Bradford College | **P** Pearson

	Programme Specification		
	HND Graphic Design		
	HND Graphic Design (Top-Up)		

1	**Key Dates**	**Date of Production:**	**Latest Revision Date:**
		January 2025	N/A
2	**School** **Department**	School of Art	
3	**Awarding Organisation**	Pearson	
4	**Teaching Institution**	Bradford College	
5	**Precise title of the final award**	Pearson BTEC Level 5 Higher National Diploma in Graphic Design	
6	**Programme title**	Higher National Diploma in Graphic Design Higher National Diploma in Graphic Design (Top-Up)	
7	**Details of Accreditation**	Pearson/BTEC Regulated Qualifications Framework (RQF) - 2023	
8	**FHEQ Level** *(does not apply to HNC)*	Level 5	
9	**UCAS Code**	100061	
10	**Mode of Attendance and normal duration of the award** *[full-time or part-time] 1 year/2 years*	HND full-time - 2 Years HND part-time - 4 Years HND (Top-Up) full-time - 1 Year HND (Top-Up) part-time - 2 Years	
11	**Relevant QAA Subject Benchmark Statements**	Subject benchmark statements (although not specifically applicable to Higher Nationals) provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. The programme has been informed by the QAA subject benchmark statement for Art and Design.	

		The Quality Assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the QAA Framework for Higher Education Qualifications (FHEQ).
12	**Criteria for Admission to the Programme**	**HND** - For the full- or part-time HND programme, a Level 3 qualification in Art and Design, Fashion, Textiles, Photography, Creative Media *and* a minimum of 80 UCAS points. GCSE English at Grade 4 minimum or equivalent. **Or** An Access to Higher Education Certificate in an Art and Design, Fashion, Textiles, Photography, Creative Media discipline awarded by an approved Further Education institution. **HND Top-Up** - the School of Art welcomes applications for direct entry to the HND Graphic and Design (Top-Up) from outside the College. Candidates must hold an HNC in Art and Design or a related subject and will be invited to interview. The School of Art welcomes applications from candidates who do not meet the above criteria. Where this is the case, applicants will be invited for interview at which they will be expected to provide a portfolio (either physical or digital) that demonstrates professional industry experience in an Art and Design discipline and/or demonstrate a strong interest in Art and Design through extra-curricular activity, research or work experience. As part of the interview process, candidates may undertake a Graphic Design aptitude test along with a literacy skills assessment. Claims for Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) are welcomed by the Programme team.
13	**Educational Aims of the Programme**	

The Level 5 modules prepare students to move on to specific areas of graphic design at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of graphic design situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of specialist study and will know how to apply those principles more widely in the business world. They will be able to perform effectively in their specialist area.

The objectives of the HND Graphic Design are as follows:

- give students the skills, knowledge and understanding they need to achieve high performance in the international graphic design environment;

	▪ develop students with enquiring minds, who have the abilities and confidence to work across different business functions and to lead, manage, respond to change, and tackle a range of complex graphic design situations; ▪ provide the core skills required for a range of careers in graphic design, specifically those related to management and operations; ▪ offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions; ▪ develop students' understanding of the major impact that new digital technologies have on the graphic design environment; ▪ provide insight into international business operations and the opportunities and challenges presented by a global marketplace; ▪ equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist needs.
14	**Employability Skills and Competencies** The College is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification. The table below shows the type of position in which a student completing the HND Graphic Design might expect to start, and gives some examples of the competencies expected.

Levels of competency			
Employability level at learning level	**Level 4 Operational**	**Level 5 Managerial**	**Level 4 Professional**
General employment outcomes for graduates at each level	Graduates can: • perform key graphic design management tasks • understand processes and operations, and • work effectively.	Graduates can: • increase performance through strategic planning to meet graphic design aims, and • manage graphic design functions to work effectively in lower- or middle-management positions.	Graduates can: • take the lead and direct others, and • manage change effectively in middle-management positions.

Core competencies developed on the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to

successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on the programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

15	**Key Learning & Teaching Strategy Methods**

The learning and teaching strategy for the HND Graphic Design is explicitly designed to contribute to the achievement of intended learning outcomes at module/unit level.

Lectures and Seminars	Along with workshops, these are the most common techniques used by lecturers in the School of Art. They offer an opportunity to engage with the full cohort of students, where the focus is on sharing knowledge through the use of presentations. Module/unit tutors have extensive subject specialist knowledge and experience which is embedded into lectures and seminars to ensure that the students have up-to-date and industry specific knowledge.
Workshops	These are used to build on knowledge shared via tutors and seminars. They allow the student to experience first-hand the range of specialist software, hardware and equipment used in the graphic design industry. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study. Workshops are timetabled for each module/unit to ensure that students are able to stretch their learning and seek additional support from teaching staff. The balance between lectures, seminars and workshops is dictated by the learning outcomes for each module/unit.
Tutorials	These provide an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment. Students will have a structured tutorial programme and have the option to request additional tutorials, if required. All students will participate in an extensive induction which will commence at the start of the programme and continue throughout their studies. This will include re-visiting and developing academic skills including academic writing, research and referencing, alongside developing key soft skills.
Virtual Learning Environments (VLEs) - Moodle/ MS Teams	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading is located on the VLE, along with a copy of the programme documents, such as the handbook and assessment timetable. The subject specialist librarian regularly accesses and updates programme and Moodle pages to ensure that the most relevant and up-to-date journals and e-books are linked and students have

		access to them. Tutors provide a wide range of resources on Moodle including further reading, videos, flipped learning tasks and links to essential sources.
	Work Based Learning	The School of Art works closely with a number of industry partners to ensure that academic content is closely linked to the world of work. This adds realism and provides students with an opportunity to link theory to practice.

As far as possible, each student will undertake a 'live' project as part of the programme. The specification for this will be agreed with an industry partner or employer who may also provide mentoring, site visits, support and advice during the development stage. In some cases, the School of Art records student presentations of their project work and these are made available to peers, employers, stakeholders and external examiners. This provides valuable feedback for students as well as providing a further opportunity to engage with the wider graphic design community.

Although work placements are not mandatory on the programme, students will be encouraged to undertake work placements throughout their programme to enrich the skills and knowledge gained and to develop contacts in the graphic design industry. |
| | Guest Speakers | The School of Art invites guest speakers from time to time to provide an insight into practical, work-based activities and to deliver masterclasses.

The objective is to make the most effective use of an expert's knowledge and skills by adding value to the teaching and learning experience. |
| | Field Trips | Effectively planned field trips, which have a direct relevance to the syllabus, add value to the learning experience. The School of Art plans a range of visits to conferences, seminars and events during the academic year. These include visits to:

  ▪ Camp Digital

  ▪ Digital Design Dreams

Through these trips, students relate theory to practice, have an opportunity to experience organisations in action and, potentially, open their minds to career routes. |

The programme will produce students who possess a rounded knowledge and understanding of graphic design principles and have the skills to analyse complex problems appropriate to graphic design. The learning and teaching strategy is designed to supplement the students' existing knowledge and to encourage their acquisition of new subject knowledge while supporting them in the move towards a greater degree of independence and self-direction.

All students have access to College library/learning centre resources including Maths and English Language workshops.

	Through lectures, students are encouraged to develop the understanding of the concepts, theories and principles prior to application. Students will develop skills in listening and selective note taking and appreciate how information is structured and presented.
16	**Key Assessment Strategy/Methods** The programme assessment strategy was developed with reference to the College Learning, Teaching and Assessment Strategy. The assessment process for the HND Graphic Design programme reflects both the aims and learning objectives of the programme and establishes clear links with the underlying philosophy of the learning and teaching strategy. This requires the use of a wide range of assessment methods involving an appropriate balance between formative and summative methods. Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards. Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback. This type of formative assessment encourages reflective practice, develops academic and personal skills and builds student confidence. Formative assessment is in evidence in all modules/units throughout the programme. Summative assessment is where students are provided with the assignment grades contributing towards the overall module/unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each module/unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment. Each module/unit has a set of assessment criteria which the student must demonstrate to achieve a pass grade. Students will undertake one or more pieces of assessment for each module/unit and will need to show the assessment criteria for the module/unit have been met. Some of the assessments have elements of negotiation where the student can make decisions and agree with the tutor what will be undertaken for assessment. This ensures that the work has personal and professional relevance. Underpinning assessment are the following principles: ▪ Assessment is valid - in that it tests an appropriate skill or ability; ▪ Assessment is reliable - in that the same result would be achieved if repeated; ▪ Assessment is relevant - in that it is set in the context of the practices and needs of industry; ▪ Assessment forms part of a student's learning - in that assessment is not seen as simply a measurement tool but as a key part of the learning process and, through formative feedback, a means of supporting progression. For each year of study the programme team will monitor summative assessment requirements across modules/units in order to ensure, where possible, smooth student workload.

Assessments may include elements of:

- practical assessments
- portfolios of evidence
- studio work
- sketchbooks
- case studies
- reflective activities where you look back over your experiences, analyse them with the assistance of relevant theory and reflective tools, and learn from the experience;
- online discussions that you have had with your peers, tutors and invited contributors to the programme;
- journals, blogs and log books;
- plans (e.g., action plans, plans for your group activities);
- presentations.

All written work related to assessments will be submitted via Turnitin to ensure authentication of students' work.

17	**Programme Modules/Assessment Units - total 240 credits**					

Stage 1 (120 credits)

Assessment Unit number	Pearson Code	Title	Credits	Level	Guided Learning Hours
Module A: Process & Practice			120	4	480
A1	J/650/4772	Concept & Development	85	4	340
A2	K/650/4773	Creative Project	35	4	140

Stage 2 (120 credits)

Assessment Unit number	Pearson Code	Title	Credits	Level	Guided Learning Hours
Module B: Professional Creative Practice			120	5	480
B1	L/650/4774	Personal Professional Development	45	5	170
B2	M/650/4775	Professional Project	75	5	310

18	**Programme Structure**

The HND Graphic Design prepares students to move on to specific areas of graphic design at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making. It requires the successful completion of 240 credits and is equivalent to approximately 2,400 hours total learning time (TLT). Within this learning time - which is time taken by students to complete the learning outcomes of each module/assessment unit determined by the assessment criteria - there are Guided Learning Hours (GLHs). These are defined as time when your tutor is present and giving specific guidance towards the learning aim being studied (e.g. lectures, tutorials, workshops). On this programme, there are 960 GLHs which ensures that students are fully immersed in the key aspects of graphic design during their study.

The HND's design ensures a balance between practical application and theoretical understanding, and students will develop transferable skills like problem-solving, communication, and project management which are embedded into the curriculum.

The HND is divided into two modules that align with both industry and academic expectations. At Level 4, the focus is on building a strong foundation through Module A: Process & Practice through which you will develop the underlying knowledge and skills that will enable you to begin your journey in the graphic design industry. Combining research, development and production, you will explore the knowledge, understanding and technical skills required to progress within the sector. The learning and teaching for this module integrates essential content across two Assessment Units - A1: Concept & Development (worth 85 credits) and A2: Creative Project (contributing 35 credits).

At Level 5, the programme shifts to more specialised and professional competencies through Module B: Professional Creative Practice. Through this module, you will build on your creative, technical and contextual knowledge and skills to begin applying them to more complex and professionally oriented outcomes. The learning and teaching for this module integrates essential content across two Assessment Units - B1: Personal Professional Development (worth 45 credits) and B2: Professional Project (contributing 75 credits). In these Units, you will explore both the creative and technical aspects of their own practice and your future career intentions; developing projects and professional skills and materials that will enable you to progress to employment or continued study.

The HND Graphic Design offers a progressive learning pathway that will equip you with the knowledge and abilities required for professional practice or further academic study at Level 6. With a focus on employability, critical thinking, and advanced creative practice, the programme prepares graduates for leadership roles in the dynamic field of graphic design.

HND Graphic Design - Full-Time

Full-time - Year 1	
Module A: Process & Practice	
Semester 1	**Semester 2**
Unit A1: Concept & Development	
Unit A2: Creative Project	

Full-time - Year 2	
Module B: Professional Creative Practice	
Semester 1	**Semester 2**
Unit B1: Personal Professional Development	
Unit B2: Professional Project	

HND Graphic Design - Part-Time

Part-time - Year 1	
Module A: Process & Practice	
Semester 1	**Semester 2**
Unit A1: Concept & Development	

Part-time - Year 2	
Module A: Process & Practice	
Semester 1	**Semester 2**
Unit A2: Creative Project	

Part-time - Year 3	
Module B: Professional Creative Practice	
Semester 1	**Semester 2**
Unit B1: Personal Professional Development	

Part-time - Year 4	
Module B: Professional Creative Practice	
Semester 1	**Semester 2**
Unit B2: Professional Project	

HND Graphic Design (Top-Up) - Full-Time

Full-time - 1 Year	
Module B: Professional Creative Practice	
Semester 1	**Semester 2**

| Unit B1: Personal Professional Development |
| Unit B2: Professional Project |

HND Graphic Design (Top-Up) - Part-Time

Part-time - Year 1 Module B: Professional Creative Practice	
Semester 1	Semester 2
Unit B1: Personal Professional Development	

Part-time - Year 2 Module B: Professional Creative Practice	
Semester 1	Semester 2
Unit B2: Professional Project	

| 19 | **Support for Students and Their Learning**

Student progression on the programme is supported by subject tutors and central College services.

<u>College</u>

The College employs dedicated staff to offer specialist advice and assistance for all students:

Bradford Student Health Service is a dedicated NHS GP service specialising in Student Health. The Student Health Service provides a confidential and comprehensive service of health care with access to specialist services. Students who live in the practice area can register with one of the doctors and make full use of the service.

The Additional Learning Support team looks after the learning support needs of all students with disabilities or difficulties in College, irrespective of their programme of study. They provide support and guidance for students whilst developing close links with programme tutors to ensure that the support put in place is appropriate to the students' individual needs and the requirements of the programme.

Library resources are available in the David Hockney Building with library staff available to give assistance if required.

Technology and Media Services are located on the second floor of the David Hockney Building. Various pieces of IT equipment can be accessed to enhance the learning experience. |

There are also other areas of personal interest to students, for example, the gym in the Trinity Green Building.

Programme

- The programme is managed by a Programme Leader who will aim to ensure that students meet the learning outcomes alongside the awarding body expectations for quality.
- Teaching is delivered by an experienced team of lecturers each of whom has expertise in a range of specialist subjects.
- Induction week comprises of a full programme of events designed to welcome students to the College, and make them familiar with their new surroundings. The process of establishing effective relationships between students and the teaching team begins at this point and activities are geared towards establishing and promoting a cohort identity. All students are provided with a Student and Programme Handbook and supported in gaining access to on-line resources.
- Extensive use is made of a VLE. This has comprehensive support materials at programme and module/unit level as well as additional learning resources and links to off-site study support. Independent learning is encouraged through the use of student forums, blogs and message boards. These are also used to provide students with regular and timely formative feedback.
- At the start of each academic year all students undertake a numeracy and literacy skills test. The results of these are analysed and allow for student specific additional support to be offered where required.
- Throughout the academic year all students have timetabled study skills sessions. These sessions support students with the transition to Level 4 and Level 5 study, prepare them for progression to Level 6 and enable them to align practical skills with the academic rigour associated with Higher Education.
- The School of Art is equipped with hardware, software and equipment that reflects the standards required by industry. Specialist software is provided. Hardware, software and equipment requirements are reviewed annually.
- A tutorial system is in place that provides academic and pastoral support to all students. Staff are available on both a walk-in and by-appointment basis. Staff are also contactable via e-mail, Microsoft Teams and the VLE.
- A Personal Tutor is assigned to each student to provide pastoral care and an opportunity to discuss any issues that may arise throughout the academic year.
- The College has extensive library facilities including a wide range of on-line resources. Library resources are reviewed by the programme team on an annual basis. Group study areas are available within the College library.

The Teaching Team operates a series of additional workshops throughout the academic year. A specialist tutor is available at each of these to offer support and guidance to students.

20	**Distinctive Features**
	The BTEC Higher Nationals in Graphic Design are work-related qualifications designed for students starting their careers or for professionals seeking to advance their skills in the field of graphic design.
	The programmes provide opportunities for progression into the workplace either directly or via study at Level 5 or further study at Level 6, aligning closely with the needs of employers and the evolving creative industries. Pearson has developed these qualifications in collaboration with employers, higher education institutions, and professional bodies, ensuring that they meet industry standards, needs and expectations.
	Pearson BTEC Higher National qualifications are recognised as the principal vocational certifications at Levels 4 and 5, and place a strong emphasis on technical proficiency, creative problem-solving, and professional practice to prepare students for real-world applications in graphic design. Furthermore, the programmes include opportunities for deeper learning, where students can make connections between different study modules/units and select areas of interest for detailed study to specialise and refine their creative and technical skills.
	With a focus on employability and academic progression, the Higher Nationals in Graphic Design integrate transferable skills such as effective communication, project management, and adaptability, which are essential for career development. Additionally, the curriculum fosters the development of digital and technical competencies, ensuring students are equipped to meet the challenges of a rapidly evolving creative sector. By providing a strong foundation at Level 4 and advanced specialisation at Level 5, these qualifications create a seamless pathway for students to pursue successful careers or further academic achievements in graphic design.
	The School of Art has established close links with both local business and the local community. Wherever practicable, assessment on the programme reinforces these links.
21	**Regulation of Assessment**
	Assessment regulations are as published by the College and are in accordance with guidance provided by Pearson/BTEC. Regulations relevant to this programme of study are published in the programme handbook.
22	**Indicators of Quality and Standards**
	Annual review and monitoring will be conducted in line with College processes. The full cycle of review will take place and is identified in the HE Quality calendar. This cycle includes module/unit review and evaluation by students and staff and Student Experience Surveys (SES).
	Measures are in place to ensure robust internal and external quality assurance. These quality-related processes are outlined below:
	Programme committee meetings and annual monitoring events which are attended by student representatives.
	Module/unit reviews which are completed by students/staff.

	Moodle will also host chatrooms and forums so that students can liaise regularly with one another as well as tutors. The delivery of the HND Graphic Design will be reviewed annually via production of an Annual Monitoring Report and, on a much more regular basis, through meetings of the programme delivery team. The programme will also be subject to external quality assurance processes such as external examiner review.
23	**The Role of the Awarding Body** As the awarding body, Pearson provides a programme of BTEC Higher Nationals offering specialist vocational study at Levels 4 and 5 which reflects the requirement of professional organisations and meets the National Occupational Standards for each sector or industry. BTEC Higher Nationals in Graphic Design are directly available from Pearson as RQF qualifications. To offer BTEC Higher Nationals, colleges must have both Centre and Qualification Approval. Pearson operates a quality assurance system for all BTEC Higher National programmes which ensures that centres have effective quality assurance processes to review programme delivery and that the outcomes of assessment are to national standards.
24	**External Examination** Pearson/BTEC assures itself of the standard of provision offered at the College through a series of quality assurance activities, including external examining. An independent academic, appointed by Pearson/BTEC, visits the College and assures themselves and Pearson/BTEC (via an annual report) of the quality of facilities, academic delivery and student achievement against described standards.