

University of Plymouth

Faculty of Arts, Humanities and Business

School of Art, Design and Architecture

Programme Specification

BA(Hons) Graphic Design with Typography
BA(Hons) Graphic Design with Typography:
Identity and Branding
BA(Hons) Graphic Design with Typography:
Editorial and Publishing
BA(Hons) Graphic Design with Typography:
Digital and Experience

Amended by Minor Change: 17/11/17 & 4/12/19
Change of Award Title Approved: 4/4/19

Updated by Minor change 4/12/19 & 29/04/21

1. **BA (Hons) Graphic Design with Typography**

Final award title

BA(Hons) Graphic Design with Typography

BA(Hons) Graphic Design with Typography: Identity and Branding

BA(Hons) Graphic Design with Typography: Editorial and Publishing

BA(Hons) Graphic Design with Typography: Digital and Experience

Level 4 Intermediate award title(s)

Certificate of Higher Education Graphic Design with Typography

Level 5 Intermediate award title(s)

Diploma of Higher Education Graphic Design with Typography

UCAS code: W216

HECoS code: 100061

2. **Awarding Institution:** University of Plymouth

Teaching institution(s): University of Plymouth

3. **Accrediting body(ies)** Not applicable

4. **Distinctive Features of the Programme and the Student Experience**

Already recognised both nationally and internationally, this course inspires students to focus on thinking and skills in relation to contemporary understanding of the broad nature of communication design.

The Graphic Design with Typography degree is special in that it encourages students to think about the use of words and how we communicate with them using typography. It places emphasis on idea generation and the relationship of typography and its interaction with other means of communication.

The programme offers opportunities to investigate communication through the design and authorship of message, with or without image, in a variety of graphic and communication design contexts. Students are encouraged to experiment, take risks and push subject boundaries. They work individually and in teams both within the discipline and beyond, exploring their own interests and opinions, developing their own distinct and independent voices and responding to (or negotiating) a broad range of learning opportunities.

The award is underpinned throughout by a comprehensive programme of theoretical contextual design research study.

Students work in modern studios on a large university campus. A vibrant studio working culture is nurtured as a reflection of how designers work in industry.

An extensive letterpress facility helps make this programme increasingly unique and underpins typographic knowledge essential to the modern graphic and communication designer. There are comprehensive information technology resources, printmaking and photography studios, and an extensive library that reflects the wide cultural diversity, subjects and research activity of the university as a whole.

There is a variety of choice and experiences. Visiting tutors and a visiting lecture series bring additional expertise and experience, exchanges can take place with European colleges, educational visits are arranged locally, nationally and abroad.

A careers programme, in years 2 and 3, engages students with the many choices and experiences of employment available in the broad range of graphic and communication design industries.

At Level 6 students are able to choose the generic Graphic Design with Typography award or one of three optional award routes:

1. Identity and Branding
2. Editorial and Publishing
3. Digital and Experience

These routes are for students who choose to focus their study in preparation for these key areas of the Graphic Design and Communication industry.

Students are challenged!

5. Relevant QAA Subject Benchmark Group(s)

Art and Design

The programme has also been developed with reference to the SEEC Credit Level Descriptors for Higher Education.

6. Programme Structure

See appendix 1 for full-time programme structure

7. Programme Aims

1. to deliver a challenging programme of study, both creatively and intellectually, in relation to Graphic Design as a subject but also with reference to the broad range of Art and Design disciplines and the world of communication.
2. to construct a vibrant academic framework that stimulates informed debate about Graphic Design theory and practice, as well as the questioning of ideas, interests and intentions and the challenging of received habits, codes and conventions of thought/wisdom.
3. to encourage, amongst students, an informed awareness of the cultural, social, historical, political and contemporary contexts which surround communication design and to promote considered, innovative, original and experimental solutions to communication design problems.
4. to create understanding that the use of words and how we communicate with them using typography, and in relation to other graphic formats, remains key to good graphic communication and design practice.
5. to encourage and enable students personal development, cultivating and nurturing an ability to communicate efficiently and imaginatively through graphic media, promoting opportunities for innovation, originality, enterprise and risk taking.
6. to provide a programme of study that is appropriate and relevant to contemporary communication design industry needs by drawing upon varied teaching team expertise, a wide range of communication design and creative professional practice as well as research and scholarship.
7. to maintain a vibrant and creative studio working environment where up-to-date teaching and learning methods, as well as a range of appropriate assessment methods, support both practical and theoretical learning and enquiry.
8. to ensure the student is equipped with a range of subject specific conceptual and technical abilities for practice in the communication design industries and to enable the student to develop key (transferable) skills to support and complement subject specific skills.
9. to offer variety and choice of learning in relation to the broad communication design subject, widening access to the programme and enhancing opportunities for graduates in

terms of employability, professional practice, continuing professional development and progression to study at postgraduate MA/MPhil/PhD levels.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

For the BA (Hons) award, students will be expected to be able to demonstrate an in-depth awareness of graphic communication and design practice and the critical ability to relate work to a context of theory and practice. Students' knowledge base will include:

1. the wider historical, cultural, technical and professional aspects of graphic communication and design, art and design and allied fields with the ability to make creative links between them
2. the appropriate methods, technologies and materials with which to respond to the changing and interdisciplinary nature of contemporary culture, through the production of artefacts
3. a range of concepts, values and debates that inform and influence creative theory and practice
4. the distinctive qualities and traditions of graphic communication and design as well as a variety of art and design disciplines, and an awareness of the broader socio-cultural contexts within which contemporary communication design operates
5. the positions and roles of the graphic designer/communicator and the artist/designer in society today
6. the ethical, social and cultural consequences of creative practice
7. specific knowledge, experience and understanding of contemporary/historic graphic communication and typography and their context in the world of communication and industry, preparing the graduate for a wide range of career opportunities or postgraduate study.

8.2. Cognitive and intellectual skills

For the BA (Hons) award, students will be expected to be able to demonstrate intellectual skills and apply them flexibly and self-critically to complex situations with independence, autonomy and minimal guidance. Students will also be expected to be able to demonstrate:

1. critical, analytical and practical skills for problem solving
2. the ability to synthesise, interpret and evaluate information from a number of sources to gain a coherent understanding of theory and practice
3. the ability to question, research, explore and respond to ideas, processes, materials and other stimuli

4. the ability to take risks and other speculative actions, to make constructive use of failure, and to recognise these as integral aspects of the creative process
5. critical understanding of, and ability to utilise, different concepts and terminology
6. rigorous self-evaluation and critical reflection, persuasive argument, the ability to respond positively to informed criticism and to contribute an independence of view in the context of understanding others
7. organisational and editorial skills
8. strategies for intellectual development and planning (such as mind mapping, brainstorming and lateral thinking)
9. plan conduct and report individual research
10. the application of and/or challenging of established design principles to inform and extend creative output
11. they can understand and contextualise their work within the subject
12. they can understand and evaluate suitability of purpose

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. have an awareness and understanding of own aims and intentions
2. organise and manage an effective pattern of work
3. negotiate and develop independent learning
4. utilise problem solving skills in theoretical and practical contexts
5. evaluate own abilities, achievement and understanding and reflect on own learning
6. work independently and in collaboration with others
7. demonstrate literacy through various forms of written work – reports, papers, essays, technical descriptions, dissertations and presentations
8. negotiate and collaborate with outside agencies/professions
9. use digital technology as a communication and research tool through the internet, archives and library
10. learn within a variety of external contexts

8.4. Employment related skills

On successful completion graduates should have developed:

1. the ability to work autonomously or as part of a team
2. the ability to respond to briefs and to set design/communication problems and subsequently plan, time manage and organise projects
3. the ability to articulate ideas both visually and through presentation and to be literate and numerate in doing so
4. the ability to present own work, and the work of others, in a personable and professional manner appropriate to a wide range of graphic communication and design industries
5. the confidence and ability to liaise effectively with other/outside professional practitioners, clients and organisations
6. the confidence and ability to work with others at a variety of levels in the graphic communication and design industries or in wider commercial and business contexts
7. the ability to demonstrate independent thinking, to take on responsibility, to be self-motivated and make decisions
8. an awareness of appropriate codes of practice in the context of graphic and communication design and wider professional arenas
9. the capacity to initiate, innovate and be enterprising in new professional arenas and contexts
10. the confidence and ability to take risks and speculate
11. the ability to develop skills and acquire new competences (mapped across a personal development plan and through self analysis) to enable the undertaking of professional responsibilities and to prepare career pathways and continuing development
12. The ability to experiment and forward graphic communication and design thinking in contemporary society

8.5. Practical skills

For the BA (Hons) award, students will be expected to be able to operate in complex and unpredictable contexts that require selection and application of a wide range of skills, to act autonomously within agreed guidelines and to:

1. demonstrate an understanding of the requirements of commercial and professional practice within graphic communication and design
2. utilise skills of visual observation, description and analysis
3. utilise a range of practical skills, processes and equipment in an effective and creative manner, in accordance with good professional communication and design practice and applied to a variety of situations and contexts

4. realise intentions through the articulation of ideas and responses in appropriate visual and spatial forms
5. present work to an audience/client in a coherent and professional manner
6. complete a 'portfolio' of work appropriate for practice in a broad range of communication design professions or for postgraduate study
7. contribute to contemporary communication design or wider art and design culture through the application of skills, imagination, and inventiveness
8. understand and assimilate a variety of appropriate graphic technologies and expertise
9. interpret simple to complex ideas through appropriate and imaginative graphic communication
10. organise and plan time according to choices offered and available resources
11. assimilate and evaluate allied disciplines and how they might inform and condition and affect work produced

9. Admissions Criteria, including APCL, APEL and DAS arrangements

All applicants must have GCSE (or equivalent) English at Grade C or above.

Entry Requirements for BA (Hons) Graphic Design with Typography	
A-level/AS-level	Candidates are interviewed before an offer is made. Normal minimum entry requirements are 96-120 UCAS points consisting of at least two A levels. All subjects except General Studies considered. Key skills are not included in the points calculation.
BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made. Normal minimum entry requirements are grade MMM / 96-120 UCAS Points
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. 96-120 UCAS points
Welsh Baccalaureate	Candidates are interviewed before an offer is made. 96-120 UCAS points
Scottish Qualifications Authority	Candidates are interviewed before an offer is made. 96-120 UCAS points
Irish Leaving Certificate	Candidates are interviewed before an offer is made. 96-120 UCAS points at Higher Level, plus Ordinary Level Grade C Maths and English
International Baccalaureate	Candidates are interviewed before an offer is made. 96-120 UCAS points If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.

10. Progression criteria for Final and Intermediate Awards

- Certificate of Higher Education, 120 credits at Level 4 or above
- Diploma of Higher Education, 240 credits, of which at least 120 are at Level 5 or above
- Ordinary Degree, 320 credits of which 80 are at Level 6 and a further 120 at Level 5 or above

11. Exceptions to Regulations

The following modules have exceptions to regulations:

GDES414, GDES514

A student who fails any of these modules is offered a studio (term time) resit after approval from the Award Board Chair. Students who need to retake a module that is an exception to regulation, but do not do so in the specified time will be deemed to have failed their second attempt.

All first year modules are exceptions to the 10% weighting towards final degree classification regulation. They are marked as pass or fail only and are therefore non-compensatable.

Compensation is limited to 20 credits in years two and three.

12. Transitional Arrangements

N/A

13. Mapping and Appendices:

13.1. ILO's against Modules Mapping

See Appendix 2

13.2. Assessment against Modules Mapping

See Appendix 2

13.3. Skills against Modules Mapping

See Appendix 2

13.4. Appendices

Appendix 1: Programme Structure Diagram

Appendix 2: Programme Intended Learning Outcomes Map

Appendix 3: QAA Art and Design Subject Benchmarks

Appendix 1 – Programme Structure Diagram

BA(Hons) Graphic Design with Typography draft module diagram

Year	week no	09 Induction	10	11	12	13	14	15 Prep week	16	17	18	19	20	21	22 Christmas	23 Christmas	24 Christmas	25	26 Review Week	27	28	29	30	31	32	33	34	35	36	37 Easter	38 Easter	39 Easter	40	41	42	43	44 Year 1/2 Show	45 Year 3 Show build	46 Year 3 Assessments	47 Degree Show Open						
Year One	INDUCTION	GDES414 (20) Type as Image	Series of exercises	SA				PREP	GDES424 (40) Type and Image	Book Jacket	SA								REVIEWS	GDES434 (20) Editorial Design	Magazine spreads	SA		GDES444 (20) Identity Design	Identity applied to items	SA																				
		INDUCTION	Diagnostic Essay						PREP	Image Analysis										REVIEWS	Research Report	SA			Research Report	SA																				
Year Two	PREP	GDES514 (20) Designing with Type	Type design	SA				PREP	GDES524 (40) Experiment	Experimental Typography	SA								REVIEWS	GDES534 (40) Developing Design Practice	Publication design	SA	Packaging + promotional	SA																						
		PREP	Key theories (delivery only)					PREP	Essay applying theory to GD topic											REVIEWS	GDES544 (20) Common Challenge: Collaborative Project	Essay applying theories to GD topic																								
Year Three	REVIEWS	GDES614 (20) Minor Project	Own typographic brief	SA					GDES624 (20) The Competition	Competition brief	SA								REVIEWS	GDES634 (20) Portfolio	Portfolio	SA		GDES644 (40) Major Project	Ambitious self initiated project	FA																				
		REVIEWS	ADA600 (20) Common Dissertation																	REVIEWS																										

*Please note details presented here may be subject to change

FA = formative assessment point
SA = summative assessment point

Appendix 2

Guidance to completing the outcomes Map

There is a separate outcomes map for each level at which an award is made.

Include 'core' modules only, as these are programme outcomes achievable by **all** students on the programme, regardless of options.

Column 1

These already show (in italics) the statements of intended programme outcomes required by the Framework for HE Qualifications (FHEQ)

You may customise them to your programme as long as they comply with the spirit and intention of the FHEQ statements

Add any additional Core Intended Learning Outcomes in your Programme Specification (but keeping the overall number to a minimum).

Column 2 Refer to the aim, that the outcome relates to; all outcomes should be related to an aim.

Column 3 Indicate whether the learning outcome specified is a Subject Benchmark outcome and give the subject reference

e.g. 'Computing para 2.6 f' (If your Subject Benchmark statements have bullet points rather than letters convert them into letters and use these to refer to the appropriate statement.)

Multi-disciplinary programmes may need to refer to benchmarks from more than one subject area.

Column 4 - List the core module codes where these learning outcomes are achieved.

If you feel that this does not give a realistic 'feel' of the nature of your programme, remember that you can include option module outcomes and the aspects which do illustrate that within the Distinctive Features (10).

NB the HE level may differ from the module stage, eg languages or mathematics modules taught within business or engineering programmes may be at lower levels.

Please ensure that any paper versions which you may have to hand match the latest web edition.

Programme Intended Learning Outcomes Map	Certificate Level		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) <i>The FHEQ requirements are already given inhere in italics</i>	Aim	Subject Benchmark	Related Core Modules

Knowledge/ Understanding			
<i>i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study principles of their area(s) of study;</i>	1,2,3,4,6,8	4.1, 4.2, 4.3, 4.4	414, 424, 434, 444, 454
1. the wider historical, cultural, technical and professional aspects of graphic communication and design, art and design and allied fields with the ability to make creative links between them	1,2,3,4,6,8		414, 424, 434, 444, 454
2. the appropriate methods, technologies and materials with which to respond to the changing and interdisciplinary nature of contemporary culture, through the production of artefacts	5,6,7,8		414, 424, 434, 444, 454
3. a range of concepts, values and debates that inform and influence creative theory and practice	1,2,3,4,6,8		414, 424, 434, 444, 454
4. the distinctive qualities and traditions of graphic communication and design as well as a variety of art and design disciplines, and an awareness of the broader socio-cultural contexts within which contemporary communication design operates	1,2,3,4,6,8,9		414, 424, 434, 444, 454
5. the positions and roles of the graphic designer/communicator and the artist/designer in society today	1,2,3,4,6,8		434, 444, 454
6. the ethical, social and cultural consequences of creative practice	1,2,3,4,6,8		434, 444, 454

7. specific knowledge, experience and understanding of contemporary/historic graphic communication and typography and their context in the world of communication and industry, preparing the graduate for a wide range of career opportunities or postgraduate study.	1,2,3,4,6,7,8,9		434, 444, 454
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Cognitive / Intellectual Skills (generic)			
<i>ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</i>	1,2,3,4,5,6,7,8,9	4.1, 4.2, 4.6	414, 424, 434, 444, 454
1. critical, analytical and practical skills for problem solving	1,2,3,4,6,7,8,9		414, 424, 434, 444, 454
2. the ability to synthesise, interpret and evaluate information from a number of sources to gain a coherent understanding of theory and practice	1,2,3,4,6,7,8,9		414, 424, 434, 444, 454
3. the ability to question, research, explore and respond to ideas, processes, materials and other stimuli	1,2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
4. the ability to take risks and other speculative actions, to make constructive use of failure, and to recognise these as integral aspects of the creative process	5,6		414, 424, 434, 444, 454
5. critical understanding of, and ability to utilise, different concepts and terminology	1,2,3,4,6,7,8,9		414, 424, 434, 444, 454
6. rigorous self-evaluation and critical reflection, persuasive argument, the ability to respond positively to informed criticism and to contribute an independence of view in the context of understanding others	5,8		414, 424, 434, 444, 454
7. organisational and editorial skills	4,5,6,8,9		414, 424, 434, 444, 454

8. strategies for intellectual development and planning (through such strategies as mind mapping, brainstorming and lateral thinking)	4,5,6,7,8,9		414, 424, 434, 444, 454
9. plan, conduct and report individual research	1,2,3,4,5,7,8		414, 424, 434, 444, 454
10. the application of and/or challenging of established design principles to inform and extend creative output	1,2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
11. they can understand and contextualise their work within the subject	1,2,3,4,6,7,8,9		434, 444, 454
12. they can understand and evaluate suitability of purpose	1,2,3,4,6,7,8,9		414, 424, 434, 444, 454

Key / Transferable Skills (generic)			
<i>i) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</i>	1,2,3,4,5,6,7,8,9	4.1, 4.2, 4.6	414, 424, 434, 444, 454
<i>ii) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</i>	3,4,5,6,7,8		434, 444, 454
1. Awareness and understanding of own aims and intentions	1,2,3,4,5,7,8,9		414, 424, 434, 444, 454
2. Ability to organise and manage an effective pattern of work	4,5,7,8,9		414, 424, 434, 444, 454
3. Ability to negotiate and develop independent learning	3,4,5,6,7,8,9		414, 424, 434, 444, 454
4. Capacity to utilise problem solving skills in theoretical and practical contexts	1,2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
5. Ability to evaluate own abilities, achievement and understanding and reflect on own learning	3,5,7,8		414, 424, 434, 444, 454
6. Capacity to work independently and in collaboration with others	5,6,7,8,9		414, 424, 434, 444, 454
7. Ability to demonstrate literacy through various forms of written work – reports, papers, essays, technical descriptions, dissertations and presentations	1,2,3,4,5,7,8		424, 434, 444, 454
8. Ability negotiate and collaborate with outside agencies/professions	2,3,4,5,6,7,8		-

9. Ability to use digital technology as a communication and a research tool through the internet, archives and library	3,4,5,7,8		414, 424, 434, 444, 454
10. Capacity to learn within a variety of external contexts	1,2,3,4,5,6,7,8		-

Practical Skills (subject specific)			
1. demonstrate an understanding of the requirements of commercial and professional practice within graphic communication and design	1,2,3,4,5,6,7,8,9	4.2, 4.3, 4.5	434, 444, 454
2. utilise skills of visual observation, description and analysis	3,4,5,8		414, 424, 434, 444, 454
3. utilise a range of practical skills, processes and equipment in an effective and creative manner, in accordance with good professional communication and design practice and applied to a variety of situations and contexts	3,5,7,8,9		414, 424, 434, 444, 454
4. realise intentions through the articulation of ideas and responses in appropriate visual and spatial forms	3,4,5,7,8		414, 424, 434, 444, 454
5. present work to an audience/client in a coherent and professional manner	2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
6. complete a 'portfolio' of work appropriate for practice in a broad range of communication design professions or for postgraduate study	2,3,4,5,6,7,8,9		-
7. contribute to contemporary communication design or wider art and design culture through the application of skills, imagination, and inventiveness	1,2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
8. understand and assimilate a variety of appropriate graphic technologies and expertise	3,6,7,8,9		434, 444, 454

9. interpret simple to complex ideas through appropriate and imaginative graphic communication	2,3,4,5,6,7,8		414, 424, 434, 444, 454
10. organise and plan time according to choices offered and available resources	5,7,8		414, 424, 434, 444, 454
11. assimilate and evaluate allied disciplines and how they might inform and condition and affect work produced	1,2,3,4,6,7		-

Employment-related skills			
<i>i) undertake further training and develop new skills within a structured and managed environment;</i>	4,5,6,7,8,9	4.1, 4.6	414, 424, 434, 444, 454
<i>ii) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility</i>	1,2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
1. Ability to work autonomously or as part of a team	3,5,7,8		414, 424, 434, 444, 454
2. Ability to respond to briefs and to set design/communication problems and subsequently plan, time manage and organise projects	1,2,3,4,5,6,8		414, 424, 434, 444, 454
3. Ability to articulate ideas both visually and through presentation and to be literate and numerate in doing so	1,2,3,4,5,6,8		414, 424, 434, 444, 454
4. Ability to present own work, and the work of others, in a personable and professional manner appropriate to a wide range of graphic communication and design industries	1,2,3,4,5,6,7,8		414, 424, 434, 444, 454
5. Confidence and ability to liaise effectively with other/outside professional practitioners, clients and organisations	2,3,4,5,6,7,8,9		-
6. Confidence and ability to work with others at a variety of levels in the graphic communication and design industries or in wider commercial and business contexts	2,3,4,5,6,7,8,9		-

7. Ability to demonstrate independent thinking, to take on responsibility, to be self-motivated and make decisions.	2,3,4,5,6,7,8,9		414, 424, 434, 444, 454
8. Awareness of appropriate codes of practice in the context of graphic and communication design and wider professional arenas	1,2,3,4,5,6,7,8,9		-
9. Capacity to initiate, innovate and be enterprising in new professional arenas and contexts	1,2,3,4,5,6,8,9		-
10. Confidence and ability to take risks and speculate	3,5,6,8		-
11. Ability to develop skills and acquire new competences (mapped across a personal development and through self analysis) to enable the undertaking of professional responsibilities and to prepare career pathways and continuing development	3,5,7,		-
12. Ability to experiment and forward graphic communication and design thinking in contemporary society	1,2,3,4,5,6,8		-

Programme Intended Learning Outcomes Map	Intermediate level		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) <i>The FHEQ requirements are already given here in italics</i>	Aim(s)	Subject Benchmark (specific reference)	Related Core Modules

Knowledge/ Understanding			
<i>i) knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed;</i>	1,2,3,4,5,6	4.1, 4.2, 4.3, 4.4	514, 524, 534, 544
<i>ii) knowledge of the main methods of enquiry in their subject(s) *</i>	2,3,4,6,8		
<i>iii) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge;</i>	2,3,4,6,8		
1. the wider historical, cultural, technical and professional aspects of graphic communication and design, art and design and allied fields with the ability to make creative links between them	1,2,3,4,6,8		514, 524, 534, 544
2. the appropriate methods, technologies and materials with which to respond to the changing and interdisciplinary nature of contemporary culture, through the production of artefacts	5,6,7,8		514, 524, 534, 544
3. a range of concepts, values and debates that inform and influence creative theory and practice	1,2,3,4,6,8		524, 534
4. the distinctive qualities and traditions of graphic communication and design as well as a variety of art and design disciplines, and an awareness of the broader socio-cultural contexts within which contemporary communication design operates	1,2,3,4,6,8,9		524, 534
5. the positions and roles of the graphic designer/communicator and the artist/designer in society today	1,2,3,4,6,8		534, 544
6. the ethical, social and cultural consequences of creative practice	1,2,3,4,6,8		524, 534

7. specific knowledge, experience and understanding of contemporary/historic graphic communication and typography and their context in the world of communication and industry, preparing the graduate for a wide range of career opportunities or postgraduate study.	1,2,3,4,6,7,8,9		524, 534
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Cognitive / Intellectual Skills (generic)			
<i>ii) ability to apply underlying concepts and principles outside the context in which they were first studied**</i>	5	4.1, 4.2, 4.6	514, 524, 534, 544
1. critical, analytical and practical skills for problem solving	1,2,3,4,6,7,8,9		514, 524, 534, 544
2. the ability to synthesise, interpret and evaluate information from a number of sources to gain a coherent understanding of theory and practice	1,2,3,4,6,7,8,9		514, 524, 534, 544
3. the ability to question, research, explore and respond to ideas, processes, materials and other stimuli	1,2,3,4,5,6,7,8,9		514, 524, 534, 544
4. the ability to take risks and other speculative actions, to make constructive use of failure, and to recognise these as integral aspects of the creative process	5,6		514, 524, 534, 544
5. critical understanding of, and ability to utilise, different concepts and terminology	1,2,3,4,6,7,8,9		514, 524, 534, 544
6. rigorous self-evaluation and critical reflection, persuasive argument, the ability to respond positively to informed criticism and to contribute an independence of view in the context of understanding others	5,8		514, 524, 534, 544
7. organisational and editorial skills	4,5,6,8,9		514, 524, 534, 544
8. strategies for intellectual development and planning (through such strategies as mind mapping, brainstorming and lateral thinking)	4,5,6,7,8,9		514, 524, 534, 544

9. plan conduct and report individual research	1,2,3,4,5,7,8		514, 524, 534, 544
10. the application of and/or challenging of established design principles to inform and extend creative output	1,2,3,4,5,6,7,8,9		514, 524, 534, 544
11. they can understand and contextualise their work within the subject	1,2,3,4,6,7,8,9		514, 524, 534, 544
12. they can understand and evaluate suitability of purpose	1,2,3,4,6,7,8,9		514, 524, 534, 544

Key / Transferable Skills (generic)			
<i>i) continued ...* and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</i>	2,3,4,5,6,8	4.1, 4.2, 4.6	514, 524, 534, 544
<i>ii) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</i>	2,3,4,5,6,8		514, 524, 534, 544
<i>iii) effectively communicate information, arguments, and analysis, in variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</i>	3,4,6,8		514, 524, 534, 544
1. Awareness and understanding of own aims and intentions	1,2,3,4,5,7,8,9		514, 524, 534, 544
2. Ability to organise and manage an effective pattern of work	4,5,7,8,9		514, 524, 534, 544
3. Ability to negotiate and develop independent learning	3,4,5,6,7,8,9		514, 524, 534, 544
4. Capacity to utilise problem solving skills in theoretical and practical contexts	1,2,3,4,5,6,7,8,9		514, 524, 534, 544
5. Ability to evaluate own abilities, achievement and understanding and reflect on own learning	3,5,7,8		514, 524, 534, 544
6. Capacity to work independently and in collaboration with others	5,6,7,8,9		514, 524, 534, 544
7. Ability to demonstrate literacy through various forms of written work – reports, papers, essays, technical descriptions, dissertations and presentations	1,2,3,4,5,7,8		524, 534

8. Ability negotiate and collaborate with outside agencies/professions	2,3,4,5,6,7,8		544
9. Ability to use digital technology as a communication and a research tool through the internet, archives and library	3,4,5,7,8		514, 524, 534, 544
10. Capacity to learn within a variety of external contexts	1,2,3,4,5,6,7,8		544

Practical Skills (subject specific)			
1. demonstrate an understanding of the requirements of commercial and professional practice within graphic communication and design	1,2,3,4,5,6,7,8,9	4.2, 4.3, 4.5	514, 524, 534, 544
2. utilise skills of visual observation, description and analysis	3,4,5,8		514, 524, 534, 544
3. utilise a range of practical skills, processes and equipment in an effective and creative manner, in accordance with good professional communication and design practice and applied to a variety of situations and contexts	3,5,7,8,9		514, 524, 534, 544
4. realise intentions through the articulation of ideas and responses in appropriate visual and spatial forms	3,4,5,7,8		514, 524, 534, 544
5. present work to an audience/client in a coherent and professional manner	2,3,4,5,6,7,8,9		514, 524, 534, 544
6. complete a 'portfolio' of work appropriate for practice in a broad range of communication design professions or for postgraduate study	2,3,4,5,6,7,8,9		-
7. contribute to contemporary communication design or wider art and design culture through the application of skills, imagination, and inventiveness	1,2,3,4,5,6,7,8,9		514, 524, 534, 544
8. understand and assimilate a variety of appropriate graphic technologies and expertise	3,6,7,8,9		514, 524, 534, 544
9. interpret simple to complex ideas through appropriate and imaginative graphic communication	2,3,4,5,6,7,8		514, 524, 534, 544

10. organise and plan time according to choices offered and available resources	5,7,8		514, 524, 534, 544
11. assimilate and evaluate allied disciplines and how they might inform and condition and affect work produced	1,2,3,4,6,7		544

Employment-related skills			
<i>i) continued ...**including, where appropriate, the application of those principles in an employment context;</i>	8	4.1, 4.6	544
<i>ii) undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations;</i>	2,3,9		514, 524, 534, 544
<i>iii) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</i>	2,3,4,5,6,8		514, 524, 534, 544
1. Ability to work autonomously or as part of a team	3,5,7,8		514, 524, 534, 544
2. Ability to respond to briefs and to set design/communication problems and subsequently plan, time manage and organise projects	1,2,3,4,5,6,8		514, 524, 534, 544
3. Ability to articulate ideas both visually and through presentation and to be literate and numerate in doing so	1,2,3,4,5,6,8		514, 524, 534, 544
4. Ability to present own work, and the work of others, in a personable and professional manner appropriate to a wide range of graphic communication and design industries	1,2,3,4,5,6,7,8		514, 524, 534, 544
5. Confidence and ability to liaise effectively with other/outside professional practitioners, clients and organisations	2,3,4,5,6,7,8,9		544
6. Confidence and ability to work with others at a variety of levels in the graphic communication and design industries or in wider commercial and business contexts	2,3,4,5,6,7,8,9		544

7.Ability to demonstrate independent thinking, to take on responsibility, to be self-motivated and make decisions	2,3,4,5,6,7,8,9		514, 524, 534, 544
8. Awareness of appropriate codes of practice in the context of graphic and communication design and wider professional arenas	1,2,3,4,5,6,7,8,9		544
9. Capacity to initiate, innovate and be enterprising in new professional arenas and contexts	1,2,3,4,5,6,8,9		544
10. Confidence and ability to take risks and speculate	3,5,6,8		514, 524, 534, 544
11. Ability to develop skills and acquire new competences (mapped across a personal development and through self analysis) to enable the undertaking of professional responsibilities and to prepare career pathways and continuing development	3,5,7,8		-
12. Ability to experiment and forward graphic communication and design thinking in contemporary society	1,2,3,4,5,6,8		-

Programme Intended Learning Outcomes Map	Honours Degree Level		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) The FHEQ requirements are already given here in italics	Aim	Subject Benchmark	Related Core Modules
<p>Knowledge/ Understanding</p> <p><i>i) a systematic understanding of their area(s) of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;</i></p> <p><i>ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</i></p> <p><i>iii) an appreciation of uncertainty, ambiguity and the limits of knowledge;</i></p> <p><i>iv) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</i></p> <p>1. the wider historical, cultural, technical and professional aspects of graphic communication and design, art and design and allied fields with the ability to make creative links between them</p>	<p>1,2,3,4,5,6</p> <p>2,3,4,8</p> <p>2,5</p> <p>2,3,4,8</p> <p>1,2,3,4,6,8</p>	<p>4.1, 4.2, 4.3, 4.4</p>	<p>614, 624, 634, 644, 664</p> <p>614, 624, 634, 644, 664</p> <p>614, 624, 634, 644, 664</p> <p>614, 624, 634, 644, 664</p>

2. the appropriate methods, technologies and materials with which to respond to the changing and interdisciplinary nature of contemporary culture, through the production of artefacts	5,6,7,8		614, 624, 634, 644
3. a range of concepts, values and debates that inform and influence creative theory and practice	1,2,3,4,6,8		614, 624, 634, 644, 664
4. the distinctive qualities and traditions of graphic communication and design as well as a variety of art and design disciplines, and an awareness of the broader socio-cultural contexts within which contemporary communication design operates	1,2,3,4,6,8,9		614, 624, 634, 644, 664
5. the positions and roles of the graphic designer/communicator and the artist/designer in society today	1,2,3,4,6,8		634
6. the ethical, social and cultural consequences of creative practice	1,2,3,4,6,8		614, 624, 634, 644, 664
7. specific knowledge, experience and understanding of contemporary/historic graphic communication and typography and their context in the world of communication and industry, preparing the graduate for a wide range of career opportunities or postgraduate study.	1,2,3,4,6,7,8,9		634, 664

Cognitive / Intellectual Skills (generic)			
<i>i) conceptual understanding that enables the student:</i> - to devise and sustain arguments, and / or solve problems, using ideas and technique, some of which are at the forefront of a discipline; and - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;	1,2,3,4,5,6,8	4.1, 4.2, 4.6	614, 624, 634, 644, 664
<i>ii) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;</i>	1,2,3,4,5,6,8,9		614, 624, 634, 644, 664
1. critical, analytical and practical skills for problem solving	1,2,3,4,6,7,8,9		614, 624, 634, 644, 664
2. the ability to synthesise, interpret and evaluate information from a number of sources to gain a coherent understanding of theory and practice	1,2,3,4,6,7,8,9		614, 624, 634, 644, 664
3. the ability to question, research, explore and respond to ideas, processes, materials and other stimuli	1,2,3,4,5,6,7,8,9		614, 624, 634, 644, 664
4. the ability to take risks and other speculative actions, to make constructive use of failure, and to recognise these as integral aspects of the creative process	5,6		614, 624, 634, 644

5. critical understanding of, and ability to utilise, different concepts and terminology	1,2,3,4,6,7,8,9		614, 624, 634, 644, 664
6. rigorous self-evaluation and critical reflection, persuasive argument, the ability to respond positively to informed criticism and to contribute an independence of view in the context of understanding others	5,8		614, 624, 634, 644, 664
7. organisational and editorial skills	4,5,6,8,9		614, 624, 634, 644, 664
8. strategies for intellectual development and planning (through such strategies as mind mapping, brainstorming and lateral thinking)	4,5,6,7,8,9		614, 624, 634, 644
9. plan conduct and report individual research	1,2,3,4,5,7,8		614, 624, 634, 644, 664
10. the application of and/or challenging of established design principles to inform and extend creative output	1,2,3,4,5,6,7,8,9		614, 624, 634, 644
11. they can understand and contextualise their work within the subject	1,2,3,4,6,7,8,9		614, 624, 634, 644, 664
12. they can understand and evaluate suitability of purpose	1,2,3,4,6,7,8,9		614, 624, 634, 644, 664

Key / Transferable Skills (generic)			
<i>i) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).</i>	2,3,5,6,8	4.1, 4.2, 4.6	614, 624, 634, 644, 664
<i>ii) communicate information, ideas, problems, and solutions to both specialist and non specialist audiences</i>	3,4,5,8		614, 624, 634, 644, 664
1. Awareness and understanding of own aims and intentions	1,2,3,4,5,7,8,9		614, 624, 634, 644, 664
2. Ability to organise and manage an effective pattern of work	4,5,7,8,9		614, 624, 634, 644, 664
3. Ability to negotiate and develop independent learning	3,4,5,6,7,8,9		614, 624, 634, 644, 664
4. Capacity to utilise problem solving skills in theoretical and practical contexts	1,2,3,4,5,6,7,8,9		614, 624, 634, 644, 664
5. Ability to evaluate own abilities, achievement and understanding and reflect on own learning	3,5,7,8		614, 624, 634, 644, 664
6. Capacity to work independently and in collaboration with others	5,6,7,8,9		614, 624, 634, 644, 664
7. Ability to demonstrate literacy through various forms of written work – reports, papers, essays, technical descriptions, dissertations and presentations	1,2,3,4,5,7,8		634, 664

8. Ability negotiate and collaborate with outside agencies/professions	2,3,4,5,6,7,8		634, 644
9. Ability to use digital technology as a communication and a research tool through the internet, archives and library	3,4,5,7,8		614, 624, 634, 644, 664
10. Capacity to learn within a variety of external contexts	1,2,3,4,5,6,7,8		634, 644
Practical Skills (subject specific)			
1. demonstrate an understanding of the requirements of commercial and professional practice within graphic communication and design	1,2,3,4,5,6,7,8,9	4.2, 4.3, 4.5	634, 644
2. utilise skills of visual observation, description and analysis	3,4,5,8		614, 624, 634, 644, 664
3. utilise a range of practical skills, processes and equipment in an effective and creative manner, in accordance with good professional communication and design practice and applied to a variety of situations and contexts	3,5,7,8,9		614, 624, 634, 644
4. realise intentions through the articulation of ideas and responses in appropriate visual and spatial forms	3,4,5,7,8		614, 624, 634, 644
5. present work to an audience/client in a coherent and professional manner	2,3,4,5,6,7,8,9		614, 624, 634, 644

6. complete a 'portfolio' of work appropriate for practice in a broad range of communication design professions or for postgraduate study	2,3,4,5,6,7,8,9		634
7. contribute to contemporary communication design or wider art and design culture through the application of skills, imagination, and inventiveness	1,2,3,4,5,6,7,8,9		614, 624, 634, 644
8. understand and assimilate a variety of appropriate graphic technologies and expertise	3,6,7,8,9		614, 624, 634, 644
9. interpret simple to complex ideas through appropriate and imaginative graphic communication	2,3,4,5,6,7,8		614, 624, 634, 644
10. organise and plan time according to choices offered and available resources	5,7,8		614, 624, 634, 644, 664
11. assimilate and evaluate allied disciplines and how they might inform and condition and affect work produced	1,2,3,4,6,7		634, 644
Employment-related skills <i>ii) qualities and transferable skills necessary for employment requiring:</i> - the exercise of initiative and personal responsibility; - decision making in complex and unpredictable contexts and	3,5,6,8,9	4.1, 4.6	614, 624, 634, 644

<p><i>- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</i></p>			
<p>1. Ability to work autonomously or as part of a team</p>	<p>3,5,7,8</p>		<p>614, 624, 634, 644, 664</p>
<p>2. Ability to respond to briefs and to set design/communication problems and subsequently plan, time manage and organise projects</p>	<p>1,2,3,4,5,6,8</p>		<p>614, 624, 634, 644</p>
<p>3. Ability to articulate ideas both visually and through presentation and to be literate and numerate in doing so</p>	<p>1,2,3,4,5,6,8</p>		<p>614, 624, 634, 644, 664</p>
<p>4. Ability to present own work, and the work of others, in a personable and professional manner appropriate to a wide range of graphic communication and design industries</p>	<p>1,2,3,4,5,6,7,8</p>		<p>614, 624, 634, 644</p>
<p>5. Confidence and ability to liaise effectively with other/outside professional practitioners, clients and organisations</p>	<p>2,3,4,5,6,7,8,9</p>		<p>634</p>
<p>6. Confidence and ability to work with others at a variety of levels in the graphic communication and design industries or in wider commercial and business contexts</p>	<p>2,3,4,5,6,7,8,9</p>		<p>634</p>
<p>7. Ability to demonstrate independent thinking, to take on responsibility, to be self-motivated and make decisions.</p>	<p>2,3,4,5,6,7,8,9</p>		<p>614, 624, 634, 644, 664</p>

8. Awareness of appropriate codes of practice in the context of graphic and communication design and wider professional arenas pathways and continuing development	1,2,3,4,5,6,7,8,9		634, 644
9. Capacity to initiate, innovate and be enterprising in new professional arenas and contexts	1,2,3,4,5,6,8,9		614, 624, 634, 644
10. Confidence and ability to take risks and speculate	3,5,6,8		614, 624, 634, 644, 664
11. Ability to develop skills and acquire new competences (mapped across a personal development and through self analysis) to enable the undertaking of professional responsibilities and to prepare career pathways and continuing development	3,5,7,8		634, 644
12. Ability to experiment and forward graphic communication and design thinking in contemporary society	1,2,3,4,5,6,8		614, 624, 634, 644

Appendix 3
QAA Subject Benchmark Statement
Art and Design 2008

4 Subject knowledge and understanding, attributes and skills: typical standard of achievement

4.1 The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the essential skills which will equip and prepare students for continuing personal development and professional practice.

4.2 The emphasis given to the following learning outcomes will vary according to the main discipline(s) studied and the aims of the specific programme, while individual levels of achievement will be reflected in the classification of the award. At the typical level of achievement, students graduating with an honours degree in art and design should be able to:

- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment
- apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design.

Subject-specific knowledge and understanding, attributes and skills

4.3 These are considered to be fundamental to the study and practice of the student's chosen discipline(s). Many are also potentially transferable to other contexts. At the typical level of achievement, these will be evidenced in a body of work which demonstrates the graduate's ability to:

- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity

- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- select, test and make appropriate use of materials, processes and environments
- develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- be resourceful and entrepreneurial.

4.4 Graduates in art and design will have developed skills in communication and expression through visual and plastic forms and, typically, will be able to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information. Their work will be informed by and will inform professional practice in their discipline(s), including:

- the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general
- the artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators
- the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.

4.5 An honours degree in an art and design discipline also confirms that the holder has acquired relevant technical knowledge and practical skills, and will be able to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing good working practices, and professional/legal responsibilities relating to the subject.

Generic knowledge and understanding, attributes and skills

4.6 These are normally integrated into the subject curriculum but are neither specific nor unique to art and design. They have applications in a wide range of contexts. Typically, holders of an honours degree in an art and design discipline(s) will have demonstrated the following.

- Self-management - students will have the ability to:
 - study independently, set goals, manage their own workloads and meet deadlines
 - anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
- Critical engagement - students will have the ability to:
 - analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation
 - source and research relevant material, assimilating and articulating relevant findings
 - formulate reasoned responses to the critical judgements of others
 - identify personal strengths and needs, and reflect on personal development.
- Group/team working and social skills - students will have the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.
- Skills in communication and presentation - students be able to:
 - articulate ideas and information comprehensibly in visual, oral and written forms

- present ideas and work to audiences in a range of situations
- use the views of others in the development or enhancement of their work.
- Information skills - students will have the ability to:
 - source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources
 - select and employ communication and information technologies.
- Personal qualities - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.