



## **Programme Specification**

**Title of Course: BA (Hons) Graphics & Illustration**

**Date Specification Produced: 05/11/2012**

**Date Specification Last Revised:**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Title:</b>	BA (Hons) Graphics & Illustration
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Cambridge School of Visual & Performing Arts (CSVPA)
<b>Location:</b>	Cambridge
<b>Programme Accredited by:</b>	N/A

## SECTION 2: THE PROGRAMME

### A. Programme Introduction

Graphics & Illustration together contain many modes of practice; however, all are concerned with visual communication: the conveying of ideas, information and messages to distinct audiences.

Visual communication works through the employment of visual language, and like all languages, visual language is structured around rules related to pronunciation, grammar and the expression of meaning. Its multi-various forms can be formal or informal, clipped and precise or colloquial (involving derivations and slang). Variations in the use of visual language are due to historical, social, cultural and psychological influences.

Graphic Design is the discipline of visual communication, conveying the ideas, information and messages needed in the modern world. It has the power to change minds and hearts, making a difference in the lives of everyone it touches. With the advancements in technology, visual communication's power has multiplied using the devices that are an everyday part of our visual landscape.

Where technology, art and science intersect, visual communication is concerned with conceptualisation, strategy and aesthetics in theory and practice. Increasingly graphic designers and illustrators are involved in consultation and management of communication nationally and internationally.

Addressing both small and large scale needs Graphic Design works in specific social contexts, with clients ranging from the individual to governments and global multinationals. Current specialisms include work in the corporate, retail, and editorial and entertainment worlds and include sub-specialisms such as web design, design for film and television, information design, advertising, packaging, direct mail, books and magazines. Social and environmental issues are also an important concern.

Today, in a discipline where there is a shifting and blurring of boundaries, the skills and attributes required of a successful illustrator are changing. They are no longer operating as "technicians", but now take the lead in terms of directing a project. This has had a significant effect on the professional process and means that the most successful illustrators are educated, socially, ethically and culturally aware individuals. They need to be knowledgeable of current affairs and trends and be contemporary in their visual language and media, utilising a breadth of intellectual and practical skills. Contemporary illustration practice

involves the use of a wide range of media, both traditional and increasingly digital. Sound drawing, where the visualisation of concepts and ideas is best served, is an essential element to any illustrator's toolbox, underpinning most aspects of the discipline.

The Graphics & Illustration course at CSVPA focuses on design through the development of individual awareness and creativity. Emphasis is placed on individual authorship, initiative, collaboration and maximising the opportunities inherent in higher education. Students are exposed to communication theory and principles, enrolled in the importance of research-led and research informed practice, drawing on the research and practising expertise of the staff team, balanced with an understanding of how design interacts with society. Talks by specialists from the profession and alumni will enhance students' learning and support their individual research and career routes. Students will engage beyond visual literacy and technique, embracing the discipline as one that engenders the best intellectual engagement with subject matter, problem solving and visual communication.

The course is taught primarily through studio based design projects of increasing complexity across the three levels. Lectures and seminars in Contextual Studies provide the context and knowledge base, which underlies decision-making. Skills and techniques such as photography, printmaking, and the use of relevant moving image and graphic arts software support project work. Professional practice prepares the individual for life after university and informs the development of a personal career 'pathway' within the broad spectrum of the discipline. Collaboration, both inter-disciplinary and cross faculty, is encouraged throughout the course and students are given the opportunity to develop their understanding and knowledge of professional practice using a range of links with industry.

The Graphics & Illustration degree prepares students for careers in the communication arts industry, related areas and postgraduate study. The programme is structured to maximise the progressive development of the individual's intellectual and creative potential and to advance the ability to develop ideas within the dynamic of a group. Where today's creative image-maker has the opportunity to move into uncharted territory as the traditional boundaries of the graphic designer, illustrator, and artist become increasingly blurred.

## **B. Aims of the Programme**

- ♦ To provide a broad-based education in the cognate areas of graphics & illustration to students from a wide range of backgrounds and with varied subject interests and professional expectations
- ♦ To create a supportive and stimulating learning environment to enable students to develop their capacity for creativity, visual and critical awareness, analysis, problem-solving, research, and speculative and intellectual enquiry.
- ♦ To enable students to acquire the knowledge, and develop specialist and transferable skills appropriate for contemporary art and design practice, and for analytical and critical skills as they relate to historical and contextual studies.
- ♦ To emphasise individual, collaborative and interdisciplinary work undertaken within the studio and other appropriate environments.
- ♦ To equip students to pursue their chosen specialisms in communication design through professional practice, related employment or further study or research
- ♦ To promote an awareness of the historical and theoretical context within which contemporary practice of communication design has evolved and flourished and will continue to flourish, and to foster a creative dialogue between theory and practice at the appropriate level

- ♦ To contribute to the development of art and design theory and practice within the multi-disciplinary area of communication design.
- ♦ To encourage personal authorship through initiative, exploration, knowledge and understanding. Developing the professional, analytical and technical skills relevant to contemporary communication needs, together with an awareness of audiences.

### **C. Intended Learning Outcomes**

The programme outcomes are referenced to the QAA subject benchmarks for Art & Design and History of Art, Architecture & Design, the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills		Subject Practical skills
	On completion of the course, students will be able to:		On completion of the course, students will be able to:		On completion of the course, students will be able to:
A1	Identify aspects of practice and ideas at the forefront of communication design.	B1	Display individual creativity, expression and vision.	C1	Demonstrate practical and technical competence in their chosen specialism.
A2	Analyse and articulate the relationship between theory and practice.	B2	Maintain an open-minded, informed and independent approach.	C2	Acquire and interpret new methods, materials, processes and technologies appropriate to the specialism.
A3	Demonstrate a systematic understanding of key aspects graphics and illustration	B3	Analyse and solve complex problems.	C3	Deploy the communication, and entrepreneurial skills required in professional practice.
A4	Demonstrate an enquiring attitude, imagination and clarity of expression.	B4	Devise and sustain arguments using critical analysis.	C4	Employ effective and appropriate research.
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work well with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
				CK5	Show sensitivity and respect for diverse values and beliefs

	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	<b>Creativity and Problem Solving Skills</b>				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

#### Teaching/learning methods and strategies

The range of learning and teaching strategies includes:

- Lectures
- Studio-based projects & Briefing
- Studio seminars
- Group critique

- Tutorials (group & individual)
- Open door policy
- Demonstration
- Workshops
- Academic or Technical Supervision
- Study Visits
- Peer Learning
- Study Skills
- Professional Practice and Career Pathways
- Independent Study

### **Assessment strategies**

The Assessment strategies employed in the Field include the following:

- Project crit – to assess and monitor ongoing progress on the programme, oral and visual communication skills (normally formative)
- Module assessment – to assess the standard of the body of work achieved
- Essays – to assess critical research, reading and writing skills
- Dissertation – to assess a major piece of writing
- Self assessment
- Shows and Degree Show Exhibitions – to assess creative ambition and appropriate response to set and self initiated projects and the use of appropriate technologies to realise work in context.
- Portfolios – to identify student's skills and achievements, strengths and weaknesses and personal values in relation to career choices



## **D. Entry Requirements**

### **1) The minimum entry qualifications for the field are:**

#### **Admission at Level 4**

Students must normally be 18 years or over on 1<sup>st</sup> September in the session of admission.

All applicants invited for interview present a portfolio of work and have successfully completed a one-year full-time Foundation course in Art & Design or EdExcel GAD or BTEC ND in Graphic Design/Photography or equivalent.

A minimum of 5 or more GCSE's (grades A-C) including English Language and 2 other academic subjects, with preferably completed A level studies or a minimum of 4 GCSE's (grades A-C) plus one A Level. A merit at GNVQ Level 3 is considered equivalent to two A Levels.

A mature applicant of 21 or over on 31<sup>st</sup> December in the year of entry, may be permitted to enter at the beginning of the course without normal minimum entry qualifications but will be required to attend an interview with a portfolio of work.

### **2) Typical entry qualifications set for entrants to the field are:**

All students have successfully completed a one-year Foundation course in Art & Design or a two-year BTEC in a relevant subject or its equivalent. It is anticipated that the majority of applicants have completed A-Levels or their Internationally equivalent qualification.

The majority of international students have achieved a 5.5 IELTS score although the strength of the portfolio is taken into account when making a decision

#### **Admission to Levels 5 and 6**

In accordance with University regulations candidates may at the discretion of the Course Director, be admitted to any level of the course, providing that they can demonstrate their ability to effectively fulfil the objectives of the course. This will require an interview and the submission of a portfolio to demonstrate design ability, and the successful completion of an equivalent part of the course to that missed, at another educational establishment. An applicant holding an appropriate HND may be admitted to the start of Level 5 and applicants who have successfully completed part or all of an appropriate, related degree course may be admitted during Level 5. Admission to Level 6 is exceptional. Industrial experience or successfully gaining a merit award in a Foundation Degree or an international equivalent qualification is acceptable for consideration. Applicants seeking prior credits for advanced standing will be considered through the University APL credit rating mechanism.

#### **International Students**

International students are normally interviewed with portfolio and only in exceptional circumstances allowed to send a portfolio for review and telephone interview. They must demonstrate evidence of satisfactory competence in English, (IELTS 5.5) where this is not their first language, in accordance with the requirements of the University.

## E. Programme Structure

This programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) Graphics & Illustration. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in September.

### E1. Professional and Statutory Regulatory Bodies

N/A

### E2. Work-based learning

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

### E3. Outline Programme Structure

Each level is made up of 4 modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University's Undergraduate Regulations (UR) and the Student Handbook. Full details of each module will be provided in module descriptors and student module guides.

Level 4 (all core)							
Compulsory modules	Module code	Credit Value	Level	% Written exam	% Practical exam	% Course-work	Teaching Block
Creative Skills 1	CG4001	30	4	/	/	100	1&2
Visual Communication 1	CG4002	30	4	/	/	100	1&2
Visual Expression	CG4003	30	4	/	/	100	1&2
History of Visual Communication	CG4004	30	4	/	/	100	1&2

Progression to level 5 requires passes in all Level 4 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Graphics & Illustration.

<b>Level 5</b>							
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>% Written exam</b>	<b>% Practical exam</b>	<b>% Course-work</b>	<b>Teaching Block</b>
Creative Skills 2	CG5001	30	5	/	/	100	1&2
Visual Communication 2	CG5002	30	5	/	/	100	1&2
End of Year Presentation	CG5003	30	5	/	/	100	1&2
Visual Communication Design Research: Ideas and Theories	CG5004	30	5	/	/	100	1&2

Progression to level 6 requires passes in all Level 5 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Graphics & Illustration.

<b>Level 6</b>							
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>% Written exam</b>	<b>% practical exam</b>	<b>% course-work</b>	<b>Teaching Block</b>
Major Project	CG6001	30	6	/	/	100	1&2
Visual Communication 3	CG6002	30	6	/	/	100	1&2
Professional Portfolio & Degree Show	CG6003	30	6	/	/	100	1&2
Dissertation	CG6004	30	6	/	/	100	1&2

Level 6 requires the completion of the compulsory modules.

## **F. Principles of Teaching Learning and Assessment**

The course team integrates the relevant elements of the University Led by Learning into their teaching and assessment. Teaching methods have been developed in close relation to the subject and the industry. The ways in which students learn their skills and develop an understanding of their subject is equally distinctive, with a strong emphasis being placed on the management of design projects, with reference to contemporary industrial practice, relevant market areas, and the development of individual creative skills. Involvement and collaboration with industry is central to this strategy with prominent members of the industry being briefed on the project aims and objectives and invited to provide critical and technical advice and formative feedback to students during the project. In addition, students are strongly encouraged to develop their own informed and creative approach, taking into account recent and current research as well as contemporary industry, audiences and artistic practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary design context and through awareness of the areas, forces and issues that influence society and industry to meets the needs of the market. Technology enhanced Learning will be utilised across the programme through tutor-led technical workshops which build on the skills base throughout the three

years of study. Areas covered typically include, Adobe Photoshop, Illustrator & InDesign, After Effects and Dreamweaver.

The portfolio of Communication Design courses promotes and sustains distinctive patterns of studio-based teaching and learning practices. Teaching methods have been developed in close relation to the subject and the creative industries. The ways in which students learn their skills and develop an understanding of their subject is equally distinctive, with a strong emphasis being placed on the management of design projects with reference to contemporary society, relevant market areas, and the development of individual creative skills, together with, as appropriate, the involvement and collaboration of industry

Through this, students are strongly encouraged to develop their own informed and creative approach, taking into account recent and current research as well as contemporary industry, audiences and artistic practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary design context and through awareness of the areas, forces and issues that influence society and industry to meet the needs of present and future generations.

The delivery of modules are by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, academic supervision, projects, briefings, study visits, peer learning, independent learning.

Studio culture is fundamental and is central to learning. Teaching and learning is project-based and interactive between students, tutors, and peers. During the teaching week, at each Level, a minimum of two studio days is tutor-supported. Students are required to engage in an approximately equivalent amount of self directed research and personal work in support of their studio practice. Project related work takes place both in and outside the physical studio environment but the studio accommodation itself is a focus for teaching and informal, peer assisted learning.

- **Lectures** - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material. Lectures are normally illustrated by still or moving images, in order to present knowledge that stimulates critical thought and supplementary reading, research and other related work in their individual study time
- **Studio-based projects** are both set and self-initiated.
- **Studio seminars** are discussions within the studio group normally pertaining to a theme or discipline relevant to the project. They are mainly tutor led and may include demonstrations.
- **Seminars** - Seminars normally consist of a structured discussion that may be student or staff led presentations followed by discussion. The seminar is usually based upon a topic, which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected and encouraged.
- **Group Critique** - Commonly known as Group 'Crits'. On these occasions a group of students and members of staff and, if appropriate, invited industry guests will discuss the work of one or more students who are present. Group crits can take place in studios or students work place, if appropriate; the work to be discussed might be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will

indirectly learn by means of the discussion centered upon the work of other members of the group. Studio presentations are integral to group crits.

- **Tutorial** - Opportunities to discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.
- **Open Door Policy** - The school has adopted an 'open door' access policy for students, which provides the opportunity, throughout the academic year to discuss pressing issues whether work or pastoral as they arise with the member of staff of their choice.
- **Demonstration** - This often involves the first introduction to a process, technique or equipment not previously experienced to a group of students. It is intended to make students aware of the potential and characteristics of equipment and skills. It is not intended that every student will go on to learn and use the skills.
- **Academic or Technical Supervision** - Academic supervision builds on demonstration in that members of staff will assist students in the acquisition or strengthening of a particular skill or aspect of learning. The degree of assistance is usually determined by the capabilities of the individual student. Supervision of this kind will mean that a member of staff is close at hand to assist with problems.
- **Study Visits** - By definition, a study visit will involve traveling to particular places of interest, which may vary, from visits to museums and libraries or to course specific events such as shows, exhibitions, or visits to industry. They may also take the form of an extended visit, where appropriate. They form an essential part of the education practices in that it is vital that the student is able to see examples of art and design at first hand.
- **Projects** - The term 'project' is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project normally has a strict deadline. Students also devise their own projects (self initiated briefs). Self-initiated projects are comprised of a body of work which reflects the specific interests of the student and which may be developed over a period of time.
- **Capstone Project** - A capstone project (self-initiated) is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.
- **Briefing** - A briefing takes place to make known and explain details of projects.
- **Peer Learning** - A vital component of teaching and learning practices of design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss progress and issues informally. Peer learning will also takes place through other activity such as group crits and seminars.

- **Study Skills** - Study skills refer to the acquisition of communication skills, techniques of information retrieval and strategies of self-management in relation to study. Above all study skills means learning how to study.
- **Professional Practice and Careers** – Opportunities for students to plan and manage their future careers. Keeping an appropriate balance between these different teaching and learning strategies, from level to level, the balance shifts in such a way as to lead the student from task oriented work to the development of the autonomous and creative capabilities required for independent learning and through an increasingly complex and wide ranging design issues.
- **Independent Study** - It is recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self initiated leads to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.
- **The Portfolio** allows for progression and is the record of an individual's creative and technical development at each level, and the Professional Portfolio developed during Level 6 is intended to enable the student to embark on a career in their chosen area.
- **End of Year Shows** are designed to enable students to demonstrate critical self-selection and creative ambition and at Level 6 reflects the individual student's highest achievement on completion of the course.

The main objectives of assessment are to develop student's critical judgment, practical skills and intellectual breadth. Ranges of assessments strategies are employed in the field. Supporting student learning, recognising differences in individual learning styles and giving students the opportunity to demonstrate the diversity of abilities developed during the programme.

The assessment system gives feedback to students on their progress. It defines achievement in each module and finally allows for the designation of the degree award classification. Students are informed of assessment methods and criteria at the start of each level and given feedback, verbal or written, regularly during and on completion of each module and at the end of each level.

Assessment is based on an evaluation of the level of achievement for each module, in relation to the aims and learning outcomes and demonstrates that students have achieved these learning outcomes.

The assessment procedure supports creative development and provides guidance and monitoring as a student progresses. The particular criteria for the assessment of each module are set out in the module description and/or on project briefs.

Assessment criteria for the formative and summative assessments of each module are given verbally and in written form and in module descriptions and guides.

At each level students will have the experience of individual and group presentations and different forms of critical and reflective writing.

Each module is individually assessed and the form of the assessment will generally be by the presentation of projects and/or bodies of work. In the case of modules having a number

of component projects, normally an indicative mark will be assigned to projects after a crit. This provides an indication of attainment for that project. The entire submission, which may involve several separate projects, will be submitted for final assessment at the end of the module and given a summative grade.

Feedback, both formal and informal, is maximised throughout the programme. Students are given regular feedback/feed forward through interaction in the studios in the development of course work, tutorials, crits, seminars, group discussions and presentations.

Students have the opportunity to give constructive feed back via module and course evaluation questionnaires, student / staff consultative committees and other forums. Staff use this feedback positively to enhance and refine modules, and to initiate new areas of study and modules.

## **G. Support for Students and their Learning**

Students are supported by:

All students are supported, in the first instance, by a personal tutor, allocated and introduced during induction week. Students may contact their personal tutor by email, telephone or in person at any point during their enrolment on the course.

Students may also request help and guidance from the following:

- Course Director
- Module Leader
- Technical support
- Study Skills Co-ordinator
- Course Administrator
- Student representative (who will attend the Staff/Student Consultative Committee)
- Welfare office
- Accommodation office

## **H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies

## **I. Employability Statement**

This degree equips students for a wide range of careers in the communication (arts) industry or related areas.

Graduates of the Graphics & Illustration course will be employed globally in design-related careers in the fields of advertising, film, graphic design, interactive media design, packaging, photography, publishing and illustration. Students will go on to establish their own successful practices or to take up influential positions in prestigious national and international companies. Others take advantage of postgraduate opportunities both in the UK and overseas before embarking on their careers.

#### **J. Approved Variants from the UR**

English level equivalent to **IELTS score of 5.5 in each category** will be accepted for level 4 entry.

#### **K. Other sources of information that you may wish to consult**

<http://www.csvpa.com>

<http://www.csvpa.com/en/courses/graphics/>

<http://www.qaa.ac.uk/Pages/default.aspx>

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf>

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/HAAD08.pdf>



## Development of Programme Learning Outcomes in Modules

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

			Level 4				Level 5				Level 6			
Module Code			CG4001	CG4002	CG4003	CG4004	CG5001	CG5002	CG5003	CG5004	CG6001	CG6002	CG6003	CG6004
Programme Learning Outcomes	Knowledge & Understanding	A1	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		A2	F	F	F/S	F/S	F	F/S	F	F/S	F/S	F/S	F	F/S
		A3	F/S	F/S	F/S		F/S	F/S	F/S		F/S	F/S	F/S	
		A4	F/S	F/S	F/S		F/S	F/S	F/S		F/S	F/S	F/S	F/S
	Intellectual Skills	B1	F/S	F/S	F/S	F	F/S	F/S	F/S	F	F/S	F/S	F/S	F
		B2	F	F/S	F/S		F/S	F/S	F/S		F/S	F/S	F/S	
		B3	F	F	F		F	F/S			F/S	F/S	F	
		B4	F	F	F	F/S	F	F		F/S	F/S	F/S	F	F/S
	Practical Skills	C1	F/S	F/S	F		F/S	F/S	F/S		F/S	F/S	F/S	
		C2	F/S	F	F/S		F/S	F	F		F/S	F/S	F	
		C3	F	F	F/S		F	F	F/S		F/S	F/S	F/S	
		C4	F/S	F/S	F/S	F/S	F/S	F/S		F/S	F/S	F/S		F/S
	Self-Awareness	AK1	F	F/S	F	F	F	F/S	F	F	F/S	F/S		F
		AK2	F	F	F		F	F	F	F/S	F/S	F/S		F/S
		AK3	F	F/S	F		F	F/S	F	F/S	F/S	F/S	F/S	F/S
		AK4	F	F	F		F	F	F	F	F/S	F/S	F/S	F
	Communication Skills	BK1	F	F	F	F/S	F	F		F/S				F/S
		BK2	F	F	F	F/S	F	F		F/S	F/S	F		F/S
		BK3	F	F	F	F	F	F/S		F	F/S	F/S		F
	Interpersonal Skills	CK1	F/S	F	F		F/S	F	F		F	F	F/S	
		CK2	F/S	F	F		F/S	F	F		F/S	F/S	F	
		CK3	F	F	F/S		F	F	F		F	F	F/S	F/S

		CK4	F/S	F/S	F	F	F/S	F/S	F	F	F/S	F/S	F/S	F/S
		CK5	F	F	F	F	F	F		F	F	F	F	F/S
	<b>Research &amp; Information Literacy Skills</b>	DK1	F	F	F	F/S	F/S	F/S		F/S	F/S	F/S	F	F/S
		DK2	F	F	F	F/S	F	F		F/S	F	F	F	F/S
		DK3	F	F	F	F	F	F		F				F/S
		DK4				F/S				F/S				F/S
		DK5	F/S	F/S	F/S	F	F/S	F/S	F/S	F	F/S	F/S	F/S	F
		EK1				F/S				F/S				F/S
	<b>Numeracy Skills</b>	EK2	F	F		F/S	F	F		F/S	F	F		F/S
		EK3				F				F				F/S
		EK4				F/S				F/S				F/S
		FK1	F	F/S	F	F	F/S	F/S	F/S	F	F/S	F/S	F/S	F/S
	<b>Management &amp; Leadership Skills</b>	FK2	F	F/S	F	F	F	F/S	F/S	F/S	F/S	F/S	F/S	F/S
		FK3	F	F	F	F	F/S	F/S	F	F	F/S	F/S	F/S	F/S
		FK4		F			F	F	F		F	F	F/S	
		GK1								F/S				F/S
	<b>Creativity &amp; Problem Solving Skills</b>	GK2				F/S				F/S				F/S

**S** indicates where a summative assessment occurs.  
**F** indicates where formative assessment/feedback occurs.

This map identifies the elements of assessment for each module.

Module					Coursework 1				Coursework 2			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*
4	Creative Skills 1	CG4001	30	Core	Projects, workshops, portfolio		100	S				
4	Visual Communication 1	CG4002	30	Core	Studio projects, portfolio		100	S				
4	Visual Expression	CG4003	30	Core	Journals, sketchbooks, portfolio		100	S				
4	History of Visual Communication	CG4004	30	Core	Essay (teaching block 1)	1750	40	S	Essay (teaching block 2)	1750	60	S
5	Creative Skills 2	CG5001	30	Core	Projects, workshops, portfolio		100	S				
5	Visual Communication 2	CG5002	30	Core	Studio projects, portfolio		100	S				
5	End of Year Presentation	CG5003	30	Core	Portfolio, presentations, publication		100	S				
5	Visual Communication Design Research, Concepts, Ideas & Theories	CG5004	30	Core	Essay (teaching block 1)	2250	40	S	Essay (teaching block 2)	2250	60	S
6	Major Project	CG6001	30	Core	Studio work & portfolio		100	S				

6	Visual Communication 3	CG6002	30	<b>Core</b>	Portfolio of Work		100	S				
6	Professional Portfolio & Degree Show	CG6003	30	<b>Core</b>	Portfolio of work		50	S	Degree Show		50	S
6	Dissertation	CG6004	30	<b>Core</b>	Work-in-progress		20	S	Dissertation	7000	80	S

## COURSE DIAGRAM

	LEVEL 4		LEVEL 5		LEVEL 6	
Teaching Block	1	2	1	2	1	2
Core Studies	CG4001 Creative Skills 1  30 credits		G5001 Creative Skills 2  30 credits		CG6001 Major Project  30 credits	
	CG4002 Visual Communication 1  30 credits		CG5002 Visual Communication 2  30 credits		CG6002 Visual Communication 3  30 credits	
	CG4003 Visual Expression  30 credits		CG5003 End of Year Presentation Portfolio  30 credits		CG6003 Professional Portfolio & Degree Show  30 credits	
Critical & Contextual Studies	CG4004 History of Visual Communication  30 credits		CG5004 Visual Communication Design Research: Concepts, Ideas and Theories  30 credits		CG6004 Dissertation  30 credits	

## Technical Annex

<b>Final Award(s):</b>	BA (Hons) Graphics & Illustration
<b>Intermediate Award(s):</b>	Ordinary Degree, Cert. HE, Dip. HE
<b>Minimum period of registration:</b>	FT 3 years
<b>Maximum period of registration:</b>	FT 6 years
<b>FHEQ Level for the Final Award:</b>	Honours
<b>QAA Subject Benchmark:</b>	Art and Design/History of Art, Architecture & Design
<b>Modes of Delivery:</b>	Full Time
<b>Language of Delivery:</b>	English
<b>Faculty:</b>	Art, Design & Architecture
<b>School:</b>	Cambridge School of Visual & Performing Arts (CSVPA)
<b>JACS code:</b>	W210 This is the <a href="#">Joint Academic Coding System</a> (JACS) agreed jointly by UCAS and HESA.
<b>UCAS Code:</b>	W990
<b>Course Code:</b>	DDEAUDH3F
<b>Route Code:</b>	DFGIL