

Programme Specification

1.	Awarding Institution/Body	Luminate Education Group			
2.	Delivery Location(s)	Quarry Hill Campus			
3.	Programme Externally Accredited by (e.g. PSRB)	N/A			
4.	Award Title(s)	Foundation Degree Concept Art			
5.	FHEQ Level [see guidance]	5			
6.	Bologna Cycle [see guidance]	Short cycle (within or linked to the first cycle) qualifications			
7.	HECoS Code and Description	W220			
8.	Mode of Attendance [full-time or part-time]	Full Time Part Time			
9.	Relevant QAA Subject Benchmarking Group(s)	FD Characteristics Statement 2015 FD Subject Benchmark, Art and Design, 2017			
10.	Relevant Additional External Reference Points (e.g. National Occupational Standards, PSRB Standards)				
11.	Date of Approval/ Revision				
12.	Criteria for Admission to the Programme	<u>Foundation Degree Entry Criteria</u>			
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;">Typical offer</td> <td style="width: 30%; text-align: center;">Minimum Offer</td> </tr> </table>		Typical offer	Minimum Offer
	Typical offer	Minimum Offer			

Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject
GCSE English:	English Language grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
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 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. *21 years and over at the start of the course	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

Additional entry criteria

	Criteria
Portfolio review:	Portfolio review will be required.

13. Educational Aims of the Programme

The overall aims of the programme are to:

- Provide a challenging, high quality practical Concept Art programme
- Produce graduates with an aesthetic sensibility and an appreciation of quality and detail
- Develop graduates with the ability to factor ethical considerations into creative practice
- Produce graduates who can work independently, with resilience and self-determination
- Produce industry ready creatives able to work across a range of disciplines
- Equip graduates with a wide range of skills, such as communication, team working, project management and interdisciplinary working, enterprise, and entrepreneurialism
- Deliver a wide range of professional skills relevant to the contemporary industry, including emerging technologies
- Instil an interdisciplinary approach to Concept Art by collaborating with other creative disciplines on internal and external projects
- Maximise opportunities for industry engagement to enable graduates to make work
- Produce new and innovative Concept Art work

14.	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below.	
	On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding (insert additional rows as necessary)	
	K1	Evaluate a variety of ideas, contexts and frameworks within concept art
	K2	Explore issues relevant to the concept art industry
	Cognitive/Intellectual Skills (insert additional rows as necessary)	
	C1	Analyse evidence from a variety of sources to create balanced, logical and supported arguments
	C2	Interpret theories and concepts to establish the relationship between critical debate and concept art practice
	C3	Identify problems within concept art and generate solutions employing appropriate working methodologies
	Practical/Professional Skills (insert additional rows as necessary)	
	P1	Operate ethically in a professional context
	P2	Autonomously create distinctive concept art projects with reduced need for supervision and direction
	P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of concept art
	P4	Produce technically accomplished concept art using specialist equipment, drawing skills and

	working methodologies
Key Transferable Skills (insert additional rows as necessary)	
T1	Reflect systematically on performance
T2	Develop knowledge, skills and competencies informed by career aspirations
T3	Effectively use a range of communication methods appropriate to context
15.	<p>Key Learning & Teaching Strategy and Methods</p> <p>This course is practical, and the teaching and learning is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry.</p> <p>To reflect the practical nature of the programme 60 credits of Level 4 are focussed on making, to develop the students' practical skills which can then be applied to the academic and work-related modules. For example, the training delivered in 'Approaches to Conceptualisation', 'Character Design' and 'Narrative and World Building' will inform the 'Commercial Practice' module in which those skills are applied to create commercially viable outcomes. At Level 5 students will begin to focus their practice, work with clients, develop their creative identities and build personal projects. The development of these core skills at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create engaging artworks in 'Live Brief' and to realise their ideas into well resolved bodies of work in the module 'Self-Directed Project'.</p> <p>The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to work in a non-simulated culture by engaging with the creative community and embedding a professional ethos within the programme. This collaborative and real-world approach to the creative industries will support students' progression into professional practice or further study beyond the course.</p> <p>Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of studio critiques, where students are able to give and receive peer feedback and personal tutorials. Contextual studies will be taught in a range of lectures and seminars to explore the key themes and ideas. To support autonomous study students will be given a personal supervisor to provide guidance through the modules. Projects are sequenced to support the student to act with increasing levels of autonomy to interpret briefs and produce creative and innovative responses. The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout the programme modules.</p>

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure constant student engagement to maintain a professional contextualisation of practical work, and to teach the transferrable skills in a way that is purposeful for the students training as a concept artist.

Within 'Concept Art in Context' and 'The Creative Professional' modules, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. 'The Creative Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within the contemporary industry in the modules, 'Narrative & World Building', 'Commercial Practice', 'and 'Contemporary Issues in Concept Art'. Work related learning opportunities are at the core of the programme at Level 5 in 'Live Brief' 'Industry Event'. The course content is developed in such a way as to change student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. 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.

The college supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning. HE Creative Arts extend this scheme to give the students the opportunity to purchase iPads to support their studies. Should students not wish to purchase an iPad a number are available to loan from the Creative Arts Technical services. Students are supported throughout their programme of study by the wider HE Creative team receiving specialist support from the technical team and technical demonstrators as well as academic support from the subject librarian.

Remote working reflects industry practices, and students are supported to work online using technology and emerging technologies such as Scribble, an application for remote collaborative drawing.

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 Concept Art 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.

To prepare students for industry these occur in a range of contexts, from presenting prototypes, to industry panels in response to client briefs, to an audience and so forth. This reflects the breadth of situations that they may encounter in professional life beyond the course and expands their understanding of the work involved in being a Concept Artist.

Several of the assessments require students to engage with a wider audience whether that be through an event, to peer group or online. This public facing 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 workbooks, statements and reflections 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 Leeds City College, 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.	Programme Modules						
	Level 4						
	Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
		Approaches to Conceptualisation	20	Core		x	
		Character Design	20	Core		x	
		The Creative Professional	20	Core		x	
		Commercial Practice	20	Core		x	
		Narrative & World Building	20	Core		x	
		Concept Art in context	20	Core		x	
	Level 5						
	Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable	Variance
		Live Brief	40	Core	x		
		Collaboration	20	Core		x	
		Contemporary Issues in Concept Art	20	Core		x	
		Self-directed project	20	Core		x	
	Industry event	20	Core		x		

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18. Programme Structure

Level 4:

Level 4 modules:

The purpose of Level 4 is to provide a solid foundation of practical skills, to develop a critical awareness of canonical themes and debates within Concept Art, to encourage the students to experiment and to take risks, and to introduce the creative industries. During Level 4, students will gain intrinsic practical skills and develop creative methodologies which will underpin the development of their personal practice and creative identity during Level 5. Level 4 introduces students to a range of foundation Concept Art techniques, practices, ideas and methodologies, and supports their transition into Higher Education.

The practical skills modules at Level 4 introduce students to key Concept Art techniques, and then challenge them to experiment with those more abstractly to develop creative responses to briefs. The broad techniques that they will engage with during these modules are both traditional analogue drawing techniques, digital drawing approaches, printing, the Adobe Creative Suite, Procreate, conceptual sketching, inking techniques, colouring, storyboarding and sequential art. The techniques learnt within these modules will enhance the students' understanding of Concept Art practice and underpin the work that they produce throughout the programme and beyond. These modules will require the students to think conceptually around the practice that they are engaging with, for example in 'Narrative & Worldbuilding' students are challenged to consider the audience and immersing a viewer within an imagined world. Students respond to the challenge of communicating by producing visual responses to given scenarios and professional briefs. Within this module students will also consider the ethics of concept art and social engagement considering the implications of conceptualisation in terms of such issues as cultural representation and gender. Throughout these modules, students will be encouraged to think about contemporary practices in a professional context by continually focussing on the use of these methods within the industry through studio visits and artist case studies.

Within the 'Concept Art in Context' module, the students will begin to underpin their practice critically through the introduction of canonical creative theories, concepts and ideas. Students will consider what it is to be a contemporary creative and how their work adds to the critical debate. This module functions both to advance students' understanding of the history of art, but will give the students the knowledge and understanding to critically engage with their work and the work of others as they continue their studies, critically underpinning their practice as they develop more autonomous projects during Level 5.

Through the 'Creative Professional' module, students will consider their career trajectory and personal development by auditing their skills in response their career aspirations and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional artist to gain a greater understanding of the working practices of a professional.

Level 5:

Level 5 modules:

Level 5 builds upon foundation skills and knowledge, focusing on a deeper development of practical skills, professional engagement, and the student's artistry and creativity. This year introduces them to their first forty-credit module 'Live Brief', this extended module will provide the opportunity for students to develop engaged and well resolved bodies of work in response to a variety of client briefs to give them experience of working in a range of contexts. It is within this module that students can combine the practical skills and specialisms that they have been developing on the course so far and build on the professional interests that they have developed in the semester 1 module 'The Creative Professional' to form a professional portfolio.

During the 'Industry Event' module students will create a public facing event. This could be a traditional exhibition, launch of an online project, artist talk, comic launch, workshop etc. Students are challenged to consider the variety of events pertinent to the industry and develop a response. The marketing, promotion and archiving of this event are integral to this module and introduce the student to the key principles of building a creative identity, branding and generating an audience. Furthermore, the professional skills used to successfully undertake this module are key transferable skills to working as a creative professional especially in a freelance setting.

'Collaboration' is key to the programme, and to the potential employment opportunities of the students in Leeds and has been created in response to a changing industry. Leeds is becoming a creative hub of freelancers, microbusinesses, and more recently larger creative organisations and this module is responsive to this change within the city. Interdisciplinary collaboration is central to the artist's ability to thrive in the industry and this module provides the opportunity to collaborate with students within the wider Creative Arts department from other creative disciplines, and external creatives to produce a body of work. Collaborative working is at the heart of professional concept art, be it in a team-based environment in person or working remotely, concept artists do not work alone. The skills developed in this module are essential in formulating a sense of professionalism in prospective concept artists.

The 'Contemporary Issues in Concept Art' module builds on foundation theories, ideas and principles and examines the debates pertinent to contemporary practice. This module will draw on contemporary design and illustration to critically examine their concepts to help the students to situate their own practice within the contemporary debate. This module will also examine the wider issues concerning contemporary practice, such as ethics and sustainability.

Shared modules:

The shared modules are integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Being taught regularly together from the beginning, alongside shared activities and events such as visiting speakers, work experience opportunities and extra-curricular projects students will

regularly encounter their peer working across a range of creative programmes. Students will be taught across disciplines from the beginning of Level 4 in the Creative Professional by undertaking industry research to underpin their practical projects, and will be introduced to professional skills and working methodologies. In semester 2 of Level 4 students will apply this to the production of a commercially focussed project giving them their first experiences of professional practice and considering themselves as a professional practitioner. Alongside gaining experience this module will invite the students to begin to focus their practices informed by their professional aspirations.

Being taught together regularly in Level 4 will give them insight into the wider creative industries and support the practical collaborations produced in Collaboration at Level 5, where the students are asked to work together on a practical project. The aspiration is that this module will open up the students to creating further collaborative works in the 'Live Brief' and into Level 6 or to prepare them for the realities of professional practice. Throughout these experiences the students are developing a supportive network of their peers to support each other to complete ambitious creative projects in the future which require input from a range of practitioners.

The delivery of the shared modules will be split between working as a whole group and within their curriculum areas. The delivery to the wider group will impart key creative principles such as self-reflection or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries. These broader principles will then be contextualised to the students own specialisms through accompanying seminars and workshops.

Structure Full Time:

Students will have 9 hours module delivery per week, with an additional 2 hours tutorial at Level 4, and 10 hours module delivery per week with 1 hour tutorial at Level 5. This will be delivered over 2.5 days per week.

Level 4

Semester 1	Approaches to Conceptualisation	Character Design	The Creative Professional
Semester 2	Narrative and World Building	Commercial Practice	Concept Art in Context

Level 5

Semester 1	Collaboration	Live Brief	Contemporary Issues in Concept Art
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	Semester 2	Self-directed Project		Industry event
	Structure Part Time:			
	Semester 1	Approaches to conceptualisation		The Creative Professional
	Semester 2	Narrative and World Building		Concept Art in Context
	Year 2			
	Semester 1	Character Design		Collaboration
	Semester 2	Industry event		Concept Art in context
	Year 3			
	Semester 1			Contemporary Issues in Concept Art
	Semester 2	Live Brief		
19.	Apprenticeships			
	N/A			

20.	<p>Support for Students and Their Learning</p> <p>The award adopts the approach to student learning support as identified below:</p> <ul style="list-style-type: none"> € Programme underpinned by developing practical skills and students' own practice € Relevant professional networks established by teaching staff to provide enhanced creative experiences and critical positioning € Excellent professional network to career trajectory € Taught in the cultural Quarter of Leeds in proximity to a network of stakeholders € Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community € Visiting lecturers to support breadth of techniques delivered € Student welfare and support from Registry, including counselling and financial advice € Extended pastoral support in Level 4 (2 hours per week) to support students' transition to higher education € Pastoral support in Level 5 (1 hour per week) to support students' progression and development € Academic skills scaffold throughout the programme to support student transition to higher education, and then from FD to BA (Hons (Top-up) should the student wish to continue their studies € Autonomous skills scaffold throughout the programme to support students to become independent practitioners € Creative Arts Technicians with a wide variety of expertise to support student projects in a range of specialisms € Staff are practicing illustrators and concept artists to support the student to understand developments in technology or emerging trends within concept art € Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan € A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts, meet and classrooms € All students receive a device to support them with their studies € All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. € There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by a HE Creative Arts Librarian who provides bespoke study skills sessions for students € Creative Industry Link Coordinator and Progression Lead to support students to gain professional experience and progression into industry € Students to be taught by staff that have ongoing relevant industry practice that feeds into teaching and learning
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21.	<p>Distinctive Features</p> <p>The Concept Art programme’s primary aim is to prepare students with the necessary skills to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. By combining the practical, conceptual, and the theoretical, the course is designed to reflect professional operations expected of our graduates. In line with the QAA Subject Benchmark for Art and Design (2017) the course offers opportunity to hone a range of transferable skills such as the capacity to work independently, encouraging resilience and self-determination as well as those specific to the module outcomes and explicit to the industry. Learning a creative subject in Higher education is an enriching opportunity allowing students to develop their aesthetic sensibility and capacity to be creative. This programme aims to produce graduates with excellent technical skills alongside advancing their creative approaches and contextual understanding in responding to briefs, collaborating with others and developing their own work.</p> <p>This programme is primarily devised to support the student’s trajectory into freelance practitioner or working within a studio-based setting, as this is reflective of the local creative ecology as well as the international nature of Concept Art in industry. The enterprising, entrepreneurial and work-related aspects of the programme reflect this and prepare the student to get work, and for the breadth of the work they may undertake. Concept Art gives graduates the skills to undertake a greater range of projects, and the understanding to manage those projects, as they will have an established basis of concept art fundamentals, project management, creative workflows, professional approaches and industry expectations through the content of the programme and collaborative working.</p> <p>The breadth of experience and industry links within the staff team serve to enrich the course providing opportunities for students to participate in live briefs and scenarios, as well as additional workshops with visiting lecturers. Through the strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme as they arise. These may include working with businesses to produce conceptual design work, to shadowing artists and entering into critical dialogues with potential collaborators and so forth. Within the wider department we have worked with a range of clients including the NHS, Direct Line, Heart Research UK to develop creative work for a range of outlets. By engaging with these opportunities during the programme students will develop a meaningful CV in order to support them to become professional practitioners.</p> <p>Responding to feedback from industry the focus of the course looks at enhancing graduates’ technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to support the student to refine their creative skills and idea generation. Unlike other acting programmes, this programme trains concept artists to be adaptable with skills and approaches in response to the evolving industry. Employers demand that graduates have a range of performance skills and this is reflected in the content of the practical modules at Level 4 which includes approaches to conceptualisation, character design, world building, narrative, art fundamentals and professional approaches. Level 5 allows students to apply these skills in a range of professional, collaborative and creative contexts to develop the students’ ability to work across a range of creative contexts and to manage projects, which were skills that the creative industry particularly valued in graduates.</p>
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The programme is structured to enable students to situate their practice within the context of the contemporary industry. In learning about the contextual setting of their discipline(s), students engage with appropriate related theories within global, historical/contemporary and cultural/environmental settings, which inform that context and add purpose to their activity addressing point 2.5 in the FD Subject Benchmark, Art and Design, 2017. In 'Contemporary Issues in Concept Art' students will understand and question how to operate as a professional applying ethical and sustainability issues to their professional practice.

Work related learning scaffolds throughout the four semesters of the programme and is focussed on developing the students as freelance practitioners by developing their enterprising, entrepreneurial, and transferrable skills to enable them to find and win work, fulfil creative briefs, and develop their professional network to help to build a sustainable career.

In semester one in The Creative Professional module students explore the creative industries through researching a case study and exploring the range of career trajectories available to them. Students also understand the broad vocational, economic, social and environmental contexts of their study and the range of professional opportunities available to them linking to section 2.4 of the FD Subject Benchmark, Art and Design, 2017. Students are encouraged to make contact with creative professionals to gain insight into working in the creative industries and the range of skills required to build a career. The Personal Development Plan helps the student to focus the development of their personal skills and introduces the student to continuously reflect on and refine their practice, which is key to successful freelance practice. The experiential and active, enquiry-based learning in this module encourages the capacity for independent and self-reflective learning, as well as problem identification and resolution explicit to section 2.6 of the FD Subject Benchmark, Art and Design, 2017.

Commercial Practice in semester 2 of level 4 invites the student to develop a professional project to focus their practice on the area of their creative specialism they wish to pursue. This module provides the students first practical professional experience by producing work that reflects their creative career aspirations.

Collaboration at the beginning of Level 5 challenges the student to work with students from other creative disciplines reflecting industry practices. This module requires the student to reflect on their emerging professional practice and requires them to apply their specialist skills to a creative or commercial collaborative project.

The creative process demands consideration of an audience, user or professional need. The work-related aspect of the programme culminates with the Art Event, and Major Project modules, these public facing modules require the students to produce work for a real audience that reflects their creative identity. Students develop visual and verbal communication skills considering aesthetics and functionality as a consequence of interaction between peers and with tutors and professionals in formal and informal scenarios. These modules require the student to have a well resolved understanding of their work, they will be able to communicate their creative concerns, create professional profiles and produce work to a professional standard. The course makes opportunities for this with the outward facing modules and activities integrated within the course. Section

2.8 of the FD Subject Benchmark, Art and Design, 2017 refers to the necessity of creatives to consider their audience at level 4 this occurs in simulated situations progressing to engaging real audiences in real world scenarios at level 5.

The sequencing of these modules prepares the student for industry by developing their professional skills, and helping them to focus their practice towards their aspirational career trajectory. The module sequence to support the journey of the student from joining level 4 to graduating with a clear professional direction, having gained meaningful work-related experiences and generating content for their creative CV. The students will progress from researching the industry and developing a professional project in level 4, to using their specialism to work their peers across disciplines, and finally to engaging a real audience.

Stage Outcomes (Undergraduate Awards only)

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 4(1)
K1	Critically evaluate a variety of ideas, contexts and frameworks within concept art	Explain a variety of concept art ideas and concepts
K2	Critically explore issues relevant to the concept art industry	Explain a variety of ideas and contexts related to concept art and apply to own work
C1	Analyse evidence from a variety of sources to create balanced, logical and supported arguments	Review a variety of sources to create arguments
C2	Interpret theories and concepts to establish the relationship between critical debate and concept art practice	Use theories and concepts to make links between ideas and concept art practice
C3	Identify problems within concept art and generate solutions employing appropriate working methodologies	Explore issues within concept art and consider solutions

No.	Programme Outcome	Stage/Level 4(1)
P1	Operate ethically in a professional context	Operate ethically to create concept art projects with guidance
P2	Autonomously create distinctive concept art projects with reduced need for supervision and direction	Act with limited support and increasing autonomy
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of concept art	Evidence a developmental approach to concept art projects
P4	Produce technically accomplished concept art using specialist equipment, drawing skills and working methodologies	Produce concept art projects by competently using a range of equipment, technology, skills and software
T1	Reflect systematically on performance	Reflect on performance
T2	Develop knowledge, skills and competencies informed by career aspirations	Demonstrate a match between career aspirations and personal aptitudes

T3	Effectively use a range of communication methods appropriate to context	Use communication methods appropriate to context
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Map of Outcomes to Modules

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Approaches to Conceptualisation					X		X	X	X			
Narrative and World Building		X		X					X	X		
The Creative Professional		X					X			X	X	
Commercial Practice			X		X	X					X	
Character Design	X		X				X					X
Concept Art in Context	X			X		X						X

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Live Brief	X	X	X				X		X	X		X
Collaboration					X		X	X		X		

Contemporary Issues in Graphic Design and Illustration	X				X	X					X	
Self-Directed Project		X	X	X				X				x
Industry Event				X		X			X		X	

Map of Teaching and Learning Methods

Level 4

	Lectures	Tutorials	Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques
Approaches to Conceptualisation		x	x	x	x	x		X	x	x
Character Design		x	x	x	x			X	x	x
Creative Professional	x	x			x		x			
Commercial Practice	x	x			x	x	x			x
Narrative and World Building		x	x	x	x	x	x	X	x	x
Concept Art in Context	x	x								

Level 5

	Lectures	Tutorials	Practical / Design Workshops	Case studies	Group Critiques	Employer Engagement -Guest speakers / External Visits	Sketch or Prep Book	Drawing Techniques	Creative software and workflow techniques
Live Brief	x	x	x	x		x		X	x
Collaboration		x	x		x	x		X	
Contemporary Issues in Graphic Design and Illustration	x	x		x		x			
Self-Directed Project		x	x		x		x	X	x
Industry event	x	x		x		x			

Map of Assessment Methods

Level 4	Written Assignment	Statement	Presentation	Portfolio /Artwork	Supporting work	Skills Audit	Case study	Commercial project
Approaches to Conceptualisation				40% Week 15	60% Week 9			
Character Design		30% Week 28		70% Week 25				
The Creative Professional						50% Week 14	50% Week 6	
Commercial Practice			40% Week 23					60% Week 30
Narrative and World Building		40% Week 13		60% Week 12				
Concept art in Context	50% Week 22		50% Week 29					

Level 5	Case Study	Presentation	Documentation	Professional Interview	Employer Live Brief	Project	Essay	Collaborative Project	Artist Talk
Live Brief					40% Week 29	60% Week 30			
Collaboration				70% Week 14				30% Week 10	
Contemporary Issues in Concept Art	40% Week 6						60% Week 13		
Self-Directed Project						70% Week 27			30% Week 27

Industry event		40% Week 28	60% Week 23						
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