

Programme Specification

1	Awarding Institution/Body	Luminate Education Group									
2	Delivery Location(s)	University Centre Leeds									
3	Programme Externally Accredited by (e.g., PSRB)	N/A									
4	Award Title(s)	BA (Hons) Graphic Design									
5	UCAS Code	W210									
6	Apprenticeship	N/A									
7	HECoS Code and Description	100061 - Graphic Design									
8	Mode of Attendance	Full Time 3 years Face To face									
9	Relevant QAA Subject Benchmarking Group(s)	QAA Subject Benchmark, Art and Design, 2019									
10	Relevant Additional External Reference Points (e.g., National Occupational Standards, PSRB Standards)	• Framework for Higher Education Qualifications (FHEQ) • Creative Industries Federation guidelines • Industry standard technical specifications • NOS standard <i>Develop persuasive visual design for use in marketing communications</i>									
11	Date of Approval/ Revision	Sept 2025									
12	<u>Undergraduate (Hons) Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th><th style="width: 45%;">Typical offer</th><th style="width: 30%;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td><td>48 UCAS tariff points from two A-levels (or equivalent qualifications) in a relevant subject</td><td>16 UCAS tariff points from one A-level (or an equivalent qualification), should be in a relevant subject Applicants without a qualification in a relevant subject will be invited to provide a portfolio of work to demonstrate creative ability.</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> </tbody> </table>			Typical offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications) in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), should be in a relevant subject Applicants without a qualification in a relevant subject will be invited to provide a portfolio of work to demonstrate creative ability.	IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
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	International qualifications:	International qualifications will be assessed against these criteria
	Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*21 years and over at the start of the course</i>
	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)
13	Educational Aims of the Programme The overall aims of the programme are to: • Produce graduates with strong aesthetic sensibility and technical proficiency across both traditional and digital mediums • Develop graduates who can create ethical and responsible design solutions • Foster independent creative practitioners with entrepreneurial mindsets and adaptive skillsets who can respond effectively to the evolving needs of the creative industries • Produce industry-ready creatives skilled in contemporary tools, workflows and methodologies • Equip graduates with essential professional skills including project management, client communication, collaboration and commercial awareness • Deliver expertise in current and emerging technologies, with emphasis on industry-standard digital tools and processes • Create opportunities for interdisciplinary collaboration and real-world project experience through internal and external partnerships • Encourage experimentation and innovation while maintaining professional standards and commercial viability	
14	Learning Outcomes	
	Knowledge and Understanding	
	K1	Critically evaluate contemporary design theories, methodologies and principles within historical, cultural and technological contexts of graphic design
	K2	Critically analyse industry practices, emerging technologies and ethical considerations in graphic design and digital communication
	K3	Critically analyse the relationship between designer, audience, and market within professional contexts
	Cognitive/Intellectual Skills	
	C1	Critically analyse evidence from a variety of sources to create informed, strategic and conceptually strong design solutions

	C2	Critically and creatively apply design thinking and user-centred methodologies in graphic design practice	
	C3	Critically examine issues and resolve these using systematic research and iterative design processes	
	Professional Skills		
	P1	Operate ethically in professional contexts while managing effective client relationship	
	P2	Autonomously create graphic design projects that demonstrate both technical proficiency and creative innovation	
	P3	Produce graphic design projects with an experimental approach using intellectual flexibility and openness to new ideas	
	P4	Skilfully use contemporary tools and methodologies to create technically accomplished work across multiple platforms	
	Key Transferable Skills		
	T1	Develop entrepreneurial skills and professional competencies informed by career aspirations	
	T2	Effectively manage and engage in collaborative practice, successfully contributing to a team to deliver ambitious projects	
15	Key Learning & Teaching Strategy and Methods		
	This course is structured to reflect the professional demands of contemporary graphic design practice. The programme equips graduates with advanced digital skills, design thinking methodologies, and professional practices needed to succeed in today's rapidly evolving design industry. The induction project delivered in the first few weeks of attendance uses the summer project as a foundation and way for students to be introduced to the department facilities, working practices, communication methods, lecturers and each other. It also allows for an early opportunity to gauge entry level skills and for students to receive feedback on the work produced. At Level 4, 60 credits (3 x 20 credit modules) focus on building core digital design competencies and fundamental visual principles. So that, modules in 'Digital Design Fundamentals', 'Typography', and 'Branding and Visual Design' develop essential skills that students then apply in 'Commercial Practice' to create industry-viable outcomes. This technical foundation supports Level 5 work, where students engage with specialised areas like UX/UI design, brand identity, and service design. The progression from Level 4 to Level 5 enables students to develop their individual design voice while mastering professional workflows and tools. The modular structure is designed to foster student autonomy while upholding professional standards. Level 4 provides a foundation in core digital design skills and principles, equipping students with the essential tools and knowledge. As students' progress to Level 5, they delve		

deeper into specialised areas of expertise, refining their professional practice. Throughout the course, projects increase in complexity and independence, challenging students to apply their skills creatively and critically. The integration of industry briefs and live projects offers valuable real-world experience, allowing students to work on authentic design challenges. By emphasising both technical execution and strategic thinking, the course prepares graduates to excel in the dynamic and competitive industry.

The curriculum emphasises real-world application through industry-standard software and digital tools (Adobe Creative Suite, Figma, prototyping tools). It encourages a thorough understanding and approach to user-centred design methodologies and solutions. Students are taught to consider inclusive/accessible design principles and encouraged use multi-platform design approaches when researching and problem-solving client-based design proposals. Lecturers, technicians with a wealth of industry experience and visiting professionals will further equip students with knowledge and skills that contribute to their development as designers and creatives.

Digital integration is understood as a need for contemporary designers; thus, the program provides students with industry-standard hardware and software available in the University Centre Leeds campus computer suites.

Mixed-media and analogue design skills are also encouraged and embedded in the course. Therefore, teaching methods include studio-based practical workshops delivered at Mabgate studio space using printmaking, drawing and graphic mark making techniques. These enable students to bring unique visual elements to their design work. Technical demonstrations impart and develop key practical skills and online learning resources available on Blackboard support all sessions.

Other strategies include online collaboration tools, remote working practices, regular design critiques and portfolio reviews to support different learning styles and specific project needs.

Students receive guidance through one to one and group tutorials allowing for a student-centred approach. Students are supported in their transition on to the course with tutors who also work at level 3 / access, so they understand the gaps in becoming independent as well as some of the challenges experienced as students get to grips with new online interfaces such as Blackboard and Turnitin. Transitions during the course (level 4-5 and 5 to 6) are supported through summer projects. These allow students to be facilitated in maintaining their creative focus during the summer break as well as encouraging the development or ideation of next level key skills, a move towards self-direction or engagement in contextual issues.

The course content is developed to encourage students to develop as confident creative practitioners. Content is embedded with strategies to thrive within the professional creative world, and opportunities to open students up to engaging with creative industry. For this to be successful, the teaching of these core ideas and values within a classroom setting needs to be coupled with direct experience of the creative field. This will be achieved through our strong local links with institutions who are central to the industry within the region. University Centre Leeds supports online learning by providing all HE students with access to the study zones, library resources and support as well as access to laptops with appropriate software. Students are supported throughout their programme of study by the wider HE Creative team receiving specialist support from the technical team and technical demonstrators.

Remote working reflects industry practices, and students are supported to work online using technology and emerging technologies such as tablets, laptops and digital cameras available to borrow through the department.

16 Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme and the students' specialisms. To develop skills and a critical relationship with their practice there are many practical 'portfolio' assessments. The format of these changes throughout the programme, some are technical test pieces, workbooks or rough sheets, and some are more resolved bodies of work. Others respond to a client or live brief stimulus to give the student real experiences of producing design work in a professional context. These practical assessments are contextualised by the module's other assessment in the form of a reflection, workbook, statement or presentation. This is to develop the students' understanding of their practice as a creative professional, and to understand the impact of the creative decisions that they make to the audience/viewer. The range of practical outcomes student complete across the modules allows for continuous refinement. The ability for students to identify and problem solve either through self-assessment/evaluation, tutor or client feedback gives opportunity to recognise development and adaption of designs as a positive attribute. This builds the students resilience as a creative practitioner with ability to respond to feedback constructively as well as defend design decisions where appropriate.

The assessment strategy focuses on the development of a portfolio that can demonstrate students' unique skills and personal approach to design problems. By incorporating industry-standard presentations and thoughtful digital and non-digital design solutions, students can showcase their ability to communicate design concepts effectively. Further, development of design documentation with embedded design theory, highlights students' understanding of how their work connects to design principles such as user experience and inclusive design. Finally, the creation of projects ranging from brand guidelines to app/web design projects will demonstrate a holistic approach to design, from concept to execution. These elements collectively form a powerful tool for showcasing design talent and securing future career opportunities. The range of technical, practical and interpersonal skills alongside realistic understanding and expectations of industry combine to allow for an entrepreneurial and flexible career outlook. Whether that is identifying and developing specific projects or products as nurtured in commercial professional, personal project and specialist practice modules. The ability to self-develop to remain relevant and attractive as a freelance creative from experience gained in creative professional, branding and visual design, marketing and promotional design and professional portfolio modules. Or work as a sole designer or integral part of a design department using collaborative skills gained in collaboration and collaborative project modules.

The assessment strategy has opportunities for students to develop and showcase their digital skills, with an understanding that not all students will become digitally focused designers, but demonstrate how an understanding of digital design and development (such as app design), can aid students in understanding how projects work, allowing them to contribute to digital projects in the future, regardless of their role. It also places importance on non-digital and academic skills (such as sketching and research), adding to students' growth as confident designers. Other assessment skills such as skills audit in creative professional, presentations given on both practical and academic work allow students to develop competence and confidence in communication on a broad scale.

Professional Practice Evidence

- Project research and development documentation
- User testing and feedback reports
- Client presentation decks
- Design process documentation

- Digital workflow demonstrations
- Project management documentation
- Strategic briefing documents

Technical proficiency in modules at level 4, 5 and 6 is evaluated through a variety of methods that assess both software skills and broader technical understanding. In the level 4 modules Digital Design Principles, Typography and Branding and Visual Design, students will be assessed on the acquisition and developing proficiency of digital and traditional graphic design skills. As students hone their skills at level 5, they show their ability to effectively utilise industry-standard tools and practices, demonstrated through practical exercises offered in the Marketing and Promotion Design module and project work in live brief and personal project modules. By level 6 students are working towards total autonomy so the creation of technical specification documents will assess their ability to articulate design requirements and constraints clearly and concisely. Additionally, students will be evaluated on their workflow optimisation skills, including efficient use of for example, project management, asset management systems and version control tools. These assessments ensure that graduates possess the necessary technical foundation to excel in professional graphic design roles.

Live client briefs provide opportunities to collaborate with real businesses and organisations, tackling challenges such as changes in spec or budget, while being able to deliver innovative solutions. This encourages students to develop entrepreneurial and networking skills, working on projects designed to mirror industry practices. Outputs will vary dependant on the brief, (for example: creative marketing campaigns, social media content, digital design projects or illustration designs), allowing students opportunity to showcase their creativity and technical expertise and cultivate a comprehensive understanding of contemporary design practices. Software proficiency development and digital tool competency demonstrated in project outcomes further validate students' technical abilities.

Professional Development

- Portfolio curation
- Personal brand development
- Networking strategies
- Professional online presence
- Career development planning
- Industry engagement evidence

Assessment Contexts

- Client presentations
- Design critiques
- Portfolio reviews
- Design artefacts/solutions
- Team collaboration evaluations
- Professional documentation

The assessment strategy for this course is designed to emulate many demands of contemporary graphic design practice. By focusing on real-world design challenges simulated at level 4 with progressively more external facing live briefs at level 5 and 6 where students engage with authentic briefs that require innovative solutions. The emphasis on digital-first deliverables in modules such as digital design fundamentals ensure that students equipped with working knowledge when it comes to creating assets optimised for various digital platforms.

However, digital content is embedded with the knowledge that not all students will take a digitally focuses career path, however this understanding will aid them in becoming more competent designers, regardless of their future field.

A key aspect considered when exploring contemporary issues in graphic design at level 5 is Design Thinking. Students will develop an understanding of user needs, as well as their role as designers and connection to the wider world, and how they tailor their design approach accordingly. The assessments span a range of contemporary issues from inclusive, sustainable, ethical design practices and more. To simulate real-world collaborative environments, students will be encouraged to engage in group discussion, fostering teamwork, communication, and the ability to navigate diverse perspectives.

Across practical modules, to cultivate professional standards, students are expected to produce high-quality creative outputs, in realistic timeframes that adhere to industry best practices.

Students benefit from a comprehensive support system that provides a nurturing and inclusive space for students to thrive both personally and academically. Portfolio reviews with tutors and invited professionals in the practical modules of the course provide opportunities for personalised feedback on students' work, helping them to develop their skills and refine their portfolios.

Feedback sessions at key points such as draft submission, on request from students and where attendance may be disrupted due to personal circumstances offer a convenient way for students to receive timely feedback from lecturers and sometimes peers.

Specialist speakers invited in for various modules throughout the programme, or as part of the visual arts enrichment programme, often provide portfolio review workshops providing valuable insights into industry standards and expectations. By fostering a supportive close knit course ethos and pastoral focus, viable due to smaller cohort sizes, peer critique sessions encourage collaboration and critical thinking, allowing students to learn from each other and gain new perspectives on their work in a safe supportive environment.

Technical workshops equip students with the necessary skills to succeed in the industry, while professional practice guidance helps them to develop the soft skills and business acumen needed to thrive in the creative field. Portfolio and project assessment tasks develop more presentation skills, selecting, editing and refining submissions.

Several of the assessments require students to present verbally and or visually to a wider audience whether that be with peers, external professionals or a live audience. This performative type of assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network. There are many assessments that focus on contextualising practice and reflecting on personal performance. These assessments are constructed to develop students as creatives, to support a reflective developmental practice which will help them to build sustainable careers.

Students will produce supporting documents, written assignments and presentations to contextualise their practice to build a critical relationship with their work. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing. The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at University Centre Leeds, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The programme will use a variety of formative assessment methods. Tutor, peer and self-assessment will be used throughout the programme

	to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.
17	Industry Specific Skills Development At Level 4, students develop fundamental technical skills in graphic design, focusing on branding, typography, and digital design principles. They learn how to set up and customise digital workspaces, manage files efficiently, and implement effective backup strategies. A strong emphasis is placed on understanding layout principles, such as grid systems, and exploring editorial design, as well as developing a keen eye for typeface selection, hierarchy, and readability. Students also gain working proficiency in using industry-standard design software to create visually compelling work that aligns with contemporary design trends. At Level 5, technical skills continue to be expanded to include professional workflows and advanced design execution. Students refine their understanding of typography, learning to apply type principles to web, screen, and print design. They develop expertise in digital asset management and efficient file organization, ensuring smooth integration of design elements into projects. Web and screen design principles become more prominent, requiring students to apply grid (layout) systems and responsive design techniques. Additionally, they gain experience interpreting live client briefs, working on competition submissions, and managing professional design projects from concept to completion. By Level 6, students refine their technical skills required for professional practice. They extend their ability to execute complex design projects while balancing creative innovation with industry expectations. Specialist Practice encourages them to experiment with new techniques and integrating research-driven design methods. They develop a comprehensive professional portfolio that demonstrates their ability to create high-quality, polished design work. They continue to refine their technical proficiency in digital tools, strategic problem-solving in design contexts, and an ability to respond to client briefs with innovative yet practical solutions to ensure that students graduate as highly skilled and industry-ready graphic designers. Feedback throughout level 6 includes commentary on industry readiness and proficiency as students consider their career trajectories. Portfolio interviews linked to the Professional Portfolio module allow students to benefit from in person bespoke feedback on their graduating portfolio as well as potential for advice on interview technique and preparedness for applying for jobs, graduate opportunities and internships. The programme is embedded within the vibrant design industry. This active engagement provides a dynamic learning environment that bridges the gap between academia and professional practice. Students benefit from a diverse range of industry collaborations, including live briefs provided by in-house marketing teams, community organisations, companies, and local designers. These real-world projects offer invaluable opportunities to apply theoretical knowledge to practical challenges and develop essential industry skills. Partnerships with Leeds-based graphic design companies provide insights into current industry trends, technologies, and work practices. Guest speaker sessions featuring industry professionals and alumni offer career guidance. Studio visits to artist-led and commercial design companies expose students to diverse creative processes and inspire innovative thinking. Digital showcases at end of year shows and events provide a platform for students to exhibit their work to a wider audience, including potential employers and industry peers.

	Professional networking events, held each semester, connect students from levels 4 to 7 across all Creative Arts courses, fostering collaboration and community. Additionally, the annual employment festival offers a wealth of opportunities for students to engage with industry experts, attend seminars, and participate in workshops, further enhancing their career prospects. The range of opportunities for industry contact provide opportunity to develop further knowledge of potential career pathways, access guidance on operating within industry and understanding of professional standards.
18	Transferable Skills Development At Level 4, students begin developing essential transferable skills to build a foundation of professional practice. They are introduced to problem-solving and critical thinking skills by exploring design concepts and applying them to practical tasks. Time management and organisation skills are also introduced as they learn to structure their work efficiently within digital workflows. The students also begin to build on their communication skills and ability to adapt as they engage with design principles and respond to creative challenges. At Level 5, collaboration and professional development become central. Students build on their ability to work effectively in teams, developing delegation and professional communication skills necessary for client and peer interactions. Project management and strategic thinking skills are developed as they learn to balance creativity with practical constraints, meeting deadlines and adapting to evolving design briefs. Industry networking and professional connections become increasingly important, encouraging students to build relationships and gain insights into real-world creative practices. By Level 6, students refine their professional skills, preparing for independent work in the industry. Critical self-reflection enables them to assess their strengths and areas for improvement, while advanced problem-solving and adaptability equip them to navigate complex challenges. Entrepreneurial thinking and strategic planning allow them to position themselves within the creative industry. Students are provided with opportunities to support them to gain confidence in professional communication, client management, and networking, ensuring they can present their work effectively, build industry relationships, and seek out career opportunities. Through a combination of more autonomy in their learning and external engagement, students graduate with the transferable skills needed for professional environments.
19	Sustainability Sustainable practices are embedded into this programme throughout the structure of the modules. Within the modules there are opportunities to embed sustainable working practices specific to the concept art industry throughout the programme. In the Level 4 shared modules Creative Professional and Commercial Practice, sectoral best practices are discussed, and students will reflect on their personal practice and how sustainability models are considered within this. The Commercial Practice module focusses on sustainable practices when students are considering creating products to sell, and the sustainable advantages of both physical and digital assets.

Students will learn about sustainable practices in the creative industries, we currently work with SAIL (Sustainable Arts in Leeds) to embed sustainable practices in events and exhibitions, and this will inform the assets created for live events and the resources used to realise projects created by the students.

Sustainability is embedded into the modules Contemporary Issues and Contextualising Graphic Design Practice. Students are asked to consider their current and future practice to contextualise it within current industry issues. This will include considering issues surrounding sustainability, ethics, and representation.

In Major Creative Project students will develop a personal project as a vehicle to explore and develop their personal practice. This will include the creative and technical development of their practice to develop an ambitious project, but also to exhibit their work to an audience. This public facing element of the Major Creative Project module builds on the Live Event Assets module at Level 5 for students to independently apply their learning about sustainable practices to creating and exhibiting work in an ethical and sustainably responsible nature.

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Digital Design Fundamentals	20	Core	C
		Branding and Visual Design	20	Core	C
		Typography	20	Core	C
		Creative Professional	20	Core	C
		Commercial Practice	20	Core	C
		Graphic Design in Context	20	Core	C
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Collaboration	20	Core	C
		Contemporary Issues in Graphic Design	20	Core	C
		Marketing and Promotional Design	20	Core	C
		Service Design Fundamentals	20	Core	C
		Graphic Design Live Brief	40	Core	NC
	Level 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Collaborative Project	20	Core	C
		Specialist Graphic Design Practice	20	Core	C
		Contextualising Graphic Design Practice	30	Core	NC
		Professional Portfolio	10	Core	C
		Major Creative Project	40	Core	NC

21 Programme Structure

Students receive 3hrs teaching per week on each 20 credit in a single semester module so at level 4 and 5, semester one and two, they have 9 hours of teaching plus 1 hour tutorial per week. At level 6 taught and supervisor sessions amount to 9 hours plus one hour tutorial, staggered completion of modules allows for spread of module assessments and aligns with programme needs. Small elements such as Professional Portfolio at level 6 may be assessing learning outcomes across a broad spectrum due to industry value and associated professional standard of expected output. Students are encouraged to work independently either on campus or elsewhere to make up the notional learning hours for each module.

Level 4

Semester 1	Typography 20 credit 3hrs / wk	The Creative Professional 20 credit 3hrs / wk	Digital design fundamental 20 credit 1.5hrs / wk	Graphic Design in Context 20 credit 1.5hrs / wk
Semester 2	Branding and visual design 20 credit 3hrs / wk	Commercial Practice 20 credit 3hrs / wk		

Level 5

Semester 1	Collaboration 20 credit 3hrs / wk	Live Brief 40 credit 3hrs / wk	Contemporary Issues 20 credit 3hrs / w
Semester 2	Service Design Fundamentals 20 credit 3hrs / wk		Marketing and Promotional Design 20 credit 3hrs / wk

Level 6

Semester 1	Specialist Graphic Design Practice 20 credit 3hrs / wk	Contextualising Graphic Design Practice 30 credit 4hr /wk	Collaborative Project 20 credit 2hrs / wk
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	Semester 2	Major Creative Project 40 credit 6hrs / wk	Professional Portfolio 10 credit 1hr/wk	
22	Apprenticeships			
	n/a			
23	Support for Students and Their Learning The programme will be underpinned by developing practical skills and the students' own practice. The location of the Creative studio and new UC Mabgate Campus in the Cultural Quarter of Leeds provides opportunities for students with the surrounding businesses and an excellent professional network to enhance their career prospects. The department has fostered excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community. Visiting lecturers enrich and support the breadth of techniques delivered and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector. The Creative Arts Network VLE supports students in finding collaboration opportunities and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other. Any risks associated with collaborative and showcase type projects are mitigated through the department's industry contacts and partners such as Connected Campus and Film Buddy who contribute current professional practices. At the University Centre there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs. There is an Academic Librarian who also delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Progress Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors. Weekly tutorial slots and group tutorials provide support on broader support topics such as time management, stress management, mental health, loan working and wellbeing. All students have a personal tutor throughout their studies; this tutor supports the student pastorally and will also review their personal development plans throughout the programme. Students have a one-hour group tutorial each week, and three individual tutorials throughout the year. This is in addition to the tutorials undertaken as supervisor meetings within modules. The student coach at UCL provides extra support for learners who may need extra assistance with their studies. A robust communications system functions to give students access to lecturers and management; this includes e-mail, Blackboard VLE with video calls and group/individual chat options. This scheme supports their studies and all necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE which they can access easily using personal devices and on campus macs/PC's. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as MacBook's, laptops, iPads and pens, course specific			

	equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid the students to further their technical skills and become more autonomous when working on projects. Practice-based learning includes group work and individual elements presenting to the group for constructive feedback. Through key collaborative modules, students have the opportunity to work in different groups, in some cases rotating skills to vary engagement within the team, encouraging an active development of mutual practical, academic and personal support. This is especially presented early in the programme, through the Creative Professional and commercial practice modules, to give students an introduction to working in a larger mixed peer group. The programme continually promotes autonomous study, and this is supported through our robust tutorial system. Throughout the programme, students are supported by a personal tutor to give pastoral support. Students have designated tutorial slots throughout the semester for pastoral support and are allotted a personal tutor to support them through the year. This tutor will support them throughout their studies to ensure personalised pastoral support and individual targets for personal and professional development are set. Key student information provided by student support, including specific learning needs which is shared within the academic and technical staff to ensure needs are met as well as attendance and performance monitored, enabling additional support for students if necessary. The Mabgate studio is open to design students are encouraged to use them out of programme hours to utilise available resources and continue project work. Students can use the 'Access Chats' to manage out of teaching hours in the studio, working within the no lone working policy. The department technicians are available to support students in the studios with technical skills for individual projects and when working on group projects. Technicians support students both in practical workshop sessions and can be booked to support students when working independently to produce practical work.
24	Distinctive Features Small group ethos The graphic design programme can provide individualised support due to small cohort sizes and a small group ethos, allowing for extensive one-to-one tutoring with lecturers who are specialist subject matter experts on various areas and personalised feedback throughout the programme, and course content that is tailored to students' unique interests. By combining exceptional personalised support, studio-based collaborative learning, and bespoke industry engagement, the BA (Hons) Graphic Design programme offers a distinctive alternative to larger institutions where students often receive less individual attention and fewer opportunities to develop their unique creative voice. Collaborative environment The Creative Arts department encourages collaboration and opportunities to work with students from other courses such as Art, Concept Art, Makeup, Animation and more. This creates exciting chances for cross-disciplinary projects with creatives from a range of backgrounds. Industry Links University Centre Leeds Creative Arts staff have developed strong connections with creative industry, continually seeking new opportunities to link students to industry. Our small group ethos allows us more change to tailor these introductions to student's specific interests and work with industry partners on bespoke live briefs, practical workshops, all while developing relationships with working creatives throughout their degree.

Access to Creative Facilities

Our facilities include access to our digital fabrication suite with the opportunity for 3D printing and more, as well as the Mabgate studio in which students have access to screen printing, traditional drawing tools, sewing machines and much more. Students also have access to the photography studios and printing facilities. Our technicians are available for 1-1 advice and guidance, as well access to regular free workshops held on a range of topics, including these areas.

Our teaching rooms feature access to industry standard, studio quality, graphics tablets for digital design and illustration projects.

The graphic design programme can provide individualised support due to small cohort sizes and a small group ethos, allowing for extensive one-to-one tutoring with lecturers who are specialist subject matter experts on various areas and personalised feedback throughout the programme, and course content that is tailored to students' unique interests. By combining exceptional personalised support, studio-based collaborative learning, and bespoke industry engagement, the BA (Hons) Graphic Design programme offers a distinctive alternative to larger institutions where students often receive less individual attention and fewer opportunities to develop their unique creative voice.

Central Location

- University Centre Leeds is positioned in Leeds' Cultural Quarter, a close distance to museums, galleries, archives, creative studios and many other spaces. galleries, studios and creative businesses, with lecturers and tutors who have well-established direct links to much of this local creative industry.
- Leeds' also has many external exhibition spaces, providing ample opportunity for display of student work to public audiences. As well as our own on-site gallery at University Centre Leeds, with regular exhibits from working external artists and creatives.

Regular Free Practical Workshops

Our links with creatives both locally and farther afield allow University Centre Leeds to regularly provide free weekly enrichment workshops for students usually held by external visiting professionals on topics ranging from puppet making, zine making, portfolio presentation, print making, life drawing, digital skills and much more!

Exceptional Support for Diverse Learners

Pastoral support is integrated into the Creative Arts school, with academic support tutors, counselling services and dedicated provision for all students, including neurodiverse students through:

- neurodiversity-informed teaching practices,
- structured yet adaptable learning environments that support executive functioning and reduce sensory overload,
- clear communication protocols with options for written briefs, visual guides, and recorded instructions
- quiet workspaces available alongside collaborative studios to accommodate different sensory needs,
- extended one-to-one tutorial support with staff with relevant training
- strong links with disability services to aid students with access to Disabled Students' Allowance support and reasonable adjustments

This comprehensive approach has resulted in excellent retention and achievement rates among neurodiverse students, who often thrive in our creative, supportive environment where individual differences are recognised as valuable contributions to the design community.

Embedded Ethical Practice

Our curriculum integrates ethical design thinking throughout:

- Sustainable design practices embedded in project briefs from Level 4
- Critical engagement with accessibility and inclusion in Contemporary Issues (Level 5)
- Consideration of social impact and responsible design in Contextualising Graphic Design Practice (Level 6)

Stage Outcomes

Key: K = Knowledge and Understanding C = Cognitive and Intellectual P = Practical Professional T = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	Critically Evaluate contemporary design theories, methodologies and principles within historical, cultural and technological contexts of graphic design	Evaluate, theories, methodologies and principles to contextualise graphic design	Explain a variety of graphic design theories and principles
K2	Critically analyse industry practices, emerging technologies and ethical considerations in graphic design practice	Analyse industry practices, emerging technologies and ethical considerations pertinent to graphic design practice	Describe a variety of industry practices, emerging technologies and ethical considerations related to graphic design practice
K3	Critically analyse the relationship between designer, audience, and market within professional contexts	Justify the relationship between designer, audience, and market in the graphic design industry	Explain the relationship between graphic designer, audience, and market.
C1	Critically analyse evidence from a variety of sources to create informed, strategic and conceptually strong design solutions	Analyse sources to create balanced, logical and supported design solutions	Review a variety of sources to support design solutions
C2	Critically apply design thinking and user-centred methodologies in graphic design practice	Apply design thinking and methodologies to inform graphic design practice	Make links between ideas and theories and graphic design practice
C3	Identify issues and resolve these using systematic research and iterative design processes	Explore problems within graphic design and generate solutions	Identify issues within graphic design and consider solutions
P1	Operate ethically in professional contexts while managing effective client relationships	Operate ethically in a professional context	Operate ethically to create graphic design projects with guidance
P2	Autonomously create graphic design	Autonomously create graphic design projects	Act with limited support and increasing autonomy

	projects that demonstrate both technical proficiency and creative innovation		
No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
P3	Produce graphic design projects with an experimental approach, intellectual flexibility and openness to new ideas	Experiment with new ideas, concepts and techniques in graphic design practice	Evidence a developmental approach to graphic design projects
P4	Skilfully use contemporary tools and methodologies to create technically accomplished work across multiple platforms	Produce graphic design work using specialist tools and methodologies	Produce graphic design projects by competently using a range of skills and specialist tools
T1	Effectively lead a collaborative team, successfully engaging others to deliver ambitious projects	Collaborate effectively in an interdisciplinary context	Work effectively with others to deliver projects
T2	Develop entrepreneurial skills and professional competencies informed by career aspirations	Contextualise personal practice responding to career aspirations	Demonstrate a match between career aspirations and personal aptitudes

Map of Outcomes to Modules

Level 4

Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2
Graphic design in Context	x	x		x	x							
Typography			x					x	x	x	x	
Digital Design Fundamentals		x			x	x				x	x	
Creative Professional		x							x		x	x
Commercial Practice				x		x	x					x
Branding and Visual Design	x		x				x	x				

Level 5

Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2
Collaboration					x			x	x		x	
Contemporary issues in Graphic Design	x					x	x					x
Marketing and Promotional Design			x		x		x			x		x
Service Design Fundamentals		x	x	x					x		x	
Graphic Design Live Brief	x	x		x	x			x		x		

Level 6

Module Titles	K1	K2	K3	C1	C2	C3	P1	P2	P3	P4	T1	T2
Specialist Graphic Design Practice		x			x	x			x	x		x
Contextualising Graphic Design Practice	x	x		x			x	x				
Professional Portfolio			x		x					x		x
Major creative project		x	x	x				x	x	x	x	
Collaborative Project	x				x	x	x	x			x	

Map of Teaching and Learning Methods

Level 4

	Methods									
Module Titles	Lecture	Tutorial	Workshop	Demonstration	Case studies	Group Activities	Employer Engagement- Guest speakers / External Visits	Seminar	Technique Development	Creative software and workflow techniques
Typography		x	x	x			x	x	x	x
Branding and Visual Design		x	x	x	x			x	x	x
Creative Professional	x	x			x		x			
Commercial Practice	x	x	x	x	x	x	x			
Digital Design Fundamentals		x	x	x			x	x	x	x
Graphic Design in Context	x	x				x		x		

Level 5

Module Titles	Lectures	Tutorial	Seminar	Practical / Design Workshop	Case studies	Group Work/peer critiques	Employer Engagement -Guest speakers / External Visits	Demonstration	Creative software and workflow techniques
Graphic Design Live Brief	x	x	x	x	x	x	x	x	x
Collaboration		x		x		x	x		
Contemporary Issues in Graphic Design	x	x	x		x	x			
Service Design Fundamentals	x	x		x		x	x	x	x
Marketing and Promotional Design	x	x		x	x	x	x		

Level 6

Methods								
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers	Supervision
Collaborative Project		x	x			x		x
Major Creative Project	x	x	x	x	x	x	x	
Contextualising Graphic Design Practice	x	x				x		x
Specialist Graphic Design Practice			x	x	x	x		x
Professional Portfolio		x	x	x		x		x

Map of Assessment Methods

Level 4

	Methods							
Module Titles	Project/ Portfolio work	Case Studies	Skills Audit	Written Assignment	Illustrated evaluation	Branding Kit	Presentation	Poster Presentation
Typography	100% 3000 eq w Week 15							
Creative Professional		50% 10 min Week 6	50% 1500w Week 14					
Graphic Design in Context				50% 1500w Week 26				50% 1500 eq w Week 28
Digital Design Fundamentals	60% 1800 eq w Week 27						40% 10 mins 8 mins Week 30	
Commercial Practice	60% 1800 eq w Week 30						40% 10 mins Week 23	
Branding and Visual Design					40% 1200 eq w Week 29	60% 1800 eq w week 25		

Level 5

	Methods							
Module Titles	interview	Collaboration	Case Study	Written Assignment	Project	Campaign/ Design documentation	Presentation/ Proposal	Supporting Documents

Collaboration		100% 4000 eq w Week 15						
Contemporary Issues in Graphic Design			40% 12 min Week 8	60% 2400 w Week 14				
Graphic Design Live Brief					70% 2800 eq w Week 29		30% 10 mins Week 18	
Marketing and Promotional Design						70% 2800 eq w Week 28		30% 1200 eq w Week 30
Service Design Fundamentals					(70%) 2800 eq w Week 25	(30%) 1200 eq w Week 27		

Level 6

	Methods							
Module Titles	Project/ Portfolio	Exhibition	Symposium	Poster Presentation	Portfolio	Supporting Documents	Collaborative Project	Professional assets and portfolio
Major Creative Project	60% 6000 eq w Week 28	40% 4000 eq w Week 30						
Contextualising Graphic Design Methods			70% 25mins - 5250 eq w Week 20	30% 2250 eq w Week 15				
Specialist Graphic Design Practice	60% 3000 eq w Week 11					40% 2000 eq w Week 13		
Professional Portfolio								100% 2500 eq w Week 29

Collaborative Project							100% 5000 eq w Week 25	
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Appendix 5

Map Subject Benchmarks to Programme and Module Learning Outcomes

QAA Subject Benchmark statement: Art and Design (Dec 2019)

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22

Subject Benchmark Area					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level (single statement at excellent level)	Module & Learning Outcomes
i) present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	P2, Typography, Branding and Visual Design,	generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs	P2 Graphic Design Live Brief, Collaboration,	They show evidence of extensive independent practice, creativity, innovation, and in-depth understanding. Excellent work displays comprehensive knowledge of the subject and its application in distinctive and imaginative ways.	K1, K2, P3, P4 Major Creative Project, Contextualising Graphic Design Practice
ii) demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	C3, P3, P4 Digital Design Fundamentals, Typography, Marketing and Promotional Design, Graphic Design Live Brief,	ii) employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	C3, P3 Specialist Graphic Design Practice, Major Creative Project		

iii) develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	C1, C2, C3, P4 Typography, Digital Design Fundamentals, Graphic Design Live Brief,	iii) select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail	P3, P4 Live Brief, Specialist Graphic Design Practice, Major Creative Project		
iv) make connections between intention, process, outcome, context and methods of dissemination	K3, C1, C2, Graphic Design in Context, Graphic Design Live Brief, Marketing and Promotional Design, Major Creative Project	iv) show judgement and self-critique in the development ideas through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts	P2, P3, T1 Collaboration, Live Brief, Specialist Graphic Design Practice		

the broad critical and contextual dimensions of the student's discipline(s)	K1 Graphic Design in Context, Contemporary Issues,	v manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination	K3, C1, C2, P4 Live Brief, Major Creative Project		
ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	K3, C1 Branding and Visual Design, Live Brief, Service Design Fundamentals, Professional Portfolio, Major Creative Project	vi be resourceful, ethical and entrepreneurial.	P1, T2 Commercial Practice, Marketing and Promotion, Professional Portfolio		
iii major developments in current and emerging media and technologies in their discipline(s)	K2, Graphic Design in Context, Contemporary Issues in Graphic Design, Contextualising	the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general	K1 Contemporary Issues in Graphic Design Contextualising Graphic Design Practice		

	Graphic Design Practice, Major Creative Project				
iv the significance of the work of other practitioners in their discipline(s) v the role and impact of intellectual property.	K2, C1, P1 Graphic Design in Context, the Creative Professional, Marketing and Promotional Design, Contextualising Graphic Design Practice	ii the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment	K3, C1 Live Brief, Service Design Fundamentals, Professional Portfolio, Major Creative Project		

exercise self-management skills in managing workloads and meeting deadlines	T3, Collaboration, Digital Design Fundamentals, Major Creative Project, Collaborative Project	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	K2 Contemporary Issues in Graphic Design		
ii accommodate change and uncertainty	C3, P3 Digital Design Fundamentals, Commercial Practice, Collaborative Project Major Creative Project	iv knowledge and understanding of the role and impact of IP within the art and design practice.	P1 Live Brief, Marketing and Promotional Design		

analyse information and experiences, and formulate reasoned arguments	C1 Graphic Design in Context, Service Design Users Contextualising Graphic Design Practice	study independently, set goals, manage workloads and meet deadlines	P2, Graphic Design Live Brief, Collaboration, Major Creative Project		
ii benefit from the critical judgements of others and recognise their personal strengths and needs.	T1, T2 Creative Professional, Graphic Design Live Brief, Collaboration, Professional Portfolio	ii anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.	C3, P3 Collaborative Project Major Creative Project		

apply interpersonal, social and negotiation skills in interaction with others. Skills in communication and presentation:	C3, P4 Digital Design Fundamentals, Contemporary Issues in Graphic Design, Graphic Design Live Brief, Contextualising Graphic Design Practice	analyse information and experiences, and formulate independent judgements	C1, Contextualising Graphic Design Practice		
i communicate ideas and information in visual, oral and written forms	C3, P4 Digital Design Fundamentals, Contemporary Issues in Graphic Design, Graphic Design Live Brief, Contextualising Graphic Design Practice	articulate reasoned arguments through reflection	T1 Specialist Graphic Design Practice, Contextualising Graphic Design Practice		

ii present ideas and work to their audiences. Research and information skills:	K3 Typography, Branding and Visual Design, Service Design Fundamentals	question, review and evaluate	K1, K2, C1 Live Brief, Specialist Graphic Design Practice, Contextualising Graphic Design Practice		
i navigate, retrieve and manage information from a variety of sources	C1 Graphic Design In Context, Live Brief, Commercial Practice, Service Design Fundamentals				
li select and employ communication and information technologies	P4 Typography, Digital Design Fundamentals, Marketing and Promotional Design, Graphic Design Live Brief, Major Creative Project, Specialist Graphic Design Practice	use the views of others in the development or enhancement of their work	K3, C1, Service Design Fundamentals, Live Brief, Major Creative Project		
iii the ability to identify IP issues, prevent infringements of other's IP rights and take the appropriate steps to safeguard the innovation and commercialisation processes	P1 Commercial Practice, Live Brief, Marketing and Promotional Design	identify personal strengths and needs and reflect on personal development.	T1 Collaboration, Live Brief, Major Creative Project		

		I interact effectively with others, for example, through collaboration, collective endeavour and negotiation	T3 Collaboration, Collaborative Project		
		ii articulate ideas and information comprehensibly in visual, oral and written forms	C2, P4 Marketing and Promotional Design, Graphic		

			Design Live Brief, Specialist Graphic Design Practice		
		iii communicate and present ideas and work to audiences in a range of situations.	P4 Marketing and Promotional Design, Graphic Design Live Brief		
		I source and research relevant material, assimilating and articulating relevant findings	K1, C1 Contemporary Issues in Graphic Design, Contextualising Graphic Design Practice,		
		ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources	K1, C1 Contemporary Issues in Graphic Design, Contextualising Graphic Design Practice,		
		iii select and employ communication and information technologies	P4 Marketing and Promotional Design, Graphic Design Live Brief, Specialist Graphic Design Practice, Major Creative Project		
		iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.	P3, P4 Service Design Fundamentals, Specialist Graphic Design Practice, Major Creative Project		

