

Final Award and Title	<i>BA(Hons) GRAPHIC DESIGN – Year 0 Entry (480 credits)</i> <i>BA(Hons) GRAPHIC DESIGN – Year 1 Entry (360 credits)</i>
Exit Award(s) and Title(s)	<i><u>Diploma in Higher Education</u> (Year 0 entry - 360 credits) (Year 1 entry – 240 credits)</i> <i><u>Certificate in Higher Education</u> (Year 0 entry - 240 credits) (Year 1 entry – 120 credits)</i> <i><u>Foundation Certificate</u> (Year 0 entry only - 120 credits)</i>
Name of Route / Pathway / Framework	NA
Professional Qualifications	NA
Programme Accreditation	NA
Modes of Study	<i>Delivery: Full-time & Part-time</i>
Delivery Sites	<i>Carlisle – Brampton Road</i>
Programme Length	<i>BA (Year 0 entry) – 4 years FT, 6 years PT; BA (Year 1 entry) – 3 years FT; 5 years PT</i>
Work Based Learning	NA

1. Educational Aims of the Programme

- To enable you 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 you to develop the ability to communicate clearly in verbal and written form
- To enable you 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 you 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

2. Programme Features and Requirements

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 it 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.

The programme aims to provide a dynamic conceptual, intellectual and practical challenge for students studying the subject of Graphic Design. You are presented with a structured yet flexible learning programme that will evolve towards a synthesis of their learning experience.

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 you will encounter during and after life as a student.

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 you 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.

The course has two points of entry: Year 0 (Level 3) or Year 1 (Level 4).

The aim of the Foundation Year 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. It will look at the core values of visual literacy and test how to apply them to specific, project defined tasks.

Suitability is decided by staff through a UCAS application / portfolio presentation / interview.

3. Learning Teaching and Assessment

The course, through the Programme Handbook, Module guides and individual projects identifies the key elements of the University's LTA Plan – namely:

Induction to module Clarifying assessment strategies | Learning activities | Support for learning and assessment | Assessment & feedback | Evaluation

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

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.

The BA (Hons) Graphic Design (Foundation Entry) course also offers applicants with little experience, but a firm commitment to the subject, the opportunity to develop the necessary underpinning technical and conceptual skills on a focused, non-diagnostic, subject specific programme of study.

Throughout the programme, studio-practice based modules are constructed as 40 credit units. This enables a comprehensive period of study, providing the time for students to consolidate their experience. This ensures the course can nurture individual strengths and weaknesses while maintaining an overarching learning dynamic.

The course has a flexible approach to part time study. You follow individual modules full time, but not take the full range of modules at that level. This allows you to spread the programme over four, five or even six years, depending on their individual circumstances, without losing continuity. This has been particularly effective for students requiring a more flexible approach, for a variety of reasons, where we have been able to deliver the course at a pace appropriate to their evolving needs.

(ii) Contexts For Learning

- BA (Hons) Graphic Design & BA (Hons) Illustration share a large open-plan studio at the Brampton Road site
- The studio has approximately 70 Apple Macs as well as flexible presentation areas (with a screen) and other general studio facilities
- Situated in the studio is a reprographics area with attending technical staff – as well as the site shop
- Workshops covering wood/metal/plastics/printed textiles/constructed textiles/ceramics/plaster – a series of practical sessions are introduced for the majority of these areas.
- The Art & Design library is situated on this site
- You have access to various student support services.

(iii) Learning, Teaching and Assessment Methods

Programme Teaching Methods (quoted from the Programme Handbook)

A variety of teaching and learning methods are employed throughout the course to ensure you acquire and develop appropriate concepts, knowledge and skills. These skills include study skills, research skills, your critical and analytical abilities, and your ability to manage your time and plan your work. Your personal communication skills in discussion, negotiation and presentation are also very important. These are not just essential for the course programme but are of great importance for design practitioners.

Throughout the degree you will be expected to take a pro-active approach to your learning and will be given tasks that encourage 'deep' rather than 'surface learning'.

- a) **Tutorials** provide crucial and individually tailored feedback to you. They can range from one to one to small group situations that may vary between modules and levels. In the early stages of the course they will often take the form of informal sessions conducted in the studio on timetabled taught days. As the course progresses you will be assigned weekly time slots with specialist tutors for more individual, involved and technical feedback reflecting the advanced level at which you are working.
- b) **Crits** (short for 'critique') lie at the heart of an education in Graphic Design or Illustration. These take place at the end of a project and will normally comprise a small group of your fellow students and (usually) two members of staff. You will be expected to give a short presentation of your work to the group. The effectiveness of your work and presentation will then be discussed by all present and you will receive a large amount of verbal feedback. Every project brief you receive has a blank self-reflection sheet attached to it. It is the feedback you receive at these end of project **crits** that you are asked to document, consider and respond to on your self-reflection sheet.
- c) **Lectures** are used by both studio and theory tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to any group discussions that ensue.
- d) **Seminars, Presentation and Discussion** sessions will explore issues in greater depth with both tutor and student-led formats. These will require you to engage in research and background reading and will consider the relation of theory to practice and help develop wide ranging transferable skills.
- e) **Practical Workshop Sessions** will provide the opportunity for you to develop specialist technical skills and knowledge. They normally take the form of tutor-led studio workshop demonstrations at the commencement of those projects which are specifically designed to allow you to focus on, experiment with, develop and personalise specialised skills, media, techniques and concepts.
- f) **Problem based learning** will comprise the majority of your course programme. Graphic Design and Illustration are, by their very nature, problem based disciplines. There will never be only one answer to a specific design problem (normally defined by the *project brief*). You will be expected to work on your own or as part of a small team to find a range of possible solutions. This will involve thorough research, synthesising the information you have discovered and developing and presenting a range of appropriate visual options and responses.
- g) **Group work** is very important as Graphic Design and Illustration are collective activities where communication, trust, responsibility and reliability are fundamental requirements. We write projects and tasks that allow you to experience, consider and develop your team-working skills.
- h) **Projects** are the usual vehicle by which you develop your design knowledge and expertise. As outlined above, the evaluation of project work is central to this degree programme. The project work you undertake during year two and three will form the content of the professional portfolio of work you will take with you when pursuing employment at the end of the course.
- i) **Written work** is central to a degree course and many of the learning approaches and emphasis is put upon clarity of style and argument as well as presentation. Different forms of written language will be explored to ensure appropriate critical skills and creative authorship are examined. This is developed in individual modules through specific project work.
- j) **Self-directed study** forms a natural and expected extension of the formal aspects of the course. Your ultimate success will be dependent on your willingness to develop, play with and extend the concepts and approaches introduced by project briefs. It is only with continued application that lasting and valuable progress can be made. If you *only* do the work you are given you may well achieve a degree but you almost certainly will not enter the profession (see Section 2.3 Personal Involvement).
- k) **E-learning and Blackboard** will be used for certain modules and as a portal for access to project briefs, timetables and lecture notes.

- l) **Work placement** although not mandatory is an important element of Year Three. You will be encouraged and supported in setting up a short (1-2 week) work placement with a company of your choice. It goes without saying that this proves invaluable 'real world' experience to students close to graduation and is an important stepping stone to your professional career and life after university.

We try to ensure that assessment is a key learning ingredient and not just an administrative hurdle. With that in mind we are attempting an integrated approach that covers:

- **Assessment** – the collating of marks and subsequent feedback.
- **Reflection** – the embedding of the self-reflective practitioner within our learning strategies
- **Employability** – the presentation of learning and knowledge as a transferable skill in securing employment.

This has been approached through a variety of methods in order to enable you to participate in a wide range of assessment experiences. This has included oral, written, multimedia, web and portfolio-based activities. Reflection is a continual ingredient in the assessment process, be it verbal, written or creative context and is performed at the end of individual projects / mid-semester overviews / end-of-semester assessment.

Knowledge and Understanding

All modules are delivered with a mixture of formal contact time, directed study and independent study.

The progressive structure of the programme leads you from instructional/guided modes of delivery at Level 3, to a greater emphasis on self-directed learning in Level 6.

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, you develop their critically reflective skills through independent projects, academic research and studio practice. Learning to apply these thinking skills through design practice led practice, contextual theory, discussion, reflection and independent research activities.

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.

This is supported by essays/reports in which you will contextualise their knowledge and experience within the wider contexts of contemporary design practice.

Employability Skills

Practical skills are extensively developed at all levels of the programme. You 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. You will meet regularly with tutors to discuss and review the aims, methods, concepts and progress of their work.

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.

Qualities, Skills and Other Attributes

Key skills are promoted and practised across the programme. You 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 you to apply and demonstrate the integration and application of the key skills.

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, you will 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 e portfolio).

(iv) Formative Assessment

Formative, summative and diagnostic assessment are regarded as positive learning tools and feedback from assessment

offers you clear guidance with regard to future development. Assessment strategies support your understanding of your learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process. Self- and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process. Assessment criteria accommodate the speculative enquiry common to most disciplines in art and design, and provide fair and accurate assessment of team work and individual contributions to the overall outcome of collaborative projects.

In studio practice practical based modules

Level 3: Visual Literacy | Technical Processes | Applied Creative Practice

Level 4: Design Fundamentals | Communicating Ideas | Thinking Through Image-Making

Level 5: Principles of Graphic Design | Principles of Multimedia | Exploration of Graphic Design

Level 6: Graphic Design Application | Graphic Design Practice

Formative assessment will take place through individual projects or mid semester reviews – feedback and indicative marks will be given

In modules with a higher written/contextual element

Level 3: Design Cultures

Level 4: Design Context 1

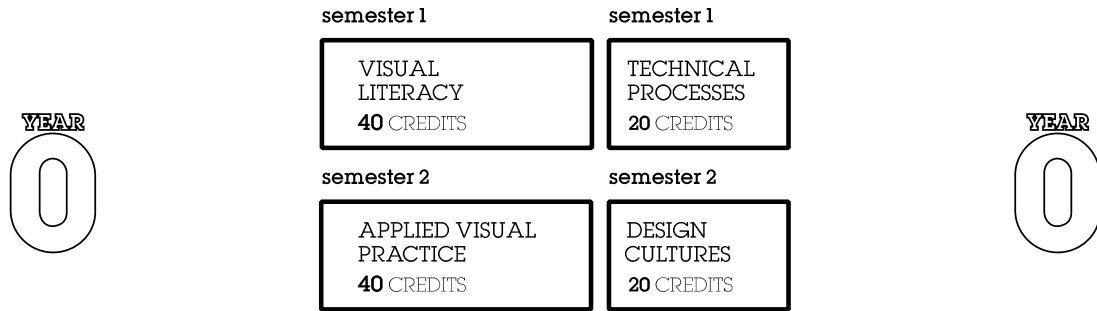
Level 5: Design Context 2

Level 6: Professional Context

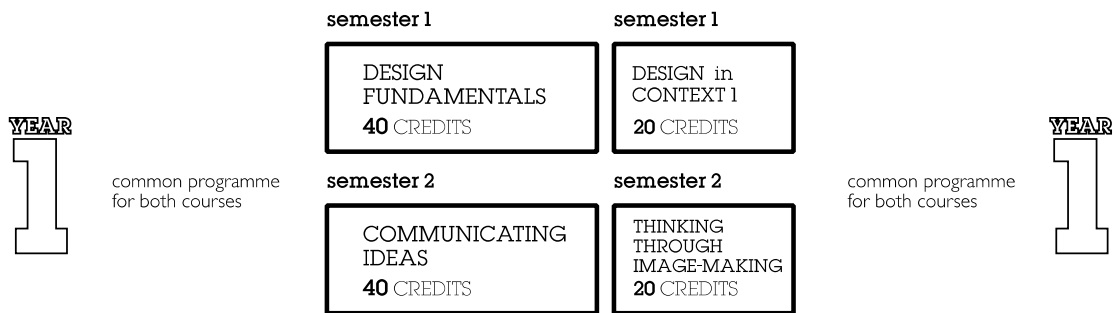
There is an on-going dialogue with tutors regarding the form and structure of essays, projects and reports. This enables you to develop and refine the work as it is being produced/written with structured tutorial guidance.

More detailed, operational information on Formative Assessment is available in the Programme Handbook

BA (Hons) GRAPHIC DESIGN / ILLUSTRATION - YEAR 0 - Foundation Entry

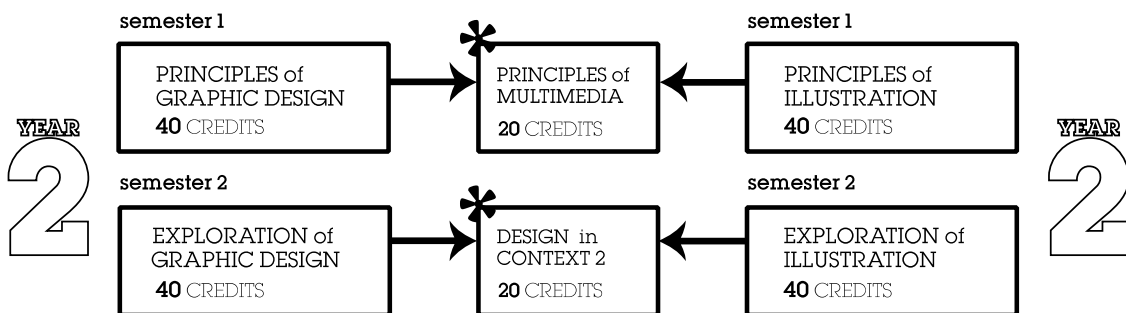


BA (Hons) GRAPHIC DESIGN / BA (Hons) ILLUSTRATION



BA (Hons) GRAPHIC DESIGN

BA (Hons) ILLUSTRATION



* common modules across both courses

4. Programme Outcomes

(i) Knowledge and Understanding

1. INVESTIGATE: To observe, investigate, enquire and visualise.
2. COMMUNICATE: The ability to communicate through image, text and evolving forms of digital/appropriate media.
3. CONNECT: The ability to make connections between intention, process and outcome and to locate their educational experience within a broader/contemporary social and economic perspective.
4. RELATE: To understand the designer's relationship with audiences, clients, markets and consumers, cultures and context.
5. EVALUATE: Develop an appropriate level of critical ability and awareness to make effective and reasoned evaluation

(ii) Employability Skills

6. NAVIGATE: Ability to demonstrate design development and the navigation of ideas.
7. ORGANISE: Plan and organise time and resources towards the successful progression of briefs from concept to finished presentation.
8. RESOLVE: Present a final design resolution that demonstrates ownership of the brief in determining an identified understanding of the needs of a client/audience/context
9. IDENTIFY: Identify, plan and rationalise a route to potential career opportunities.
10. COLLABORATE: Understand the importance of team working

(iii) Qualities, Skills and Other Attributes

11. REASON: Problem-solving/Critical and evaluative reasoning.
12. RATIONALISE: Conceptual ability/Rational thought/Lateral thinking.
13. SYNTHESISE: Integration of knowledge and skills and to synthesise information from a variety of sources.
14. PRODUCE: Resourceful and imaginative use of concepts that show productive levels of research, independent endeavour, commitment and challenge.
15. CONSOLIDATE: Form and communicate independent views and intentions in the process of expanding an appropriate language.

5. Level Descriptors

At Level 3: (Year 0 undergraduate), you will be able to 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 solving well defined problems, showing emerging recognition of 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.

At HE Level 4: (Year 1 undergraduate), students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined 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.

At HE Level 5: (Year 2 undergraduate), students will be able to demonstrate that they have the ability: to 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 problems in the field of study and in the generation of ideas effectively communicate information and arguments 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.

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, 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.

6. Curriculum Map

Programme Structure

Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes (eg pre/co-requisites, 'core optional' etc)
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	
3	GRAP3020	<p>Technical Process 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	
3	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-req: GRAP3010
3	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> <p>Lectures will focus in particular on,</p> <ul style="list-style-type: none"> • form: subject terminology, materials & processes • function: visual literacy, audience and readership • cultural contexts: both historical and contemporary that have impacted upon their creation. <p>You will be encouraged to debate theoretical ideas and put theory into practice in their own work.</p>	20	Compulsory	
Students exiting at this point with 120 credits at Level 3 would receive a Foundation Certificate					
4	GRAP4050	<p>Design Fundamentals</p>	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.			
4	GRAP4060	Design in Context 1 This module aims to develop your 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	
4	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-req: GRAP4050
4	GRAP4080	Thinking through Image-Making Emphasis will be placed on the introduction and development of a personal and professional creative approach to image-making, materials and processes. The experience of this exploration and development will enable you to make decisions about the relevance and potential for image-making as a 'tool' within their own art practice. Following on from this, students will have the opportunity to develop a personal methodology and iconography through an explorative approach to image-making.	20	Compulsory	
Students exiting at this point with 240 credits at Level 4 would receive a Cert HE					
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-req: GRAP4070
5	GRAP5020	Principles of Multimedia The aim of this module is to develop knowledge of the principles of design for digital environments through appropriate specialist creative and technical processes in the development of interactive digital products. The focus is to enable the learner to understand the potential of digital environments in communication design.	20	Compulsory	
5	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 language in the generation and refining of ideas through to resolution.	40	Compulsory	pre-req: GRAP5010
5	GRAP5040	Design in Context 2	20	Compulsory	pre-req: GRAP4060

		<p>This module is designed to develop your 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 your understanding of key critical concepts and theories and techniques of visual and textual analysis.</p> <p>There will a particular emphasis on developing your ability to contextually synthesise, analyse and evaluate their own work and the work of others</p>			
Students exiting at this point with 360 credits at Level 5 would receive a Dip HE					
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-req: GRAP5030
6	GRAP6020	<p>Professional Context</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"> •enable you 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 your intellectual skills of argument, synthesis and critical analysis; •provide an opportunity for you to develop their self-management skills, independent study skills and general competence as autonomous learners; •develop your research, referencing an writing skills 	20	Compulsory	
6	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-req: GRAP6010
6	GRAP6040	<p>Professional Practice</p> <p>Module content is centred on employability, education and practice issues that are relevant to your career interests and aspirations. This involves the development and application of both academic and practical skills to enable you to devise effective personal strategies to achieve career objectives. This will involve research and analysis of employment opportunities and employers' needs, and the development of relevant employability and enterprise skills.</p>	20	Compulsory	co-req: GRAP36010
Progression / Award requirements					
Module pass mark: 40%					

(*) Note: **Core Modules** – must be taken and successfully passed. **Compulsory Modules** – must be taken but can be carried as fails (if the award permits). **Optional Modules** – students would be required to take an appropriate number of optional modules.

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

*D = programme outcome is **developed** in this module*

*F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module*

*S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module*

Module Code	Module Name	Knowledge & Understanding					Employability Skills					Qualities, Skills and other Attributes				
		1. INVESTIGATE	2. COMMUNICATE	3. CONNECT	4. RELATE	5 EVALUATE	6. NAVIGATE	7. ORGANISE	8. RESOLVE	9. IDENTIFY	10. COLLABORATE	11. REASON	12. RATIONALISE	13. SYNTHESISE	14. PRODUCE	15. CONSOLIDATE
GRAP3010	Visual Literacy	S	S	D		F	D	S	D			S	D	D		D
GRAP3020	Technical Process	S	S	D										D		D
GRAP3030	Applied Visual Practice	S	S	D		F	D	S	D		D	S	D	D		D
GRAP3040	Design Cultures		F	S	S			S			D	S	D	D	D	
GRAP4050	Design Fundamentals	S	S	D	D	F	D	S	D			S	D	D	D	D
GRAP4060	Design in Context 1		F	S	S			S			D	S	D	D	D	S
GRAP4070	Communicating Ideas	S	S	D		F	D	S	D			S	D	D		D
GRAP4080	Thinking through Image-Making	S	S	D		D		S						D		S
GRAP5010	Principles of Graphic Design	S	S	S	S	S	S	S	S	D	F	S	F	F	F	F
GRAP5020	Principles of Multimedia	S	S	D	S	D	S	S	F	F		F	D	D	D	S
GRAP5030	Exploration of Graphic Design	S	S	S	S	S	S	S	S	D	F	S	F	F	F	F
GRAP5040	Design in Context 2	S	S	S	S	S	S	S	D	D	F	S	S	S	S	S

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		1. INVESTIGATE	2. COMMUNICATE	3. CONNECT	4. RELATE	5. EVALUATE	6. NAVIGATE	7. ORGANISE	8. RESOLVE	9. IDENTIFY	10. COLLABORATE	11. REASON	12. RATIONALISE	13. SYNTHESISE	14. PRODUCE	15. CONSOLIDATE
GRAP6010	Graphic Design Application	S	S	S	S	S	S	S	S	D	S	S	S	S	F	F
GRAP6020	Professional Context	S	S	S	S	S	S	S	F	F		S	S	S	S	S
GRAP6030	Graphic Design Practice	S	S	S	S	S	S	S	S	F		S	C	S	S	S
GRAP6040	Professional Practice	S	S	S	S	S	S	S	F	S		S	S	S	S	S

8. Indicative Assessment Calendar				
Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
LEVEL 3		** this would normally include indicative items such as: notebooks, sketchbooks, developmental sheets, samples, 3-D models, mixed media, digital files and resolved design solutions presented in an appropriate manner reflecting current industrial practice.		
GRAP3010	Visual Literacy*	Portfolio**	100%	End Semester 1
GRAP3020	Technical Process*	Portfolio**	100%	End Semester 1
GRAP3030	Applied Visual Practice*	Portfolio**	100%	End Semester 2
GRAP3040	Design Cultures	Written assignment Portfolio	50% 50%	mid & end Semester2
LEVEL 4		*Students will work on a cumulative body of practical projects with on-going formative feedback		
GRAP4050	Design Fundamentals*	Portfolio**	100%	End Semester 1
GRAP4060	Design in Context 1	Written assignment Project work	50% 50%	Mid & end Semester1
GRAP4070	Communicating Ideas*	Portfolio**	100%	End Semester 2
GRAP4080	Thinking through Image-Making*	Portfolio**	100%	End Semester 2
LEVEL 5		** this would normally include indicative items such as: notebooks, sketchbooks, developmental sheets, samples, 3-D models, mixed media, digital files and resolved design solutions presented in an appropriate manner reflecting current industrial practice.		
GRAP5010	Principles of Graphic Design*	Portfolio**	100%	End Semester 1

GRAP5020	Principles of Multimedia	Portfolio**	100%	End Semester 1
GRAP5030	Exploration of Graphic Design*	Portfolio**	100%	End Semester 2
GRAP5040	Design in Context 2	Written assignment Project work	50% 50%	End Semester 2
LEVEL 6		*Students will work on a cumulative body of practical projects with on-going formative feedback		
GRAP6010	Graphic Design Application*	Portfolio**	100%	End Semester 1
GRAP6020	Professional Context	Written assignment	100%	End Semester 1
GRAP6030	Graphic Design Practice*	Portfolio**	100%	End Semester 2
GRAP6040	Professional Practice	Written report Assignment	50% 50%	Mid-End Semester 2

9. Support for Students and their Learning

On joining the University, you will undergo an induction programme ensuring you have the essential information and staff or service contact details that will enable you to engage with your course effectively; safely use equipment associated with your study and, above all, feel connected with the University of Cumbria learning community. Induction activities are planned by your course team, the University's service areas (e.g. Library and Student Services) and the Student's Union.

As a student of University of Cumbria, you will have access to Library and Student Services (LiSS) facilities; careers and employability, financial help, counselling, health and wellbeing, support for disabled students and those with specific learning requirements and taught sessions to develop a high level of information fluency, digital skills and academic skills.

You will have embedded skills interventions from LiSS as part of your induction experience and beyond. Typically the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources (ebooks, ejournals, image collections etc). Later input will cover more advanced information fluency and critical reading and writing skills.

LiSS will provide quantitative and qualitative feedback to the faculty on the impact of the skills support offered to participants on an annual basis.

You can access individual support from LiSS via email guidance and by face-to-face advice throughout your student journey. Further LiSS Learning and skills development workshops may be requested by tutors or directly by you. These sessions focus on a range of skills including; using wider library resources, specific project research sessions, using smartboards, planning for dissertations and introducing the requirements of academic research.

In addition, you will have access to online tutorials and the skills@cumbria support area on Blackboard and on the LiSS website: <http://www.cumbria.ac.uk/SkillsatCumbria/>.

Module leaders will collaborate with LiSS learning advisers to ensure reading lists are current and that ebooks and electronic journal titles have been considered. Reading lists will be made available to LiSS Learning advisers who will transform them into interactive electronic lists using the Talislist tool. The finished lists will be made available on an open access basis (for prospective students) from the LiSS website (and other appropriate platforms).

10. Criteria for Admission

BA (Hons) Graphic Design (Year 0 entry)

Application for the course is at 100 UCAS Points, to include a minimum GCSE 'C' grade in a related subject.

BA (Hons) Graphic Design (Year 1 entry)

Application for the course is at 240 UCAS Points.

Four GCSEs at minimum grade 'C' are required, to include English Language.

- All candidates attend for interview with a portfolio of practical work, or submit electronic evidence of their work.
- For those students who have completed either a Foundation Degree or HND or equivalent, their point of entry will be determined at interview in relation to the evidence presented in the portfolio.
- The criteria for admission complies with Academic Regulations and the Admissions Policy.
- The University's Procedures for APL apply.

Standard entry criteria as indicated in the University Admissions Policy. Standard University practice will be followed with respect to applicants without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.

Advanced standing on the course will be considered in line with the University's APL Regulations and Procedures.

All up to date information on applications and entry tariffs can be found at:

<http://www.cumbria.ac.uk/Courses/ApplicationsEnquiries/Enquiries/Undergraduate.aspx>

For international students:

<http://www.cumbria.ac.uk/Courses/ApplicationsEnquiries/Enquiries/InternationalApplications.aspx>

For information about what we look for in a portfolio go to:

<http://www.cumbria.ac.uk/graphicdesign/apply.html>

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching	
Mechanisms for review and evaluation of LTA, the curriculum and outcome standards	Module reviews, AERs, peer review, external examiner reports, etc
Committees with responsibility for monitoring and evaluating quality and standards	Programme quality committees (PQCs), FLTQEC, LTQEC
Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience	Student representatives, PQCs, work, review, NSS, module evaluation
Staff development priorities for staff teaching this programme	(i) scholarly and research activities, professional updating; (ii) detail evidence that staff have achieved, or are working toward Standard 2 of the National Professional Standards – either through undertaking the MA Academic Practice or through completion of a professional portfolio (iii) pursuing and sharing with students, our own illustrative or design-led outputs.

12. Additional Information
<ul style="list-style-type: none"> All students are given their own research blog on entry. This is later replaced by your own bespoke web-portfolio. We organize a range of 'live' projects with local and national firms to give you a taste of real-world client work. Industries ties are forged through internships, alumni presentations, collaborative projects and office visits. Staff are continually involved in a range of CPD, including PhD research, exhibitions and external examining. We have looked to external benchmarks as a way of measuring our delivery and direction. To this end we have participated and meet with great success at New Blood, London as part of D&AD Showcase for emerging student talent within the graphic and communication design industries. Feedback has been extremely complementary and students have made contacts for employment, freelance work with a range of companies.

13. Administrative and Supporting Information	
Key sources of information about this programme and its development can be found in the following:	<p>QAA April 2011: Subject Benchmark Statement [Art and Design] 2008 Learning in art & design develops:</p> <ul style="list-style-type: none"> the capacity to be creative an aesthetic sensibility intellectual enquiry skills in team working an appreciation of diversity the ability to conduct research in a variety of modes the quality of reflecting on one's own learning and development the capacity to work independently, determining one's own future learning needs.
Quality Group:	Graphic Design Illustration Photography
Faculty	Arts, Business & Science
Teaching Institution	University of Cumbria
JACS code:	210
Programme code (CRS):	UB-GRADES
UCAS code: (where applicable)	W215 (Year 0 entry) W210 (Year 1 entry)
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	QAA Audit – April 2011

Date of Programme Specification validation	2012/13	
Validated period of programme:	Validation period extended to August 2019	
Date of changes to Programme Specification:	Reason for change: (eg minor changes)	<i>Date:</i>
	<i>Minor Change</i>	<i>March 2017</i>
	<i>MMAP</i>	<i>24.05.2018</i>
The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.		

About Programme Specifications
<p>This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.</p> <p>Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:</p> <ul style="list-style-type: none"> • As a source of information for students and prospective students seeking an understanding of the programme. • For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme. • As a reference point for audit, review and monitoring purposes • As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme. <p>For more details about Programme Specifications, refer to the QAA Quality Code, Chapter A3: The Programme Level.</p>

DEFINITIVE DOCUMENT		Date:	
Record of Changes:			
Date	Section(s) affected	Actioned by	SITS updated (Y/N/NA)
March 2017	Change from Core to Compulsory modules GRAP3040, GRAP4060, GRAP6020 and GRAP6040	PH	Yes
26.06.2018	GRAP6020: Change to semester of delivery and summative assessment, removal of pre-requisite module	RT	Yes