

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in Graphic Design and Illustration

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	London College for Design and Fashion
<b>JACS Code</b>	W230
<b>Programme Duration</b>	Full-Time: 1 Year
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Art & Design (2008 and 2017)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Graphic Design and Illustration
<b>Link Tutor</b>	Ian Mitchell

### Educational aims of the programme

To provide an interdisciplinary learning environment that is distinctive, relevant, coherent and intellectually stimulating.

To equip students with practical and theoretical skills that are adaptable, flexible and transferable.

To develop approaches to the study and production of visual material that are critical, analytical, reflective and self-motivated.

To cultivate enthusiasm, imagination and creativity in visual communication.

To encourage self-expression, exploration and experimentation with a wide range of graphic materials, processes and media.

To develop independent and creative thinkers, who have an awareness of their role in society as creative practitioners and producers of cultural artefacts.

To support learning through diverse teaching and assessment practices underpinned by staff scholarship and research.

To equip students with a professional attitude in preparation to sustain a fulfilling future career.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

### Target award Learning Outcomes - Bachelor of Arts with Honours

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Knowledge of the broad critical and contextual dimension of Graphic Design and Illustration.
2. Awareness of issues associated with Graphic Design and Illustration practice in relation to audiences, clients and other professional contexts.
3. Understanding of the creative, aesthetic and conceptual methodologies used in the design and production of visual communication.
4. Understanding of developments in current and emerging media and technologies used in the design and

production of visual communication.

5. To integrate theory and practice within the framework of Graphic Design and Illustration.
6. To evaluate a brief and formulate an appropriate response.
7. To synthesise information and reference material from a variety of sources.
8. To identify, apply and present appropriate media in the communication of ideas.
9. To source and apply research, work independently and confidently apply practical and technical knowledge in an appropriate and professional manner.
10. To generate a range of ideas and visual works in response to creative tasks, set briefs and/or self-initiated projects.
11. To demonstrate effective working practices in relation to Graphic Design, Illustration and related creative professions.
12. To utilise materials, processes, media and technologies creatively and imaginatively.
13. To communicate ideas, information, problems and solutions in visual, written and oral forms.
14. To identify and apply a variety of creative approaches to solving problems.
15. To set goals, plan and organise tasks.
16. To apply interpersonal and social skills
17. To work effectively and efficiently in collaboration with others.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Teaching and learning is delivered primarily through set practical studio based projects supported by a programme of lectures, demonstrations, seminars and tutorials.

Teaching sessions include: supervised time in the studio or workshops; lectures, presentations and talks; demonstrations of skills and techniques; and external visits.

Learning is consolidated through: seminars, tutorials, critiques and guided independent learning.

VLE (Google Classroom) will make teaching materials readily available.

Coursework assessment, including:

Project outputs/Artefacts (artworks, designs, visual essays, proposals); Portfolios (practical project work and supporting research and development work); Portfolios (research project work, artefacts and supporting written work); Presentations (proposals); and Written assignment (essays).

Students will be encouraged to engage in the continued acquisition of professional practical skills through independent learning.

These skills are implicit within the overall learning and teaching methods employed on the programme:

The programme is a studio based activity and as such places great emphasis on the importance of a studio culture in which students engage with their studies on-site and develop a meaningful, on-going dialogue with tutors and their peers about their work.

Supervised studio work provide opportunity for engagement in visual communication, creative problem solving and project planning and organisation and interpersonal and social skills.

Seminars provide the opportunity for discussion and the development of verbal skills.

Team based workshops and studio projects provide opportunity for collaboration with peers and external partners.

Extra-curricular activities including placements, collaborative projects, and social and cultural activities will also develop these skills.

PDP and personal tutorials provide opportunity for personal development through reflection and self-evaluation.

Coursework and Practical assessments throughout the programme will allow students to demonstrate transferable / key skills.

## Programme structure - programme rules and modules

The programme is taught and assessed within the Academic Framework. Students must take 120 credits of Graphic Design and Illustration modules at Level 6. Level 6 of the programme should normally be completed in one academic year. If circumstances require a student to need longer to complete the programme, this should

be done in no more than three years. All Level 6 modules are core modules and worth 40 credits.

At Level 6 a student's specialism is defined by project options within core modules and the allocation of specialist supervisors and studio tutors. The year is made up of three 40 credit core modules, that offer students the opportunity to individually tailor their learning through a range of research based projects, set projects and self-initiated or self-directed projects. Students are taught throughout the year by their Personal Tutor. PDP activities assist students choose project options and to support them in relation to their learning opportunities to future career and/or personal aspirations.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
<a href="#">6501CFDG</a> Graphic Arts Research Project (40 credits) <a href="#">6502CFDG</a> Studio Projects (40 credits) <a href="#">6503CFDG</a> Future Focus (40 credits)		120 core credits at level 6 0 option credits at level 6

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

BA Hons Graphic Design and Illustration has a variance from the Academic Framework to deliver the following modules:

6501CFDG Graphic Arts Research Project (40 credits year long)

6502CFDG Studio Projects (40 credits)

6503CFDG Future Focus (40 credits)

## Opportunities for work-related learning ( location and nature of activities)

At Level 6 all modules emphasise students undertaking projects that match their personal interests and career aspirations and as such give them opportunities to develop their employability prospects. The programme sees the portfolio of projects that a student develops during the course as the most valuable manifestation of their professional development. Studio Projects and Future Focus both include project options that are developed in collaboration with industry professionals. Additional placement opportunities can be accommodated within the Future Focus module in consultation with a student's personal tutor. Future Focus also requires students to design, build and publish a personal website presenting their portfolio of design work to the creative industries.

All work related learning is supported and monitored by the programme's PDP activities.

## Criteria for admission

### Access

Applicants should have attained an equivalent or similar Level 5 qualification or higher and should be able to demonstrate through interview and presentation of portfolio work, their knowledge of academic writing, research and their ability in either graphic design and illustration or a similar creative practice.

### Higher national diploma

Higher National Diploma in Graphic Design as awarded by LCDF.

Admission from other cognate qualifications, mapped against the BA (Hons) Graphic Design and Illustration, will be considered under the LJMU RPEL procedures.

### Overseas qualifications

English language certificate of IELTS 6.0 or equivalent. English courses are available before and during the course for those students who need to improve their English in order to continue studying with us.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

### Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **Please note:**

*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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*