



ART & DESIGN

GRAPHIC
DESIGN

HIGHER NATIONAL
CERTIFICATE/
DIPLOMA

Creative Arts
at Birmingham
Metropolitan College



BMet
Inspiring futures, realising dreams.

PROGRAMME SPECIFICATION

Date of Publication to Students:
September 2020

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if a student takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Module Specifications and in the Course Handbook.

The accuracy of the information contained in this document is reviewed by the College and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Body: Pearson

Teaching Institution: Birmingham Metropolitan College

Interim Awards and Final Award:

Year 1: HNC Art & Design [Graphic Design]

Year 2: HND Art & Design [Graphic Design]

Programme Title: HNC/D in Graphic Design

Main Fields of Study: Visual Communication

Modes of Study: Full time

Language of Study: English

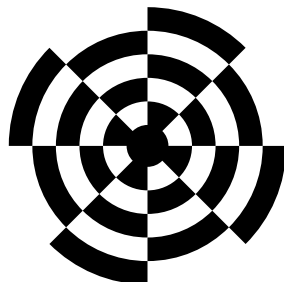
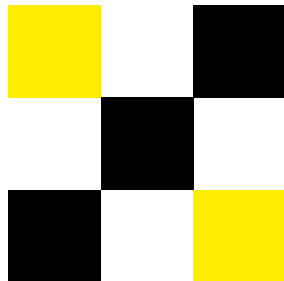
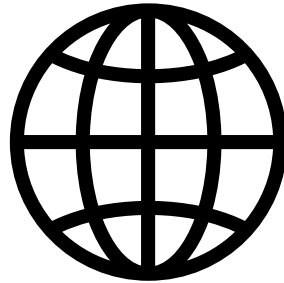
UCAS Code:

Course code.....I620

Institution code.....B30

Campus name.....Matthew Boulton College

Campus code.....M



PROGRAMME PHILOSOPHY & AIMS

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

The course aims, as set out in the programme specifications, are consistent with the QAA benchmarking statements, FHEQ level descriptors, the Degree Awarding Body descriptors and the College mission statement.

The BTEC Higher National Diploma in Graphic Design is designed to equip students with the knowledge, understanding and skills required for success in current and future employment and for progression to an undergraduate degree.

The qualifications have been developed to meet the needs of students wishing to study either a specialist or multi-disciplinary programme of study within the Interactive and Visual Design industry. This course in particular looks at a variety of visual communication methods, from tradition Graphic Design to interactive exhibition methods.

The aims of the programme are to:

- Provide an educational foundation for a range of creative, technical and management careers in the visual communication industry.
- Develop a range of skills that will equip students for both progression into HE and employment.
- Provide flexibility, knowledge, skills and motivation as a basis for future studies and career development.
- Give students the freedom and guidance to make a positive contribution to their individualised portfolios.
- Develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life.
- Work with a range of employers whilst on the study programme to develop skills enabling each student to understand and work within their future industry.
- Develop employability skills by using the course as an incubator for their own business's/futures. Relevant units are written into the programme encouraging students to think about the business side of the industry as well as the creative side.
- Push, support and encourage the growth of the local economy and design community.

INTENDED LEARNING OUTCOMES

Learners will be expected to develop the following skills during the programme of study:

- Analyse, synthesise and summarise information critically.
- Critically challenge the conventions of contextual development within Visual Communication.
- Work both individually and as part of a group to support and push the development of their own learning.
- Challenge conventions within society and understand how visual communication can be used to support this.
- Use independent research to support the development of projects and demonstrate a true understanding of the journey taken to complete a project.
- Recognise and challenge the moral and ethical issues of design-based enquiry and experimentation and appreciating the need for ethical standards and professional codes of conduct.
- Undertake studio practice in a responsible, safe and ethical manner.
- Develop a range of employability skills that will support local communities and support the students' future.
- Develop and use the support of professional industry mentors.

Knowledge and Understanding:

- Present evidence that demonstrates good ability to generate ideas independently and/or collaboratively in response to set briefs and/or as a self-initiated activity.

- Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.
- Present evidence of contributing to their future. Understand the importance of portfolios by building a portfolio of work.
- Demonstrate the ability to understand and push the conventions of visual communication.

Intellectual Skills:

- Understand contextual sources and demonstration of how this is used to develop future projects.
- Understand the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants.
- Understand new technologies and how these could push the development of future visual communication methods
- Talk about their own works with confidence and understanding the effects upon a target audience.
- Demonstrate advanced thinking, analysis, reflection and understanding.

Practical Skills

- Exercise self-management skills in managing their workloads and meeting deadlines.
- Develop an ability to use a range of industry standard software; Photoshop, Illustrator, InDesign and After Effects.
- Ability to benefit from the critical judgements of others and recognise their personal strengths and needs.

- Apply interpersonal and social skills to interact with others students and potential employers.
- Communicate ideas and information in visual, oral and written forms.
- Communicate ideas and work to their audiences.
- Select and employ communication and information technologies.
- Develop reasoned creative thinking to push the development of the visual communication industry.

Transferrable Skills

1 Self-management - students will have the ability to:

- Study independently, reflect on own practice, set achievable goals and manage workloads to meet deadlines.
- Reflect on working as part of our design studio to interact and work within the local design community. This will allow for future progression and seeking improvement within themselves.

2 Critical engagement - students will have the ability to:

- Justify decisions made and challenge peers with contextual reflection and understanding.
- Push, encourage and develop the progression of others as well as themselves.
- Understand the importance of live work and communication through professional development and future sustainability.

3 Group/team working and social skills - students will have the ability to:

- Interact effectively with others, for example



through collaboration, collective endeavour and negotiation.

- Lead, reflect and inspire a design team.

4 Skills in communication and presentation - students will be able to:

- Articulate ideas and information comprehensibly in visual, oral and written forms.
- Present to an audience their intentions and actions needed to be able to realistically achieve these intentions.
- Use presentations as a platform to interact with their target audience through techniques of product testing, narrative and outcomes. Use the data to analyse success of the intentions.

5 Information skills - students will have the ability to:

- Understand the importance information will have on their design journey. This will come through maintaining reflection, research, analysis and development throughout their visual communication projects.
- Identify current and future possibilities of conveying information to an audience. Social networking, web targeting and gorilla advertising could be explored.

6 Personal qualities:

Students will obtain relevant information and abilities to enjoy and push the future of the design industries. They will leave with an understanding of how to work within the sector and communicate with future employers. Students will understand how they could be placed within the industry to achieve self satisfaction while also making a positive contribution to the industry.

TEACHING & ASSESSMENT

Teaching methods

The following teaching methods will be used:

Formal lectures with student participation, group tutorials, one-to-one tutorials, practical experimentation, problem solving, seminars, case studies, workshops, live projects/placements, group critiques, guided self-study and research, exhibitions and portfolio showings.

Summative Assessment Methods

A range of summative assessments will be used including written assignments, practical projects report, oral presentation, exhibitions, blog submissions and portfolio showings. Modules may have several types of summative assessment such as written assignments and case studies as well as production of practical coursework. The assessment strategy provides a balance between the different assessment methods.

Formative Assessment Methods

Students will undertake range of activities throughout the course and receive tutor feedback both verbally and in writing. This will include; practical experimentation and production of visual communication work, group critiques and tutorials, case studies and directed study

Assessment Feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback will reflect the learning outcomes and assessment criteria to also help to understand how these inform the process of judging the overall grade.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet all of the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in Pearson BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards. Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications will have a level assigned to them, which represents the level of achievement.

PROGRAMME STRUCTURE

Learners must achieve a minimum of 240 credits (typical credit for each unit is 15) to be awarded a Pearson Higher National Qualification in Art and Design. The assessment of the HNC and HND qualifications are criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

Level 4 - HNC

Students studying on the HNC are introduced to a series of research and development activities. Students are taught the basics of identifying industry needs and generating development work and outcomes based around these. Adobe Creative Suite is taught alongside traditional print graphics, business development, animation and concept design. Students will use this academic year to build an understanding of processes, techniques and development of an individual design style.

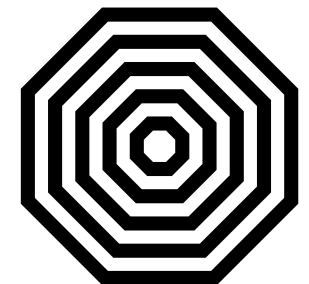
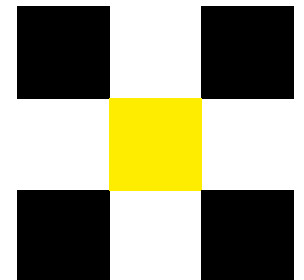
Level 5 - HND

Students studying on the HND will develop more independence in the subject. They will progress through this year developing their portfolios and working on a range of live projects, preparing themselves for both HE and industry. Students will push their work in a particular direction, this will help shape their portfolios for their future steps.

At the end of this year students will showcase their work through an exhibition and invite potential employers.

Professional Practice is an integral part of the course providing knowledge, understanding and experience of appropriate fields of study external to the college. In support of this area students curate, present and exhibit their work in a professional context.

Historical and Critical Study helps students articulate links between theory and practice, extent their knowledge and develop their academic skill for progression to HE or employment.



PROGRAMME UNITS & CREDIT VALUES

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is studied full-time over one year.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is studied full-time over two years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study. Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

Pearson BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core units are mandatory.
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to professional body and/or higher apprenticeship standards.

FIND OUT MORE!

Follow the link below to access further details about the course, about assessment, learning resources, sample assignments and grading.

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/art-and-design-2017.html>

HNC: LEVEL 4	
Core Units [Mandatory]	Unit credit
1. Professional Development	15
2. Contextual Studies	15
3. Individual Project (Pearson-set)	15
4. Techniques & Processes	15
Specialist Units [Mandatory]	
5. Typography	15
6. Graphic Design Practices	15
Optional Units - Two from below: [subject to change]	
19 Packaging Design	15
22 Printmaking	15
26. Darkroom Techniques	15
28. Communication in Art & Design	15

HND: LEVEL 5	
Core Units [Mandatory]	Unit credit
32. Professional Practice	15
33. Applied Practice Collaborative Project (Pearson-set)	30
39. Advanced Graphic Design Studies	30
Optional Units - Three from below: [subject to change]	
47 Branding & Identity	15
48 Conceptual Practice	15
49 Art Direction	15
52 Moving Image	15
58 Creative Industries Placement	15
61 Creative Entrepreneurship	15

COURSE STRUCTURE

YEAR 1 - HNC STUDY	Semester	Level
2. Contextual Studies	1	4
4. Techniques & Processes	1	4
5. Typography	1	4
19. Packaging Design*	1	4
26. Darkroom Techniques*	1	4
28. Communication in Art & Design*	1	4
1. Professional Development	2	4
3. Individual Project (Pearson-set)	2	4
6. Graphic Design Practices	2	4

YEAR 2 - HND STUDY	Semester	Level
39. Advanced Graphic Design Studies	1	5
47. Branding & Identity*	1	5
48. Conceptual Practice*	1	5
52. Moving Image*	1	5
58. Creative Industries Placement*	1	5
61. Creative Entrepreneurship*	1	5
32. Professional Practice	2	5
33. Applied Practice Collaborative Project (Pearson set)	2	5
49. Art Direction*	2	5

* Subject to change



CRITERIA FOR ADMISSION

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

Students will normally need to have at least one of the following:

- BTEC National Certificate or Diploma in an appropriate area.
- GCE A Level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at level A-C.
- Other related Level 3 qualifications i.e. Level 3 Diploma in Foundation Studies
- Access to Higher Education Certificate awarded by an approved further education institution.
- Related work experience.
- B'MET Certificate L2 evening course experience with appropriate portfolio.

More mature learners may present a more varied profile of achievement that is likely to include extensive work experience and/or achievement of a range of professional qualifications in their work sector.

SUPPORT FOR LEARNING

Support for Learning including Personal Development Planning:

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme providing dissemination of essential information.
- A Learning and Resource Centre providing access to a variety of learning resources, with support from staff.
- A Student Handbook containing important information including tutors, staff responsibilities, contacts and regulations and requirements of the course.
- Access to the College IT facilities.
- Access to the College Student Services and Careers Advisor.
- Access to a Student Counsellor.
- Regular group tutorial sessions.
- One-to-one tutorials arranged on request.
- Consultation with tutor by email, telephone, Microsoft Teams and other electronic sources.

Students will produce their own Personal Development Plans and have periodic reviews with their Personal Tutor.

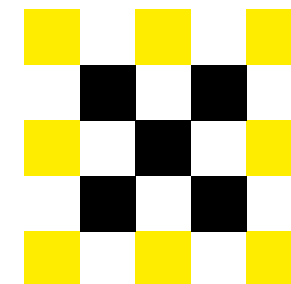
LISTENING & RESPONDING

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students.

The quality of the programme will be closely monitored by all staff involved in its delivery. The Course Leader/Departmental Manager is the local Manager who will oversee the delivery of the programme, the Head of Faculty for Higher Education and the College Director of Quality, monitor the overall effectiveness and quality through a robust Collegewide quality control process. The programme will also adhere to the College's regulations and processes.

The College quality process applied to this programme includes:

- Regular teaching observations and reviews.
- Staff skills updating as required.
- Regular delivery team meetings.
- Standardisation meetings and thorough internal verification process.
- Programme management meetings involving student representatives and course delivery team.
- Seeking of student views during group tutorials, one to one tutorials and by formal College survey completion and national surveys.



- Termly Review Boards to review course performance on a regular basis.
- Production of programme Annual Monitoring Reports which detail the performance of the students and programme.
- End of module/programme Examination Boards, attended by an External Examiner.
- A robust system for dealing with complaints or issues, should they arise.

Students will have regular opportunities to present their views to subject tutors during taught sessions, during tutorials and during one-to-one tutorials with teaching staff (by appointment). They will also be able to express their views to the Course Leader and also express their views via the student Course Representative who will convey views to the course team, at termly Programme Management Meetings.

The Programme Management Meetings are attended by the course team and student representatives and where possible an employer. Minutes of the meeting are recorded and an action log produced.

Students are expected to complete regular quality surveys, both internal and external Higher Education Surveys.