Validation Document		
1	Title of Programme	Applied Art and Design
2	Award (e.g. FdA, BA)	BA (Hons)
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4 Diploma of Higher Education for successful completion of 240 credits at Level 5 Ordinary Degree: BA Applied Art and Design for successful completion of 300 credits
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	
6	HECOS codes	
7	Mode of Study (full and/or part-time)	Full Time
8	Duration (total number of years)	3
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	n/a
11	Location of delivery and Faculty	Grimsby Institute of Further and Higher Education
12	Entry requirements	

Standard offer
Applicants will require 80 UCAS points in an art and/or design related subject, or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold English and Maths GCSE (or equivalent) at Grade C/4.

Non-standard offer
Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent

work/experience in the relevant sector which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All non-standard applicants will be assessed through an interview assessing their overall interest in the subject matter as well as current academic skills. They will be set an appropriate piece of work designed to judge their creative and academic skills. This is briefed both verbally as part of the interview and is followed up with a clearly written brief for reference. Applicants are shown examples of the kind of work they are expected to produce during the interview briefing. A judgement is then made considering their academic potential and relevant experience and skills. For example, a person may not have an academic background, but has creative flair, excellent problem solving and teamwork abilities and the desire to change careers through training.

All entrants will be required to provide a portfolio/body of work will be required to evidence an informed interest in and appreciation of the subject area.

Accreditation of prior learning
TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the HE21 Student Transfer and the Accreditation of Prior Learning.

International admissions
TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above, please contact TEC Partnership's admissions team on +44 (0) 1472 311222 ext. 434.

International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

13	Minimum number of students required for the programme to run	6
14	Degree classification weighting	

Bachelor's Degree
The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

15	Aims of the programme and distinctive features/fit with existing provision

The BA (Hons) Applied Art and Design degree aims to provide students with a fun, supportive, creatively challenging and exciting environment within which to develop industry standard skills as a springboard into the creative world. Level 4 allows the students to explore and extend their skill sets in traditional and digital areas. They will explore 3D, motion, and applied art, as well as improving their traditional and digital drawing and design skills. At this level they are encouraged to experiment and learn from outcomes that may not have been planned.

Industry links run throughout the degree with modules at Level 5 designed so that each student can produce a portfolio which will demonstrate their knowledge and ability within their chosen area. A

Commercial Project module is designed so that they can work with a live brief which will allow them to showcase their abilities in meeting a client's particular needs. The Fantasy Project allows each student to push their skills in producing a piece of work that has no boundaries except their own imaginations. Supporting this module is the Industry Practice module where the students can explore a project or a skill they have identified in the Industry Research module which they have discovered as being key to them achieving the creative goals.

At Level 6 the degree becomes all about the individual student; they have a full year in which to work on a showcase project that will pull together all their skills, techniques and abilities. They will plan how they will travel from graduation into employment or onto a higher degree (Masters) in the Professional Practice module. They will have the chance to research and deepen their knowledge about a specialist area of their choice and they will be able to choose how they wish to present this research in three different ways in their Final Research Project module which will be run collaboratively within East Coast School of Media (ECSoM). Preparation for this will begin at Level 4 where students will choose a subject in Styles and Semiotics to further research and write about. In this module they will be given full academic support to develop their research and academic study skills. At Level 5 this will be further developed in Contemporary Issues Art and Design where they will learn about the latest developments in the Art and Design world. Creatively, they will develop traditional and digital skills that will allow students to explore and experiment with a variety of creative roles. Academically, the students will develop critical judgement and the ability to contextualise their practice culturally, ethically, environmentally and self-reflectively. They will be encouraged to exhibit their work traditionally and digitally, taking advantage of local, national and global opportunities.

ECSoM is a dynamic, creative, and practical media school with cross collaboration at the core of all the projects and degrees we offer, reflecting what the creative industries need from young professionals. Students will be encouraged throughout all modules to work with the colleagues on their course, as well as other departments, helping them to foster a creative community that will help develop them as innovative, imaginative, and vibrant professionals across the creative industries. With our links across the creative industries locally and nationally, we are an industry focussed school, meaning that we allow students to push the boundaries to help develop new ideas and new ways of thinking that will help in their future careers.

Progression from the degree will allow students to enter the creative world at a junior level in areas such as graphic design: working on branding, marketing, marketing materials, online campaigns, front end web design, and publishing such as magazines; surface pattern design for soft furnishings, interior design, moquette and other surface coverings; character design for comics, games, animation; book and comic publishing creating covers and the comics; storyboard artist creating the storyboards for film, TV, and animation. They will also be able to go on to study on a Masters degree in areas such as design, visual communications and art related subjects. The students will also be able to go on to study for teaching related qualifications on PGCE courses or school-based training.

The course aims are:

- To develop the students' creative and professional competencies in-line with those of the industry, enabling them to become employable and/or self-employed.

- To equip students with a flexible, creative and bold approach to problem solving which will enable them to adapt and respond to the changing professional environment.

- To encourage students to build confidence in their practice and to engage with clients and competitions.

- To enable the students to develop their skills in thinking, practical and professional expertise, problem solving and transferable skills including interpersonal communication visually, orally and written.

- To encourage experimentation and risk taking to open the students' minds on cultural, social, ethical, environmental and personal practice.

- To engage students in critical analysis and research methods within a creative, technical and academic context to further enhance their creative skills.

16a	Programme Learning Outcomes *Upon successful completion of this programme a student will be able to…*

	Programme Learning Outcome	Subject Benchmark Reference
1	Demonstrate a professional level of visual development techniques and problem solving without supervision	4.1; 4.3; 4.4; 6.4.ii; 6.5.i, ii, iii; 6.6 D; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.9 I, ii, iii; 6.10 A, B, D; 6.11
2	Develop and critically analyse research, ideas and concepts to produce fully realised, presented and executed projects to industry standard autonomously which are at the forefront of defined aspects of their discipline	4.1; 4.3; 4.4; 6.4.iii; 6.4.iv; 6.5 i-iv; 6.6 A-E; 6.7; 6.8.i; 6.9 i-v; 6.10 A, B; 6.10 D; 6.11
3	Locate and contextualise their work within the ethics, values and environmentally acceptable standards of the local, national and global creative industry	4.1; 4.3; 4.4; 6.4 iv; 6.5.i-iv; 6.6 B, D E; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi 6.9.i; 6.9.iii; 6.10 E; 6.11
4	Demonstrate judgement and critical self-reflection in the generation, development and communication of ideas, innovation and enterprise	4.1; 4.4; 6.4.i; 6.5 i-iv; 6.6 A, B, D E; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9 i-iv; 6.10 B; 6.11;
5	Apply and extend their learning in professional techniques and new developing technology with the ability to undertake further training of a professional nature to further develop their career pathways and aspirations	4.1; 4.3; 4.4; 6.4.iii; 6.5.iii; 6.6 D and E; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9.iii; 6.10 D; 6.11
6	Critically analyse the relationship between their creative practice and their audiences, clients and market to review, consolidate, extend and apply their knowledge and understanding to initiate and carry out projects	4.3; 4.4; 6.4.iv; 6.5.ii; 6.6 B; C; and D; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi;; 6.9.ii; 6.10 A, B, D, E; 6.11
7	Demonstrate the ability to work independently and/or collaboratively to complete creative projects without supervision, exercising initiative and personal responsibility	4.3; 6.4.i; 6.5.iv; 6.6 B; C; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi;; 6.9.ii; 6.10 A; C; 6.11
8	Articulate reasoned arguments, anticipate and accommodate change and be self-motivated in further developing their professional creative practice	4.3; 4.4; 6.4 i-iv; 6.5 i-iv; 6.6 D, E; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9 i-iv; 6.10 A; E; 6.11
9	Demonstrate the ability to manage workloads, set timescales, use academic research skills and meet deadlines with an	4.3; 4.4; 6.4 i- iv; 6.5 i-iv; 6.6 A, B, C, D, E; 6.8.i; 6.8.ii;

	appreciation of ambiguity and uncertainty outside of their comfort zones	6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9 i-iv; 6.10 A; 6.11
10	Evidence the critical application of divergent and convergent thinking, showing the connections and interactions between intention, process, outcome, context and methods of communication	4.3; 4.4; 6.4.iv; 6.5 i-iv; 6.6 A, B, D, E; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9 i-iv; 6.10 B; D; 6.11
11	Protect their creative output through an understanding of IP and how it applies to creative work	4.4; 6.5.v; 6.6 E; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi; 6.9.iv; 6.10 D; 6.11
12	Demonstrate the transferable and academic study and research skills needed to be resourceful, ethical and entrepreneurial with a high degree of accuracy, co-ordination and proficiency	4.4; 6.4 iii; 6.5 i-iv; 6.6 C; 6.7; 6.8.i; 6.8.ii; 6.8.iii; 6.8.iv; 6.8.v; 6.8.vi, 6.9 i-iv; 6.10 A-E; 6.11
16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	N/A	
2		
3		
17	Graduate Attributes and Threshold Characteristics	

Level 4
A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:
- The ability to visually communicate their ideas clearly, coherently and accurately.
- The ability to evaluate and apply key theoretical aspects such as colour, typography, composition, style, art/design movements, form and function.
- The ability to exercise some personal responsibility in time management, planning and evaluating the appropriateness of different approaches to problem solving.
- The ability to learn new skills within a structured environment.

Level 5
A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:
- The ability to communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences using a range of established techniques.
- The ability to critically analyse and appropriately apply concepts and principles such as colour, typography, composition, style, art/design movements, form and function.
- The ability to exercise personal responsibility in time management, planning and evaluating the appropriateness of different approaches to problem solving.
- The ability to develop existing skills and acquire new competencies that will enable them to assume significant responsibility.
-

Level 6
A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:
- The ability to critically evaluate the key theoretical ideas of the discipline.
- The ability to demonstrate a systematic understanding of key theoretical aspects, including acquisition of coherent and detailed knowledge of these aspects, at the forefront of visual

creativity including colour, typography, composition, style, art/design movements, form and function.
- The ability to progress to a professional creative environment or onto post-graduate study.
- The ability to manage their own learning and make use of scholarly reviews and primary research to extend and apply their knowledge and to initiate and complete projects.
- The ability to exercise personal responsibility and decision-making in complex and unpredictable contexts with an appreciation of ambiguity, uncertainty and limitations whilst devising and solving problems in align with current research and advanced scholarship within the art and design discipline.
- The ability to critically evaluate arguments, assumptions, abstract concepts and data, to make judgements which use appropriate questions in producing a (range of) solution(s) to a problem which is then communicated to both specialist and non-specialist audiences.

18	Programme Structure			
Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3
Fundamentals of Visualisation	C	20	4	T1
Fundamentals of Digital Design	C	20	4	T1
3D Exploration	C	20	4	T2
Styles and Semiotics	C	20	4	T2
Applied Art Techniques	C	20	4	T3
First Steps in Moving Image Design	C	20	4	T3
Industry Research	C	20	5	T1
Contemporary Issues in Art and Design	C	20	5	T1
Industry Practice	C	20	5	T2
Fantasy Project	C	40	5	T2 & T3
Commercial Project	C	20	5	T3
Final Research Project	C	40	6	T1 & T2
Final Major Project	C	60	6	T1, T2 & T3
Professional Practice	C	20	6	T3

19	Teaching and Learning Strategy

The teaching and learning strategy is a combination of lectures, seminars, round table discussions, peer feedback and workshops. The majority of in-class time will be workshops where students will develop their skills, techniques and knowledge of industry standard practice for their chosen specialism. Industry specialists will be invited to present to the students and discuss current industry practice and requirements so that the students have the opportunity to interact with potential future employers. There will also be ample opportunity for students to work with live briefs from industry, competitions and clients. They will also be encouraged to collaborate with other undergraduates within the creative industries department for example on the BA (Hons) Professional and Creative Writing.

Throughout the course, and on each module, continuous feedback is given to the students to ensure that they are clear as to what they are supposed to be achieving, and that they are improving their creative and academic skills consistently. This feedback can be verbal, demonstrative, or written depending on the feedback being given and the best way for each student to absorb the particular feedback. This aligns with industry practice and allows the students develop positive habits and transferable skills throughout the programme.

The open studio approach (detailed below) will give the students the opportunity to work cross collaboratively across the year groups and other degrees. This practice is industry standard and will encourage the students to develop their own technical and employability skills alongside the soft skills that industry professionals need to have. This approach will integrate this course into the East Coast School of Media (ECSoM) which we are establishing as a unique opportunity in the Humberside/Lincolnshire area. It will also provide vital differentiation for the University Centre Grimsby and the FE college.

Level 4

Students will join the programme from a variety of backgrounds and with a range of skills and academic abilities. The pedagogic structure at level 4 is designed to ensure all learners have a grasp of fundamental theoretical and key practical skills before developing wider skills at level 5 and beyond. To that end, much of the teaching and learning approach at level 4 is based upon acquiring these skills from demonstration, practice, experimentation, and enquiry alongside the module leaders. Practical demonstrations will be followed by open studio-based sessions, informed by peer and tutor critiques. Seminars will be used to help develop the student's own communication and analysis skills, as well as their own understanding of theoretical ideas.

They will begin with two modules that will ensure they have the basic skills needed for art and design - *Fundamentals of Visualisation* will give them traditional skills and *Fundamentals of Digital Design* will give them basic digital skills. Building more diverse skill sets will be covered in *3D Exploration* and *First Steps in Moving Image Design*. In *Applied Art Techniques* students will start to learn about production methods such as the use of nets. *Styles and Semiotics* will equip them with the language needed to communicate clearly about ideas and their work, both soft skills highlighted by industry as requiring improvement in graduates. It will give them the opportunity to improve their written communication abilities. Level 4 will be all about experimentation, moving outside of their comfort zones and dealing with ambiguity. They will be learning the soft skills needed by industry (communication, peer review, professional behaviour, self-analysis, reflective practice) as well as the practical skills that they will build on at Level 5 and beyond.

Level 5

Students will begin to move away from a pedagogic to an andragogic approach in line with their development. Students will begin to take ownership of their learning by creating their own briefs, supported by their own growing understanding of reflexive practice. Students will be required to be more active learners at this level, and using their own research completed in their own time, they will use this knowledge as a springboard for implementation and experimentation in open workshop sessions, fostering their independence and initiative. The ability to apply problem solving skills during their projects will be encouraged. They will identify the area in which they wish to specialise and carry out research into what that area requires in the way of portfolio and skillsets in the *Industry Practice* module. They will then apply this to the three project modules that they will complete. The *Contemporary Issues in Art and Design* module will highlight areas such as environment and accessibility that are impacting professional practice, and allow the students to begin to build professional solutions to these issues that they will be able to offer potential employers and/or clients. The module will also allow them to further improve the written skills acquired in the *Styles and Semiotics* module at Level 4. In the *Commercial Project* they will be limited by an external brief and/or budget; the *Fantasy Project* is where they can showcase the extent of their creative talents – both required by industry for graduates – with an unlimited self-directed brief. *Industry Practice* will give them the opportunity to produce work or perfect a skill identified in the *Industry Research* module.

Level 6

Students will be expected to have an andragogic approach to their projects at this level, by taking complete ownership of their development. Students will be required to develop their own structured approaches to their projects and work cross collaboratively with their peers. Module tutors will work with the students in a facilitators' role, discussing projects, aims and goals of the students and ensuring that their projects are fulfilling requirements both of the course and the students' long-term goals. Tutors will make suggestions for improvements, further study and technique development. The *Final Research Project* will allow all students to refine a specific area of interest and develop a critical understanding of a key area of interest to them, guided by subject specialist tutors (depending on what the student is studying) who will act as a critical friend to help support the students' ideas and development. The *Final Major Project* will enable the students to produce a substantial piece of work aligned directly to their specialism that will showcase their creativity, problem solving and production skills. They will evidence their work processes, problem solving and experimentation as well as producing a final piece(s) that is of a professional level. *Professional Practice* will allow them to finalise their plan for transitioning from graduate to professional. They will plot how they will gain a foothold in industry, start their own business or go onto further training. The students will have the chance to make industry connections and to develop their network of contacts. Digital marketing of their skills will be encouraged and the development of traditional and/or digital portfolios.

20	References used in designing the programme

QAA Subject Benchmark Statement for Art and Design (2019)

National Occupational Standards:
Design 2013
Community Arts 2020
Digital Production Skills 2016
Animation 2019

21	Indicators of quality and standards

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

QAA reviews, through TEC Partnership, will be published and any weaknesses addressed as appropriate. TEC Partnership also undertakes several scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.

22	Particular support for learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Students will also be invited in for advice and support through the DSA procedure.

Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills.

In line with a strengths-based approach to widening participation, students without academic experience will be offered extra support from the Success Coaches, as well as the Academic Support Coach, which will help them with academic issues. They will also benefit from regular tutorials with the Programme Leader which will help them with the creative skills needed so that they feel they are fully supported during their educational journey. Support will be tailored to meet the student's individual needs. Sessions can be booked with the Academic Support Coach and/or the Programme Leader and the improvements in the student's work would be recorded in the journal assessment for that module.

23	Methods for evaluating and improving the quality of learning

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and their remit is to:
- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

24	Identify any ethical issues that relate to this programme's teaching and assessment

As part of the fundamental core of the degree programme it is expected that a risk assessment and/or ethics form will be completed for each practical project where health and safety or ethical issues arise, thereby working within expected professional ethical guidelines. In line with departmental policy on GDPR, all contributors will be asked to sign release forms as part of each assignment, those that decline will not be eligible to participate. The work produced, digitally or traditionally, for those that agree, will be held for 6 years, after such time they will be erased unless requested earlier. All students will be asked to sign consent at the start of the course that the institute will retain the right to use, reproduce, modify, and distribute students work as they see fit. The student can request removal of this at any time.

25	For Foundation Degrees is the programme Work Based or Work Related?	n/a

26	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support

This degree has work related learning across all levels. Students are encouraged to self-initiate the development of contacts and industry links with the Programme Leader and Module Leader support. Work related learning could take place internally working with clients sourced by teaching staff, or students that have sourced their own external placement or external brief will also be required to give regular updates to their tutors, although this may be subject to flexible timetabling.

Students will be required to attend regular formal timetabled tutorials where they can discuss their progress with the Programme Leader. Any opportunities that are offered externally are subject to a preliminary risk assessment, with students being supported through placement visits from the teaching staff as well as the HE Skills and Employability Team.

27	Resources Supplied to the Student

- Dedicated Base Creative Studio
- Apple Mac Pro
- Adobe Creative Suite CC
- Cinema 4D
- Blender
- Sketchup
- Lockable plan chest storage for traditional work
- Traditional art materials
- Wacom tablets
- Drawing screens
- Large clean smooth drawing tables

28	Resources needed to pass the programme

Compulsory (Must be purchased)

- External HDD (1TB+)
- Basic set of traditional materials including: sketchbook, drawing pencils, ruler etc

Optional

- Laptop
- Wide variety of traditional art/design materials e.g. Rotoring pens, drawing pencils, sketchpads, paint brushes, palette knives, rulers, etc

29	Revision History

Version	Details of major modification	Date of approval
1		

2		
3		
4		
5		

Curriculum Map																	
Key	Work – State WB or WR or blank Comp = Compensatable Y or N				P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome												
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Fundamentals of Visualisation	4		Paul Sparks	Outcomes (25%) Developmental journal (75%)	Y	P		P	P	P	P		P				
Fundamentals of Digital Design	4		Dee D'e	Outcomes (25%) Research journal (75%)	Y	P	P		P	P		P	P		P	P	
3D Exploration	4		Dee D'e	Learning journal (100%)	Y	P			P	P		P		P			P
Styles and Semiotics	4		Peter True	Analysis (25%) Essay (2,500 words) (75%)	Y						P	P	P	P	P		P
First Steps in Moving Image Design	4		Dee D'e	Outcome(s) 25% Developmental journal (75%)	Y	P	P		P	P		P	P				
Applied Art Techniques	4		Emma Fenton-Irving	Project portfolio and outcome(s) (100%)	Y	P	P	P	P	P	P	P	P			P	P
Industry Research	5		Dee D'e	Industry report (2,000 words) (60%) Action plan (1,000 words) (40%)	Y			P	P	P	P	P	P	P		P	P
Contemporary Issues in Art and Design	5		Peter True	Essay (5,000 words) (100%)	Y			P	P		P	P	P	P	P		P
Industry Practice	5		Dee D'e/	Journal (100%)	Y	P	P	P	P	P	P	P	P	P		P	
Fantasy Project	5		Dee D'e/	Outcome(s) (50%) Portfolio of development (50%)	Y	P	P		P	P		P	P	P	P		

Module	Level		Tutor	Assessment	Y/N												
Commercial Project	5		Emma Fenton-Irving	Practical outcomes and supporting portfolio (80%) Presentation of ideas to client/peers (20%)	Y	P	P	P	P	P	P			P	P	P	
Final Research Project	6		Peter True	Applied output (100%)	N			F	F		F	F	F	F			F
Final Major Project	6		Dee D'e	Final Major Project (70%) Production Portfolio (30%)	N	F	F		F	F	F	F		F	F	F	
Professional Practice	6		Dee D'e	Personal Development plan (100%)	Y			F		F			F				F

TEC Partnership Graduate Mapping				
	TEC Partnership Graduate Attributes	Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	• Adaptability to changing situations		The Commercial Project, Contemporary Issues in Art and Design, and Professional Practice modules contain learning regarding adaptability to changing situations within a range of media-related situations, including economic, societal, environmental, sustainability, moral and ethical issues	
	• Being productively disruptive		The Commercial Project, Industry Practice and Fantasy Project modules all contain peer discussions in which learners actively debate possible solutions.	
	• Resilience		The Professional Practice module contains learning regarding resilience in lessons about professional, legal, and ethical practices, frameworks of professional codes of conduct, and expectations in terms of professionalism.	
	• Preparing for unknown futures	The Professional Practice assessment includes a Career Plan in which students reflect on the achievement of personal		

			development goals and plan for an unknown future.	
		• Finding alternative solutions to problems		Students find alternate solutions to problems in the Commercial Design, Industry Practice, Fantasy Project, and Final Major Project modules
Teamwork		• Human interaction skills	The Commercial Project is assessed through the students presenting their work to their peers and/or a client giving the students the opportunity to develop communication and interaction skills with learning peers.	
		• Leadership and followership skills		The Industry Research and Industry Practice modules allow the students the chance to define leadership and followership skills through discussion with industry professionals, peers and tutors and apply this learning.
		• Project development and/or management		The Final Major Project requires students to apply project development and management skills to a year-long project
Presentation		• Confidence in communication	The Commercial Project is assessed through a presentation where students are required to verbally communicate their knowledge and	

			understanding to an audience.	
	• Digital skills and adaptability		Fundamentals of Digital Design, 3D Exploration, Applied Art Techniques all require the students to learn new digital skills. The Commercial Project requires the students to adapt their work to an externally set brief either a competition or a client brief which allows the students to showcase the adaptability	
	• Time Keeping		The Final Major Project requires the students to use time management techniques, such as Gant charts, and to work to time boundaries set by the students and agreed with the tutor.	
	• Self-Presentation		The Commercial Project and the Professional Practice modules encompasses learning content regarding professional and personal presentation obligations and expectations.	
Personal Values	• Professional attitudes and values		The Commercial Project, Industry Research, and Professional Practice modules provide learning tailored towards meeting professional standards, attitudes and values.	

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	• Ethics and morals		The Contemporary Issues in Art and Design, Industry Research and Professional Practice modules provide learning tailored towards ethical obligations and the exploration and management of personal morals.	
	• Self-Care and care of others		Self-care and care of others is embedded in to most modules including Industry Research, Contemporary Issues in Art and Design and Professional Practice.	