

# BA (Hons) Graphic Design Course Specification



## 1. General information

Title	BA (Hons) Graphic Design
UCAS code	W214
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	Creative Skillset
Relevant QAA benchmark(s)	Art & Design 2008
Date of most recent review/approval (for new courses)	May 2016
Date of next review	2020-21

Awards	Credits	Duration	Mode of study
BA (Hons) Graphic Design	360 (180 ECT)	3 years	FT
BA Graphic Design*	300	3 years	FT
DipHE in Graphic Design*	240	2 years	FT
CertHE in Graphic Design*	120	1 year	FT
*Exit Award only			

## 2. Course aims and objectives

### 2.1 Educational aims and objectives

***This course aims to provide students with:***

- a specialised course of study in Graphic Design;
- the opportunity to develop creatively and vocationally relevant practical and intellectual skills in Print and Digital media;
- an honours level experience of the practical, conceptual and theoretical aspects of design practice;
- a high quality and challenging design education in a stimulating environment, appropriately resourced;
- an academically rigorous course of study that reflects practical and critical Graphic Design practices;
- The opportunity to develop a professional understanding of the design industry through optional work placement, industrial contacts and live projects;
- the ability to use intellectual and practical skills for independent, professional design practice and higher study at MA level in a related discipline;
- the ability to develop a professionally relevant practice in Graphic Design through individual and collaborative engagement;
- the skills and knowledge to apply, consolidate and extend their learning in different professional frameworks and situations, both within the field of Graphic Design and beyond.

***On successful completion of this course, a student will be able to:***

- Employ appropriate materials, media, techniques, methods, technologies, strategies and tools associated with Graphic Design practice, with skill and imagination whilst observing and establishing effective and vocationally relevant working practice.
- Generate design ideas, concepts, proposals and solutions through the application of visual languages, materials, processes and techniques which are common practice in the Graphic Design Industry.
- Demonstrate a practical and conceptual understanding of Graphic Design practice in relation to print and digital media, which enables the development of design ideas/solutions through to material outcomes.
- Demonstrate an understanding of contemporary design practice, technical innovation and research methodologies through individual studio practice, contextual references and academic research.
- Appreciate, question and respond positively, creatively, individually and/or collaboratively to the inherent limitations, conventions and established professional practices of the Design Industry.
- Employ a range of appropriate practical and conceptual research methods to investigate aspects of the creative, critical, cultural, social and ethical contexts of contemporary communication design.
- Apply their knowledge, skills and understanding in order to initiate, plan and develop design solutions in response to a range of brief led and self-initiated projects.
- Develop a body of work that demonstrates an individually appropriate understanding of professional contexts, vocational ambitions and/or academic progression opportunities.

### 3. Course outcomes

#### 3A Course Outcomes - Level Learning Outcomes

<i>BA (Hons) Graphic Design Level Outcomes</i>			<i>Mapping</i>
<i>By the end of level 4 students will be able to:</i>			
Level 4	GD4.1	Demonstrate an awareness of the practical and contextual understanding that is individual to subject discipline.	4A1, 4A2, 4A3, 4A4, 4A5, 4A6, 4A7.
	GD4.2	Demonstrate the ability to identify, analyse and evaluate set briefs using appropriate method and materials within a graphic design context.	4B1, 4B2, 4B3, 4B4, 4B5, 4B6.
	GD4.3	Demonstrate the ability to explore ideas processes and techniques using visual and practical skills and principles to produce design solutions for set problem or brief.	4C1, 4C2, 4C3, 4C4, 4C5, 4C6, 4C7, 4C8, 4C9.
	GD4.4	Demonstrate the ability to effectively use appropriate communication and documentation methods in relation to a determined body of work in response to set brief.	4D1, 4D2, 4D3, 4D4, 4D5, 4D6.
<i>By the end of level 5 students will be able to:</i>			
Level 5	GD5.1	Demonstrate an informed and critical awareness of the practical and contextual research production and distribution methods that are individual to subject discipline and culture.	5A1, 5A2, 5A3, 5A4, 5A5, 5A6, 5A7, 5A8.
	GD5.2	Demonstrate the ability using logic, reasoning and critical judgement to identify, analyse and evaluate set briefs using appropriate method and materials within a graphic design context.	5B1, 5B2, 5B3, 5B4, 5B5.

	GD5.3	Demonstrate the ability to critically and effectively explore ideas, processes and techniques using visual and practical skills and principles to produce technically competent and conceptually appropriate design solutions for set problem or brief.	5C1, 5C2, 5C3, 5C4, 5C5, 5C6, 5C7.
	GD5.4	Demonstrate the ability to effectively use appropriate communication and documentation methods, which exercise a self-management skill in relation to a determined body of work in response to set brief.	5D1, 5D2, 5D3, 5D4, 5D5.
<b>By the end of level 6 students will be able to:</b>			
Level 6	LLO6.1	Demonstrate an independent critical understanding, specific knowledge and specialist understanding of the professional and contextual location of their practice.	6A1, 6A2, 6A3, 6A4
	LLO6.2	Evidence the synthesis of their knowledge and understanding to generate effective creative solutions within their designated discipline in order to progress into employment or other progression opportunities.	6B1, 6B2, 6B3
	LLO6.3	Evidence a high level of process and professional skills that demonstrate a critically informed application of the materials and professional skills of their chosen discipline.	6C1, 6C2, 6C3, 6C4
	LLO6.4	Use information, experiences and a range of appropriate communication methods to present themselves as a professional practitioner.	6D1, 6D2, 6D3

### 3B Course Outcomes - Module Learning Outcomes

In order to pass a module, all learning outcomes must be passed (i.e. achieve a grade of 40% or more).

#### Level 4

On completion of Level 4 of the course, students will have achieved the following learning outcomes, and will be eligible for an exit award of a Certificate of Higher Education.

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<b>4A1</b> - Demonstrate an awareness of the aesthetic, cultural, historical, technological, social, political or other contexts relevant to individual subject disciplines.	<b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.
<b>4A2</b> - Demonstrate an awareness of the relationship between the theoretical and practical contexts of their own subject discipline.	<b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
<b>4A3</b> - Demonstrate an awareness of appropriate areas of practice within the creative industries and cultural environment.	<b>LECTURES/SEMINARS/WORKSHOPS:</b> Knowledge and understanding are acquired through lectures, technical and practical workshops, seminars and directed independent learning activities.
<b>4A4</b> - Demonstrate an awareness of practical and conceptual concerns within the context of visual thinking and visual communication.	<b>BRIEFINGS/SEMINARS:</b> to introduce module content, principles/theories and explore their relationship to design practice.
<b>4A5</b> - Demonstrate an understanding of visual literacy and visual language in relation to the visual investigation of ideas and concepts.	<b>WORKSHOPS:</b> to introduce and support the development of practical and conceptual

Knowledge and understanding	
<p><b>4A6</b> - Demonstrate a range of approaches to research in the collection, development and communication of source material.</p> <p><b>4A7</b> - Demonstrate an understanding of the relationship between formal language, visual communication and problem solving in the development of appropriate solutions to defined problems.</p>	<p>approaches to problem analysis, idea generation and design development.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY:</b> to develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development.</p>

Cognitive skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>4B1</b> - Evidence the ability to analyse and evaluate ideas from a range of primary and secondary sources.</p> <p><b>4B2</b> - Analyse, evaluate and reflect on their strengths and weaknesses as learners</p> <p><b>4B3</b> - Explore a range of approaches to the generation and investigation of ideas in the development of solutions to set problems.</p> <p><b>4B4</b> - Identify and evaluate individual creative concerns in relation to set problems and graphic design contexts.</p> <p><b>4B5</b> - Explore individual responses to creative opportunities, source material and design processes appropriate to set briefs and identified problems.</p> <p><b>4B6</b> - Demonstrate a critical awareness of individual intentions in the production and contextualisation of work related to appropriate graphic design practices.</p>	<p><b>SEMINARS:</b> To develop oral skills in debate and to provide a supportive framework for the practice of appropriate cognitive skills.</p> <p><b>STUDIO DEVELOPMENT:</b> To develop practice alongside other students within a climate of mutual theory/practice engagement.</p> <p><b>SEMINARS/WORKSHOPS:</b> Intellectual skills are developed through technical practical areas, seminars and directed independent learning activities.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY:</b> Analytical skills are developed through coursework tasks that encourage creativity and problem solving.</p> <p><b>GROUP CRITIQUES:</b> to develop understanding and skills in the critical analysis and evaluation of individual progress and peer feedback.</p> <p><b>PROGRESS SURGERIES (INDIVIDUAL/GROUP):</b> to support the development of individual /group understanding of core themes, principles and practices in relation to module content and personal development.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p><b>4C1</b> - Evidence the capacity for undertaking practical and theoretical research that demonstrates an awareness of critical, effective and testable processes.</p>	<p>Practical applications are a key feature of the course and are emphasised in course design and delivery. Small-group tutorial and practical work comprise up to two thirds of timetabled sessions.</p> <p>Research and independent learning skills are central to the course and are developed throughout the course.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p><b>4C2</b> - Develop a body of work in response to a defined brief that effectively demonstrates an awareness of their own practice in relation to others.</p> <p><b>4C3</b> - Visually explore ideas through the selection of appropriate methods, processes and media in response to set briefs.</p> <p><b>4C4</b> - Demonstrate a practical investigation of visual thinking, visual research and visual development.</p> <p><b>4C5</b> - Develop and present a body of work that demonstrates an ability to practically investigate and apply identified design principles to specific problems.</p> <p><b>4C6</b> - Select and investigate appropriate practical approaches to the investigation of communication, function, context and media in response to a brief.</p> <p><b>4C7</b> - Explore processes and techniques in the visual development of ideas towards communication and design solutions to identified problems.</p> <p><b>4C8</b> - Identify, evaluate and select appropriate practical and conceptual approaches to the development of effective solutions to set problems.</p> <p><b>4C9</b> - Demonstrate the ability to incorporate visual skills and sensitivity to appropriate media in the development of a body of individually identified design solutions.</p>	<p>Presentation skills are developed through preparation for presenting their understanding of the creative Industries and cultural environment, orally and through their critical report.</p> <p>Independent learning is encouraged through research tasks for assignments and in the requirement to plan work schedules to meet deadlines for coursework.</p> <p><b>PRACTICAL WORKSHOPS:</b> to introduce and support the development of appropriate practical/technical skills appropriate to module content and outcomes.</p> <p><b>INDEPENDENT DEVELOPMENT</b> to develop individual areas of interest, practical skills and a design practice appropriate to module content and personal development.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p><b>4D1</b> - To communicate individual opinions in written, visual, oral and other appropriate forms.</p>	<p><b>Tutor led support in relation to a portfolio of set tasks:</b> To support students through the acquisition of key skills in reading, writing, reporting, essay structuring and other skills commensurate with developing appropriate academic communication abilities.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/assessment methods
<p><b>4D2</b> - Use appropriate communication skills to record and present their emerging practice.</p> <p><b>4D3</b> - Document and record critical awareness, evaluation and self-reflection in response to their own work and the work of others.</p> <p><b>4D4</b> - Effectively communicate informed opinions and critical awareness through appropriate methods of documentation, reflection and self-evaluation.</p> <p><b>4D5</b> - Demonstrate an effective use of appropriate methods of recording, documenting and evaluating individual progress.</p> <p><b>4D6</b> - Effectively manage time and resources in order to document, present and evaluate a self-determined body of work in response to set briefs.</p>	<p>Transferable/key skills are core to the learning strategy of the course. They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects.</p> <p>Reflection and self-awareness are fostered by keeping reflective journals and submitting self assessment documentation in support of personal performance.</p> <p>The use of information technology plays an active role throughout the course.</p> <p><b>GROUP CRITIQUES:</b> to introduce skills in the critical analysis and evaluation of individual progress and peer feedback.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY:</b> to develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development.</p>

#### Level 5

On completion of Level 5 of the course, students will have achieved the following learning outcomes, as well as those at Level 4, and will be eligible for an exit award of a Diploma of Higher Education.

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>5A1</b> - Demonstrate a critical understanding of the aesthetic, cultural, historical, technological, social, political or other contexts relevant to individual subject disciplines.</p> <p><b>5A2</b> - Demonstrate an awareness of the relationship between the theoretical and practical contexts of their own creative concerns</p> <p><b>5A3</b> - Demonstrate an informed understanding of the professional context of their practice within the creative industries and cultural environment.</p>	<p><b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p><b>LECTURES AND SCREENINGS:</b> To introduce the concepts and research methodologies involved.</p> <p><b>STUDIO DEVELOPMENT:</b> To develop practice alongside other students within a climate of mutual theory/practice engagement.</p>

<p><b>5A4</b> - Make appropriate use of a range of research methods, to investigate a topic and produce work relating to the critical, cultural or social context of art and design.</p> <p><b>5A5</b> - Demonstrate an informed understanding of issues relating to information, media, format and context through the delivery of solutions to identified design problems.</p> <p><b>5A6</b> - Understand the potential and limitations of the technologies and processes used in the production of design for print and screen based delivery.</p> <p><b>5A7</b> - Demonstrate an informed understanding of issues relating to media, communication, audience and function through the delivery of solutions to identified design problems.</p> <p><b>5A8</b> - Understand the potential and limitations of technologies and processes used in the production of design for 2d, 3d and 4d distribution.</p>	<p><b>SEMINARS/WORKSHOPS:</b> Knowledge and understanding are acquired through technical and practical workshops, seminars and directed independent learning activities.</p> <p><b>GROUP CRITIQUES:</b> to develop understanding and independent skills in the critical analysis and evaluation of individual progress and peer feedback.</p> <p><b>INDIVIDUAL TUTORIALS:</b> to monitor and guide student progress.</p> <p>All methods may take range from individual attention through to group, from face to face to on-line approaches.</p> <p><b>LECTURES/BRIEFINGS:</b> to introduce module content, principles/theories and explore their relationship to design practice.</p> <p><b>WORKSHOPS:</b> to support the development of increasingly independent practical and conceptual approaches to problem analysis, idea generation and design development.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY:</b> to develop self-directed areas of interest and methods of self-evaluation appropriate to module content and personal development.</p>
--	--

Cognitive skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>5B1</b> - Evidence the ability to use logic, reasoning and critical judgement to analyse ideas from a range of primary and secondary sources.</p> <p><b>5B2</b> - Identify and analyse the challenges and opportunities offered by future developments within individually appropriate areas of creative practice.</p>	<p><b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p>Intellectual skills are developed through formal lectures, technical and audio/multimedia practical areas, seminars and directed independent learning activities.</p> <p>Analytical skills are developed through coursework tasks that encourage creativity and problem solving.</p>



Cognitive skills	
<p><b>5B3</b> - Generate ideas, concepts, proposals, solutions and/or arguments, using the language, materials, processes and techniques of a designated discipline.</p> <p><b>5B4</b> - Analyse and critically evaluate primary/secondary source material to inform the development and contextualisation of design solutions for print and screen based distribution.</p> <p><b>5B5</b> - Analyse and critically evaluate the impact of social, cultural, technological and/or ethical concerns on the development of solutions to problems relevant to individual graphic design concerns.</p>	<p><b>GROUP CRITIQUES:</b> to develop understanding and independent skills in the critical analysis and evaluation of individual progress and peer feedback.</p> <p><b>PROGRESS SURGERIES (INDIVIDUAL/GROUP):</b> to support the development of individual /group understanding of core themes, principles and practices in relation to module content and personal development.</p> <p><b>GROUP CRITIQUES:</b> to develop understanding and independent skills in the critical analysis and evaluation of individual progress and peer feedback.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>5C1</b> - Evidence the capacity for undertaking practical and theoretical research that demonstrates an informed application of critical, effective and testable processes.</p> <p><b>5C2</b> - Develop a body of work in response to a defined brief that effectively demonstrates professional working practices in research, planning and communications.</p> <p><b>5C3</b> - Respond to set briefs or proposals in a professional context.</p> <p><b>5C4</b> - Select, manipulate and apply appropriate media, processes and technologies in the development, production and presentation of design solutions for print and screen.</p> <p><b>5C5</b> - Identify, evaluate and apply practical/technical processes, materials and media in order to produce technically competent and conceptually appropriate outcomes.</p> <p><b>5C6</b> - Explore and apply a range of appropriate practical and conceptual approaches to self-determined ideas, concepts, solutions/proposals in response to own identified intentions and relevant practices.</p>	<p><b>LECTURES AND SCREENINGS:</b> To introduce the concepts and research methodologies involved.</p> <p>Practical applications are a key feature of the course and are emphasised in course design and delivery. Small-group tutorial and practical work comprise up to two thirds of timetabled sessions. Research and independent learning skills are central to the course and are developed throughout the course.</p> <p>Independent learning is encouraged through research tasks for assignments and the final year project, and in the requirement to plan work schedules to meet deadlines for coursework.</p> <p><b>PRACTICAL SESSIONS:</b> to develop skills specific to student needs.</p> <p><b>PRACTICAL WORKSHOPS:</b> support the development of appropriate practical/technical skills appropriate to module content and outcomes.</p> <p><b>INDEPENDENT DEVELOPMENT</b> to further develop increasingly self-directed areas of interest, practical skills and a design practice appropriate to module content and personal development.</p>



Practical and professional skills	
5C7 - Produce technically competent and conceptually appropriate outcomes to identified problems through the selection and application of technical design skills.	

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>5D1</b> - Organise and carry out self-directed projects and communicate outcomes through written, visual, oral and other appropriate forms.</p> <p><b>5D2</b> - Employ a range of appropriate professional communication methods to record and present their own creative practice, concerns and ambitions.</p> <p><b>5D3</b> - Exercise self-management skills in managing their workloads and meeting deadlines/apply interpersonal and social skills to interact with others.</p> <p><b>5D4</b> - Demonstrate the ability to communicate the development and resolution of ideas through appropriate visual and written presentation of work.</p> <p><b>5D5</b> - Demonstrate the ability to plan and carry out a period of increasingly self-directed study through the appropriate use of workshop areas, studio activities and project management skills.</p>	<p><b>SEMINARS:</b> To develop oral skills in debate and to provide a supportive framework for the practice of appropriate cognitive skills.</p> <p><b>STUDIO DEVELOPMENT:</b> To develop practice alongside other students within a climate of mutual theory/practice engagement.</p> <p>Transferable/key skills are core to the learning strategy of the course. They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects.</p> <p>Reflection and self-awareness are fostered by keeping logbooks and submitting self assessment documentation in support of personal performance.</p> <p><b>GROUP CRITIQUES-</b> to develop understanding and skills in the critical analysis and evaluation of individual progress and peer feedback.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY</b> - to develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development documentation in support of personal performance.</p>

### Level 6

On completion of Level 6 of the course, students will have achieved the following learning outcomes, as well as those at Levels 4 and 5, and will be eligible for the award of BA (Hons).

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>6A1</b> - Demonstrate an independent critical understanding of the aesthetic, cultural, historical, technological, social, political or other contexts relevant to individual subject disciplines.</p>	<p><b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p><b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p>

Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
	<b>LECTURES:</b> To introduce the concepts and research methodologies involved.
<b>6A2</b> - Demonstrate specific knowledge and specialist understanding of the professional and contextual location of their practice.	<b>SEMINARS/WORKSHOPS:</b> Knowledge and understanding are acquired through technical and practical workshops, seminars and directed independent learning activities.
<b>6A3</b> - Understand and demonstrate coherent and detailed subject knowledge and professional competences, some of which will be informed by recent research in the discipline.	<b>PRACTICAL SESSIONS</b> to develop skills specific to student needs  <b>GROUP CRITIQUES:</b> to develop understanding and independent skills in the critical analysis and evaluation of individual progress and peer feedback.  <b>PROGRESS SURGERIES</b> to monitor, discuss and guide student progress  <b>SEMINAR PRESENTATIONS</b> to staff and peer group
<b>6A4:</b> Demonstrate a critical understanding of the synthesis between the theoretical and practical contexts of their own creative concerns.	<b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.  <b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.  <b>LECTURES:</b> To introduce the concepts and research methodologies involved.

Cognitive skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<b>6B1</b> - Evidence the ability to use logic, reasoning and critical judgement to analyse ideas from a range of primary and secondary sources, and employ critical and theoretical methodologies to evaluate examples from the relevant subject discipline.	<b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.  <b>MENTORING:</b> To support studio and relevant placement based practical research.  <b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Cognitive skills	
<b>6B2</b> - Undertake research to identify and evaluate their personal and professional skills and the career or progression opportunities available to them.	<p><b>SEMINARS/WORKSHOPS:</b> Intellectual skills are developed through technical practical areas, seminars and directed independent learning activities.</p> <p><b>INDEPENDENT RESEARCH &amp; STUDY:</b> Analytical skills are developed through coursework tasks that encourage creativity and problem solving.</p>
<b>6B3</b> - Articulate and synthesise their knowledge and understanding attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self fulfilment.	<p><b>PRACTICAL SESSIONS</b> to develop skills specific to student needs.</p> <p><b>PROGRESS SURGERIES (INDIVIDUAL/GROUP):</b> to support the development of individual /group understanding of core themes, principles and practices in relation to module content and personal development.</p> <p><b>SEMINAR PRESENTATIONS</b> to staff and peer group.</p>

Practical and professional skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<p><b>6C1</b> - Evidence the capacity for undertaking a wide range of independent practical and theoretical research that demonstrates an informed application of critical, effective and testable processes.</p> <p><b>6C2</b> - Develop and implement a personal promotion strategy to communicate to relevant organisations.</p> <p><b>6C3</b> - Develop appropriate methods of professional presentation combining visual, verbal and written techniques.</p> <p><b>6C4</b> - Demonstrate their ability to synthesise analytical and intuitive approaches with a high level of process and professional skill.</p>	<p><b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p><b>MENTORING:</b> To support studio and relevant placement based practical research.</p> <p><b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p><b>INDEPENDENT DEVELOPMENT</b> - to develop individual areas of interest, practical skills and a design practice appropriate to module content and personal development.</p> <p><b>PRACTICAL SESSIONS</b> to develop skills specific to student needs.</p> <p><b>PROGRESS SURGERIES</b> to monitor, discuss and guide student progress.</p> <p><b>SEMINAR PRESENTATIONS</b> to staff and peer group.</p>

Key/transferable skills	
Learning outcomes:	Learning and teaching strategy <i>Strategies may include:</i>
<b>6D1</b> - Organise, plan and effectively manage self-directed projects and communicate outcomes through written and other appropriate forms.	<b>TUTORIALS:</b> to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.
<b>6D2</b> - Use a range of appropriate communication methods to present themselves as a professional practitioner to a relevant audience.	<b>PRIVATE STUDY:</b> to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
<b>6D3</b> - Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through review and evaluation.	<b>GROUP CRITIQUES</b> - to synthesise understanding and skills in the critical analysis and evaluation of individual progress and peer feedback.
	<b>INDEPENDENT RESEARCH &amp; STUDY</b> - to develop individual areas of interest and methods of self-evaluation appropriate to module content and personal development documentation in support of personal performance.
	<b>PROGRESS SURGERIES</b> to monitor, discuss and guide student progress.

## 4. Course Structure

LEVEL 4	
Compulsory modules	Credit points
OUGD401 Context of Practice 1	20
OUGD402 Personal & Professional Practice 1	20
OUGD403 Design Skills	20
OUGD404 Design Principles	20
OUGD405 Design Process 1	20
OUGD406 Design Practice 1	20
Exit Award - Certificate of Higher Education	120 credits

LEVEL 5	
Compulsory modules	Credit points
OUGD501 Context of Practice 2	20
OUGD502 Personal & Professional Practice 2	20
OUGD503 Responsive	20
OUGD504 Design Production	30
OUGD505 Design Practice 2	30
Exit Award - Diploma of Higher Education	240 credits

LEVEL 6	
Compulsory modules	Credit points
OUGD601 Context of Practice 3	40
OUGD602 Personal & Professional Practice 3	20
OUGD603 Extended Practice	60
Exit Award - BA (Hons) Graphic Design	360 credits

## 5. Distinctive features

The course is distinctive in that:

- This course is aimed at individuals who have already decided that they want to study Graphic Design towards Print and Digital Media.
- It aims to produce commercially active and culturally sensitive independent thinkers and designers, who can engage with a range of professional, ethical and philosophical debates and contexts.
- It encourages the development of an increasingly specialist and deep understanding of fundamental research, design and communication skills, including visual literacy, visual language, visual thinking and visual research.
- It engenders a flexible approach to the application of specialist practical and intellectual skills within a range of possible contexts.
- It focuses from day one on developing the skills needed to respond individually, creatively and professionally to a client-centered brief.
- It explores the designer/client relationship through a specialist course of visual investigation, creative problem solving, industry standard skills development and the inclusion of professional development modules.
- It establishes exploratory approaches to the vocational nature of Graphic Design and in doing so aims to develop an awareness and understanding of collaboration, negotiation, appropriateness and constructive compromise, in response to a range of brief led scenarios.
- Through its integration of critical debate and professional awareness, it aims to challenge and look beyond current trends, dogmas and stylistic approaches, in order to prepare students for a life-long engagement with Graphic Design practice.

Collaboration is central to the course ethos. We believe that an appreciation of the interdisciplinary nature of contemporary design practices and a willingness to engage with the broader contexts of the creative industries is key to individual future success. Through group work, collaborative briefs and group critiques students will learn how to work as part of a team and identify their roles within the broader design community.

Throughout the course an emphasis is placed on developing a professional understanding of Graphic Design and its role within the creative industries. In addition to developing skills in industry standard software, digital media and traditional technologies, students will be supported in developing an understanding of commercial practice, professional communication and business considerations. The course encourages a vocational focus through optional work-based learning, live projects, competition briefs and supported professional research. This focus is underpinned by the systematic development of an individually appropriate but industrially relevant skills set.

## Annexe 1 - Curriculum map

### 3A Course Outcomes - Level Learning Outcomes

This table indicates which module learning outcome is covered by which level learning outcome (✓).

Level 4	4A1	4A2	4A3	4A4	4A5	4A6	4A7		4B1	4B2	4B3	4B4	4B5	4B6		4C1	4C2	4C3	4C4	4C5	4C6	4C7	4C8	4C9		4D1	4D2	4D3	4D4	4D5	4D6
GD4.1	✓	✓	✓	✓	✓	✓	✓																								
GD4.2									✓	✓	✓	✓	✓	✓																	
GD4.3																✓	✓	✓	✓	✓	✓	✓	✓	✓							
GD4.4																										✓	✓	✓	✓	✓	✓

Level 5	5A1	5A2	5A3	5A4	5A5	5A6	5A7	5A8			5B1	5B2	5B3	5B4	5B5			5C1	5C2	5C3	5C4	5C5	5C6	5C7			5D1	5D2	5D3	5D4	5D5
GD5.1	✓	✓	✓	✓	✓	✓	✓	✓																							
GD5.2											✓	✓	✓	✓	✓																
GD5.3																		✓	✓	✓	✓	✓	✓	✓							
GD5.4																											✓	✓	✓	✓	✓

[illegible]

### 3B Course Outcomes - Module Learning Outcomes

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular course learning outcomes.

Level 4	Module	4A1	4A2	4A3	4A4	4A5	4A6	4A7		4B1	4B2	4B3	4B4	4B5	4B6		4C1	4C2	4C3	4C4	4C5	4C6	4C7	4C8	4C9		4D1	4D2	4D3	4D4	4D5	4D6
	OUGD401 Context of Practice 1	✓	✓							✓							✓										✓					
	OUGD402 Personal & Professional Practice 1			✓						✓								✓									✓					
	OUGD403 Design Skills				✓							✓							✓	✓									✓			
	OUGD404 Design Principles					✓						✓									✓									✓		
	OUGD405 Design Process						✓							✓								✓	✓								✓	
	OUGD406 Design Practice 1							✓							✓									✓	✓							✓

Level 5	Module	5A1	5A2	5A3	5A4	5A5	5A6	5A7	5A8		5B1	5B2	5B3	5B4	5B5		5C1	5C2	5C3	5C4	5C5	5C6	5C7		5D1	5D2	5D3	5D4	5D5
	OUGD501 Context of Practice 2	✓	✓								✓						✓								✓				
	OUGD502 Personal & Professional Practice 2			✓								✓						✓								✓			
	OUGD503 Responsive - Design Process 2				✓								✓						✓								✓		
	OUGD504 Design Production					✓	✓							✓						✓	✓							✓	
	OUGD505 Design Practice 2							✓	✓						✓							✓	✓						✓

Level 6	Module	6A1	6A2	6A3	6A4		6B1	6B2	6B3		6C1	6C2	6C3	6C4		6D1	6D2	6D3
	OUGD601 Context of Practice 3	✓			✓		✓				✓					✓		
	OUGD602 Personal & Professional Practice 3		✓					✓				✓					✓	
	OUGD603 Extended Practice - Design Practice 3			✓					✓				✓	✓				✓