunities and extra-curricular projects students will regularly encounter their peer working across a range of creative programmes. Students will be taught across disciplines from the beginning of Level 4 in the Creative Professional by undertaking industry research to underpin their practical projects and will be introduced to professional skills and working methodologies. In semester 2 of Level 4 students will apply this to the production of a commercially focussed project giving them their first experiences of professional practice and considering themselves as a professional practitioner. Alongside gaining experience this module will invite the students to begin to focus their practices informed by their professional aspirations.

Being taught together regularly in Level 4 will give them insight into the wider creative industries and support the practical collaborations produced in Collaboration at Level 5, where the students are asked to work together on a practical project. The aspiration is that this module will open up the students to creating further collaborative works in the 'Live Brief' and into Level 6 or to prepare them for the realities of professional practice. Throughout these experiences the students are developing a supportive network of their peers to support each other to complete ambitious creative projects in the future which require input from a range of practitioners.

The delivery of the shared modules will be split between working as a whole group and within their curriculum areas. The delivery to the wider group will impart key creative principles such as self-reflection or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries. These broader principles will then be contextualised to the students' own specialisms through accompanying seminars and workshops.

Structure Full Time:

Students will have 9 hours module delivery per week, with an additional 2 hours tutorial at Level 4, and 10 hours module delivery per week with 1 hour tutorial at Level 5. This will be delivered over 2.5 days per week.

Level 4

Semester 1	Typography	Image making	The Creative Professional
Semester 2	Visual Communication	Commercial Practice	Graphic design & Illustration in Context

Level 5

Semester 1	Collaboration	Live Brief	Contemporary Issues in Graphic Design & Illustration
Semester 2	Personal Project		Industry Event

Structure Part Time:
Year 1

Semester 1	Typography	Professional Development
Semester 2	Visual Communication	Commercial Practice

Year 2

Semester 1	Image Making	Collaboration
Semester 2	Industry Event	Graphic Design & Illustration in Context

Year 3

Semester 1		Contemporary Issues in Graphic Design & Illustration
Semester 2	Live Brief	

19.	Apprenticeships
	N/A

20.	Support for Students and Their Learning

- ∉ The award adopts the approach to student learning support as identified below:
- ∉ Programme underpinned by developing practical skills and students' own practice
- ∉ Excellent professional network to career trajectory
- ∉ Taught in the cultural Quarter of Leeds in proximity to a network of stakeholders
- ∉ Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community
- ∉ Visiting lecturers to support breadth of techniques delivered
- ∉ Student welfare and support from Registry, including counselling and financial advice
- ∉ Extended pastoral support in Level 4 (2 hours per week) to support students transition to higher education
- ∉ Pastoral support in Level 5 (1 hour per week) to support students' progression and development
- ∉ Academic skills scaffold throughout the programme to support student transition to higher education, and then from FD to BA(Hons (Top-up) should the student wish to continue their studies
- ∉ Autonomous skills scaffold throughout the programme to support students to become independent practitioners
- ∉ Creative Arts Technicians with a wide variety of expertise to support student projects in a range of specialisms
- ∉ Staff are practicing illustrators and graphic designers to support the student to understand developments in technology or emerging trends within the industry.
- ∉ Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan
- ∉ A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts, meet and classrooms
- ∉ All students receive a device to support them with their studies
- ∉ All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- ∉ There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by a HE Creative Arts Librarian who provides bespoke study skills sessions for students
- ∉ Creative Industry Link Coordinator and Progression Lead to support students to gain professional experience and progression into industry
- ∉ Students to be taught by staff that have ongoing relevant industry practice that feeds into teaching and learning

21.	Distinctive Features
	The Graphic Design & Illustration programme's primary aim is to prepare students with the necessary skills to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. By combining the practical, conceptual, and the theoretical, the course is designed to reflect professional operations expected of our graduates. In line with the QAA Subject Benchmark for Art and Design (2017) the course offers opportunity to hone a range of transferable skills such as the capacity to work independently, encouraging resilience and self-determination as well as those specific to the module outcomes and explicit to the industry. Learning a creative subject in Higher education is an enriching opportunity allowing students to develop their aesthetic sensibility and capacity to be creative. This course recognizes this and aims to produce graduates with excellent technical skills alongside advancing their creativity and artistry in responding to briefs, collaborating with others and developing their own work

This programme is primarily devised to support the student's trajectory into freelance practitioner or working within a micro-business, as this is reflective of the local creative ecology. The enterprising, entrepreneurial and work-related aspects of the programme reflect this and prepare the student to get work, and for the breadth of the work they may undertake. Graphic Design & Illustration gives graduates the skills to undertake a greater number of projects, and the understanding to manage projects as they will have an understanding of, photography, web, and motion graphics through the content of the programme and collaborative working.

The breadth of experience and industry links within the staff team serve to enrich the course providing opportunities for students to participate in live briefs and scenarios, as well as additional workshops with visiting lecturers. Through the strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme as they arise. These may include working with businesses to produce promotional work, to shadowing designers and illustrators and so forth. Within the wider department we have worked with a range of clients including the NHS, Direct Line, Heart Research UK to develop design work for a range of outlets. By engaging with these opportunities during the programme students will develop a meaningful CV in order to support them to become professional practitioners.

Responding to feedback from industry the focus of the course responds to develop graduates' technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to support the student to refine their creative skills and ideas generation. Unlike other acting programmes this programme trains designers to be multi-skilled in response to the evolving industry. Employers demand that creatives have a range of performance skills and this is reflected in the content of the practical modules at Level 4 which includes typography, digital and analogue skills, photography, drawing and web. Level 5 allows students to apply these skills in a range of professional, collaborative and creative contexts to develop the students' ability to work across a range of creative contexts and to manage projects, which were skills that the creative industry particularly valued in graduates.

The programme is structured to enable students to situate their practice within the context of the contemporary industry. In learning about the contextual setting of their discipline(s), students engage with appropriate related theories within global, historical/contemporary |

and cultural/environmental settings, which inform that context and add purpose to their activity addressing point 2.5 in the FD Subject Benchmark, Art and Design,2017. In 'Contemporary Issues in Graphic design & illustration' students will understand and question how to operate as a professional applying ethical and sustainability issues to their professional practice.

Work related learning scaffolds throughout the four semesters of the programme and is focussed on developing the students as freelance practitioners by developing their enterprising, entrepreneurial, and transferrable skills to enable them to find and win work, fulfil creative briefs, and develop their professional network to help to build a sustainable career.

In semester one in The Creative Professional module students explore the creative industries through researching a case study and exploring the range of career trajectories available to them. Students also understand the broad vocational, economic, social and environmental contexts of their study and the range of professional opportunities available to them linking to section 2.4 of the FD Subject Benchmark, Art and Design, 2017. Students are encouraged to make contact with creative professionals to gain insight into working in the creative industries and the range of skills required to build a career. The Personal Development Plan helps the student to focus the development of their personal skills and introduces the student to continuously reflect on and refine their practice, which is key to successful freelance practice. The experiential and active, enquiry-based learning in this module encourages the capacity for independent and self-reflective learning, as well as problem identification and resolution explicit to section 2.6 of the FD Subject Benchmark, Art and Design, 2017.

Commercial Practice in semester 2 of level 4 invites the student to develop a professional project to focus their practice on the area of their creative specialism they wish to pursue. This module provides the students first practical professional experience by producing work that reflects their creative career aspirations.

Collaboration at the beginning of Level 5 challenges the student to work with students from other creative disciplines reflecting industry practices. This module requires the student to reflect on their emerging professional practice and requires them to apply their specialist skills to a creative or commercial collaborative project.

The creative process demands consideration of an audience, user or professional need. The work-related aspect of the programme culminates with the Art Event, and Major Project modules, these public facing modules require the students to produce work for a real audience that reflects their creative identity. Students develop visual and verbal communication skills considering aesthetics and functionality as a consequence of interaction between peers and with tutors and professionals in formal and informal scenarios. These modules require the student to have a well resolved understanding of their work, they will be able to communicate their creative concerns, create professional profiles and produce work to a professional standard. The course makes opportunities for this with the outward facing modules and activities integrated within the course. Section 2.8 of the FD Subject Benchmark, Art and Design, 2017 refers to the necessity of creatives to consider their audience at level 4 this occurs in simulated situations progressing to engaging real audiences in real world scenarios at level 5.

	The sequencing of these modules prepares the student for industry by developing their professional skills, helping them to focus their practice towards their aspirational career trajectory. The module sequence to support the journey of the student from joining level 4 to graduating with a clear professional direction, having gained meaningful work-related experiences and generating content for their creative CV. The students will progress from researching the industry and developing a professional project in level 4, to using their specialism to work their peers across disciplines, and finally to engaging a real audience.

	Stage Outcomes (Undergraduate Awards only)

Key:
K = Knowledge and Understanding   **C** = Cognitive and Intellectual   **P** = Practical Professional   **T** = Key Transferable [*see Section 16 programme specification*]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate ideas, theories and principles to contextualise graphic design and illustration	Explain a variety of graphic design & illustration ideas and concepts
K2	Analyse contemporary issues pertinent to graphic design and illustration practice	Explain a variety of ideas and contexts related to graphic design & illustration and apply to own work
C1	Analyse sources to create balanced, logical and supported arguments	Review a variety of sources to create arguments
C2	Interpret theories and concepts to inform graphic design and illustration practice	Make links between ideas and graphic design & illustration practice using theories and concepts
C3	Identify problems within graphic design and illustration and generate solutions	Explore issues within graphic design & illustration and consider solutions
P1	Operate ethically in a professional context	Operate ethically to create graphic design & illustration projects with guidance

P2	**Autonomously create** graphic design and illustration projects	Act with limited support and increasing autonomy
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of graphic design and illustration	Evidence a developmental approach to graphic design & illustration projects
P4	Produce technically accomplished graphic design and illustration work using specialist equipment and working methodologies	Produce graphic design & illustration projects by competently using a range of equipment, technology, skills and software
T1	Reflect on performance	Reflect on performance with limited guidance
T2	Develop knowledge, skills and competencies informed by career aspirations	Demonstrate a match between career aspirations and personal aptitudes
T3	Effectively use a range of communication methods	Use communication methods appropriate to context

Map of Outcomes to Modules

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Typography					X		X	X	X			
Visual Communication		X		X					X	X		
The Creative Professional		X					X			X	X	
Commercial Practice			X		X	X					X	
Image Making	X		X				X					X
Graphic design & illustration in Context	X			X		X						X

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Live Brief	X	X	X				X		X	X		X
Collaboration					X		X	X		X		
Contemporary Issues in Graphic Design and Illustration	X				X	X					X	
Personal Project		X	X	X				X				x
Industry Event				X		X			X		X	

Map of Teaching and Learning Methods

Level 4

	Lectures	Tutorials	Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques
Typography		x	x	x	x	x		X	x	x
Image Making		x	x	x	x			X	x	x
Creative Professional	x	x			x		x			
Commercial Practice	x	x			x	x	x			x
Visual Communication		x	x	x	x	x	x	X	x	x
Graphic Design in Context	x	x								

Level 5

	Lectures	Tutorials	Practical / Design Workshops	Case studies	Group Critiques	Employer Engagement -Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques
Live Brief	x	x	x	x		x		x	x
Collaboration		x	x		x	x		x	
Contemporary Issues in Graphic Design and Illustration	x	x		x		x			
Personal Project		x	x		x		x	x	x
Industry event	x	x		x		x			

Map of Assessment Methods

Level 4

	Written Assignment	Presentation	Portfolio	Preliminary work	Skills Audit	Case study	Contextual statement
Typography			40% Week 9	60% Week 15			
Image Making	30% Week 28		70% Week 25				
The Creative Professional					50% Week 14	50% Week 6	
Commercial Practice		40% Week 23	60% Week 30				
Visual Communication			40% Week 12				60% Week 13
Graphic design & illustration in Context	50% Week 22	50% Week 29					

Level 5

	Case Study	Artist Talk	Preparatory work	Employer live Brief	Professional Interview	Documentation	Project	Essay	Collaborative Project
Live Brief				40% Week 29			60% Week 30		
Collaboration					30% Week 14				70% Week 10
Contemporary Issues in Graphic design & illustration	40% Week 6							50% Week 13	
Personal Project		30% Week 27					70% Week 27		
Industry event			60% Week 23			40% Week 28			