

Validated Programme Specification

BA (Hons) Graphic Design and Illustration

1.	Awarding Institution/Body	University of Bolton [UoB]
2.	Teaching Institution	Bradford College
3.	Collaborating Organisations <i>(include type)</i>	None
4.	Delivery Location(s) <i>[if different from UoB]</i>	Bradford College
5.	Programme Externally Accredited by (e.g. PSRB)	
6.	Award Title(s)	BA (Hons) Graphic Design and Illustration
7.	UoB Lead School	Art, Design and Media
8.	Additional Contributing Schools	Not applicable
9.	FHEQ Level	6
10.	Bologna Cycle <i>[see guidance]</i>	First cycle (end of cycle) qualifications
11.	JACS Code and JACS Description	W210 Graphic Design
12.	Mode of Attendance <i>[full-time or part-time]</i>	Full Time (3 Years) Part-time (normally 6 Years)
13.	Relevant QAA Subject Benchmarking Group(s)	Art and Design
14.	Relevant Additional External Reference Points <i>(e.g. National Occupational</i>	

	<i>Standards, PSB Standards)</i>	
15.	Date of Production/Revision	V1 - January 2017 V2 – February 2018
16.	Criteria for Admission to the Programme	80 tariff points usually in an arts or media subject. Normally three A levels or BTEC Extended Diploma/Foundation Diploma. Admission is normally based on the portfolio and interview.
17.	Educational Aims of the Programme	
	<p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> • to provide a broad based education in graphic design, illustration & digital media at honours degree level, encompassing a range of cognitive, creative and subject specific skills, knowledge and understanding. • to develop students awareness and understanding of the demands and creative potential of contemporary professional practice in the field of graphic design, illustration & digital media. • to develop critical, evaluative and research skills and enhance the ability to communicate ideas through visual, written and oral literacy. • to develop knowledge and understanding of the different cultural, historical and commercial contexts within which graphic design, illustration & digital media designer/creatives operate, both nationally and internationally. 	
18.	Learning Outcomes	
	<p>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:</p>	
	Knowledge and Understanding	
	K1	Undertake and evaluate a negotiated, self managed major project(s)/brief(s) (K1)
	K2	Critically synthesise, appraise and apply cross- disciplinary knowledge in complex contexts (K2) Draw upon a current progress file and evaluate appropriate knowledge/concepts as an aid to problem solving (K2) Realise a synthesis between concept, process and creative practice (K2)
	K3	Analyse and evaluate the impact of ethical and legal issues relevant to the generation of knowledge in the discipline (K3)

Cognitive/Intellectual Skills	
C1	Draw upon relevant theory to critically evaluate synthesis and appraise data/evidence from appropriate sources to make independent judgements (C1)
C2	Question orthodoxy using balanced, logical and supported argument (C2) Explore, evaluate and apply appropriate logical and creative strategies (C2)
C3	Further develop flexibility and openness to problem solving (C3)
C4	Be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution (C4)

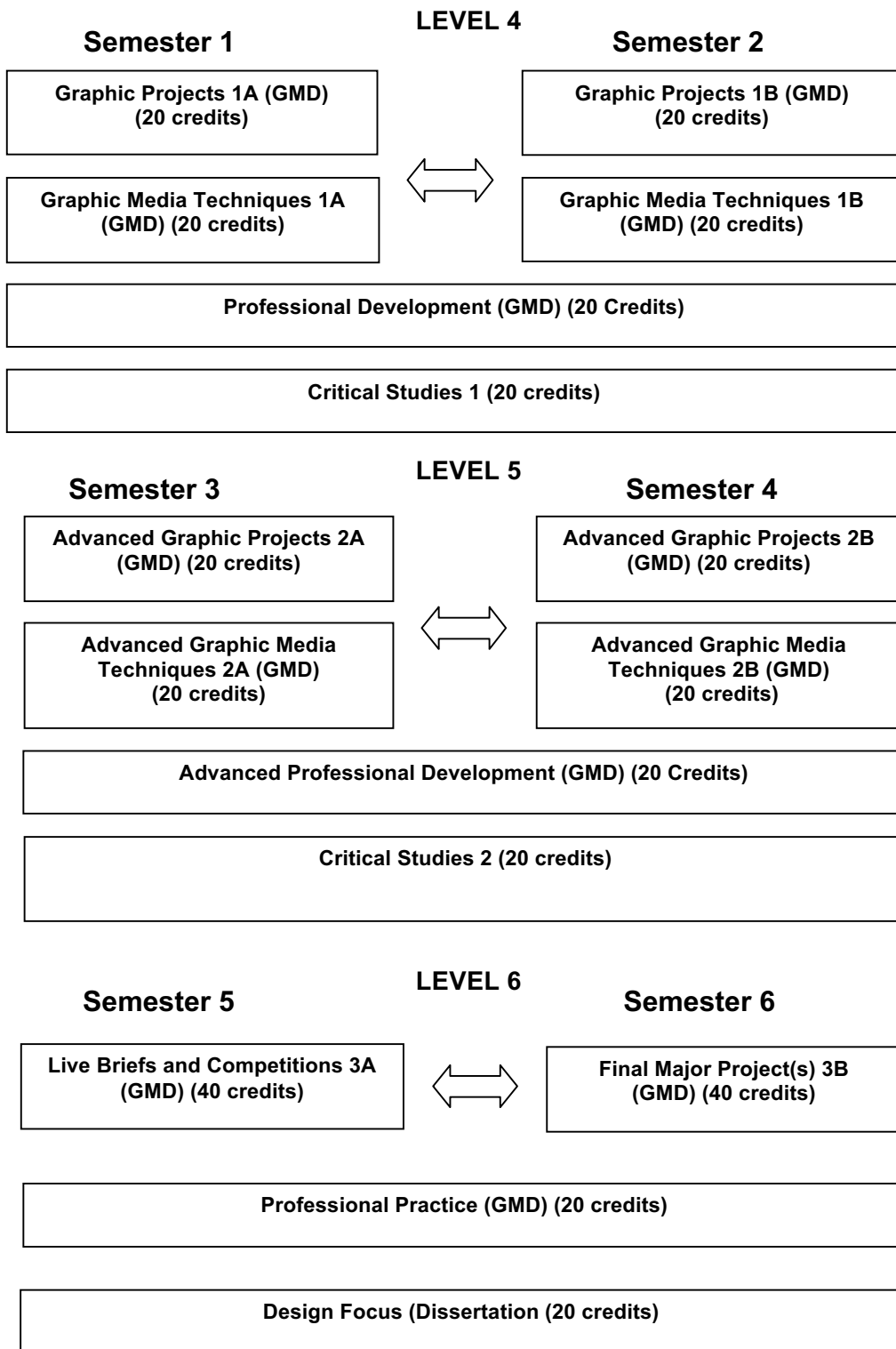
Practical/Professional Skills	
P1	Operate ethically in complex and unpredictable contexts and to critically evaluate possible solutions; requiring selection and application from a wide range of standard or innovative techniques (P1)
P2	Demonstrate the ability to act autonomously with limited supervision within agreed guidelines in the production of a dissertation or alternative visual presentation; producing high quality presentations (P2)
Key Transferable Skills	
T1	Plan, manage and critically evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy (T1)
T2	Demonstrate employment potential and manage future professional development (T2)
T3	Communicate clearly, fluently and effectively in a reasoned and comparative style appropriate to the context (T3) Engage effectively in academic discussion and present arguments in a professional manner (T3)
T4	Select and evaluate appropriate methods for complex and open ended tasks (T4)
T5	Select and evaluate software applications for different tasks within the context of the discipline (T5)
T6	Recognise and evaluate factors which enhance group processes and team-working, and modify and evaluate own personal effectiveness within a team (T6)
19.	<p>Key Learning & Teaching Methods</p> <p>Our students come from a diverse range of starting points and with many and varied aspirations. Our teaching and learning methods build on this diversity, enabling students to develop their own practice, to engage in learning that is active, collaborative, 'deep', holistic and increasingly self-managed and to realise their individual potential and achieve their goals.</p> <p>We provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop individual agency and independent learning through negotiated, self-initiated briefs and assignments.</p> <p>The focus is upon the development of appropriate technical, intellectual and creative skills, knowledge and understanding, enabling experimentation and innovation and the formulation of visual and verbal strategies and languages to generate and</p>

	<p>communicate ideas. We also foster creative, critical and reflective thinking and understanding, the ability to interrelate theory and practice and the understanding and evaluation of the different contexts in which design and artefacts are produced, and in which students operate.</p> <p>Ultimately students acquire a range of transferable skills, self awareness and self confidence, enabling the realisation of individual potential, personal, social and professional development and strategies for professional practice and lifelong learning.</p> <p>Teaching and learning strategies include tutorials, seminars, practical demonstrations, group critiques, lectures, staff and student led presentations, live projects and visits to galleries, museums and other relevant sources.</p>
20.	<p>Key Assessment Methods</p> <p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules. The most common method for practical modules is the presentation of a body of work in portfolio or exhibition form, supported by preparatory work, sketchbooks and learning journals. Essays, seminars, reports, critical appraisals and, at level 6, a dissertation, form the assessable work in some units. Detailed written and verbal feedback forms an integral part of our teaching, learning and assessment strategy.</p>

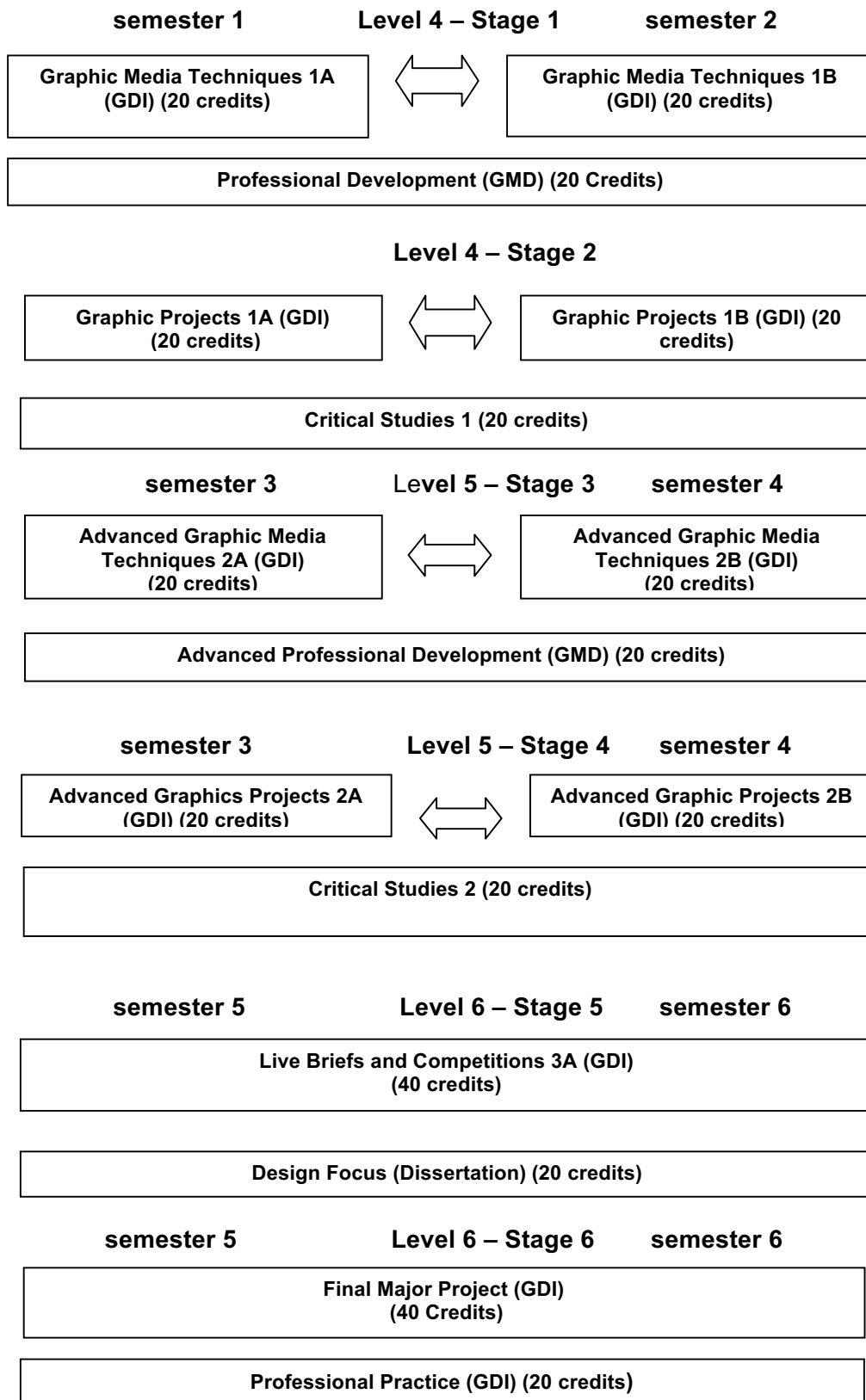
21.	Programme Modules <i>(additional copies to be completed for each named pathway)</i>					
	Level 4					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
	HNUB40015	Graphic Projects 1A (GDI)	20	Core		x
	HNUB40016	Graphic Projects 1B (GDI)	20	Core		x
	HNUB40013	Graphic Media Techniques 1A (GDI)	20	Core		x
	HNUB40014	Graphic Media Techniques 1B (GDI)	20	Core		x
	HNUB40017	Professional Development (GDI)	20	Core		x
	TBA	Critical Studies 1 (GDI)	20	Core		x
	Level 5					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
	HNUB50016	Advanced Graphic Projects 2A (GDI)	20	Core		x
	HNUB50017	Advanced Graphic Projects 2B (GDI)	20	Core		x
	HNUB50014	Advanced Graphic Media Techniques 2A (GDI)	20	Core		x
	HNUB50015	Advanced Graphic Media Techniques 2B (GDI)	20	Core		x
	HNUB50018	Advanced Professional Development (GDI)	20	Core		x
	TBA	Critical Studies 2	20	Core		x
	Level 6					
	<i>Code</i>	<i>Title</i>	<i>Credits</i>	<i>Status</i>	<i>Non-Compensatable</i>	<i>Compensatable</i>
	HNUB60011	Live Briefs and Competitions (GDI)	40	Core	x	
	HNUB60012	Final Major Project(s) (GDI)	40	Core	x	
	HNUB60013	Professional Practice (GDI)	20	Core		x
	HNUB60010	Design Focus (Dissertation)	20	Core	x	

22.

Programme Structure – Full Time



Programme Structure – Part time



23. Support for Students and Their Learning

Our supportive teaching and learning environment is created by a team of well qualified, dedicated academic, technical, administrative and support staff. There is also a wide-ranging college system of additional and specialist student support available.

Students are supported in their learning by our teaching and learning strategies, most notably individual academic tutorial support, which is central to the programme and is constant throughout.

Students are also allocated a Personal Tutor who offers pastoral and practical support and guidance.

Students inhabit a dynamic learning environment, encompassing a wide range of facilities and resources, including:

- digital media suites and access to computer and IT facilities;
- a dedicated drawing studio;
- design studio
- well equipped lecture theatre and seminar rooms.

The College Library includes a large Arts and Design section, which effectively supports and responds to staff and student needs. It comprises a book collection, a large collection of journals and other visual material and subscribes to a number of electronic databases.

Student learning is also supported by the college VLE.

Student learning experience is further enriched by a range of extra-curricular activities, including:

- the 'Random Lecture' series, to which both staff members and visiting speakers contribute;
- a film club;
- educational visits to galleries, exhibitions, industry linked visits, talks and other relevant institutions and events;
- educational visits to important cultural centres both in Britain and abroad.

Academic staff all engage in continuous professional development activities and in specialist research projects, creative practices and scholarly activity, which inform and enrich teaching and learning and contribute to ongoing critical and creative dialogue.

24.

Distinctive Features

BA (Hons) Graphic Design and Illustration

We celebrate individuality and offer you the opportunity to develop unique abilities as a versatile creative designer.

We provide one of the best and broadest design educations in the UK offering a choice of specialisations in graphic design, illustration, moving image, animation, advertising and digital media. Related subject include printmaking typography, letter press, drawing and critical writing.

In year one students are encouraged to explore a diverse range of creative and technical strategies. In year two students will continue their exploration but begin to develop a creative focus in their work. During year three, whilst continuing to engage in a creative and technical exploration, students will develop their own creative and design specialisms.

Students receive quality technical and creative support and access to industry standard facilities. It is intended that by the end of the course they will be ready to engage with the dynamic and changing nature of the graphic design and illustration industry.

We are committed to offering opportunities to students from diverse ethnic, social and cultural backgrounds and draw on their breadth of knowledge to enhance the learning experience.

Staff offer a holistic approach to study and are friendly, enthusiastic and have many years of experience in the design industry. They are all practising designers and have their own specialist areas of experience.

Students are encouraged to explore their individuality and are supported through every aspect of the course both personally and professionally.

Stage Outcomes (Undergraduate Awards only)

Please give the learning outcomes for interim stages of the programme for each named pathway or award, e.g. for Honours degrees programme, Stage/Level 4(1) outcomes, and Stage/Level 5(2) outcomes, and for Foundation Degrees, Stage 1/Level 4 and programme outcomes. Separate Stage/Level 6(3) outcomes are not required as it is assumed that these are consistent with the programme outcomes in the programme specification. (If there have been no significant changes made to the programme outcomes as part of the review, then the stage outcomes from the original programme documentation can be included). Please add additional rows where necessary.

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

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	<p>The ability to undertake and evaluate a negotiated, self managed major project(s)/brief(s) (K1)</p> <p>The ability to undertake and evaluate a negotiated, self managed major project(s)/brief(s) (K1)</p>	<p>Ability to undertake research / enquiry based approaches, showing experimentation and advanced development of different techniques / processes / materials / media. (K1) (Adv GMT 2A)</p> <p>Ability to undertake a range of research / enquiry based approaches, showing experimentation and advanced development of different techniques / processes / materials / media. (K1) (Adv GMT2B)</p> <p>Ability to research and apply primary and secondary source material at a more advanced level (K1) (Adv Graph Proj 2A)</p> <p>Ability to further research and apply primary and secondary source material at a more advanced level. (K1) (Adv Graph Proj 2B)</p> <p>Ability to apply the skills of research/enquiry-based approaches (K1) (Adv PDP2)</p> <p>Ability to apply the skills of research/enquiry-</p>	<p>Ability to undertake selected research / enquiry based approaches, showing experimentation and development of different techniques / processes / materials / media. (K1) (GMT 1A)</p> <p>Ability to undertake research / enquiry based approaches, showing experimentation and development of different techniques / processes / materials / media. (K1) (GMT 1B)</p> <p>Introduction to research and apply primary and secondary source material at an appropriate level and a basic knowledge of project management (K1) (GP 1A)</p> <p>Ability to research and apply primary and secondary source material at an appropriate level (K1) (GP 1B)</p> <p>The ability to identify and explain selected research methods used in the discipline and apply them in defined and limited contexts (K1) (PD1)</p>

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K2	<p>Synthesise, critically appraise and apply cross-disciplinary knowledge in complex contexts (K2)</p> <p>Ability to draw upon a current progress file and evaluate appropriate knowledge/concepts as an aid to problem solving (K2)</p> <p>Ability to realise a synthesis between concept, process and creative practice (K2)</p> <p>Ability to realise a synthesis between concept, process and creative practice (K2)</p>	<p>based approaches (K1) (HC12)</p> <p>Ability to critically analyse a variety of ideas, contexts and frameworks associated with marketing and organisational study (K2)</p> <p>Ability to apply, question and relate appropriate knowledge / concepts to a range of activities (K2)</p> <p>Critically analyse a variety of ideas, contexts and frameworks associated with marketing and organisational study / Apply, question and relate appropriate knowledge / concepts to a range of activities (K2)</p> <p>Ability to evidence judgement in being able to choose and analyse visual content through application of academic and theoretical text (K2)</p> <p>Ability to apply, question and relate appropriate knowledge / concepts to a range of activities (K2)</p>	<p>Describe, explain and use key elements of foundation knowledge and key concepts of design disciplines. (K2) (D C)</p>
K3	<p>Analyse and evaluate the impact of ethical and legal issues relevant to the generation of knowledge in the discipline (K3)</p>	<p>Ability to explore legal and ethical issues relevant the discipline e.g child exploitation/ sexual representation health and safety issues. (K3)</p> <p>Explore legal and ethical issues relevant to the discipline e.g child exploitation/ sexual representation, health and safety issues. (K3)</p>	<p>Identify, where applicable, the role of ethics in the generation of knowledge in the discipline. (K3)</p>

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
		Ability to identify ethical issues relevant to the discipline and examine these in context.(K3)	
C1	<p>Synthesise, appraise and evaluate data/evidence from appropriate sources to make independent judgements (C1)</p> <p>Ability to draw upon relevant theory to critically evaluate synthesis and appraise from appropriate sources to make independent judgements (C1)</p> <p>Ability to critically evaluate and appraise and make independent judgements (C1)</p> <p>Ability to critically evaluate and appraise and make independent judgements (C1)</p>	<p>Ability to select, evaluate and develop source material to inform creative development at a more advanced level (C1)</p> <p>Ability to select, evaluate and further develop source material to inform creative development at a more advanced level. (C1)</p> <p>Ability to apply relevant theory and analytical and evaluative skills in a recruitment setting. (C1)</p> <p>Ability to analyse, apply and interpret data/evidence from a variety of sources (C1)</p> <p>Analyse, apply and interpret data/evidence from a variety of sources (C1)</p>	<p>Introduction to interpreting, evaluating and developing source material to inform creative development at an appropriate level (C1)</p> <p>Ability to interpret, evaluate and develop source material to inform creative development at an appropriate level (C1)</p> <p>Gather, record and describe, with guidance, data/evidence from a range of sources (C1)</p> <p>The ability to analyze, apply and interpret data/evidence from a variety of sources (C1)</p>
C2	<p>Question orthodoxy using balanced, logical and supported argument (C2)</p> <p>The ability to explore, evaluate and apply appropriate logical and creative strategies (C2)</p> <p>Ability to explore, evaluate and apply appropriate logical and creative strategies (C2)</p>	<p>Ability to employ balanced, logical and supported argument in a range of contexts (C2)</p> <p>Employ balanced, logical and supported argument in a range of contexts (C2)</p>	<p>Justify conclusions in defined and limited contexts (C2)</p>
C3	<p>The ability to further develop flexibility and openness to problem solving (C3)</p>	<p>Intellectual flexibility and openness to new ideas. (C3)</p>	<p>Recognise the provisional and changing nature of knowledge (C3)</p>

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
	Ability to further develop flexibility and openness to problem solving (C3)	Intellectual flexibility and openness to new ideas. (C3)) Ability to be self-critical and reflective in extracting learning, knowledge and skills (C3)	
C4	Ability to be confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution (C4)	Ability to select appropriate tools / methods to develop and investigate relevant techniques/processes / materials / media for the production of work. (C4) Ability to select appropriate tools / methods to further develop and investigate relevant techniques/processes / materials / media for the production of work. (C4) student's particular studio-based strengths and personal interests (C4)	Introduction to appropriate tools / methods to develop and investigate relevant techniques/processes / materials / media for the production of work. (C4) Introduction to a range appropriate tools / methods to develop and investigate relevant techniques/processes / materials / media for the production of work. (C4)
P1	Ability to operate ethically in complex and unpredictable contexts and to critically evaluate possible solutions (P1)) Can operate ethically in complex and unpredictable contexts, requiring selection and application from a wide range of standard or innovative techniques (P1) Ability to operate ethically in complex and unpredictable contexts, requiring selection and application from a wide range of standard or innovative techniques (P1)	Ability to operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques (P1) Ability to operate ethically in situations of varying complexity and predictability requiring the application of a wide range of techniques (P1))	They can operate ethically in predictable, defined contexts that require use of a specified range of standard techniques (P1)

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
P2	<p>Demonstrate the ability to act autonomously with limited supervision within agreed guidelines in the production of a dissertation or alternative visual presentation (P2)</p> <p>Ability to act autonomously with limited supervision or direction within agreed guidelines and produce high quality presentations (P2)</p> <p>Able to act autonomously with limited supervision or direction within agreed guidelines (P2)</p> <p>Ability to act autonomously with limited supervision or direction within agreed guidelines (P2)</p>	<p>The ability to act with autonomy to develop practical and professional skills in organising, recording, documenting and presenting a body of work (P2)</p> <p>The ability to act with increasing autonomy to further develop practical and professional skills in organising, recording, documenting and presenting a body of work (P2)</p> <p>Further exploration and evaluation of creative and professional strategies within the context of set or self-initiated project briefs with increasing autonomy (P2)</p> <p>Advanced exploration and evaluation of creative and professional strategies within the context of set or self-initiated project briefs. (P2)</p> <p>Ability to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines (P2)</p> <p>Able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines (P2)</p> <p>Ability to be able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines (P2)</p>	<p>The ability to act with limited autonomy to develop practical and professional skills in organising, recording, documenting and presenting a body of work (P2)</p> <p>The ability to act with limited autonomy to develop practical and professional skills in organising, recording, documenting and presenting a body of work (P2)</p> <p>Introduction to exploration and evaluation of creative and professional strategies within the context of set or self-initiated project briefs with increasing autonomy (P2)</p> <p>Exploration and evaluation of creative and professional strategies within the context of set or self-initiated project briefs with increasing autonomy (P2)</p> <p>Is able to act with limited autonomy, under direction or supervision, within defined guidelines (P2)</p>
T1	<p>Ability to plan, manage and critically evaluate the acquisition of new knowledge and skills as</p>	<p>Ability to reflect systematically on performance to further develop learning (T1)</p>	<p>Ability to Identify own learning strengths and needs using feedback from assessments (T1) (</p>

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
	part of a lifelong learning strategy (T1)	<p>Ability to Reflect systematically on performance to further develop learning (T1) (</p> <p>Ability to reflect systematically on performance to further develop learning (T1)</p>	<p>Ability to Identify own learning strengths and needs using feedback from assessments (T1)</p> <p>The ability to identify own learning strengths and needs using feedback from assessments. (T1)</p>
T2	Both employment potential and ability to manage future professional development (T2)	Ability to demonstrate a realistic match between career aspirations and personal aptitudes, interests and motivations (T2))	Ability to Identify and articulate personal skills, abilities, interests and motivations and relate these to career opportunities (T2)
T3	<p>Communicate clearly, fluently and effectively in a reasoned and comparative style (T3) (</p> <p>Ability to communicate clearly, fluently and effectively in a range of styles appropriate to the context (T3)</p> <p>Ability to engage effectively in academic discussion and present arguments in a professional manner (T3)</p> <p>Ability to communicate clearly, fluently and effectively in a range of styles appropriate to the context (T3)</p> <p>Ability to engage effectively in academic</p>	<p>Ability to select and use a range of communication methods appropriate to the context (T3)</p> <p>Ability to prepare, deliver and evaluate presentations to an audience. (T3)</p> <p>Ability to select and use a range of communication methods appropriate to the context (T3)</p> <p>Ability to prepare, deliver and evaluate presentations to an audience. (T3)</p> <p>Selection and use of a range of communication</p>	<p>Preparation and the ability to deliver and evaluate presentations to groups and individuals (T3)</p> <p>Preparation and the ability to deliver and evaluate presentations to groups and individuals (T3)</p> <p>Identify and use writing skills appropriate to the context and communicate appropriately in speech in group discussions and as an individual. (T3)</p> <p>The ability to communicate appropriately in speech in group discussions and as an individual. (T3)</p>

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
	<p>discussion and present arguments in a professional manner (T3)</p> <p>Ability to communicate clearly, fluently and effectively in a range of styles appropriate to the context (T3)</p> <p>Ability to engage effectively in academic discussion and present arguments in a professional manner (T3)</p>	<p>methods appropriate to the context (T3)</p> <p>Preparation and the ability to deliver and evaluate presentations to an audience (T3)</p> <p>Selection and use of a range of communication methods appropriate to the context (T3)</p> <p>Preparation and the ability to deliver and evaluate presentations to an audience. (T3)</p> <p>Ability to select and use a range of communication methods appropriate to the context (T3)</p> <p>Ability to prepare, deliver and evaluate presentations to an audience (T3)</p> <p>Select and use a range of communication methods appropriate to the context / Prepare, deliver and evaluate presentations to an audience (T3)</p> <p>Ability to select and use a range of communication methods appropriate to the context (T3)</p> <p>Ability to prepare, deliver and evaluate presentations to an audience (T3)</p>	

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
T4	<p>Ability to select and evaluate appropriate methods for complex and open ended tasks (T4)</p> <p>Ability to select and evaluate appropriate methods for complex and open ended tasks (T4)</p>	<p>The use of a range of specialist technical skills appropriate to the discipline (T4)</p> <p>The use of a range of specialist technical skills appropriate to the discipline (T4)</p> <p>The use of a range of specialist technical skills appropriate to the discipline (T4)</p> <p>The use of a range of specialist technical skills appropriate to the discipline (T4)</p>	<p>Introduction to a defined range of specialist technical skills appropriate to the discipline (T4)</p> <p>Introduction to a range of specialist technical skills appropriate to the discipline (T4)</p> <p>The use of a limited range of technical skills appropriate to the discipline (T4)</p> <p>The use of a limited range of technical skills appropriate to the discipline (T4)</p>
T5	<p>Ability to Select and evaluate software applications for different tasks within the context of the discipline (T5)</p>	<p>Ability to use a range of specialist software appropriate to the discipline (T5)</p> <p>Ability to use a range of specialist software appropriate to the discipline (T5)</p>	<p>Use basic IT tools (e.g. word-processing; information searching, and presentation software) in tutor-defined contexts (T5)</p>
T6	<p>Ability to Recognise and evaluate factors which enhance group processes and team-working, and modify and evaluate own personal effectiveness within a team (T6)</p>	<p>Engage in effective group activity (T6) (</p> <p>Ability to engage in effective group activity (T6)</p>	<p>Engage in team activities to enhance a co-operative approach to learning and working (T6)</p>

Map of Outcomes to Modules

Please provide a map for each named pathway or separate award. Insert outcomes key across the top of each column, adding in additional columns where necessary, insert module names in the left of the grid and place an “A” in the box where the programme outcome is assessed.

For Undergraduate programmes please provide a map for each Stage, e.g. Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Module Name	Outcome Key														
	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5	T6
Graphic Projects 1A (GDI)	A			A					A	A		A	A		
Graphic Projects 1B (GDI)	A			A					A			A	A		
Graphic Media Techniques 1A (GDI)	A						A		A	A			A		
Graphic Media Techniques 1B (GDI)	A						A		A				A		
Professional Development (GDI)	A			A				A		A	A	A			
Critical Studies 1 (GDI)		A		A		A						A	A		

Level 5	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5	T6
Advanced Graphic Projects 2A (GDI)	A			A		A			A	A		A	A		
Advanced Graphic Projects 2B (GDI)	A			A		A		A	A			A	A		
Advanced Graphic Media Techniques 2A (GDI)	A						A		A	A		A	A	A	
Advanced Graphic Media Techniques 2B (GDI)	A						A	A	A			A	A	A	
Advanced Professional Development (GDI)	A	A	A	A	A				A	A	A	A			
Critical Studies 2			A	A	A							A	A		

Level 6	K1	K2	K3	C1	C2	C3	C4	P1	P2	T1	T2	T3	T4	T5	T6
Live Briefs and Competitions (GDI)	A	A		A	A	A		A	A			A	A		A
Final Major Project(s) (GDI)	A	A		A	A	A	A	A	A			A	A	A	
Professional Practice (GDI)		A	A	A				A	A	A	A	A			
Design Focus (Dissertation)	A	A		A					A			A			

Assessment Chart

Where there are more than one components of assessment, please give details of both as separate bullet points within the box.

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Level 4		
Graphic Projects 1A (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 1 Week 13 approx
Graphic Projects 1B (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 1 Week 13 approx
Graphic Media Techniques 1A (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 2 Week 13 approx
Graphic Media Techniques 1B (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 2 Week 13 approx
Professional Development (GDI)	Tutorial Feedback and group critiques (ongoing)	Learning Journal 100% Progress File and Journal Semester 2 Week 13 approx
Critical Studies 1	Tutorial Feedback following visits and lectures.(ongoing)	Seminar Presentation 50% Semester 1 – Week 13 Essay 50% Semester 2 – week 13
Level 5		
Advanced Graphic Projects 2A (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 3 Week 13 approx
Advanced Graphic Projects 2B (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 3 Week 13 approx
Advanced Graphic Media Techniques 2A (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 4 Week 13 approx
Advanced Graphic Media Techniques 2B (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 4 Week 13 approx
Advanced Professional Development (GDI)	Tutorial Feedback and group critiques (ongoing)	Learning Journal 100% Progress File and Journal Semester 4 Week 13 approx

Module Name	Formative Assessment Type and Week of Completion	Summative Assessment Type and Week of Submission
Critical Studies 2	Feedback on collaborative activities and essay research through VLE and tutorial. (ongoing)	Essay 50% Semester 3 – week 13 Seminar Presentation 30% and Literary Review 20% Semester 4 – week 13
Level 6		
Live Briefs and Competitions (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 5 Week 13 approx (PT Route 5 th Year Semester 6 Week 13 approx)
Final Major Project(s) (GDI)	Tutorial Feedback and group critiques (ongoing)	Portfolio/Body of work 100% Semester 6 Week 13 approx
Professional Practice (GDI)	Tutorial Feedback and group critiques (ongoing)	Learning Journal 100% Progress File and Journal Semester 6 Week 13 approx
Design Focus (Dissertation)	Tutorial Feedback following draft submissions throughout the academic year (ongoing)	5,000 – 6,000 word dissertation 100% Semester 6 Week 13 approx