

# Portfolio

Selected works 2020-2023

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## 2023

Rachel Fitzjohn | Graphic Designer



# About Me



## Rachel Fitzjohn

Graphic Designer | Branding & Illustration

As an experienced and professional designer, I possess a keen eye for detail and an innate creative flair. My ability to work collaboratively and independently allows me to excel in any project I undertake, and my passion for design is evident in every piece of work I produce.



## Education

### GCSE | 2010

6 GCSE's including Maths, English and Science at Bourne Academy.

### A LEVELS | 2015

Photography & Graphics, History and Media at Stamford College

### DEGREE | 2017

2:1 Graphic Design Degree at the University of Lincoln.

### MASTERS | 2020

Merit in Design at the University of Lincoln.

## Expertise

- Branding
- Illustrations
- Campaigns

## Experience

### FREELANCE | 2017 - Present

Freelance designer, working with a variety of clients on branding and illustration projects.

### GREY SKY | 2020 - 2021

Started a company over covid with two other creatives working as the creative director.

### BYG SYSTEMS | 2021 - 2022

Digital Designer creating E-learning modules on Storyline for a variety of clients.

### ASDA | 2022 - Present

Learning Designer creating and designing learning content for Asda colleagues.

## Skills

- Illustrations,
- Branding
- Layout Design
- Storyline
- Adobe Suite
- Content Writing

# Bandsman Gin

+

I have collaborated with Bandsman Gin since their inception in 2019, primarily crafting customized illustrations that grace their bottles. Each artwork is derived from a plethora of reference images and embodies the essence of each respective gin. Additionally, I was responsible for the creation of their logo, and I remain an active contributor to their brand to this day.







## Polar Illustration

Collaborating with the Polar agency, I was commissioned to create a unique illustration to commemorate their seventh anniversary, which would be prominently displayed in their office.



# Project Name



I collaborated with Little Ray to develop their brand guidelines in preparation for their brand launch. Little Ray is a children's clothing brand that emphasizes nature, color, and the joy of childhood. The brand is distinguished by its vibrant hues, whimsical illustrations, and playful aesthetic. I was responsible for designing logos, creating brand patterns, and developing social media content that would resonate with their target audience while also conveying the brand's core values.





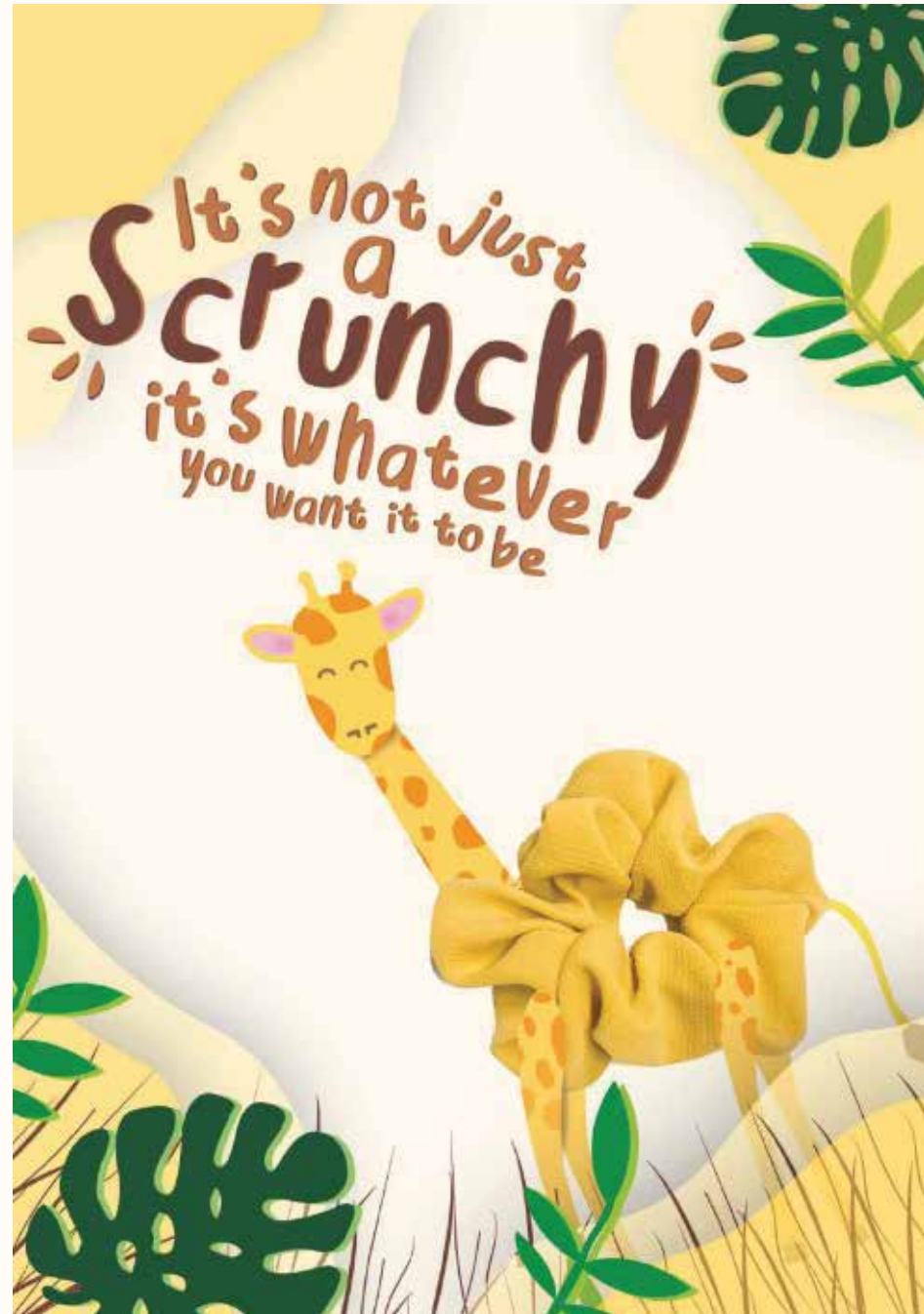
# Live life in colour<sup>®</sup>

Children's clothing  
Coming soon!

  
Little  
Ray

# Scrunchy Camapaign

- + This crunchie advertising campaign designed to rebrand scrunchies for a younger audience. It is an initiative to showcase how scrunchies can be transformed into anything a child desires, inspiring them to tap into their imaginations and unleash their creativity.







## Golf Branding

Next Generation Golf is dedicated to providing coaching services to young children, with a focus on developing their golf skills. Through group training courses spanning several weeks, the organization aims to equip children with the necessary skills to pursue the sport further. In keeping with their professional image, they sought a sleek and minimalist branding approach. I drew inspiration from the shapes of golf courses and utilized a simple golf ball motif to create a distinctive and memorable logo.



# Camping Badges

+ For some time, I have been yearning to design vintage-inspired camping badges. One evening, I finally sat down to experiment with various illustrations, relishing the opportunity to create new work beyond my freelance and daily professional endeavors.

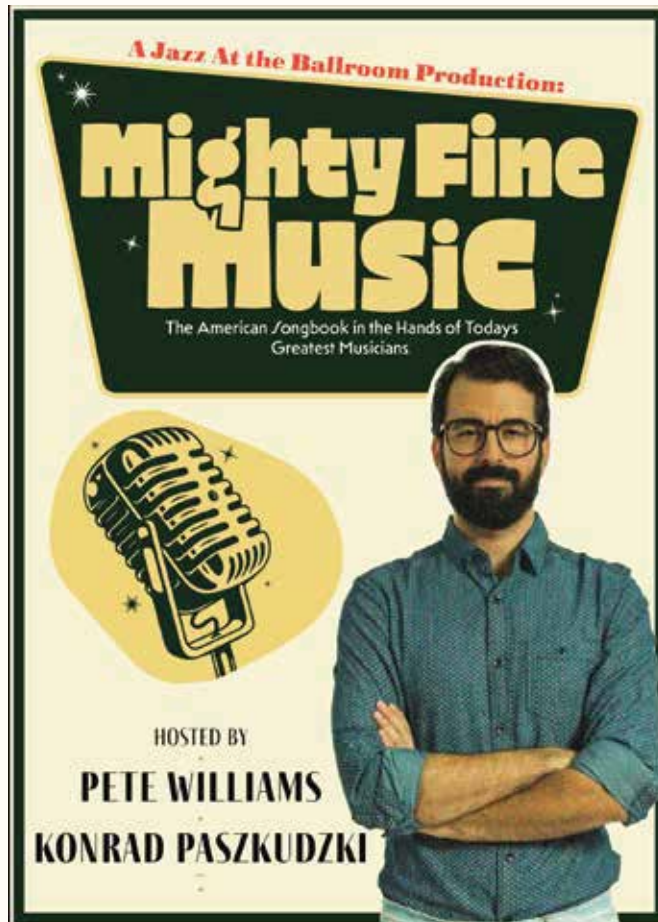






# Jazz At The Ballroom

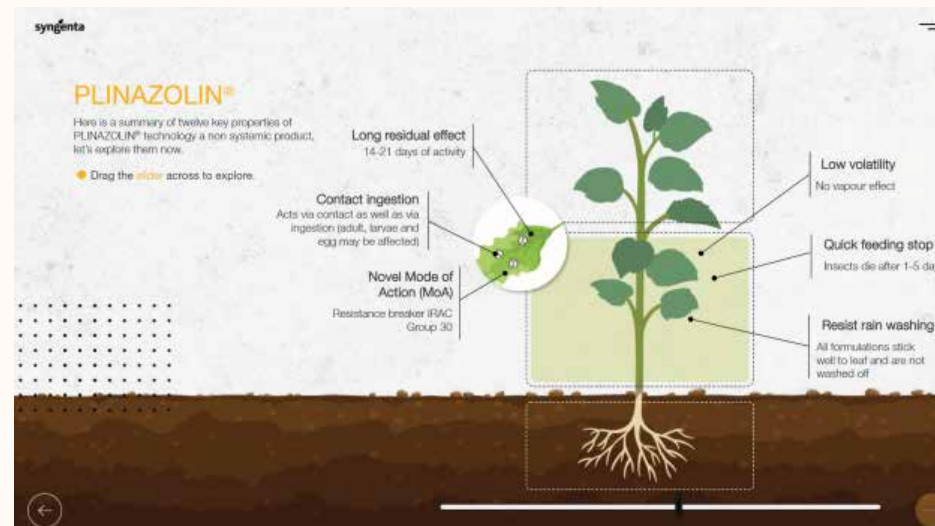
+ I have had the pleasure of collaborating with Jazz at the ballroom productions in San Francisco for a few years, designing posters for their events and podcasts. The organization draws inspiration from vintage concert posters, imbuing them with a modern flair. The posters are characterized by their intricate illustrations and creative typography, which serve to distinguish them from the crowd.

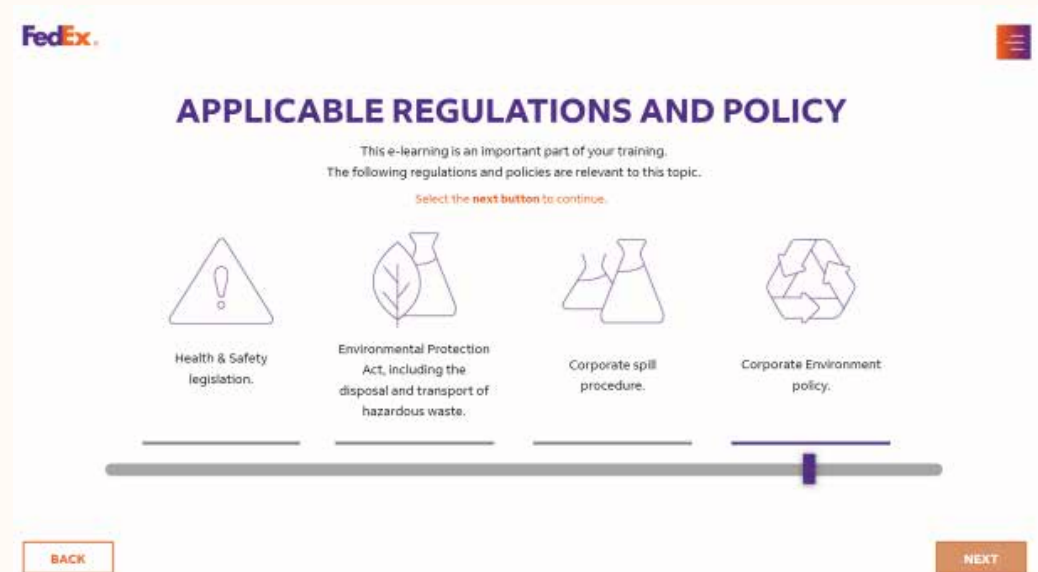
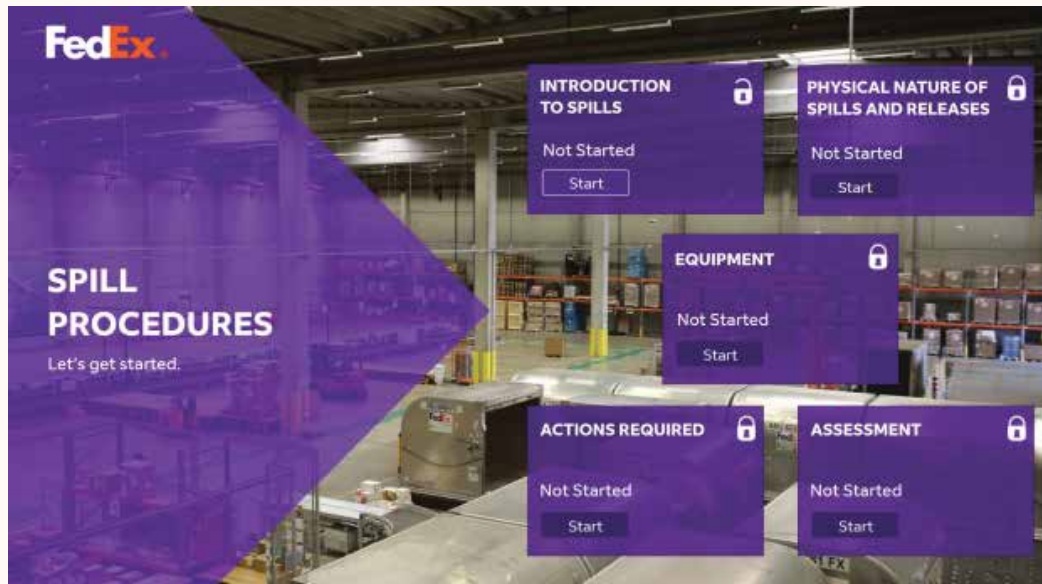




# E-Learning Examples

+ I have created several examples of E-learning design using the Articulate suite. As a learning designer, I have been involved in designing E-learning projects from beginning to end for three years now.







## The Attendees

With any course, the attendees will most likely fall within one of the four categories below.

From the 'Prisoners' who would rather be anywhere else, to the 'Explorers' who want to contribute and do everything they can to improve themselves. The 'Vacationers' and 'Professional Course Attendees' are somewhere in between, they are happy to attend usually if there is nothing better on offer.



Prisoners



Vacationers

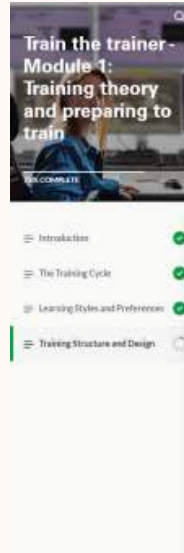


Professional Course Attendees



Explorers

The point is, the attendees will range in enthusiasm when they begin your course and many will turn up as 'Prisoners', but it's up to you to get them to 'Explorer' as soon as possible during your session.



Select the **forward arrow** to learn more.

### Domain 1

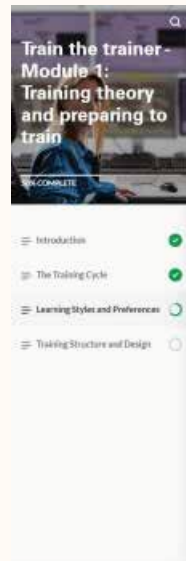


#### Cognitive

This is 'knowledge' or 'the head'.

This domain involves knowledge and the development of intellectual skills. For example, specific facts, patterns and concepts that serve in the development of intellectual abilities.

1 2 3



### Here is a great example...

This is a trainer's task breakdown, the highlighted section shows the **What, How, Why** and **What if**. By addressing these four types of questions in your training plan and throughout your delivery you are acknowledging the different learning styles and that makes your training more appealing and effective.

Click the **image** to expand.

Task Breakdown: Take in (new) feedback			
Step Number	Activity (What)	Understand Learning Preference (How and Why)	Contingencies (What If)
1	Check feedback programs	Check feedback programs to ensure they are appropriate for the audience and the learning objectives. If the audience is not familiar with the program, provide a brief overview.	If the feedback is not useful, provide a brief overview of the program.
2	Prepare for feedback	Check if the audience is familiar with the program. If not, provide a brief overview. If the audience is familiar, provide a brief overview of the program.	If the feedback is not useful, provide a brief overview of the program.
3	Take in the feedback	Check if the audience is familiar with the program. If not, provide a brief overview. If the audience is familiar, provide a brief overview of the program.	If the feedback is not useful, provide a brief overview of the program.

