

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Graphic Communication
<b>Teaching Institution</b>	Plymouth College of Art
<b>Awarding Institution</b>	Plymouth College of Art
<b>Date of first validation</b>	October 2019
<b>Date of latest (re)validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>Programme start date</b>	September 2020
<b>Underpinning QAA subject benchmark(s)</b>	Art and Design; Communication, Media, Film & Cultural Studies
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	n/a
<b>Mode(s) of Study (PT, FT)</b>	
<b>Duration of the programme for each mode of study</b>	FT: 3 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	

## 2.1 Educational aims and objectives

### Programme aims:

1. To develop Graphic Communication professionals equipped with a range of intellectual, creative, imaginative and enquiring skills that are appropriate for the requirements of the creative industries.
2. To equip students with the skills to communicate concepts effectively through visual graphic communication, in written and oral means, and to support their realisation with technical proficiency over using a variety of digital and non-digital mediums.
3. To enable students to acquire core skills and knowledge and to apply, consolidate and synthesise their learning in different contextual frameworks and situations, both across the field of Graphic Communication and within appropriate professional, collaborative and entrepreneurial contexts.
4. To develop students' key transferable skills for identifying personal strengths and needs through self-reflection and self-management and to recognise those transferable skills as useful for subsequent employment
5. To provide an academically rigorous course of study that develops student understanding of their practice as it relates to theories of Graphic Communication and the wider field of contemporary discourses.
6. To underpin an understanding of the industry through knowledge of historical, social, ethical and cultural contexts, developing students' academic and research skills to help them prepare for professional practice and/or progression to postgraduate study.
7. To foster convergent and divergent global design thinking in the development of ideas through to strong cultural debate and outcomes in a programme, progressing to increasingly autonomous and personally-focused learning and an extended piece of work, portfolio or project aimed towards the creative industries.

### Programme objectives:

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

1. Engage in a wide creative application and work in cross disciplinary areas of Graphic Communication making use of extensive knowledge of materials, techniques and processes leading to creative and innovative outputs.
2. Demonstrate industrial use of current visual and communication applications, and display confidence when engaging with unfamiliar pathways and diverse roles of graphic design, through their projects.
3. Evidence a range of highly transferable design skills and knowledge of visual communication through, innovative and vocational led outcomes, that will support an economic, design for change and social value to society.
4. Apply inquisitive skills and knowledge to engage in cutting edge design practices that meet growing demand for ever more imaginative conceptual, problem solving that is underpinned by critical thinking and reflective evaluation.
5. Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social contexts of Graphic Communication.
6. Develop independent, critical and creative practice in professional, collaborative or entrepreneurial contexts.

## 2.2 Relationship to other programmes and awards

**(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)**

- Extended Degree (successful completion allows guaranteed progression to appropriate Degree programme).
- Opportunities for collaboration with other awards throughout the programme of study.
- Successful BA (Hons) Sound students will have the opportunity to progress to one of the suite of postgraduate programmes offered at PCA.

### **2.3 List of all exit awards**

120 credits at Level 4 – Certificate of Higher Education  
240 credits at Levels 4 and 5 – Diploma of Higher Education  
300 credits at Levels 4, 5 and 6 - BA (ordinary degree)  
360 credits at Levels 4, 5 and 6 – BA (Hons)

## **3. Programme learning outcomes**

### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>A1. Demonstrate an understanding of the overarching theories and practices that underpin your area of creative practice.</p> <p>A2. Articulate understanding of materials, techniques and processes in creative and innovative outputs.</p> <p>A3. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources</p> <p>A4. Demonstrate awareness of Graphic Communication techniques, and their application across emerging media and technologies.</p> <p>A5. Reference the diverse roles and professional and ethical responsibilities within the Graphic Communication industries.</p> <p>A6. Articulate how Graphic Communication can reflect and influence preconceptions of society, culture, and identity.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support the development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Directed study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>The students' practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars.</p>

Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

**Assessment methods**

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.

### 3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>B1. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p> <p>B2. Synthesise and evaluate understanding of interdisciplinary ideas and concepts and evidence outcomes in practical and theory-based solutions.</p> <p>B3. Implement theories and principles of Graphic Design in order to research and construct innovative concepts and solutions.</p> <p>B4. Implement meaningful levels of analysis and evaluation to research findings in order to stimulate creative and academic development.</p> <p>B5. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support the development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Directed study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p>

Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art and design, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed by traditional views and will allow the student to develop their individual professional identity with confidence.

Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.

Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art and design activities in both a practical, vocational manner and in a social context.

Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

	<p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.</p>
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### 3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>C1. Devise &amp; execute appropriate and innovative Graphic Design concepts in response to the needs of a specific brief, client or audience.</p> <p>C2. Evidence proficiency in software, media or technologies in order to develop practice based solutions.</p> <p>C3. Produce a substantial body of work that utilises materials, techniques and processes utilising creative practices and appreciation of diverse range of outputs.</p> <p>C4. Evaluate research from Graphic Communication trends and apply the findings meaningfully to a range of conceptual and vocational led outcomes.</p> <p>C5. Research, evaluate and contextualise own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support the development of d studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Directed study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.</p>

Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.

Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion.

Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.

### **Assessment**

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

### 3D. Key/transerable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Communicate &amp; propose concepts effectively and professionally employing both visual and written communications.</p> <p>D2. Create individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal, ethical and professional growth.</p> <p>D3. Conduct self-initiated tasks and projects, exhibiting appropriate levels of time-management, self-organisation and motivation.</p> <p>D4. Evaluate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.</p> <p>D5. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p>	<p><b>Learning and Teaching Strategy/Method</b></p> <p><b>Tutorials:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area</p> <p><b>Lectures and seminars:</b> to introduce the concepts and research methodologies involved</p> <p><b>Workshops and Demonstrations:</b> to introduce practical, creative and professional skills</p> <p><b>Studio development:</b> to support the development of studio practice alongside other students within a context of practical and theoretical engagement</p> <p><b>Directed study:</b> to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p><b>Critiques:</b> to begin to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process</p> <p><b>Collaboration &amp; Peer interaction:</b> to develop core communication and interpersonal skills</p> <p><b>Blended Learning:</b> to enable students to utilise digital and online resources, through our VLE, Lynda.com, blogs etc.</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions and individual tutorials.</p>

	<p>Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.</p> <p>Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation or equivalent output.</p> <p><b>Assessment</b></p> <p>‘Transferable Skills’ are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.</p>
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#### 4. Indicative Programme Structure – Full-time

Students will follow a three-year programme of study. Students will commit to approximately two to three core-teaching days per week with identified tutorial/seminar hours. There are no optional modules in the programme.

**Please note:** Part time mode of study not offered

Full-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAGC104 - 20 Credits	
	BAGC101 - 20 Credits	BAGC103 - 20 Credits
	BAGC102 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 5	
Semester 3	Semester 4	
GCOP200 - 20 Credits		
BAGC203 - 20 Credits		
BAGC201 - 40 Credits	BAGC202 - 40 Credits	
Year 3/level 6		
Semester 5	Semester 6	
BAGC301 - 40 Credits	BAGC303 - 40 Credits	
BAGC304 - 20 Credits	BAGC302 - 20 Credits	

Exit award at level 4 – Certificate of Higher Education (120 credits)

Exit award at level 5 – Diploma of Higher Education (240 credits)

Exit award at level 6 – BA (Hons) (360 credits); BA non-hons (300 credits)

Annexe 1: Indicative programme content

Annexe 2: Learning and teaching strategy

Annexe 3: Curriculum map

## **Annex 1 – Indicative programme content**

### **Level 4**

The programme begins with BAGC101 Introduction to Communication, a module that explores what it means to be a graphic communicator. Through design research to ideas development, students will explore the relationship between client, designer and audience/end user.

Running in parallel in semester one is BAGC102 Graphic Design which introduces students to the fundamentals of graphic design and their application within the field of graphic communication, where students will respond to a number of projects that will develop their ability to realise their ideas visually.

In semester two, students will explore the power and potential of images to communicate complex, powerful or impactful ideas in module BAGC103 Creative Image-making. Within this module, students will focus on problem solving and creative play with a range of creative image making processes. Students will be supported to explore both experimental hand drawn practises and analogue techniques, alongside production of artwork through digital processes.

Also in semester two, Module BAIS300 Interdisciplinary Studies provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. Subject areas are nonetheless relevant to personal career aspirations. New mix media approaches, materials, techniques and processes will be explored.

Throughout the year, BAGC104 Professional Practice & PDP 1 will raise awareness of career paths within graphic communication and its associated creative industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures, research tasks, individual, reflective activities and team assignments / critiques.

BCOP100 Contexts of Practice 1 introduces key theories of art, design and media practice through seminars, lectures and a range of activities exploring research and communication/articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary graphic communication and students will engage with a wide variety of contemporary practitioners.

### **Level 5**

Level 5 builds on the skills, abilities and knowledge gained by students to date, and allows them to explore more advanced concepts and develop additional skills utilising digital media communication, creative image-making and applied graphic design.

BAGC201 Digital Communication Design takes place in semester one and will introduce students to analytical, problem solving, approaches to graphic communication, strengthening the learners' appropriate creative abilities and technical skills required of digital design, as well as an understanding of the broad fields in which the discipline is practiced.

In semester two, BAGC202 Design Values invites students to explore their creative identity and identify their values as a graphic communicators. They will be expected to explore their own practice and aspirations up to this point, building on their skills and experiences across the programme so far. Students will be encouraged to reflect upon interests to date and directions they wish to pursue within the graphic communication industry.

Running throughout the year, BAGC203 Professional Practice & PDP 2 extends skills acquired during Level 4 allowing individuals to further explore professional creative practice along with employment and entrepreneurial opportunities. This module will run across level 5 and will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in graphic communication and associated professional creative industries. Students will also be expected to develop and realise own ideas for self-promotional strategies that sets their graphic design practice apart from the competition.

Also running through the year, the GCOP200 Contexts of Practice 2 module extends themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. A series of core lectures and themed seminars deepen understanding of graphic communication and associated creative industries in their wider contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between context and practice.

## **Level 6**

At the outset of Level 6 students will confirm their extended study in response to a proposal developed during the later part of Level 5, guided by staff from the programme team who provide ongoing tutorial support.

The BAGC301 Research & Experimentation module will provide information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory studio practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their dissertation/extended essay title with staff and peers.

In the BAGC302 Creative & Professional Development module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or postgraduate study.

The BAGC303 Creative & Professional Conclusion module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

The BAGC304 Contexts of Practice 3 module provides two pathways. Each pathway supports the development of independent critical thinking.

Investigation of emerging technologies and platforms as a means to spread promotional, educational and directional content - will be addressed throughout the programme. For example BAGC101 (Cross-media, transmedia communication), BAGC102 and BAGC201 (animated gif, short video, podcast, webdoc, etc) through to BAGC303 (communication strategy planning).

## **Annex 2**

### **Learning and Teaching Strategy**

#### **Introduction**

The Learning and Teaching Strategy has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

#### **Programme levels:**

The levels of the programmes carry distinct roles within the students' progression and development.

#### **BA (Hons):**

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base, and developing critical thinking.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by contextual work, and professional portfolio.

#### **Module delivery:**

Modules are structured around combinations of; assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, screenings, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in studio/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as materials-based manipulative skills.

#### **Module assignments:**

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the College VLE along with a wide range of useful resources, such as technical and software support, and contextual readers.

**Peer interaction, independent learning and directed study-time:**

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, collaborative interaction, to discuss and negotiate ideas and methods is also a compelling way of learning, and key to filmmaking practice. For these reasons peer interaction, independent learning and directed study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

**Project Proposals and Online Sketchbooks:**

Critical reflection and self-evaluation are essential elements in art and design practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason critical reflection and self-evaluation are incorporated into assignments and made concrete in two primary ways:

Project Proposals: these are introduced at key points during the programme, although their usage is more pronounced in Level 4 and Level 5 Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Online Sketchbook / Blog: A form of reflective account/ PDP/ diary/ research journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning the students own learning. Students are expected to use a blog or website to record this activity, and it will include extended research arising from themes and practices discussed / experienced during module sessions.

**Assessment strategy**

Assessment is entirely by coursework and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity, focused on critical reflection and evaluation of work.

**Formative tutor assessment:**

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy

(see above) constitute formats for providing formative feedback, as do the Project Proposals and online Sketchbooks (see below).

### **Formative peer assessment**

Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical studio environment. Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

### **Formative external/employer assessment**

During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the formative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors.

### **Summative assessment**

Summative assessment generally takes place upon completion of a module assignment and includes the assessment and grading of the learning outcomes. These outcomes will include: research and preparatory work, production artefacts, production activity, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical studio-based assignments the usual model will be presentation to at least two tutors and in a group critique situation.

### **Module assignments:**

Information relating to the requirements for the presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

### **Group work (supporting peer interaction):**

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

### **Project Proposals / Online Sketchbooks /Blogs:**

Project Proposals include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed.

Online Sketchbooks may sometimes be specified by assignments as required supporting material to be submitted for assessment. The critical evaluation of the research, planning and production activity recorded in online sketchbooks forms an essential part of the assessment.

## **Feedback**

### **Formative feedback:**

Formative feedback from tutors and peers takes place continually throughout the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form.

### **Summative feedback:**

Summative feedback is designed to help students comprehend and appreciate their relative strengths and areas for improvement, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

### Annex 3 - Curriculum map

This table indicates which study units assumes responsibility for delivering and assessing particular programme learning outcomes.

#### Knowledge and Understanding

Level	A1	A2	A3	A4	A5	A6
<b>4</b>						
BAGC101						
BAGC102						
BAGC103						
BAGC104						
BAIS300						
BCOP100						
<b>5</b>						
BAGC201						
BAGC202						
BAGC203						
GCOP200						
<b>6</b>						
BAGC301						
BAGC302						
BAGC303						
BAGC304						

## Cognitive Skills

Level	B1	B2	B3	B4	B5
<b>4</b>					
BAGC101					
BAGC102					
BAGC103					
BAGC104					
BAIS300					
BCOP100					
<b>5</b>					
BAGC201					
BAGC202					
BAGC203					
GCOP200					
<b>6</b>					
BAGC301					
BAGC302					
BAGC303					
BAGC304					

### Practical and Professional Skills

Level	C1	C2	C3	C4	C5
<b>4</b>					
BAGC101					
BAGC102					
BAGC103					
BAGC104					
BAIS300					
BCOP100					
<b>5</b>					
BAGC201					
BAGC202					
BAGC203					
GCOP200					
<b>6</b>					
BAGC301					
BAGC302					
BAGC303					
BAGC304					

### Key/Transferable Skills

Level	D1	D2	D3	D4	D5
<b>4</b>					
BAGC101					
BAGC102					
BAGC103					
BAGC104					
BAIS300					
BCOP100					
<b>5</b>					
BAGC201					
BAGC202					
BAGC203					
GCOP200					
<b>6</b>					
BAGC301					
BAGC302					
BAGC303					
BAGC304					