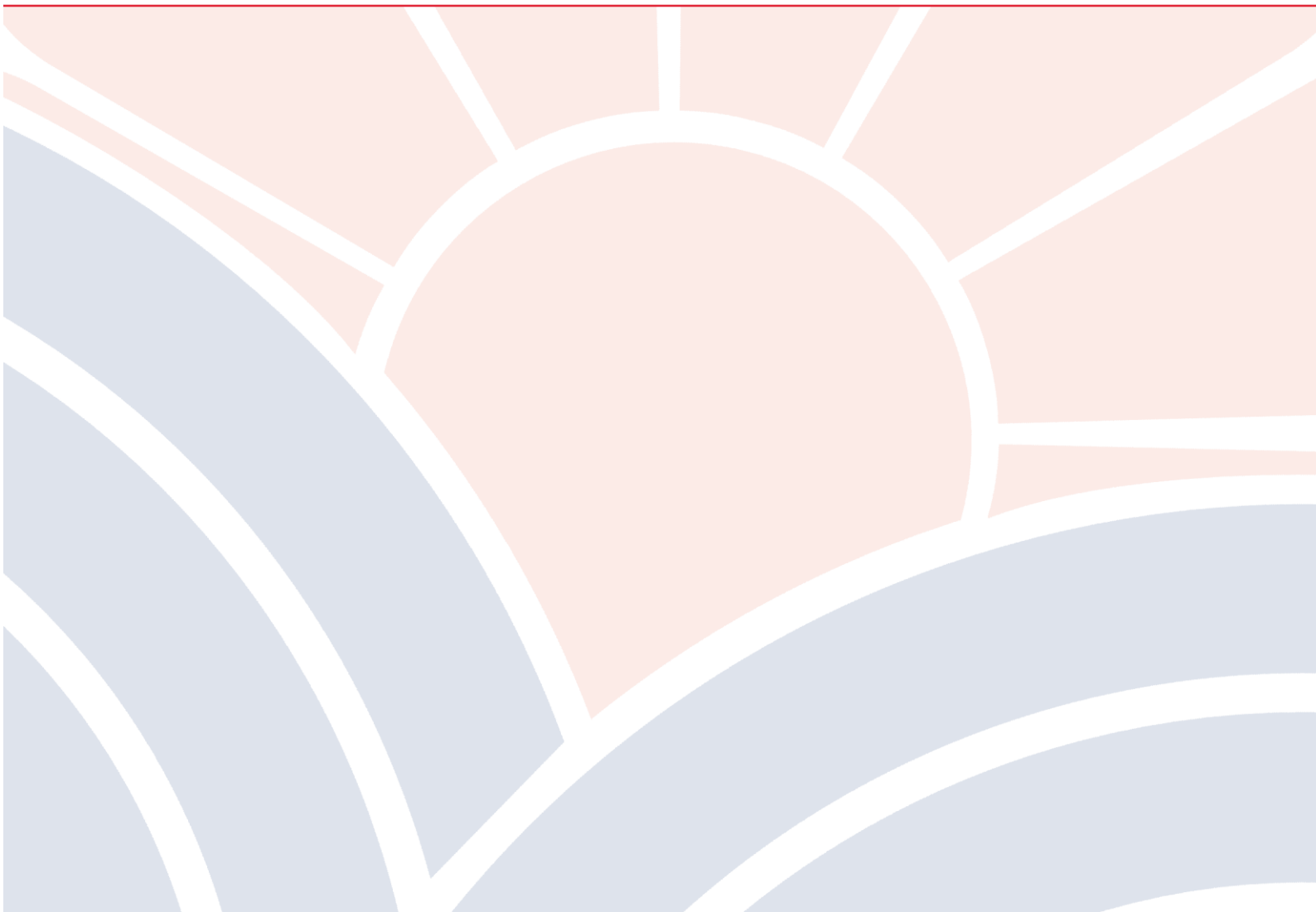


Programme Specification

Pearson BTEC Level 5 HND Diploma in Graphic Design



Awarded by

Programme Specification

Title of Programme:

Pearson BTEC Level 5 HND Diploma in Graphic Design

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

1. Awarding Body	Pearson BTEC
2. Teaching location	Blossomfield Campus, Solihull College and university Centre
3. Accreditation details	N/A
4. Final award	Higher National Diploma
5. Name of award	Higher National Diploma in Graphic Design
6. Codes	
a. UCAS code	012W
b. Solihull Qualification Code	CARAA092BCF1
c. Pearson Qualification Title and Code	Pearson BTEC Level 5 Higher National Diploma in Art and Design: 603/0909/X
7. QAA Subject Benchmark or other external reference	Art & Design / History of art, architecture and design
8. Date this specification applies from	September 2018
Approved	TBC Head of School – Visual & Performing Arts

Educational Aims of the Programme

This HND programme is designed to provide students with the integrated knowledge of Graphic Design skills and processes which they can exploit or develop in a commercial or individual capacity. Special emphasis is placed on the use of new technology as an aid to design with access to computers, scanners, digital cameras and printers. The broad aims of the programme are as follows:

- To provide a higher education foundation for a range of creative, technical and management careers in graphics
 - To provide specialised studies in areas of Graphic Design in which students intend to seek employment
 - To enable students to make an immediate contribution to employment
 - To provide flexibility, knowledge, skills and motivation as a basis for future studies and career development
 - To develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life
-

Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Subject knowledge and critical understanding includes:

Awareness of key aspects of art and design in their historical, cultural and professional context

Knowledge and understanding of the contribution of key practitioners to the discipline

A broad range of approaches to the solution of design problems directed to specific target audiences

An understanding of technological innovation and its potential regarding the development of Graphic Design

Economic factors, business systems, marketing strategies, legislation and responsibilities influencing the designer and client

The basic legal, ethical and safety issues underpinning professional practice

Higher level academic/ intellectual skills includes

The ability to:

Research analysis and evaluation of a range of design problems and solutions

Synthesise information drawn from appropriate theoretical, experimental, and professional contexts to solve problems

Make critical judgements to assist in solving complex design problems

Analyse and reflect on personal progress in course-related activities and critiques

Higher practical and professional skills includes:

Critical and analytical skills employed in the research, development and resolution of creative ideas and in the synthesis of theory and practice

Ability to work co-operatively as part of team (creative pairs), and design teams of more than 3

Development of practical and technical skills appropriate to the articulation of their ideas

Deploy ideas-generating techniques to support creative thinking.

Plan, design and communicate the findings for an individual design brief. Utilise and apply software packages effectively to the analysis and resolution of design problems

Ability to study independently, set goals and manage their own workloads and meet deadlines. Employ divergent and convergent thinking in the process of investigation. Apply resourcefulness and entrepreneurial skills to support their own practice.

Use and comprehend images in relation to function and relationship to language

Higher Level transferable skills development includes:

Information technology

Numeracy.

Written and oral communication (including formal presentation)

Team working (including interpersonal skills)

Managing tasks including identifying and solving problems.

Monitoring and developing their own performance.

Teaching and Learning Methods

The following learning opportunities are provided to enable learners to develop and demonstrate their achievement of learning outcomes:

Acquisition of core knowledge is through a mixture of briefings and group critiques, demonstrations and practical's, lectures/presentations, tutorials, group seminars and directed study

Intellectual skills are developed through discussion and debate in group critique and tutorial sessions culminating in the preparation and presentation of a project brief.

Industrial visits are arranged to practising designers, exhibitions, seminars, including an annual design field trip to London to contribute to the development of professional and practical skills.

Common skills such as oral and written communication will be developed in group and tutorial sessions, and particularly through live design briefs

Acquisition of knowledge and understanding is integrated where possible with the delivery of practical work and the development of students' personal portfolios.

Assessment methods

Assessment activities provide major opportunities for learning. Assessment criteria are linked to individual module outcomes.

Assessment methods include:

- Creative briefs, including live briefs from Industry

- Design Report evaluations

- Written Essays

- Oral presentations

- Practical Assessments

- Independent Research projects

- Portfolio/exhibition/interview

Programme Structure – HND

Assessment methods will vary for different modules. Each module will include a variety of methods from the list above.

Units shown are Level 4 and Level 5 across the two years of the programme.

8 Units of Study at Level 4 (Year 1)

Core Units

- Unit 1. Professional Development **15 Credits**
- Unit 2. Contextual Studies **15 Credits**
- Unit 3. Individual Project (Pearson Set) **15 Credits**
- Unit 4. Techniques and Processes **15 Credits**

Specialist Units

- Unit 13. Typography **15 Credits**
- Unit 14. Graphic Design Practice **15 Credits**

Option Units chosen by Solihull College

- Unit 19. Packaging **15 Credits**
- Unit 22. Printmaking **15 Credits**

6 Units of Study at Level 5 (Year 2)

Core Units

- Unit 32. Professional Practice **15 Credits**
- Unit 33. Applied Practice (Pearson Set) **30 Credits**

Specialist Unit

- Unit 39. Advanced Graphic Design Studies **30 Credits**

Option Units chosen by Solihull College

- Unit 47. Branding and Identity **15 Credits**
- Unit 49. Art Direction **15 Credits**
- Unit 48. Conceptual Practice **15 Credits**

Achievement

To achieve the Higher National Diploma at Level 5, students must achieve **240 credits Total from the above Units at Level 4 and 5.**

Units: Pearson HND Graphic Design

Unit 1: Professional Development

Unit code L/615/3512

Unit type Core

Unit level 4

Credit value 15

Introduction

The creative industries are always changing; in response to development in technology, social change and cultural conditions. These, in turn, have an effect on the professions and roles that are required within the industries. Through this unit, students will explore the development of the professions within the creative industries and the roles that make up those professions.

As creative practitioners it is important to schedule time, both to reflect and plan for personal development needs. This can help those working in creative industries to find inspiration and innovate, as well as prepare for external factors, such as keeping up with trends and new developments in their specialist field.

The aim of this unit is for students to begin to define areas for personal professional development, in the context of a growing awareness of the broad scope of the creative industries.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the creative industries professions, through research into historic and contemporary precedent.
2. Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
3. Define personal development plans; highlighting areas to support specific career goals and general skills.
4. Critically reflect on the achievement of personal development goals and plan for

the future.

Unit 2: Contextual Studies

Unit code R/615/3513

Unit type Core

Unit Level 4

Credit value 15

Introduction

Contextual Studies provides an historical, cultural and theoretical framework to allow us to make sense of art and design, as well as to consider how they may help us to understand the wider world.

This unit is designed to introduce students to key cultural developments, practices and movements related to the history of art, design, visual and popular culture since 1900. Emphasis will be placed upon developing a broad knowledge of art and design contexts, considering the technological, economic, social and aesthetic causes which have, and continue to, inform our understanding of art and design within the twentieth and twenty-first centuries.

Topics included in this unit are: semiotics, values and tastes, subcultures, advertising, modernism, postmodernism, hyper modernism, gender politics within art and design, materiality and immateriality.

Students will be introduced to the theoretical methods with which to research and analyse works of art and design, helping them to understand the importance of being able to contextualise their own practice, as well as enhancing their understanding of the wider art and design landscape. On successful completion of this unit students will have developed their contextual knowledge and their conceptual tool kit by undertaking a contextual investigation of their own, linked to their subject specialism.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the social, historical and cultural context of key art and design movements, theories and practices.
2. Analyse a specific work of art or design related to own area of specialism.
3. Use primary and secondary research methods to investigate an area of practice,

with consideration of research ethics .

4. Present research findings, through written work, visually and orally.

Unit 3: Individual Project

(Pearson-set)

Unit code Y/615/3514

Unit type Core

Unit level 4

Credit value 15

Introduction

Within the broad context of the creative industries there are many separate disciplines/specialisms.

The main purpose of this unit is to provide students with the opportunity to discover personal strengths and inform independent practice.

This unit is designed to develop the skills to apply creative practice in response to a theme and topics set by Pearson. Students will carry out and apply the knowledge and skills, developed through other areas of their studies, to complete and present an individual project. Wherever possible the unit will simulate working studio conditions, which will enhance and develop professional industry skills and practice.

The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform creative practice.

Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine specialist area of creative practice within historical and contemporary contexts.
2. Develop art and design solutions, through an iterative development process, in response to a given brief.

3. Present an art and design solution, including a portfolio of development work, in response to a given brief.
4. Evaluate work in relation to an identified area of specialism in the creative industries.

Unit 4: Techniques & Processes

Unit code D/615/3515

Unit type Core

Unit level 4

Credit value 15

Introduction

Although the creative industries are a very broad sector, including many different forms of art and design practice, there are many techniques and processes that are at the core of these diverse practices. The skills and techniques that underpin art and design practice are the key to developing a strong personal approach to the development of ideas and execution of work.

Through this unit students will explore the critical facets of art and design practice that will enable any project. Through the development of skills associated with brief analysis and writing, research, experimentation and testing, and presentation students will begin the process of establishing the grounding for future development of their own practice and further their study.

On successful completion of this unit students will have an awareness of a standard approach to the development and execution of work in the creative industries. In addition, they will have the basis upon which to develop their own approach to future projects.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
2. Explore concepts, materials and processes through experimentation and testing.

3. Present a body of work that includes evidence of development process, as well as final outcomes.
4. Assess own process and outcomes, based on reflection and feedback of others.

Unit 13: Typography

Unit code F/615/3524

Unit level 4

Credit value 15

Introduction

Typography has a long history that can be traced through the Middle East and East Asia; the development of letter punches, the use of stone, clay, wood and then cast metal type in the fifteenth century Rhine valley. With the introduction of phototypesetting and then; in recent years, digital type, typography has moved from a skilled niche activity to one that is accessible to anyone with a computer.

Typography includes the processes of making type legible (judged by the ability of the viewer to recognise different characters, or letters), readable (the viewer's ability to take in the meaning of sentences and paragraphs, by factors such as the distinction between different letters, line length, margins and the spaces between letters and between lines) and of communicating ideas or feelings (by factors such as the weight of letter, variety of width, height and curve in elements such as the stem). Taken together, these processes aim to order text that is fit for its intended purpose, communicates an appropriate message and is of itself interesting to look at.

The aim of this unit is to raise awareness of techniques and processes of typography in both print and digital forms, to understand the current terminology and to creatively explore skills within graphic design, which are then applied within a typography brief.

On successful completion of this unit students will appreciate some of the subtleties in creating and applying typography successfully and will have experienced and developed knowledge of fundamental skills necessary to progress to higher level study and commercial practice.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the application of typographic practice in print and digital workflows.
2. Explore typographic technologies and processes in specific contexts.
3. Apply typographic principles and processes in meeting a brief.

4. Present finished typographic outputs, for print and digital workflows.

Unit 14: Graphic Design Practices

Unit code J/615/3525

Unit level 4

Credit value 15

Introduction

Graphic design has come to embody a broad spectrum of practices, including illustration, corporate identity, motion graphics, packaging, print, interface and screen based practices and alternative methods of communicating information. The growth of this area is facilitated with new platforms and a demand for innovative communication. The graphic designer is required to work within very specific creative and technical constraints, applying standards, ethical approaches and positive organisation and communication skills to meet these.

The aim of this unit is to develop students' confidence in managing a graphic design project through the full spectrum of the design cycle. At each of these stages, students will apply graphic design practices associated with the industry in order to create a coherent graphic communication product in a specialist area.

Topics included in this unit are the contextual awareness of graphic design practices, appreciation and exploitation of design constraints, working with a broad spectrum of materials and technology, applying reflection and testing within the development stage, efficient graphic design practices and delivering a graphic solution to a client.

On successful completion of this unit students will recognise and practice the individual steps required to efficiently produce a graphic design outcome. They will do this by applying systematic research techniques, formulating and implementing a brief with awareness of context, applying design iteration and reflection and quality control measures, and delivering a proficient product.

Learning Outcomes

By the end of this unit students will be able to:

1. Apply research techniques to establish an awareness of context, related to a graphic design problem.
2. Develop a graphic design brief, to meet client needs in a given context.

3. Explore alternative solutions to a graphic design brief
4. Present a final graphic design solution to a client.

Unit 19: Packaging Design

Unit code D/615/3529

Unit level 4

Credit value 15

Introduction

Packaging is a key element in the marketing and distribution of products. It has a rich history interwoven into the developments of trade and culture, from early forms, where leaves were used to transport goods, to the range of contemporary forms that have become part of the advertising and promotion of goods.

A packaging designer responds to innovations, in both materials and forms not only to find ways to entice the customer, but also to better protect the product. The designer also has an ethical responsibility to consider the environmental impact and sustainability issues surrounding the packaging.

The aim of this unit is to provide students with a greater appreciation for the function of packaging; to advertise the product, to protect the product and to facilitate use of the product. Students will examine both historical and contemporary ways that packaging has fulfilled these functions.

Students will then design a packaging prototype considering the impact of; function, audience and context of the product on the design solution. The knowledge, understanding and skills gained in this unit will help students gain transferable skills that could be applied to other projects in the future.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain how the functions of packaging impact on its design, with reference to historical and contemporary precedent.
2. Evaluate the requirements for packaging in response to a brief.
3. Develop packaging prototypes in support of a given product.
4. Present a product packaging strategy for a given product.

Unit 22: Printmaking

Unit code D/615/3532

Unit level 4

Credit value 15

Introduction

Since its development in China, around the start of the second century, printmaking has remained a vibrant form of art and communication. Whether through small run woodcut prints or mass-produced etchings, the range of techniques available in printmaking has meant that it retains a unique position within the creative industries.

This unit will allow students to explore a wide range of processes and practices in printmaking, as well as applying these practices to realise personal outcomes through an experimental approach.

On successful completion of this unit students will be able to understand the historical and contemporary practices associated with printmaking, and through contextualised visits to professional studios and commercial workshops, be able to apply printmaking processes to their specific area of study.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the development of printmaking technologies and practices through historic and contemporary precedent research.
2. Evaluate printmaking processes and techniques through experimentation using different materials and technologies.
3. Develop propositions towards a final outcome through an iterative design process.
4. Present a body of printmaking work that communicates both development process and final outcomes.

Unit 32: Professional Practice

Unit code J/615/3542

Unit level 5

Credit value 15

Introduction

An essential aspect of good professional practice is the in-depth analysis of one's own strengths and weaknesses. This, combined with a clear strategy for presenting one's skills and abilities to potential employers or clients, is critical to future success.

The aim of this unit is to support students in making the transition from study to employment or freelance work. In previous study (Unit 1: Professional Development), students explored the broad areas of personal and professional development and preparing for employment. Building upon this, students will now apply their skills and knowledge to the development of a strategy for their future career, whether in employment or self-employment.

Topics included within this unit are career plans, CV writing, interview skills, self promotional material, legal frameworks, business planning and social and professional networks.

On successful completion of this unit, students will gain knowledge, understanding and the skill set that will increase their career opportunities.

Learning Outcomes

By the end of this unit students will be able to:

1. Review own skills and abilities in support of future employment or self employment.
2. Investigate business structures, legal frameworks and legislation to construct a business plan.
3. Develop material to support future employment or self-employment.
4. Present own skills, abilities and work to an employer or client.

Unit 33: Applied Practice –

Collaborative Project

(Pearson-set)

Unit code R/615/3544

Unit level 5

Credit value 30

Introduction

This unit is designed to develop interdisciplinary collaboration and creative engagement through a project that brings together different skills from across the creative industries. Based on a Pearson-set theme, students will develop (in negotiation with tutors) their own direction for the project.

The unit focuses upon the students' engagement with the wider community and provides a platform to explore collaborative practice through industry, competitions, cultural organisations, community-based groups, non-governmental organisations and charities.

Students may work in small groups, with external partners, or collaborate as an entire cohort in order to produce a collaborative outcome, while recognising their own contribution.

The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform applied practice.

Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate own and group skills, in support of a collaborative team.
2. Plan and manage a collaborative project, based on a Pearson-set theme.
3. Present collaborative project outcomes, highlighting own contributions.
4. Critically evaluate own work, and the work of others in a collaborative project.

Unit 39: Advanced Graphic Design Studies

Unit code H/615/3550

Unit level 5

Credit value 30

Introduction

While having a long tradition the graphic design profession is changing rapidly in response to society, the media and technology. Now, more than ever, graphic designers have alternative platforms to use, each with their own constraints.

This unit aims to provide students with an opportunity to engage in an extended study of the diversity of graphic design practice and to develop an in-depth project that will allow them to begin to establish their own approach to graphic design.

Modelling their project on a professional context, students will explore the relationship between client needs, target market, and design objectives. This project will call upon the student to carry out a full project cycle, including iterative development, and multiple stages of presentation and feedback that reflects advanced graphic design practice.

By the end of this unit students will have developed a significant project that will provide them with the knowledge and understanding of the profession of graphic design as well as the skills and experience to continue their studies or enter employment, in a broad range of sectors such as editorial, branding, web, print and screen-based industries.

This unit is intended to provide centres with a framework to support students to develop in-depth knowledge and skills associated with the specialist subject. As a 30 credit unit, delivered over an extended period, centres will have the option to provide consideration of broad areas of the subject followed by greater specialisation, based on either local needs or student areas of interest.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the relationship between design development, final output and use.
2. Develop a graphic design proposal, based on client requirements and design constraints, in response to a brief.
3. Produce graphic design prototypes, based on research and analysis, in support of a design strategy.
4. Present a body of graphic design work, including development and design

solutions, in response to a brief.

Unit 47: Branding & Identity

Unit code Y/615/3559

Unit level 5

Credit value 15

Introduction

The consumer market is growing at pace, and a company that wants to survive has to stand out with distinction.

The brand image and identity are the fundamentals of all businesses, whether a large corporate organisation, non-profit or start-up. Whatever the business product or service it may be, it must stand up to scrutiny and be distinctive, if it is to establish a loyal customer or client base. Brand image and identity help the consumer to identify and to be identified. When a brand successfully connects to the customer, it becomes irreplaceable and subsequently part of our culture, social history and language.

This unit aims to give opportunities for students to develop their knowledge and application of branding and identity through understanding the relationship between social, cultural and historical contexts. Students will explore why branding is important, how successful companies have established their identity and how this relates to their core values.

The unit is structured to give students a clear understanding of brand and identity, and its impact in a commercial market place. Analysing case studies to understand the contextualisation of brand and identity will enable students to produce industry ready artwork and branding style guidelines for the application of design. Topics included in this unit are: brand identity, brand strategy, positioning, market research, taglines, style guides, brand licensing, patent/trademark process, designing identity, logotype, and working within a client brief.

On successful completion of this unit students will be able to discuss the importance of branding and identity, showing how identity can influence the consumer, how to develop a brand identity, and how to produce style guides to be print ready for industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the role of branding and identity through analysis of historical and contemporary contextual research.
2. Evaluate a given brand to determine core values, mission and audience.

3. Develop a style guide/branding guidelines for a given brand.
4. Present a range of promotional material, using branding guidelines, in support of a given brand.

Unit 48: Conceptual Practice

Unit code R/615/3561

Unit level 5

Credit value 15

Introduction

The use of conceptual practices, in art & design, creates challenging forms of work; which see the ideas behind the work as having greater import than the finished work. In some cases, there may be no finished work as the transitory nature of the process or performance becomes an intrinsic part of the concept. While conceptual art can be challenging, the development of a conceptual approach is one that can be applied to many different forms of art & design practice.

This unit aims to develop knowledge and skills for artists, craft makers and designers to apply and communicate conceptual responses across practice and application.

Through this unit, students will engage with cultural, social, economic and political enquiry, to inform the development of a conceptual approach. Students will explore how conceptual art challenges the traditions of the gallery setting, considering performance, criticism, and theoretical approaches. Students will have the opportunity to explore conceptual enquiry to inform their projects.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate conceptual approaches in art & design through contextual research.
2. Develop a conceptual approach within an art & design project through experimentation.
3. Present a conceptual work of art & design, based on research and experimentation.
4. Evaluate own work and the work of others in relation to historical and contemporary precedents.

Unit 49: Art Direction

Unit code Y/615/3562

Unit level 5

Credit value 15

Introduction

The role of an Art Director spans across theatre, advertising, publishing, fashion, film & TV, photography and even video games. In all cases, art direction provides the means by which a unifying visual identity is established and maintained, ensuring that the visual outcome communicates to the target audience.

To achieve this, the art director must work with a wide range of different professionals, understanding their roles and seeking to integrate their work with the work of others.

The aim of this unit is to provide students with the opportunity to explore art direction through the development of a unified visual style in an advertising, marketing, fashion or editorial context. Through this unit, students will explore the role of the art director as well as the skills, knowledge and techniques required to perform the role.

Topics included in this unit are: understanding client needs, collaboration, communication, leadership, creative vision, resource management and creative evaluation.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore art direction within the creative industries.
2. Analyse a client brief and target market to formulate an art direction strategy.
3. Implement an art direction strategy, through the creation of an advertising campaign, marketing campaign, fashion spread or editorial.
4. Evaluate the collaborative process of art direction and own role in that process.

Support for Students and Their Learning

- **Pearson BTEC Level 5 HND Diploma in Graphic Design**
 - A course induction programme is held in September introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
 - College and course/ module handbooks available in print and electronic format on Moodle.
 - Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified 1:1 support sessions are also available.
 - A modern well-equipped library and Up-to-date ICT equipment.
 - Study skills sessions integrated in programme.
 - Personal development planning sessions integrated into programme
 - Up-to-date Computer laboratories with specialist Macintosh computer facilities for computer networking and multimedia computing.
 - Access to counsellors and support for students with special needs.
 - Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
 - Regular 1:1 and group tutorial support
 - Access to regularly updated course section and college wide sections on the college's intranet Moodle
 - Dedicated HE Graphics studio for taught sessions
-

Criteria for Admission HND Graphic Design

To enrol, you will need one of the requirements outlined below:

- 96 UCAS Tariff points (from appropriate qualification at Level 3).
(See UCAS Tariff Tables).
 - Pass in Foundation Diploma in Art and Design with Graphics specialism
 - BTEC Extended National Diploma in Graphic Design MMM profile.
 - BTEC National Diploma in Graphic Design MM profile 64 tariff points.
 - Art and Design Access course with a minimum of 45 graded level 3 units at least 10 of which Merit level grade.
 - 2 GCSE A levels (C or above, at least one should be in a relevant subject).
 - Plus GCSE grade 4/C in English and Maths (or Level 2 equivalents).
- A creative portfolio of work will be required at interview for all students attending interview this can be both traditional and digital based.

All students who are non-native English speakers or who have not studied the final two years of school in English can demonstrate capability in English at a standard commensurate to IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification.

Mature students, who do not meet these academic qualifications, will have relevant work or life experience taken into consideration.

Progression

Upon successful completion of the HND in Graphic Design, students have the option of completing a “top up” degree at Solihull College and University Centre or joining an Honours Degree programme of their choice at external institutions that may offer this.

Full support and advice is offered to students wishing to continue to degree level at Level 6.

Evaluating the Quality of Teaching and Learning

- Student evaluation questionnaires for modules on the programme
- On line college and national surveys
- Student and staff PQB meetings twice a year

The ways in which the quality of this programme is checked, both inside and outside the college, are:

- External Examiners, who produce an annual report
- Professional body accreditation/inspection visits
- Annual module review....
- Periodic programme review....
- Invitation to attend Programme Quality Boards

Regulation of Assessment

- The programme is the subject of an Annual Monitoring Report (AMR) the last section of which is a Quality Improvement Plan (QIP), written by the course leader with help and input from the teaching and tutoring team this is passed to the Head of School of Art for audit and from them to the quality unit for further audit and acceptance as part of the College plan.
- Assessment rules and regulations and quality standards are those that are laid down in the Quality standards requirements of the College Academic Board.
- Assessment and assessment vehicles are regulated by the internal verification system for each programme which is itself Audited by the quality unit within the College and also by the External Verifier appointed by Pearson.
- External verification of assessment and of the provision and standards of teaching are regulated by BTEC Pearson and their quality unit, the programme has to seek approval for continuance every 5 years. Their requirements are monitored annually by the visit and report of their appointed external verifier.
- Also the programme is the subject of periodic review by QAA, ensuring that national benchmarks are met throughout the programme.

Enhancement

- A detailed action plan is provided in each faculty AMR report and progress in achieving enhancements is regularly reviewed.
- Good practice in teaching and learning is developed and disseminated through regular staff development workshops and through participation in internal verification of completed student work.
- Staff development activities are discussed at annual appraisal interviews and are actively encouraged to develop their professional practice and industrial experience.

Programme Resources

- Dedicated Higher Education Graphics teaching studio with Macintosh computers and industry software.
- Dedicated Higher Education open Access computing area.
- Student resource facility for the loan of specialist equipment (e.g. lap top computers, digital cameras, video cameras etc.)
- Well stocked library with frequent review and update of Art and Design books, magazines and industry journals.
- E-library resources.

Student Employability – HNC/ HND Graphic Design

This programme is part of Solihull College and university Centre's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, the HNC/ HND Graphic Design will:

1. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
 - 1.1. identifying the skills needed for progression into employment,
 - 1.2. enhancing their existing employment prospects.
2. Provide subject-related resources and information on local, national and international labour markets;
3. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
4. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
5. Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.
6. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, Regular tutor meetings with industry groups to help to ensure that the course content meets industry expectations and requirements;
7. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests.

Document History

1. Original approval date 1.9.2011
2. Revised copy submitted 17.10.13
3. Revised 21.1.2014
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Programme Leader	Neil Duffy
Web address	www.solihull.ac.uk
Date checked against public information	21.2.17
Specification Author	Neil Duffy

HNC/ HND GRAPHIC DESIGN - Intended learning outcomes –

Curriculum Map

Module code	Unit no.	Title	KCU A1	KCU A2	KC U A3	KC U A4	KC U A5	AIS B1	AIS B2	AIS B3	AIS B4	PP S C1	PP S C2	PP S C3	PP S C4	PP S C5	TS D D1	TS D D2	TS D D3	TS D D4	TS D D5
J/601/6374	1	Visual comm in A&D			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
F/6015403/	2	Ideas Gen and Dev in A&D			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
D/601/6378	3	Contextual & cultural ref in A&D	X	X				X			X	X	X				X		X	X	X
D/601/6381	4	Professional practice in A&D			X		X				X		X			X	X	X	X	X	X
L/601/0995	5	Project design, imp & evaluation			X		X	X	X	X				X	X	X	X		X	X	X
L/601/5419	6	Critical Study in A&D	X	X				X			X	X	X				X		X	X	X
T/601/5415	8	Ideas in Context			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
F/601/6504	18	Advertising Campaigns			X			X	X	X	X		X	X	X	X	X		X	X	X
D/601/5411	19	Art Direction for Advertising			X			X	X	X	X		X	X	X	X	X		X	X	X
K/601/6335	25	Advanced Type design	X	X				X	X	X	X	X		X	X				X		X
AH/601/6334	26	Typographic ideas	X	X				X	X	X	X	X		X	X				X		X
Y/601/6315	28	Editorial Design		X	X	X		X	X	X	X	X		X	X	X	X	X			X
Y/601/6313	29	Corporate Identity in GD	X	X	X	X		X	X	X	X	X		X		X	X		X		X
D/601/6395	30	Visual Communication in GD	X											X					X		X
Y/601/6248	32	Packaging in Graphic Design	X	X	X	X	X	X	X	X	X	X		X		X	X	X			X
H/601/6608	86	Digital Media in A&D						X	X	X	X			X	X	X	X	X			X
CORE			OPTIONAL																		

The categories are:

KCU: Knowledge and Critical Understanding-

AIS: Academic/Intellectual Skills-

PPS: Practical and Professional Skills-

TSD: Transferable Skills Development-

Specifically

Course related

Generally related to professional skills

Related to interpersonal development

HNC/ HND GRAPHIC DESIGN - Intended learning outcomes –

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

(KCU) Subject knowledge and critical understanding includes:

- **A1** - Awareness of key aspects of art and design in their historical, cultural and professional context
- **A2** - Knowledge and understanding of the contribution of key practitioners to the discipline
- **A3** - A broad range of approaches to the solution of design problems directed to specific target audiences
- **A4** - An understanding of technological innovation and its potential regarding the development of Graphic Design
- **A5** - Economic factors, business systems, marketing strategies, legislation and responsibilities influencing the designer and client

(AIS) Higher level academic/ intellectual skills includes

The ability to:

- **B1** - Research analysis and evaluation of a range of design problems and solutions
- **B2** - Synthesise information drawn from appropriate theoretical, experimental, and professional contexts to solve problems
- **B3** - Make critical judgements to assist in solving complex design problems
- **B4** - Analyse and reflect on personal progress in course-related activities and critiques

(PPS) Higher practical and professional skills includes:

- **C1** - Critical and analytical skills employed in the research, development and resolution of creative ideas and in the synthesis of theory and practice
- **C2** - Ability to work co-operatively as part of team (creative pairs), and design teams of more than 3
- **C3** - Development of practical and technical skills appropriate to the articulation of their ideas
- **C4** - Deploy ideas-generating techniques to support creative thinking.
- **C5** - Plan, design and communicate the findings for an individual design brief. Utilise and apply software packages effectively to the analysis and resolution of design problems

(TSD) Higher Level transferable skills development includes:

- **D1** - Information technology
- **D2** - Numeracy.
- **D3** -Written and oral communication (including formal presentation).
- **D4** -Team working (including interpersonal skills).
- **D5** - Monitoring and developing their own performance.