

Programme Specification – BA (Hons) Graphic Design	
<p>This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the programme and module handbooks. This document is reviewed by the University and may be checked by the QAA.</p>	
Final Award	BA (Hons) GRAPHIC DESIGN
Exit Award(s)	Certificate of HE (Level 4 – 120 credits) Diploma of HE (Level 5 – 240 credits)
JACS code (if applicable)	N/A
Division/School	School of Art & Design
Faculty	Faculty of the Arts
Awarding Institution/Body	University of Cumbria
Teaching Institution	University of Cumbria
Relevant Qualification Benchmarks	<p>The course complies with the QAA Subject Benchmarks listed under 'Art and Design'. In particular the following:</p> <ul style="list-style-type: none"> 2 Defining principles of Art and Design. 3 Nature and extent of subject. 4 Knowledge and understanding, attributes and skills (Self-management, Critical awareness, Interpersonal and social skills, Skills in communication and presentation, Information skills) 5 Teaching, learning and assessment. 6.3 Subject-specific knowledge and understanding, attributes and skills 6.4 Generic knowledge and understanding, attributes and skills <p>http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/artanddesign.asp</p>
Modes of Study	Full / Part Time
Delivery Sites	Carlisle. Brampton Road. Faculty of the Arts
Programme Length	3(4) years f/t – 6(8) years p/t

<p>1. Educational Aims of the Programme</p>	<p>This course aims to give both a broad practical and actively engaging approach to graphic design. It will establish the role of critical thinking and reflective practice in an environment that is positive, supportive and professional in the way in acts as an interface with the requirements of commerce and industry. It will explore the relationship between the designer, client and audience and will investigate appropriate, effective and creative communication strategies.</p> <p>The programme aims to provide a dynamic conceptual, intellectual and practical challenge for students studying the subject of Graphic Design. Student are presented with a structured yet flexible learning programme that will evolve towards a synthesis of their learning experience.</p> <p>The course is designed to develop the skills needed to become creative and cohesive graphic designers who can work effectively with others to achieve outcomes. Linked to that, the course is also designed to provide the personal management skills to be able to deal with the challenges of the fast changing graphic design/communication business, professional and workplace environment that students will encounter during and after life as a student.</p> <p>The course is designed to produce individuals who can make appropriate and relevant choices regarding their future career development. Within each of the areas of the course students are encouraged to challenge and debate accepted practices and ideas and emphasis is placed on them gaining transferable skills in criticism, analysis and problem solving.</p> <p>General Educational Aims</p> <ul style="list-style-type: none"> • to enable students to develop as creative individuals with the capacity for independent judgement and with an awareness of the social and ethical implications of their work • to enable students to develop the ability to communicate clearly in verbal and written form • to enable students to experience and understand the benefits of team-work, the importance of personal responsibility within a team context and how to negotiate a role within a team • to encourage students to develop imaginative and creative approaches to problem solving through enquiry, research, understanding and the use of critical judgement • to develop appropriate self-reflective approaches to research, analysis and presentation • To foster analytic and evaluative skills so as to enable students to take greater personal responsibility for their independent learning. • to enhance, through increased opportunities for student centred and independent learning, qualities of personal initiative, self-motivation and self-discipline
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- to provide an effective system of Personal Academic Tutor support, including enhanced support for specific learning requirements from the Academic Skills Centre, Information Fluency Support, IT Skills Support and the Centre for Employability and Career Development, which enables students to maximise their potential and promotes the value of life-long learning.
- to deliver a rigorous, coherent and challenging academic programme in line with the University of Cumbria Mission Statement, which meets the requirements of the subject's QAA Benchmark Statement, and equips students with relevant knowledge and experience of honours degree level practice.

Programme Specific Aims

- To promote, value and foster visual dexterity and intelligence within the subject.
- To equip all undergraduates with a thorough foundation in many technical and conceptual skills necessary within the practice of Graphic Design.
- To provide students with encouragement and the time to experience many approaches to developing a basic visual and design literacy and to build confidence and foster ambition.
- To ensure students understand the indivisible relationship between research, concept, technique and communication.
- To develop a visual language through experimentation, mark making, and digital manipulation
- To develop competence and confidence in the application of relevant digital technology, and to encourage critical awareness of future developments in this significant aspect of contemporary design practice.
- To build confidence and professional direction
- To foster understanding of product and target audience
- To develop a professional attitude, and an understanding of the role of designer and an appreciation of the business context within which they work.

2. Programme Outcomes	
This programme provides opportunities for students to develop and demonstrate: (i) Knowledge and understanding (ii) Qualities, skills and other attributes in the following areas:	Learning, teaching and assessment strategies that show how the learning outcomes are achieved and demonstrated:
(i) Knowledge and Understanding	
<p>(see Art & Design Benchmarking Statement : 4.3)</p> <ul style="list-style-type: none"> • ability to make connections between intention, process and outcome and to locate their educational experience within a broader/contemporary social and economic perspective. • ability to observe, investigate, enquire and visualise. • to understand the designers relationship with audiences, clients, markets and consumers. • develop an appropriate level of critical ability and awareness to make effective and reasoned evaluation. • ability to communicate through image, text and evolving forms of digital media. 	Learning/Teaching Methods and Strategies
	<p>All modules are delivered with a mixture of formal contact time, directed study and independent study.</p> <p>The progressional structure of the programme leads students from instructional/guided modes of delivery at Level 3, to a greater emphasis on self-directed learning in Level 6.</p> <p>Knowledge and understanding is acquired via a variety of teaching and learning methods, including lectures, seminars, tutorials, studio practice, group work in workshops, demonstrations, visits to exhibitions and directed study. In particular, students develop their critically reflective skills through independent projects, academic research and studio practice.</p>
	Types/Methods of Assessment
<p>Assessment methods are specified in each Module Study Guide. Knowledge and understanding are assessed through a variety of means including reflective statements essays, presentations, practical projects, group and individual projects and seminars etc.</p>	
(ii) Qualities, Skills and other attributes	
<u>Cognitive Skills</u>	Learning/Teaching Methods and Strategies
<ul style="list-style-type: none"> • Problem-solving/ Critical and evaluative reasoning • Conceptual ability/ Rational thought 	<p>Cognitive skills are promoted, practised and developed through a wide range of</p>

<ul style="list-style-type: none"> • Integration of knowledge and skills • resourceful and imaginative use of concepts that show productive levels of research, independent endeavour, commitment and challenge • synthesise information from a variety of sources. • form and communicate independent views and intentions in the process of expanding a personal visual language; 	<p>teaching methods and learning activities, including lectures, seminars, tutorials, group work, directed study and work placements/evaluations. Learning to apply these thinking skills through design practice led practice, contextual theory, discussion, reflection and independent research activities.</p>
	<p>Types/Methods of Assessment</p> <p>Cognitive skills are assessed by a variety of methods, including, essays, group and individual projects, reflective overviews and discussion. Independent practice at level 6 requires students to establish and sustain a coherent self-directed project/body of work. This is supported by essays/reports in which students will contextualise their knowledge and experience within the wider contexts of contemporary design practice.</p>
<p>Practical/Professional Skills</p>	
<ul style="list-style-type: none"> • will develop the ability to communicate effectively through design to an intended audience. • will plan and organise time and resources towards the successful progression of briefs from concept to finished presentation. • Ability to demonstrate design development and the navigation of ideas. • will identify, plan and rationalise their route to potential career opportunities. 	<p>Learning/Teaching Methods and Strategies</p> <p>Practical skills are extensively developed at all levels of the programme. Students are given instruction through studio workshops and demonstrations to ensure that they have grounding in the relevant skills (and where appropriate an awareness of the relevant safety issues) programme. Practical learning will be driven by projects in the form of design assignments and practice. Students will meet regularly with tutors to discuss and review the aims, methods, concepts and progress of their work.</p>
	<p>Types/Methods of Assessment</p> <p>Assessment methods are specified in each Module Study Guide. Practical skills are embedded in the nature of curatorial work and are assessed through a variety of means including exhibitions, portfolios, essays, projects, reviews, reflective journals, group and individual projects, presentations and seminars etc.</p>
<p>Key / Transferable Skills</p>	
<p>(see Art & Design Benchmarking Statement</p>	<p>Learning/Teaching Methods and</p>

<p>: 4.4)</p> <ul style="list-style-type: none"> the development of technical ability and utilisation of information technologies the development of a range of communication and interpersonal skills and the ability to contribute effectively within a team. will demonstrate ability to evaluate and assess information and ideas and make informed decisions. Communication skills Time Management Planning and organisation Listening and understanding Independence/self reliance critically review, consolidate and originate knowledge evaluate information from a range of visual and textual resources in order to think and act imaginatively transfer and apply knowledge and experience creatively to a range of situations communicate views, arguments and solutions clearly and in a variety of forms use information and communication technology effectively exercise sound judgement take responsibility for determining and achieving personal and collaborative outcomes reflect critically on personal and industrial experience in the wider contexts of culture and society. 	<p>Strategies</p> <p>Key skills are promoted and practised across the programme. Students will work independently and with their peers in expression of ideas and intentions. Level 4 promotes and develops study skills, presentational skills and ICT skills and instructs essential skills that will establish informed understanding and judgement. These are developed and re-enforced throughout the programme. Level 6 providing the opportunity for students to apply and demonstrate the integration and application of the key skills.</p> <p>Types/Methods of Assessment</p> <p>Assessment of key skills occurs through the embedded integration of key skills with subject specialist ones, evidence explicitly in some modules and implicitly in others. Additionally, students monitor and reflect upon their academic performance and development of learning throughout their degree, using the Personal Development and Learning Portfolio (PDLP). This is practiced through: written project introductions post project reflections end of semester overviews (e.g. written/PDF portfolio/online portfolio)</p>
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3. Level Descriptors	
Level 3	See attached
Level 4	See attached
Level 5	See attached
Level 6	See attached

4. Programme Features and Requirements.
<p>The course has two points of entry; Year 0 (Level 3) or Year 1 (Level 4) Suitability is decided by staff through a UCAS application / portfolio presentation / interview Year 1/Level 4 is a common programme for both BA (Hons) Graphic Design and BA (Hons) Illustration The following four modules are also shared by both BA (Hons) Graphic Design and BA (Hons) Illustration Design in Context 2 (Year 2/Level5) & Principles of Multimedia (Year 2/Level 5) Professional Context (Year 3/Level 6) & Professional Practice (Year 3/Level 6)</p>

5. Curriculum Map				
Module Code	Module Title and Module Aims	Credit Points	Compulsory/ Optional	Notes (eg Pre/Co-requisites))
Level 3				
GRAP3010	<p>Visual Literacy The aim of this module is to develop abilities in using a wide range of media and techniques. It will examine how mark/image making is propelled by thought intent and investigation. It will look at the core values of visual literacy and test how to apply them to specific, project defined tasks.</p>	40	Compulsory	
GRAP3020	<p>Technical Processes The aim of this module is to give confidence and competence in a range of technical processes. It will encourage the realisation of the part process plays within the creative context, that being as a conduit of ideas/concepts rather than an end in itself. It will develop awareness of the potential of each technical process and broaden the capacity for the creative expression and the resolution of visual/creative enquiry.</p>	20	Compulsory	University Certificate
GRAP3030	<p>Applied Visual Practice The aim of this module is to review the appropriateness of the application of a wide range of media and techniques. It will examine how to apply established approaches to solving/resolving defined problems/visual opportunities and identify recognition of the range of visual, conceptual and technical skills required in the engagement of visual practice.</p>	40	Compulsory	(Pre) Visual Literacy
GRAP3040	<p>Design Cultures The aim of this module is to explore the links between the study of visual culture and design practice. This will be achieved through a close examination i) of a range of art and design texts and ii) the social, political and cultural contexts that inspired their creation.</p>	20	Compulsory	
Level 4				
GRAP4050	Design Fundamentals	40	Compulsory	

	The aim of this module is to introduce methods of visual thinking and analysis. It will deconstruct, examine and experiment with a range of visual approaches, media and materials in order to extend visual creativity and understanding within a design context.			
GRAP4060	Design in Context 1 This module aims to develop the students' knowledge and understanding of the broad vocational context within which their study of graphic design sits. It will develop, extend and apply relevant and transferable skills.	20	Compulsory	
GRAP4070	Communicating Ideas The aim of this module is to introduce ways of communicating ideas, concepts and solutions. It will reassemble the elements explored in Design Fundamentals and will introduce practical strategies, analysis and methods of visual development in order to coherently plan navigate and articulate creative enquiry and exploration.	40	Compulsory	(Pre) Design Fundamentals
Level 4 Options: select one from list below				
FINE4040	Life Drawing Students will have the opportunity to develop their analytical drawing skills, whilst developing their understanding of historical and traditional theories and approaches to the figure. This exploration will encompass a range of contexts and environments that encourage an explorative approach to mark-making, media & methods. Students will have the opportunity to engage in individual and group critiques that enable them to both offer and receive 'critical' advice in a supportive environment, thereby providing the opportunity to develop self-evaluative qualities and the experience of critical discourse. Students will also be given a lecture on Anatomy which will be supported and developed through individual tutorial contact. The students will have the opportunity to explore the relevance and potential of analytical figure drawing to their individual studio practice.	20	Option	
FINE4050	Thinking through Drawing Emphasis will be placed on the introduction and development of a personal and professional creative approach to mark-making, materials and processes. The experience of this exploration and development will enable students to make	20	Option	

	<p>decisions about the relevance and potential for drawing as a 'tool' within their own art practice.</p> <p>Following on from this, students will have the opportunity to develop a personal methodology and iconography through an explorative approach to Drawing.</p>			
ARTS4140	<p>Traditional Photo Techniques</p> <p>This module is designed primarily to give students the basic skills to enable them to use traditional photography as a complimentary medium within their main course. It is also intended that students look at the creative possibilities of using photography as a method of communication in its own right. The emphasis will be on traditional 35mm photography and darkroom work and the aim is to encourage students to be competent and confident in the use of the traditional 35mm SLR camera and in the use of production and post production techniques relating to non digital media.</p>	20	Option	
ARTS4150	<p>Pictures for Publication</p> <p>This is a practice-based module designed to introduce students to a range of photography methodologies and techniques used in editorial and publishing. It investigates the use of photography in support of publishing, through the production of relevant photographs. It establishes some of the key issues relevant to the practical use of photography on the printed page. The module will include an introduction to ethical concerns and the relevant basic techniques of production.</p>	20	Option	
ARTS4170	<p>Visual Arts at the 21st Century</p> <p>Students will be equipped to:-</p> <ul style="list-style-type: none"> ▪ Recognise the visual eclecticism of recent and contemporary art. ▪ Identify and understand the thematic issues that have characterised art production of this era. ▪ Apply their knowledge effectively in critically discussing issues associated with this period. ▪ Utilise their skills in research, critical analysis and presentation to articulate their own perspectives. 	20	Option	
ARTS4100	<p>Fibre Arts 1</p>	20	Option	
ARTS4210	<p>Advertising Practices</p>	20	Option	

	This module offers an introduction to the organisation, practices, and specific working environment of an advertising agency. Through following the stages of the planning and commissioning of a simulated advertising campaign participants will experience directly the structural relationships and professional interactions between the areas of specialist expertise which characterise this particular area of creative employment			
ARTS4050	Creative Writing To explore students' creative potential in prose, poetry and drama. To develop knowledge and understanding of some contemporary writers and styles. To develop a knowledge of narrative structure.	20	Option	
ARTS4080	Embroidered Textile Decoration	20	Option	
Level 5				
GRAP5010	Principles of Graphic Design The aim of this module is to develop the principles of graphic design through appropriate specialist creative/technical processes, in order to make informed choices required for effective visual communication. It will examine the broad visual language gained in Year 1 and test its application in a more focused graphic design context	40	Compulsory	(Pre) Communicating Ideas
GRAP5020	Principles of Multimedia The aim of this module is to develop knowledge of the principles of design for the web through appropriate specialist creative and technical processes in the development of a portfolio website. The focus is to allow the learner to create, develop and maintain their portfolio to a professional standard	20	Compulsory	(Co) Principles Graphic Design
GRAP5030	Exploration of Graphic Design The aim of this module is to develop and explore appropriate problem solving strategies in order to apply and evaluate effective communication. It will demonstrate the application of conceptual and practical skills in an increasingly focused fashion, utilising a maturing personal visual	40	Compulsory	(Pre) Principles of Graphic Design

	language in the generation and refining of ideas through to resolution.			
GRAP5040	<p>Design in Context 2</p> <p>This module is designed to develop students understanding of the place and function of graphic design in contemporary society. It will focus on ideas, issues and debates about the current and future role of graphic design.</p> <p>The module will develop students understanding of key critical concepts and theories and techniques of visual and textual analysis.</p> <p>There will a particular emphasis on developing students ability to contextually synthesise, analyse and evaluate their own work and the work of others</p>	20	Compulsory	(Pre) Design Context 1
Level 6				
GRAP6010	<p>Graphic Design Application</p> <p>The aim of this module is to apply the relationships between concept, process, realisation and presentation. It will expand a personal design language and test, evaluate and reflect on its effectiveness/intention within a contemporary context. It will extend interaction with external agencies and will consolidate personal expression, insight and expertise.</p>	40	Compulsory	(Pre) Exploration of Graphic Design
GRAP6020	<p>Professional Context</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"> • enable students to conduct sustained independent research in order to produce an essay/report on a clearly defined topic, relating directly to their chosen area of design and of relevance to their career aspirations; • develop students intellectual skills of argument, synthesis and critical analysis; • provide an opportunity for students to develop their self-management skills, independent study skills and general competence as autonomous learners; • develop students research, referencing an writing skills. 	20	Compulsory	(Pre) Design Context 2
GRAP6030	<p>Graphic Design Practice</p> <p>The aim of this module is to critically evaluate and synthesise previous learning experience. It will provide a framework for the planning, organisation and realisation of a self negotiated programme of study. It facilitates independent and in-depth learning shaped by individual aspirations.</p>	40	Compulsory	(Pre) Graphic Design Application
GRAP6040	Professional Practice	20	Compulsory	(Co) Graphic

	The aim of this module is to develop students' knowledge and understanding of the opportunities and requirements for the successful practice of their subject. The module aims to develop the skills necessary to identify, generate and successfully access opportunities in the workplace and/or in continuing education.			Design Application
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OPTION MODULE (Semester 2 Level 4)

A range of Option Modules exist in the Faculty of the Arts. A selection is made by students of one 20 credit module. The list above is an indicative one which may occasionally be amended at the start of the academic session. The aim is to give students within the Faculty a broadened creative/educational experience that exploits both technical facilities and academic expertise.

6. Curriculum Skills Map

This map charts the presence of skills in particular modules as being taught and/or practiced and/or assessed.

			Skills across the curriculum (identified as T=Taught/ P=Practised/ A=Assessed)							
Credit Level	Module Code	Module Name	Learning to Learn	Communication oral/written	Team / group work	Problem Solving	Numeracy	Use of C&IT	Practical skills	Self Management
3	GRAP3010	Visual Literacy	TPA	TPA	P	TPA			TPA	P
3	GRAP3020	Technical Processes	TPA	PA				TPA	TPA	P
3	GRAP3030	Applied Visual Practice	TPA	TPA	P	TPA			TPA	P
3	GRAP3040	Design Cultures	TPA	TPA	P				TPA	TPA
4	GRAP4050	Design Fundamentals	TPA	TPA	P	TPA		TP	TPA	P
4	GRAP4060	Design in Context 1	TPA	TPA	P					TPA
4	GRAP4070	Communicating Ideas	TPA	TPA	P	TPA		P	TPA	P
4		Option								P

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Skills across the curriculum (identified as T=Taught/ P=Practised/ A=Assessed)

Credit Level	Module Code	Module Name	Learning to Learn	Communication oral/written	Team / group work	Problem Solving	Numeracy	Use of C&IT	Practical skills	Self Management
5	GRAP5010	Principles of Graphic Des	TPA	TPA	P	TPA	P	PA	TPA	P
5	GRAP5020	Principles of Multimedia	TPA	TPA				TPA	TPA	P
5	GRAP5030	Exploration of Graphic Design	TPA	TPA	P	TPA	P	PA	TPA	P
5	GRAP5040	Design in Context 2	TPA	TPA	P					TPA
6	GRAP6010	Graphic Design Application	TPA	TPA	P	PA	P	PA	TPA	PA
6	GRAP6020	Professional Context	TPA	TPA						PA
6	GRAP6030	Graphic Design Practice	TPA	TPA		PA	P	PA	TPA	PA
6	GRAP6040	Professional Practice	TPA	TPA					TPA	P

7. Support for Students and their Learning

. Support for Students and their Learning

All students will be supported and guided by the module tutor and the course leader in their learning and assessment. Students will be directed to relevant literature and background reading relevant to their area of interest and study. Students will have individual tutoring for academic study, practical skills development and pastoral care where appropriate. Via the on line community there will be peer support for the individual. Group tutorials will form part of the support on the attendance element of the course. Students will have full access to the University Learning and Information Services including induction sessions on the use of the Blackboard VLE. Further information can be found at <http://www.cumbria.ac.uk/services/lis>

The Student development and advisory service (SDAS) has an integral role in supporting students during the course of their study. SDAS will be the point of help for the students on issues such as, a disability, financial hardship, academic challenges or other more personal circumstances.

Further details on the services available from SDAS can be found at;

<http://www.cumbria.ac.uk/services/SDAS>

8. Criteria for Admission

240 UCAS Tariff Points Typically A2/AVCE – B in relevant subject plus appropriate additional points 4 GCSEs at grade C or higher to include English language BTEC National Diploma Overall MMM Scottish Highers ABBB (Advanced Highers = A2) Irish Leaving Certificate 4 x B2 at Honours Access QAA – recognised standard for entry into HE

Please check the University website for a complete and updated guide

<http://www.cumbria.ac.uk/FutureStudents/Howtoapply/Admissionspolicies.aspx>

click on Entry qualifications

APL: Standard University procedures apply

International students

Applications are welcome from international students. International students' qualifications will be checked by Admissions and in some cases we will ask applicants to have their qualifications verified by NARIC.

- International students for whom English is a second or foreign language will also need to demonstrate that their English is of sufficient standard to meet the academic requirements of the course. We accept the following tests of English competence, all of which are extensively available internationally:
- IELTS band 6.0 or above to include level 6 in the written component.
- University of Cambridge Local Examinations Syndicate (UCLES) minimum Cambridge Certificate of Advanced English (CAE) - C or above.

TOEFL score of 550 or above (paper-based test), 230 or above (computer-based test).

9. Methods for Evaluating and Improving the Quality and Standards of Learning & Teaching	
Mechanisms for review and evaluation of LTA, the curriculum and outcome standards	Module reviews, Annual Course Programme Review, peer observation, external examiner reports, and Student feedback surveys.
Committees with responsibility for monitoring and evaluating quality and standards	Course quality committees, FASC, ASC,
Mechanisms for gaining student feedback on their quality of teaching and their learning experience	Staff/student liaison, Module feedback forms, Student surveys, peer review,
Staff development priorities for staff teaching this programme	Active engagement with new design technologies/computer programmes, techniques and pedagogy, scholarly and research activities in the field of innovative and creative learning and teaching strategies. Continual professional updating.

10. Additional Information

Graphic Design was once a profession of fairly narrow specialist fields with little in the way of interplay between them. As we dive headlong into the twenty first century the old order has been overturned, things are changing fast and it's very exciting. Today's Graphic Designers are required to move freely across a wide range of media and disciplines. Our course acknowledges this and is designed to help you become a creative, flexible communicator ready to take on the challenges of this continually evolving profession.

You'll be encouraged to share your ideas and experiences by talking to everyone (staff and fellow students). You'll put lots of effort into developing the scope and ambition of your work (the only way to guarantee success). Above all else, you'll understand, enjoy and feel more confident in using the organised chaos that is the creative design process.

As the course progresses you can define an ever more personal route of study until, ultimately, you become the kind of designer you want to be. Along the way you will experience such diverse practices as typography, digital imaging, art direction, corporate identity, marketing, branding, print making, illustration, artists' books, web design, design for advertising, editorial design, copy writing and photography.

We put great emphasis on knowledge, passion and enjoyment and showing you how they can be used to make memorable, meaningful design. You will gain a strong insight into our course philosophy:

Thought + Passion + Skill = Memorable Graphic Design

We take it very seriously but we also have fun. We like to think we're different but don't worry, in the world of Graphic Design that's good, not bad.

- Although a short period of work placement is encouraged as part of the module Professional Practice an alternative report on an identified area of employment interest or intended destination, can be submitted.

University of Cumbria Level Descriptors

Higher Education Level Framework

The Higher Education level descriptors set out below are intended as a guide to staff and students on the expected outcomes that students will achieve at each level of study as they progress through their programmes. They are based on the QAA Framework for Higher Education Qualifications for England, Wales and Northern Ireland but modified to reflect the Mission of the University and the vocational/professional thrust of the programme portfolio. Individual disciplines will also refer to subject benchmarks in determining the appropriate descriptors for individual modules and programmes.

At each level, students will be able to demonstrate the ability to:

Level 3 (Year 0 undergraduate)

appreciate the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance, begin to work beyond defined contexts; apply established approaches to problem solving, recognising the complexity of associated issues and communicate outcomes effectively in an appropriate format; within a defined context and under guidance evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

Level 4 HE (Year 1 FT undergraduate)

apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving problems and communicate outcomes in a structured and clear manner; identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

Level 5 HE (Year 2 FT undergraduate)

apply & evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive & transferable skills & problem solving strategies to well defined problems in the field of study and in the generation of ideas; communicate information and arguments effectively in a variety of forms; accept responsibility for determining & achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

Level 6 HE (Year 3 FT undergraduate)

review critically, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts & evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations, accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

University Wide Grade Descriptors

The following grade descriptors (Academic Regulations Section C 3.9) should be used in marking to decide the appropriate grades for individual assessment tasks at the different levels of study. The University reviews these descriptors periodically.

Level 3

80-100 A A	Student meets all the requirements to attain 70 - 79 but demonstrates exceptional appreciation of the breadth of the field of study. Sophisticated ability to express the complexity of issues.
70-79 A	Student has met the LOs of the assessment with secure knowledge & understanding demonstrating study beyond the central requirements of the subject. The work shows clearly an appreciation of the importance of theoretical underpinning and provides evidence of simple analysis Work shows confidence in using given tools/methods in defined practical contexts and/or problems and an ability to reach reasoned conclusions.
60-69 B	Student has met the LOs of the assessment with evidence of relevant acquisition of knowledge & understanding. The work shows the ability to express defined ideas clearly and with evidence of understanding and simple judgement. Work shows evidence that the student has applied given tools/methods with broad accuracy to well defined practical contexts and/or problems though conclusions drawn are limited.
50-59 C	Student has met the LOs of the assessment with evidence of acquisition of the main aspects of the knowledge of the subject. The work describes given knowledge clearly and displays limited evidence of an ability to use judgement. Work shows that the student has applied given tools/methods to well defined practical contexts and/or problems
40-49 D	Student has met the LOs with evidence of simple acquisition of knowledge of the subject. The work describes given knowledge with few errors. Work shows that the student has applied given tools/methods with minor errors to well defined practical contexts and/or problems.
35-39 F	Student has not met all the LOs but shows some incomplete knowledge of the topic. The work displays inaccuracy and uncertainty in handling given knowledge. Unable to always apply given tools/methods to well defined practical contexts and/ or problems

30-34 F	Student has not met LOs with little knowledge of the topic. The work lacks coherence and demonstrates an inability to describe given knowledge. Poor understanding of given tools/methods and/or when to apply them to well-defined practical contexts and/or problems.
0-29 F	Student has failed the majority of the LOs

Level 4

80-100 A A	Student meets all the requirements to attain 70 - 79 but demonstrates exceptional comprehension of knowledge & understanding. Sophisticated ability to analyse beyond defined classifications/principles
70-79 A	<i>Student has met the LOs of the assessment with thorough knowledge & understanding demonstrating study beyond the core requirements of the subject.</i> The work shows a resourceful and imaginative ability to analyse based on defined classifications, principles, theories or models Work shows clear evidence that the student has applied given tools/methods accurately to well defined practical contexts and/or problems.
60-69 B	<i>Student has met the LOs of the assessment with evidence of relevant and sound acquisition of knowledge & understanding.</i> The work shows evidence of ability to analyse based on defined classifications, principles, theories or models. Work shows evidence that the student has applied given tools/methods accurately to well-defined practical contexts and/or problems. Although the work recognises inherent complexities in the area of study, some conclusions are reached on the basis of insufficient evidence.
50-59 C	Student has met the LOs of the assessment with evidence of acquisition of knowledge of the subject. The work is largely descriptive in nature with evidence of limited reasoning based on defined classifications, principles, theories or models. Work shows some evidence that the student has applied given tools/methods accurately to well defined practical contexts and/or problems, including limited recognition of the inherent complexities in the area of study.
40-49 D	Student has met the LOs with evidence of basic acquisition of knowledge of the subject. The work is limited to description and prone to unsubstantiated assertion or logic. Work shows evidence that the student has applied given tools/methods to well defined practical contexts and/or problems.
35-39	Student has not met all the LOs but shows an emerging knowledge of the

F	topic. The work is descriptive and uncritical with some inaccuracy and lack of coherence. Unable to always apply given tools/methods to well defined practical contexts and/ or problems
30-34 F	Student has not met LOs with little knowledge of the topic and many factual errors. The work is descriptive and uncritical with discussion which may be irrelevant or lack internal consistency. Insufficient understanding of given tools/methods to apply them to well-defined practical contexts and/or problems.
0-29 F	Student has failed the majority of the LOs

Level 5

80-100 A A	Student meets all the requirements to attain 70 - 79 with impressive knowledge & understanding applying a well sustained critical approach drawing on a comprehensive breadth of evidence, reasoning and reflection.
70-79 A	Student has met the LOs of the assessment with evidence of detailed knowledge & understanding of key concepts and theories, demonstrating a creative approach to a variety of ideas, contexts and frameworks. The work adopts a critical approach, using evidence, reasoning and reflection based on given classifications, principles, theories or models. Work shows sustained evidence that the student can identify & define straightforward problems and/or practical contexts and can apply knowledge and skills aimed at their resolution.
60-69 B	Student has met the LOs of the assessment with evidence of detailed knowledge & understanding of key concepts and theories, demonstrating a variety of ideas, contexts and frameworks. The work adopts a critical approach using given classifications/principles. Work shows evidence that the student can identify straightforward problems and/or practical contexts and choose appropriate methods for their resolution in a considered manner.
50-59 C	Student has met the LOs of the assessment with evidence of knowledge & understanding of key concepts and theories which is generally sound. The work shows evidence of a general critical approach using given classifications/principles, although there may be some lack of focus on key points. Work shows evidence that the student can apply learning in a considered manner to straightforward problems and/or practical contexts.
40-49 D	Student has met the LOs of the assessment with evidence of basic knowledge & understanding of key concepts and theories. The work is heavily limited to description; analysis may be unsophisticated. Work shows evidence that the student can apply essential learning to

	straightforward problems and/or practical contexts.
35-39 F	<p>Student has not met all the LOs of the assessment with basic knowledge of some relevant topic issues and evidence of partial understanding.</p> <p>Work is largely descriptive with some unsubstantiated assertion. Analysis is minimal or contradictory</p> <p>Unable to always apply essential learning to straightforward problems and/or practical contexts. For professional courses any work which contains evidence of, or reference to, unsafe or dangerous practice should be deemed a fail.</p>
30-34 F	<p>Student has not met LOs with inadequate knowledge or understanding of the of the topic.</p> <p>The work is descriptive and uncritical with unsubstantiated assertion.</p> <p>Insufficient understanding of given tools/methods to apply them to straightforward practical contexts and/or problems.</p>
0-29 F	Student has failed the majority of the LOs

Level 6

80-100 A A	<p>Student meets all the requirements to attain 70 – 79. There is evidence of exceptional scholarship including critical evaluation and synthesis of issues and information that generates originality and challenges existing approaches.</p> <p>Accurate and detailed use of a range of evidence. Comprehensive knowledge and understanding of theories, principles and concepts.</p>
70-79 A	<p>Student has met the LOs of the assessment with evidence of comprehensive and up-to-date knowledge & understanding of concepts and theories and their interrelationship. The work shows a detailed appreciation of how aspects of the subject are uncertain, contradictory or limited.</p> <p>The work adopts a well-sustained critical approach using a breadth of evidence, reasoning and reflection.</p> <p>Works shows evidence of a mature and independent approach to problem solving. The student can create appropriate hypotheses and select, justify and use imaginative and innovative approaches in their investigations.</p>
60-69 B	<p>Student has met the LOs of the assessment with evidence of comprehensive and up-to-date knowledge & understanding of concepts and theories and their interrelationship with an awareness of how aspects of the subject are uncertain, contradictory or limited.</p> <p>The work adopts a critical approach using a breadth of evidence, reasoning and reflection.</p> <p>Works shows evidence that the student can act confidently and autonomously in the identification and definition of complex problems and</p>

	select, justify and use approaches aimed at their resolution.
50-59 C	<p>Student has met the LOs of the assessment with evidence of detailed knowledge & understanding of key concepts and theories including an awareness of the <i>provisional nature</i> of knowledge.</p> <p>The work shows evidence of a general critical approach using individual judgement and reflection although there is some limitation in the ability to conceptualise and/or apply theory.</p> <p>Works shows evidence that the student can act without guidance in the identification of complex problems and can apply knowledge and skills to their resolution.</p>
40-49 D	<p>Student has met the LOs of the assessment with evidence of knowledge & understanding of key concepts and theories including basic recognition of the complexity of the subject.</p> <p>The work is in the most part descriptive rather than based on argument and logical reasoning.</p> <p>Works shows evidence that the student can apply appropriate learning accurately to complex problems and/or practical contexts.</p>
35-39 F	<p>Student has not met all the LOs of the assessment with only basic knowledge of key concepts and theories and weaknesses in understanding. There is little or no recognition of the complexity of the subject.</p> <p>Work is largely descriptive with some unsubstantiated assertion. Analysis is minimal or contradictory.</p> <p>Unable to always apply learning accurately to complex problems and /or practical contexts. For professional courses any work which contains evidence of, or reference to, unsafe or dangerous practice should be deemed a fail.</p>
30-34 F	<p>Student has not met LOs with inadequate knowledge or understanding of key concepts and theories. There is no recognition of the complexity of the subject.</p> <p>The work is descriptive and uncritical with unsubstantiated assertion and a lack of analysis.</p> <p>Insufficient understanding of given tools/methods to apply learning accurately or safely to complex problems and /or practical contexts.</p>
0-29 F	Student has failed the majority of the LOs

FACULTY of the ARTS structure diagram

