



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	BA (Hons) Graphic Design BA (Hons) Graphic Design (with Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	Not Applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	AA
Mode(s) of Study and Duration	Full-time over 3 years; 4 years with professional practice year Part-time typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not Applicable
UCAS Course Code	W211 W218
External Benchmarking	QAA Quality Code section a1 (The Framework for Higher Education Qualifications); Level 6 QAA Subject Benchmark: Art and Design SEEC descriptors Level 4, 5 and 6
Entry Month(s)	September and February

Why study this course

Graphic Design at the School of Art and Design is a practical study of contemporary forms of visual communication. Taught in a cluster of Communication Design courses including Illustration, Animation, and Advertising and Branding Design, it combines practical design skills with a reflective and outward looking emphasis on how design affects change, through creative problem solving, collaboration and entrepreneurship.

We believe that design responsibility, with regards to ethics, sustainability and inclusion, is an essential value for a contemporary designer, and are fundamental themes of our course projects' context and debate.

Solving problems in creative teams, the Graphic Design course examines and designs for a wide range of contexts, including: digital content, interface design, web and social media, editorial design, print and publishing, moving image, visual identity, typography and graphic illustration.

Students work on live briefs, submit for national competitions and participate in collaborative projects with leading design practitioners.

Educational Aims

The course focuses on the development of your abilities in the following areas:

Enquiry

The course will enable you to study, develop and apply critical enquiry skills from a wide range of key ideas in art and design thinking and contemporary professional practice.

Contextual Understanding

You will engage in contextual understanding of Communication Design, and its wider impact on social, environmental and political issues from a global perspective. To provide an academic and practical course of study in art and design with opportunities, methods, means and critical insights for you to learn how to give visual articulation to creative ideas through your practice and through appropriate means of dissemination.

Collaboration

The course will equip you with appropriate knowledge, experience and understanding of design environments to enable you to communicate and present ideas and work to audiences in a range of situations, articulate ideas and information comprehensibly in visual, oral and written forms and interact effectively with others, through collaboration, collective endeavour and negotiation.

Enterprise

You will develop the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes, through the application and understanding of risk-taking, effective communication, negotiation, interpersonal and self-management skills, gaining insights into professional levels of practice that will prepare you for the world of work and employment.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
NEW	4	30	Introducing Studio Practice	C
NEW	4	30	Thinking Through Making	C
NEW	4	30	Communication Design: Exploring Materials & Methods	C
NEW	4	30	Context and Ideas	C
NEW	5	30	Communication Design: Developing Material and Methods	C
NEW	5	30	Context and Meaning	C
NEW	5	30	Developing Professional Practice	C
NEW	5	30	Collaborative Enterprise	C
ART050-2	5	0	Professional Practice Year	O
NEW	6	30	Critical and Creative Contexts	C
NEW	6	30	Creative Futures	C
GAD001-3	6	60	Graphic Design: Final Major Project	C

Course-Specific Regulations

N/A

Entry requirements

For UK students, standard entry requirements apply -

<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

For EU students, standard entry requirements apply -

<http://www.beds.ac.uk/howtoapply/eu/guides>

For International students, standard entry requirements apply –

<http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

Portfolio review

Additional Course Costs

You will need to purchase sketchbooks, pens, pencils, markers and other art materials. Please refer to student handbook for this and for latest updates of expected costs including A3 Pratt

portfolio with sleeves £50, USB memory stick, external hard-drive or cloud file storage, graphical materials; pencils, fine-liners £10, coloured sharpies £15, artists scalpel and blades £10, metal ruler £2, A3 cutting mat £5, layout pads and sketchbooks A4 and A3, consumables incl. printing paper etc. £50. You will also be expected to purchase space on a web server to host your portfolio website upon graduation, approx. cost for this £50-90.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Apply knowledge and understanding of Graphic Design in a variety of settings within the design world, and relevant institutional realms both in the UK and internationally
- Work collaboratively in multi-disciplinary teams, a method widely used in contemporary design and marketing practice – including cross-disciplinary practice.
- Produce personal work and investigation independently on the basis of current knowledge and discourse in Graphic Design practice.

Course Learning Outcomes

1. **Subject Knowledge:** Evidence knowledge of the broad critical and contextual dimensions of Graphic Design, the significance of the work of other practitioners, and the major developments in current and emerging media and technologies.
2. **Research Skills:** Demonstrate proficiency in research and development of ideas and concepts through observation, investigation, enquiry, visualisation and/or making.
3. **Making Skills:** Study, experiment, develop and employ materials, media, techniques, methods, technologies and tools associated with digital content, interface design, web and social media, editorial design, print and publishing, moving image, visual identity, typography and graphic illustration.
4. **Concepts & Ideas:** Evidence ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs and negotiated projects.
5. **Creative Development:** Develop ideas through to outcomes that confirm an ability to select and use materials, processes and environments, analyzing and making connections between intention, process, outcome, context and methods of dissemination.
6. **Intellectual Property:** Demonstrate an understanding of the role and impact of intellectual property and copyright within Graphic Design and its wider context, observing sound and ethical working practices, and professional/legal responsibilities relating to the subject.
7. **Contextual Understanding:** Consolidate, apply and extend learning in different contexts and situations, both within and beyond the field of art and design, considering issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants
8. **Ethical Awareness:** Demonstrate awareness of contemporary socio-political, ethical and cultural concerns, which might include but not be limited to issues around sustainability, identity, inclusivity, diversity and environmental responsibility.
9. **Professional Behaviour:** Exercise self-management skills in managing workloads, collaborative working, interpersonal communication, accommodating change and uncertainty to meeting deadlines
10. **Professional Practice Year:** Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

PSRB details

N/A

Learning and Teaching

To help a student to learn independently and take responsibility for their own learning, the curriculum is organised to promote the progressive acquisition and entrenchment of the necessary concepts, skills, attitudes and knowledge associated with Graphic Design.

From Level 4 in the course, each student is encouraged to work independently, taking ownership of their creativity and its outcomes, whilst at the same time developing an understanding of range of contexts that affect Graphic Design.

Level 4 is underpinned with the acquisition of skills in art and design to build the confidence of the student. These skills give the backbone for Level 5 where critical reflection, experimentation and enquiry are central to the learning experience.

The course will offer a degree of choice (through briefs and outside competition briefs) and is flexible in its approach to student learning with an underlying educational philosophy of self-directed learning managed and supervised through close contact between the student/tutor/course leader.

An essential feature of the learning and teaching will be a student's involvement in practical learning activities that confront visual problems and ideas relevant to Graphic Design. At the same time learning activities will take professional and work-related practices into consideration.

The course aims to build a close relationship between practice and theory. This relationship informs level 6 where a creative project – which is presented at the degree show - is informed by the students own particular insights into the critical, cultural and professional contexts in which their own work is placed.

Teaching and learning strategies include practical workshop sessions, personal study involving sustained practice in the studio or workshop, some work-related learning opportunities, one-to-one tutorials/supervision, seminars, demonstrations, and importantly the use of a reflective/contextual journal as a means of understanding and documenting your individual learning.

Research, and the mapping of research to practice, is important and seen as a means of continuous development, enabling the student to work as a reflective, developing practitioner.

Overall, the teaching, learning and assessment strategy is designed to support and enable students to achieve the learning outcomes of the course. Display, audience and research, for example, appear at all levels of the course to link learning to 'real world' experience and prepare students for the demanding nature of the commercial environs of art and design in general and graphic design specifically. This includes the development of an innate understanding of the issues, roles and impact of Intellectual property, rights and safeguards of independent and commercial work in art and design that safeguard innovation and commercialisation of work. Feedback on assessment is an essential part of the learning experience and the reflections made on the tutor comments will enable students to critically assess their learning and develop between briefs and tutor led studio 'crits'.

Assessment

A range of appropriate assessments will enable you to grow in confidence and demonstrate your acquisition of knowledge and skills. The formative and summative assessment methods used across the course include:

- Coursework to include examples of Graphic Design, visual communication, possibly 3-D work or installation, research portfolios, notebooks, research assignments, essays, contextual writing.
- Assessments based on individual and group presentations.
- Portfolio reviews are a key means of assessing but they are also important for collating work for a professional portfolio. This instils the right attitudes towards professional work whereby you can use your portfolio to promote yourself in professional contexts.
- Essays and reports feature in developing writing skills, helping you to express ideas in a variety of ways and styles and to develop academic writing skills that are of particular benefit in producing the final year contextual rationale for your major project.
- A midpoint Formal Formative Assessment to review all work in progress
- Key Skills are embedded in the teaching and learning of the course and will be taken into account in all assessments.

The assessments will develop incrementally across the course and allow you to gain skills, confidence and knowledge, receive feedback and develop, thus allowing you to implement this knowledge and feedback into subsequent assessments.

At the end of the course, completion of the assessments will demonstrate your ability to analyse current design practice – in relation to Graphic Design - and communicate this, in both written and visual formats, as well as demonstrate a range of transferable skills relevant to your professional employability.

Assessment Map

Unit Code	C / O	Wk 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
L4																											
L4 NEW SEM1 <i>Intro Studio Practice</i>	C					PJ Exhib					CW- ePort																
L4 NEW SEM1 <i>Thinking thr Making</i>	C	PR Oral								CW Jour																	
L4 NEW SEM2 <i>Materials & Methods</i>	C																PR Oral						CW- Port				
L4 NEW SEM2 <i>Context and Ideas</i>	C																PJ- ART									CW- ePort	
L5																											
ART007-2	C																										CW- Port
ART019-2	C																										CW- Port
ART001-2	C	PR Oral									CW Ess																
ART002-2	C																										PJ- Art
L6																											
ART002-3	C										PJ- ART																
GAD001-3	C																										PJ- Art
ART021-3	C																PJ- Art										CW- Port

Developing your employability

Employability skills are integrated into the course and provide you with an awareness of the real-world context of the creative industries in general and Graphic Design in particular. You will be helped to develop a strategy for obtaining appropriate employment at the end of your course.

Professional practice will be emphasised as part of all learning units but a work-related learning unit especially will help you to become more focused on managing your career. You will be helped with the preparation of a professional portfolio; including a CV (curriculum vitae) and social media skills needed to promote yourself in a social mediated art and design world.

After Graduation

Typical graduate destinations for Graphic Design students include:

Various roles within design and creative industries – design consultancies, advertising, marketing, multi-media/web design, magazine and book publishing, animation, television and video, public or community arts participation, museum and exhibition work, arts education, freelance creative practice and teaching.

Further study at Masters level (Level seven), for example, Graphic Design, Visual Communication, Web, Digital Media and Motion Graphics.

Additional Information

You will have the opportunity to take part in course visits to professional design and advertising studios, external lectures (e.g. D&AD President Lectures) and art and design exhibitions - local, London based or national. You will engage with design practitioners and clients through participation in live briefs and design competitions, talks and workshops from visiting industry speakers. There will be scope to engage with internal work experience opportunities with the School's in-house design studio, and receive support from the University Careers department in becoming self-employed in order to undertake freelance commissions.

Student Support during the course

All students will be allocated a personal academic tutor (PAT) at the start of the course. The tutor will provide you with personal tutorials providing academic support and monitoring of academic and professional development.

You will also have Unit Co-ordinators and the Course Coordinator who will also be able to assist you with decisions relating to career possibilities and final project topics.

Unit co-ordinators and the course coordinator are always available to discuss your concerns through published office hours, personal appointments arranged by e-mail and informal guidance on the phone/Skype. The feedback given to students as part of the assessment process will enable self- assessment and development of your learning and skills, and promote progress to overcome any of your problems. Tutors will also refer you to appropriate services in the event of issues that lie outside the boundaries of the tutor relationship.

For example, you can make use of the University's Study Hub to support your particular learning needs. Language and communication skills are also addressed when need is identified and support provided by the Study Hub team.

For students whose English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. For assistance with developing your IT skills, Library Services offer tutor led computer skill training workshops.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Students may need adapted equipment but this will be discussed at interview. Any field trips are non-compulsory for those unable to attend, but students will be given assistance where possible. Work Placements will be assessed for suitability by the Work Placement co-ordinator.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	Briefs are deliberately designed to enable students to adapt to suit their own needs and interests
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?		All students are offered an interview which is usually conducted by more than one person and focuses on their portfolio of work and the quality of this
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	A section has been included describing support.

Administrative Information – Faculty completion	
Faculty	CATS
Portfolio	Undergraduate Art and Design
Department/School	Art and Design
Course Coordinator	Noel Douglas
Trimester pattern of operation	Trimester 1 and trimester 2
PSRB renewal date (where recognised)	N/A
Version number	1/18

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Approved by (c.f. Quality Handbook ch.2)	University Approval
Date of approval (dd/mm/yyyy)	2018
Implementation start-date of this version (plus any identified end-date)	2018/19
Study model type (e.g. study centre)	

	Name	Date
Form completed by	Vivienne Cherry	
Signature of Chair of Faculty TQSC		

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:
2018	CLO	
	Assessment map	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	

Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	BA (Hons) Graphic Design BA (Hons) Graphic Design (with Professional Practice Year)
Qualification	BA (Hons)
Route Code (SITS)	BAGAD-S BAGDPAAF
Faculty	CATS
Department/School/Division	Art and Design
Version Number	1/18

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit title	Introducing Studio Practice	Thinking Through Making	Exploring Materials & Methods	Context and Ideas	Developing Materials & Methods	Context and Meaning	Developing Professional Practice	Collaborative Enterprise	Professional Practice Year	Critical and Creative Contexts	Final Major Project	Creative Futures
Unit code	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	NEW UNIT	GAD001-3	NEW UNIT
Level	4	4	4	4	5	5	5	5		6	6	6
Credits	30	30	30	30	30	30	30	30	0	30	60	30
Core or option	C	C	C	C	C	C	C	C	O	C	C	C
Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>											
1.	1, 2						1, 2				1, 2	
2.	1, 2						1, 2				1, 2	
3.			1, 2		1, 2						1, 2	
4.		1, 2						1, 2				1, 2
5.			1, 2		1, 2						1, 2	
6.								1, 2				1, 2
7.				1, 2		1, 2				1, 2		
8.				1, 2		1, 2				1, 2		
9.												1, 2
10.									1, 2			

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	NA
Mode(s) of Study and Duration	NA
Type of Intermediate Qualification(s)	NA
Route Code(s) (SITS) of Intermediate Qualification(s)	NA

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	NA
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification	<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)	<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)	<input type="checkbox"/>

List of units (if applicable):-

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title					NA									
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Graphic Design
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FHEQ Descriptor for a higher education qualification	<i>FHEQ Level 6</i>								
Bachelor's degrees with honours are awarded to students who have demonstrated:	1	2	3	4	5	6	7	8	9
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	x					X		x	
an ability to deploy accurately established techniques of analysis and enquiry within a discipline		x	x	x			x		
conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	x	x		x	x		x		
an appreciation of the uncertainty, ambiguity and limits of knowledge.						x	x	x	x
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	x	x							x
Typically holders of the qualification will be able to:									
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects			x	x	x				
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		x		x	x				
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	x		x	x	x		x		
And holders will have:									
the qualities and transferable skills necessary for employment requiring:					x	x		x	x

<ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 									
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Subject Benchmark Statement(s)	<i>QAA Subject benchmark for Art and Design (2017)</i>	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Subject-specific knowledge and understanding, attributes and skills:		
I.	generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs	CLOs:4
II.	employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	CLOs: 1, 2
III.	select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail	CLOs:3, 5
IV.	show judgement and self-critique in the development ideas through to outcomes, context, and the methods of dissemination	CLOs:4, 5
V.	manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	CLOs:3, 5
VI.	be resourceful, ethical and entrepreneurial.	CLOs: 6, 8
The graduate's understanding is informed by research, practice and theory in their discipline(s), including:		
I.	the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general	CLOs: 1, 7, 8
II.	the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment	CLOs: 7,
III.	the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design	CLOs: 1, 3
IV.	Knowledge and understanding of the role and impact of IP within the art and design practice.	CLO 6 Units: L5 Creative Futures, L6 Collaborative

	Enterprise
Generic and graduate skills	
Self-management: I. study independently, set goals, manage workloads and meet deadlines II. anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity	CLO9
Critical engagement: I. analyse information and experiences, and formulate independent judgements II. articulate reasoned arguments through reflection III. question, review and evaluate IV. use the views of others in the development or enhancement of their work V. identify personal strengths and needs, and reflect on personal development.	CLOs: 1, 2, 7, 9
Group/team working and social skills: I. interact effectively with others, for example through collaboration, collective endeavour and negotiation II. articulate ideas and information comprehensibly in visual, oral and written forms III. communicate and present ideas and work to audiences in a range of situations.	CLOs:4, 5, 9
Research and information skills: I. source and research relevant material, assimilating and articulating relevant findings II. findings III. navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources IV. select and employ communication and information technologies V. innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes	CLOs: 2, 5, 6
Personal qualities: I. enquire into their discipline, their place within that discipline, and the motivation to advance it II. apply ethical principles and personal values to their work.	CLOs: 8,9

Annex D: Diet Template

Course Title:	Graphic Design		
Route Code:	BAGAD-S BAGDPAAF	Mode: e.g. Full Time	FT / PT
Length of course:	FT 3 years (FT 4 years for PPY / FY), 6 years PT		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

Location of delivery (please tick):

Luton AA	<input checked="" type="checkbox"/>	Alexon Building, School of Art and Design
Bedford AB	<input type="checkbox"/>	
Milton Keynes AD	<input type="checkbox"/>	
Other (please state)	<input type="checkbox"/>	

Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	OCT	FEB	JUN	Exception.....		
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)				

<u>Other (outside of agreed patterns)²</u>	
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A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

² Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

Units for Year 1 for Academic Year 2018/19 SEPTEMBER START

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Introducing Studio Practice	AA	C	SEM1	30
NEW	Thinking Through Making	AA	C	SEM1	30
NEW	Communication Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30

Units for Year 1 for Academic Year 2018/19 FEBRUARY START

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Communication Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30
NEW	Introducing Studio Practice	AA	C	SEM3	30
NEW	Thinking Through Making	AA	C	SEM3	30

Units for Year 2 for Academic Year 2019/20

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Communication Design: Developing Materials and Methods	AA	C	SEM1	30

NEW	Context and Meaning	AA	C	SEM1	30
NEW	Developing Professional Practice	AA	C	SEM2	30
NEW	Collaborative Enterprise	AA	C	SEM2	30

Units for Year Professional Practice Year

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
ART050-2	Professional Practice Year	-	O	TY	-

Units for Year 3 for Academic Year 2020/21

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Critical and Creative Contexts	AA	C	SEM1	30
GAD001-3	Graphic Design: Final Major Project	AA	C	TY	60
NEW	Creative Futures	AA	C	SEM2	30