

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (HONS) GRAPHIC DESIGN<sup>1</sup>**

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

---

<sup>1</sup> Formerly known as BA (Hons) Graphic Design: Visual Communication

Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>2</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Graphic Design		
Course Location and Length	Campus: Canterbury	Length: Full Time – 3 years <sup>3</sup>	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2018/19 to 2022/23		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements <sup>4</sup>			
<p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p><b>That's why your portfolio is an especially important part of your application to study with us – and we can help.</b> Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available <a href="#">here</a>, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> <li>• Merit at UAL Extended Diploma, or</li> <li>• 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject</li> </ul> <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</p>			

<sup>2</sup> Regulated by the Office for Students

<sup>3</sup> Stage 1 students may enter the course in Autumn (October 2020/September 2021) or February.

<sup>4</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

\*To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>

\*\* We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.

Overall methods of assessment <sup>5</sup>	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	3.8%	96.3%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours <sup>6</sup>	Scheduled:	Independent:	Placement:
Stage 1	41.7%	58.3%	0.0%
	500 hours	700 hours	0 hours
Stage 2	37.5%	62.5%	0.0%
	450 hours	750 hours	0 hours
Stage 3	29.2%	70.8%	0.0%
	350 hours	850 hours	0 hours
General level of staff delivering the course <sup>7</sup>	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art and Design			
Framework for Higher Education Qualifications (FHEQ)			

#### The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#).

The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;

<sup>5</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>6</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>7</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
<b>Year/Stage 1</b>				
CGRD4001- Introduction to Visual Communication	4	30	Core	
CGRD4002- Design Fundamentals 1: Type, Image, Print	4	30	Core	
CGRD4003 - Design Fundamentals 2: Motion, Narrative, Screen	4	30	Core	
CGRD4004 - Visual Theory Message, Medium, Meaning	4	30	Core	
<b>Year/Stage 2</b>				
CGRD5001 - The Editorial Process	5	30	Core	
CGRD5002 - Social and Cultural Contexts	5	30	Core	
CGRD5007- Spatial Practices	5	30	Core	
CGRD5008 - Developing Your Practice	5	30	Core	
XXXX5060 Study Abroad Exchange	5	60	Elective	No
<b>Year/Stage 3</b>				
CGRD6010 - Major Project	6	60	Core	
CGRD6013 - Critical Research and Practice	6	60	Core	

## Section B - Course Overview

- the emphasis of this course is for students to develop ideas based solutions to communication design tasks. This Graphic Design course encourages students to students to “think” and “reflect” as well as “do”.
- the subject is framed in its historical and contemporary context.
- the course team ensures an understanding of the principles/ core issues of visual communication; and consider this to be their ‘equipment for a life’ in design practice and the creative industries. This is born out of the staff teams experience of contemporary communication design practices.
- students are alerted to their social/ ethical responsibility as future designers, as well as to issues of sustainability.
- graphic design is taught as an integrative/ interdisciplinary practice.
- students are encouraged explore the boundaries of the subject and anticipate future developments, but still retain core skills in fundamental design practices, we put an emphasis upon a students’ ability to ‘make’ and in developing their craft skills through both analogue and digital design mediums.
- students develop conceptual-analytical skills as a lifelong transferable currency appropriate for the demands of the contemporary working environment.
- students consider skills and technology in relationship the context that they will be applied to, which is a vital consideration for any designer practising within the ‘multi–platform mediums prevalent in contemporary culture. Students are

encouraged to explore making in a post-digital context developing both physical and digital skills that enhance and integrate with each other.

- students are encouraged to develop appropriate, varied, transferable methodologies for both research and enterprise through taught units such as developing your practice in Yr2.
- this course introduces students to the complexities of the creative industries and the varied choices they will engage with for employment and how best develop profile that will enable them to maximise their opportunities for their future beyond the course.
- the course prepares students for the increasingly complex decisions they will encounter after graduation for employment and entrepreneurship, through a wide range of visiting lecturers, specialist tutors and 'live' brief activities.
- being located in Canterbury with its diverse student population, high speed rail link to London, ease of access to continental Europe and rich cultural and historic heritage, the course is ideally situated and attracts a varied range of students both nationally and internationally.

### **Year 1**

Students explore Visual Communication in its broadest global context, as a foundation to develop understanding of contemporary Graphic Design practice. Supported through an exciting programme of workshops, including typography, printmaking, photography, darkroom processes, 3D, letterpress and motion design, the students discover a range of digital and analogue making skills as related to still and moving images, alongside dedicated software training.

Studio work is supported by a strong grounding in Contextual Studies, exploring concepts in semiotics, the relationship between word and image, the construction of narrative, function and expression, cultural connotation and myth, subversion and propaganda.

### **YEAR 2**

Year 2 explores socio-political and global contexts for Graphic Design practice, with a strong emphasis on social design, visual storytelling and developing a personal voice. We offer an ambitious unit that focuses on social and cultural contexts, encouraging students to investigate and engage with the world around them through contemporary issues that are both relevant and inclusive. Alongside this, students expand their knowledge of platforms for disseminating work and how meaning is extended through context that it will be seen in. Students have the opportunity to study abroad, in an optional unit that is designed to broaden their educational experience and to deepen their understanding of cultural and international diversity. It is at this stage also that students embark on their first self-initiated project Developing your Practice, through this they explore the complexities of the Creative Industries and develop the required understanding and awareness of professional and entrepreneurial skills needed to launch a successful Graphic Design career. This is delivered through exposure to professional practitioners and visiting lecturers, acquisition of specialist skills through an optional workshop programme, advice on self-employment, competition briefs/client facing briefs and case studies and presentations.

**This second year of study also includes a Study abroad option** that is designed to broaden your educational experience and to deepen your understanding of cultural diversity. It will enable you to study within a different cultural context and gain fresh perspectives. We have partnerships with specialist arts universities across Europe as well as in Asia, Australasia and North America.

### **YEAR 3**

Students consolidate and extend their learning and negotiate their own projects in year 3 - an essential building block in defining their practice beyond their university career. We encourage students to explore professional practice in an innovative and entrepreneurial manner, particular focus is upon the

identification of new platforms and contexts for work. This is supported through multiple opportunities to engage with practitioners, competitions, live briefs and extra-curricular projects. Students will also undertake a substantial period of self-directed research on a subject related to the historical, theoretical or critical concerns of their discipline, culminating in a substantial work of critical research.

### Section C - Course Aims

- Provide a specialist education that encourages you to develop independent learning, critical thinking, engage in discourse and relate this to practice.
- Foster the development of visual, oral and written communication and engagement with the technologies and processes relevant to contemporary international communication design practice.
- Encourage speculation, research, critical judgement and fluency in subject debate as a means of informing you of your own creative practice and to inclusive and global audiences.
- Introduce you to the contexts and scope of professional practice, and the social and cultural mechanisms that mediate between graphic design, the public and international audiences.
- Enable you to articulate and synthesise your knowledge and understanding, attributes and skills in effective ways in the context of creative practice, sustainability, employment, further study, research and self-fulfilment.
- Apply, consolidate and extend your learning in different contextual frameworks and situations both within and without the field of art and design.
- Provide a learning environment that allows an analytical exploration of the ways in which graphic design - in its broadest variety of media and contexts - can shape meaning and enable inclusive and effective communication.

### Section D - Course Outcomes

Upon successful completion of the course students are able to:

#### *Knowledge*

- apply a wide range of practical and conceptual skills that are inclusive, adaptable and flexible.
- determine how visual communications are disseminated and received in social and international dimensions.

#### *Understanding*

- have developed the confidence to explore, debate and experiment.
- be capable of informed, sustained and rigorous visual and intellectual enquiry.

#### *Application*

- apply an appropriate mechanism for distinctive, clear, innovative and visually sophisticated design for a diverse range of inclusive global audiences.

- have developed an autonomous working practice that is self-initiated and sustainable.
- shape the meaning and impact of visual communications through a methodology of research > analysis > conceptualisation > planning > realisation.

## Section E - Learning, Teaching and Assessment

### **Learning and Teaching Strategy**

The BA (Hons) Graphic Design course is founded on the principle that the most effective educational experience combines structured teaching and independent study.

The course seeks to empower students to become independent learners, by giving them responsibility for the management of their own learning whilst strong guidance is offered at every stage. The teaching methods promote incremental learning, encouraging independence whilst discouraging derivative thinking. The learning strategies used promote critical reflection and the capacity to sustain a commitment to study.

Briefs are constructed to progressively release greater developmental scope to students giving them the responsibility to prioritise the content of their project on the basis of their increasing familiarity, expertise and developing personal interests.

Students receive similar quantities of directed and part directed learning throughout the three years, alongside this they self-manage increasingly complex projects that incorporate escalating demands.

### **Methods of Delivery**

The following methods of delivery are routinely carried out in the course:

Lectures which involve formal teaching sessions to large groups. Seminars which provide the opportunity for smaller groups to discuss material in more detail than is possible in a lecture situation. Tutorials which involve a meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.

Demonstration sessions and workshops involving the demonstration and application of a practical technique or skill. Supervised time in studio/workshop - time in which students work independently but under supervision, in a specialist facility such as a studio or workshop. External visits to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study. Guided independent study that includes preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, revision, etc.

### **Assessment Strategy:**

The overall aim of assessment is to:

- measure performance over a specified part of the course in relation to the learning outcomes, work requirement and outcomes.
- provide feedback about performance, helping students to identify strengths and weaknesses.
- determine suitability to progress to the next stage of the course.
- determine the award of an appropriate qualification.

### **Unit Assessment**

The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage. Units are normally assessed within their duration.

Assessment results are handed to students, posted on myUCA, written and verbal feedback is provided in accordance with institute benchmarks.

Each Unit Handbook contains a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its outcomes and length of study. Assessment requirements will vary depending on the nature of the unit. They may be a specified list of assessment requirements or obtained by a portfolio of evidence, which may include coursework, oral presentations, reflective learning journals, and written submissions.

Students present their developing project at a formative review prior to summative assessment at which they will receive detailed verbal feedback. They will then have a short period to enhance the material before submitting it in portfolio format for summative assessment. Students present their projects at various stages to both staff and to their peer groups to encourage the dissemination of good practice, information and experiences.

Summative assessments support the student in receiving a grade alongside staff feedback at the conclusion of each unit of study .

#### **Section F - Enhancing the Quality of Learning and Teaching**

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives