



UNIVERSITY  
CENTRE  
WESTON



# STUDENT COURSE HANDBOOK

**BA (HONS) Graphic Design**

University Centre Weston

in partnership with Bath Spa University

Academic Year: 2021/22

UCAS CODE. {W214}

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# 1. Introduction

## Welcome

Welcome to the BA [Hons] Graphic Design Degree. This course is offered in partnership between Bath Spa University and UCW. You are a registered student at Bath Spa University and at your college, and you have access to services on both sites.

## Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the BA [Hons] Graphic Design programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via Microsoft Teams

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

## 2. Course content

|   |                          |
|---|--------------------------|
| Awarding institution                      | Bath Spa University      |
| Teaching institution                      | University Centre Weston |
| Name of award(s)                          | Graphic Design           |
| Qualification (final award)               | BA (Hons) Graphic Design |
| UCAS code                                 | W214                     |
| Route code (SITS)                         | GDBASPS                  |
| Relevant QAA Subject Benchmark Statements | Art and Design (2017)    |
| Date of most recent approval              | May 2018                 |
| Date specification last updated           | May 2018                 |

### Course Distinctiveness

The BA (Hons) Graphic Design programme focuses on three main areas: Marketing, Finance and Promotional Strategy, Practice within the Creative Industries and Professional Creative Practice.

The core aspects to the programme combine inter-disciplinary working and thinking across boundaries; positioning yourself well in responding to the changing needs of the industry. Using critical and divergent thinking you will have the opportunity to explore and combine both conceptual and commercial approaches to current issues or problems, either social, economic, ecological or sustainable design.

Design thinking will explore and combine the human centred and double diamond approaches to both problem solving and addressing challenges. You will be encouraged establish, develop and ideate a unique project broadly aimed at helping to improve the lives of an identified social group of people. You are expected to pitch your own 'design for social impact' project proposal to real businesses and public sector organisations and then, in collaboration with your peers, project manage a final group showcase, which takes the form of a touring exhibition of your degree work.

The programme sets out to develop you as an independent and reflective designer capable of managing your own learning, with a focus on commercial awareness, professional experience and employability. You will develop professional skills such as management, marketing, negotiation, business and freelancing with the aim of enhancing your career prospects within the creative industries sector and enabling you to contribute to the creative economy.

The programme is delivered by design professionals who continue to practice and expert visiting practitioners, ensuring its taught elements continue to be up-to-date. They offer support you in realising your creative potential and can also guide you in securing a work placement. The lecture

programme is delivered from the unique 'design studio' setting where professional collaborative working will be core to the functioning of the creative environment and is designed to emulate the day to day running of an industry agency. This aims to encourage and foster dynamic and innovative approaches in developing your professional practices and in exploring entrepreneurial opportunities with a key focus on commercial awareness.

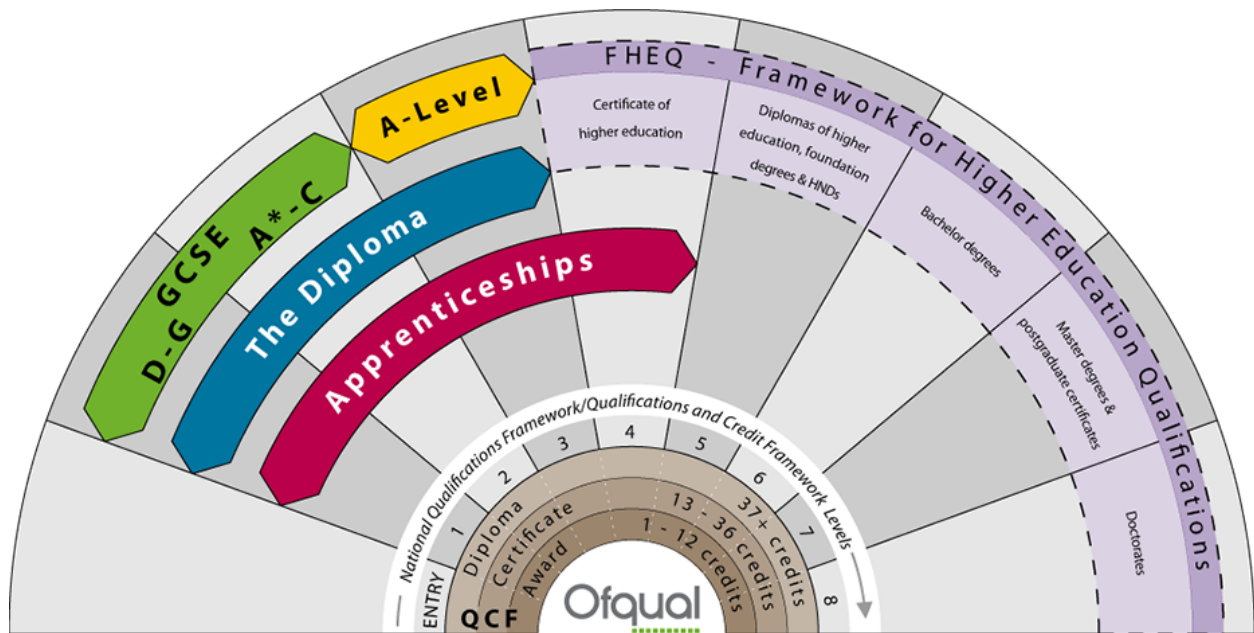


Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the graphic design industry. The vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of the graphic design industry.

## Course Team

The people below are staff who have specific responsibilities for your course.

### Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

### **Personal Tutor**

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

### **Module Leader**

Taught modules on the course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated on each module descriptor at the end of this handbook.

### **Link Tutor**

Each course has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your course is: Stuart Henley (Bath Spa University)

## Course Structure

| <b>BA (Hons) Graphic Design</b> |               |  |                |
|---------------------------------|---------------|--|----------------|
| <b>Level</b>                    | <b>Code</b>   | <b>Title</b>   | <b>Credits</b> |
| <b>6</b>                        | <b>GD6505</b> | <b>Marketing, Finance &amp; Promotional Strategy</b>                         | <b>40</b>      |
| <b>6</b>                        | <b>GD6502</b> | <b>Practice within the Creative Industries: Work-based Project Portfolio</b> | <b>40</b>      |
| <b>6</b>                        | <b>GD6506</b> | <b>Professional Creative Practice: Graphic Design</b>                        | <b>40</b>      |

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

### 3. Programme Aims

1. To provide opportunities to develop as creative and innovative practitioners, with an understanding of the need for and commitment to professional development and lifelong learning
2. To provide you with the knowledge of the graphic design industry and the context within which it operates, to enable you to make informed critical judgements to inform your own creative practice
3. To provide you with a critical understanding of the requirements of commercial and professional practice within your chosen industry
4. Equip you with research and project management skills through the undertaking of the work-based project module relevant to the creative industries
5. To provide opportunities to apply a range of practical and problem-solving skills in a work-based setting
6. Enable the application of research skills whilst adhering to the ethical procedures and practices of the workplace
7. Develop contextual understanding of your subject within a management and self - employed perspective by undertaking a creative freelance management module
8. Encourage a responsible approach for your personal and professional development.



# Programme Intended Learning Outcomes (ILOs)

## A Subject-Specific Skills and Knowledge

|    |   |
|----|---|
|    | <b>Programme Intended Learning Outcomes (ILOs)</b><br><b>On Achieving Level 6</b>   |
| A1 | Critically evaluate a broad range of contemporary graphic design theories, concepts, values and debates applied to your graphic design practice                         |
| A2 | Critically reflect and contextualise your graphic design practice within a wider contemporary and historical perspective  |
| A3 | Analyse and evaluate contemporary financial, regulatory and legislative frameworks to enhance your creative design practice   |
| A4 | Create practical graphic design work using complex techniques and processes with software and materials   |
| A5 | Select and develop effective solutions to complex design problems.  |
| A6 | Demonstrate systematic knowledge of the roles designers have in society through adaptation to changing circumstances, when solving problems requiring design solutions. |
| A7 | Create bespoke design outcomes utilising an individual visual language supported by appropriate theories and working practices.   |

## **B Cognitive and Intellectual Skills**

|    | <b>Programme Intended Learning Outcomes (ILOs)<br/>On Achieving Level 6</b>   |
|----|---|
| B1 | Evaluate and devise and sustained arguments, arriving at judgments and decisions influences by historical and contemporary practices, using a variety of evidence |
| B2 | Communicate the interrelation between ideas, models, theories, frameworks and principles through written and visual practice.                                     |
| B3 | Investigate professional graphic design projects in the process of critically evaluating your own work  |
| B4 | Develop arguments to negotiate complex design problems with clients   |

## **C Skills for Life and Work**

|    | <b>Programme Intended Learning Outcomes (ILOs)<br/>On Achieving Level 6</b>   |
|----|---|
| C1 | Autonomous learning <sup>1</sup> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts. |
| C2 | Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.   |

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<sup>1</sup> i.e. the ability to review, direct and manage one's own workload

|    |   |
|----|---|
| C3 | Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences. |
| C4 | IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.    |

## Graduate Attributes

|   | Bath Spa Graduates...  | In Graphic Design we enable this...   |
|---|--|---|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams       | Embedding employability and entrepreneurship within the programme and modules. Students will receive opportunities to work on real or simulated briefs, preparing them for the workplace.   |
| 2 | Will be able to understand and manage complexity, diversity and change   | A curriculum that encompasses a wide range of subjects within the graphic design discipline, including developments at the forefront of the industry. Modules addressing context of design will highlight how graphic design has changed and how it might change in the future. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | The fact that programme is inherently creative and will encourage students to work with others both within and outside of their expertise/discipline to achieve elegant solutions to briefs.  |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology   | Digital literacy (as an essential component to the graphic design) embedded within the programme. Students will receive instruction in the use of graphic design technology and software.   |
| 5 | Will be internationally networked: either by studying abroad for part of their   | Collaboration will be encouraged and supported with industry-based work and   |

|   |  |   |
|---|--|---|
|   | programme, or studying alongside students from overseas  | projects. Students will engage with concepts and influences from across the international graphic design discipline.  |
| 6 | Will be creative thinkers, doers and makers  | Encouraging engagement with projects and tasks that have tangible creative outcomes. As you will foster and develop your abilities as creative thinkers, doers and makers throughout the programme. |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | Projects which are led and presented by students Additionally, through and the opportunity to display and present work at national conferences.   |
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context                            | Ethics in graphic design is embedded within the programme. Students will engage with a wide range of organisations and individuals in the professional practice elements of the programme.          |

## 4. Learning Environment

### Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Fieldwork
- Supervised studio/lab-based activity
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

### Work experience and placement opportunities

Work-based learning focuses on learning you have gained from past work and experiences and the development of new learning in the form of work-based project(s). Work-based learning allows you to update existing skills and also allows you to attain new ones. This in turn increases your value to employers and can also act as a stepping stone to new and better career paths. The programme encompasses work-based modules alongside subject specific modules in order to enhance your commercial awareness and professional experience of the graphic design industry.

If you are interested in working in the creative industries sector, developing freelance and management skills and applying these skills within the workplace as well as contextualising your creativity in the

light of current theories and developments in design, then this work-based learning honours course will support your employment opportunities and widen the outlet for your creative skills beyond the traditional remit of graphic design by also encouraging multi-disciplinary working with other sectors.

If you want to actively engage within the creative industries then this course will provide you with relevant freelance and practical skills and industry knowledge to enable you to continue successfully working in the field of Graphic Design.

## 5. How Quality is assured

### Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

#### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

#### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

### External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner for your programme:

| Name (including prefix e.g. Dr.) | Role in institution | Name of institution       |
|----------------------------------|---------------------|---------------------------|
| Michael Caddis                   | Consultant          | Hull University (retired) |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Microsoft Teams.

## External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- Design Agencies [Local and National]



## 6. Module Descriptors

|    |  |   |
|----|--|---|
| 1  | Module code  | GD6505                                    |
| 2  | Module title   | Marketing, Finance & Promotional Strategy |
| 3  | Subject field  | Graphic Design                            |
| 4  | Pathway(s)   | BA (Hons) Graphic Design                  |
| 5  | Level  | 6   |
| 6  | UK credits   | 40  |
| 7  | ECTS credits   | 20  |
| 8  | Core or Required or Optional   | Core                                      |
| 9  | Acceptable for   | N/A                                       |
| 10 | Excluded combinations  | N/A                                       |
| 11 | Pre-requisite or co-requisite  | N/A                                       |
| 12 | Class contact time: total hours  | Total Hours: 114                          |
| 13 | Independent study time: total hours  | Total Hours: 286                          |
| 14 | Semester(s) of delivery  | Delivery over full year                   |
| 15 | Main campus location   | Loxton Campus                             |
| 16 | Module co-ordinator  | Michael Parr                              |
| 17 | Additional costs involved  | £30-50 for promotional portfolio          |
| 18 | <p>Brief description and aims of module</p> <p>In a highly competitive business environment, the interpretation and the use of research is key to being able to target your market. Moreover, the understanding and interpretation of data, when competently and persuasively employed, can make all the difference in making a pitch convincing or business successful.</p> <p>During this module, you will have the opportunity develop a sound understanding of the types of marketing strategies and methodologies that are essential in order for you to be able to promote your particular type of creative product or service to a given market place.</p> <p>You will have the opportunity to develop the financial skills necessary to cost your venture, in order to determine its market viability and the resulting income stream that might be generated from it.</p> <p>The module aims to:</p> <ul style="list-style-type: none"> <li>• Enhance your understanding of design and research in relation to product development</li> <li>• Provide you with the essential business knowledge required to work entrepreneurially and/or within an existing business organisation</li> <li>• Further develop your skills in project management, proposal/bid writing and marketing</li> <li>• Widen your knowledge of potential funding streams and financial management</li> <li>• Prepare you for employment within either a business/organisation or as a self-employed graphic designer</li> </ul> |   |

|    |   |  |
|----|---|--|
|    |   |  |
| 19 | <p>Outline syllabus</p> <p>The syllabus covers the various strategic elements, business skills and marketing approaches required to develop a product ready for launch on to the marketplace.</p> <p>Indicative areas of study include:</p> <ul style="list-style-type: none"> <li>• Research Design and Methodology – approaches to data collection</li> <li>• Research Design and Methodology – techniques of data collection</li> <li>• Questionnaire design, interview and survey methods</li> <li>• An introduction to quantitative and qualitative methods</li> <li>• Small Business Start-up</li> <li>• Book keeping and taxation</li> <li>• Self-promotion/marketing</li> <li>• Sourcing funding</li> <li>• Project Management</li> <li>• Writing proposals/bids</li> </ul> |  |
| 20 | <p>Teaching and learning activities</p> <p>The module is delivered through a combination of seminars, workshops and tutorials. The module focuses on knowledge development obtained from workshops from industry practitioners, the development of your professional creative identity and multi-disciplinary working.</p> <p>Formative exercises, including the rationale for your business proposal and other reflective tasks, provide you with on-going feedback on your skills and development throughout the module. Formative feedback is given through 1-to-1 tutorials, group presentations and tutorials.</p>   |  |
| 21 | <p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. Systematic understanding of a range of marketing strategies &amp; methodologies through analysis and investigation.</li> <li>2. The ability to analyse, interpret and evaluate data to inform the development of a rationale for the production of specific marketing materials appropriate to a given target audience</li> <li>3. Systematic financial understanding of operating in a freelance context</li> <li>4. Applied analysis and critical evaluation of target audiences and effective marketing approaches</li> </ol>   | <p><i>How assessed</i></p> <p>F1/S1/S2</p> <p>F2/S1/S2/S3</p> <p>F1/S1/S2/S3</p> <p>F1/S1/S2</p> |
| 22 | <p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p>   |  |

|    |  |                                 |
|----|--|---------------------------------|
|    | F1. Rationale<br>F2. On-going Reflective Tasks   |                                 |
|    | <i>Summative assessments:</i><br>S1. Marketing Portfolio (equivalent to 6000 words)<br>S2. Business Plan (equivalent to 2000 words)<br>S3. Presentation (equivalent to 2000 words)   | Weighting%<br>60%<br>20%<br>20% |
| 23 | <p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Gordon Jr, S &amp; Saville, L. (2009) <i>100 Habits of Successful Freelance Designers: Insider Secrets for Working Smart and Staying Creative</i>. Rockport Publishers</p> <p>Lewis, H. (2009) <i>Bids, Tenders and Proposals: Winning Business Through Best Practice</i>. Kogan Page, 3rd Edition</p> <p>Pywell, M &amp; Bill, H. (2007) <i>Working for Yourself</i>. London: Which? Books</p> <p>Robson, C. (2002) <i>Real World Research</i>. (2<sup>nd</sup> ed.) Oxford: Blackwell Publishing</p> <p>Rickman, C, D &amp; Roddick, A. (2005) <i>The Small Business Start-up Workbook: A Step-by-step Guide to Starting the Business You've Dreamed of</i>. How To Books Ltd</p> <p>Strachmann, M. (2007) 2<sup>nd</sup> Ed. <i>Illustration 101: Streetwise Tactics for Surviving as a Freelance Illustrator</i>. Poison Pixie</p> <p>IDEO.org / Design Kit; 1st edition (2015) <i>The Field Guide to Human Centred Design</i></p> <p>Lucienne Roberts. (2016) 1<sup>st</sup> Edition. <i>Good: An Introduction to Ethics in Graphic Design</i> AVA Publishing</p> <p>Jurgen Salenbacher. 01 edition (18 July 2013) <i>Creative Personal Branding: The Strategy to answer: What's Next?</i> Bis Publishers;</p> <p>Heller. S (2013) <i>Writing and Research for Graphic Designers: A Designers Manual to Strategic Communication and Presentation</i> Rockport Publishers</p> <p><a href="https://www.aiga.org">https://www.aiga.org</a></p> <p><a href="http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073858805">http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073858805</a></p> <p>Design Council Business Essentials information<br/><a href="http://www.designcouncil.org.uk/en/About-Design/Business-Essentials/">http://www.designcouncil.org.uk/en/About-Design/Business-Essentials/</a></p> |                                 |

|    |   |
|----|---|
|    | <p>Arts Council website <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a></p> <ul style="list-style-type: none"><li>• <a href="http://www.artnet.com">http://www.artnet.com</a></li><li>• <a href="http://www.artquest.org.uk">http://www.artquest.org.uk</a></li><li>• <a href="http://IOP.gov.uk">IOP.gov.uk</a></li></ul>   |
| 24 | <p>Preparatory work</p> <p><b>Subject Specific Preparation</b></p> <p>You should already understand the principles behind professional portfolio building to include personal brand identity. You should also have knowledge of the industry design process research methodology, understanding how to formulate the design process. Understanding of working on live projects, with clients, and how to present professionally will help when undertaking this module.</p> |

|    |                                      |  |
|----|--------------------------------------|--|
| 1  | Module code                          | GD6502   |
| 2  | Module title                         | Practice within the Creative Industries: Work-based Project Portfolio  |
| 3  | Subject field                        | Graphic Design   |
| 4  | Pathway(s)                           | BA (Hons) Graphic Design   |
| 5  | Level                                | 6  |
| 6  | UK credits                           | 40   |
| 7  | ECTS credits                         | 20   |
| 8  | Core or Required or Optional         | Core   |
| 9  | Acceptable for                       | N/A  |
| 10 | Excluded combinations                | N/A  |
| 11 | Pre-requisite or co-requisite        | N/A  |
| 12 | Class contact time: total hours      | Total Hours: 20  |
| 13 | Independent study time: total hours  | Total Hours: 380   |
| 14 | Semester(s) of delivery              | Delivery over full year  |
| 15 | Main campus location                 | Loxton Campus  |
| 16 | Module co-ordinator                  | Vicki King   |
| 17 | Additional costs involved            | £30-50 for professional journal  |
| 18 | Brief description and aims of module | <p>In this module you undertake the implementation and management of a research project based upon a topic/issue related to your practice and reflect upon the value of this project to your professional and personal development.</p> <p>The action plan for your project report requires approval and sign off by the project supervisor and work-based mentor. You will need to demonstrate that you have taken into consideration any ethical issues appropriately during the formation of your project. At the end of the project you produce a project report and give a presentation of the project to peers</p> <p>The module aims to:</p> <ul style="list-style-type: none"> <li>• Enable you to demonstrate effective project management skills by learning to plan and manage a project within an agreed timeline.</li> <li>• Develop awareness of ethics and how to make appropriate ethical considerations when devising a project</li> <li>• Strengthen the transferable skills of time-management and effective written and verbal communication</li> <li>• Enhance autonomous learning skills and independent thought and creativity</li> </ul> |
| 19 | Outline syllabus                     | <p>Indicative areas of study may include:</p> <ul style="list-style-type: none"> <li>• Developing a work-based project action plan</li> </ul>  |

|    |  |  |
|----|--|--|
|    | <ul style="list-style-type: none"> <li>• Implementing and managing a work-based project</li> <li>• The evaluation of findings</li> <li>• Oral presentation of research findings to peers</li> <li>• Time Management</li> <li>• Reflective practice</li> </ul>  |  |
| 20 | <p>Teaching and learning activities</p> <p>You will identify a work-based project which is partly self-managed and supported by academic supervision. You will be designated a project supervisor and given tutorial support for your work-based project which will occur on your college-based day.</p>   |  |
| 21 | <p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. The ability to plan and manage a project within an agreed framework, addressing and solving problems using evidence-based practice.</li> <li>2. Reflection on, and analysis of, your project management skills to inform learning and professional development.</li> <li>3. Analyse and critically evaluate the outcomes of the project, reflecting on the research findings to inform your creative practice.</li> <li>4. Effective professional presentation and report writing skills using own ideas and innovative responses.</li> </ol> | <p><i>How assessed</i></p> <p>F1/F2/S1/S2/S3</p> <p>F1/S2/S3</p> <p>F1/S1/S2</p> <p>F1/F2/S3</p> |
| 22 | <p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Work-based Project Action Plan</p> <p>F2. Tutorial Records</p>  |  |
|    | <p><i>Summative assessments:</i></p> <p>S1. Project Proposal (equivalent 2000 words)</p> <p>S2. Project Portfolio (equivalent 7000 words)</p> <p>S3. Presentation on Project (equivalent 2000 words)</p>   | <p>Weighting%</p> <p>20%</p> <p>70%</p> <p>20%</p>   |
| 23 | <p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva</i></p> <p>Stone, T. (2010) <i>Managing the Design Process-Concept Development: An Essential Manual for the Working Designer</i>. Rockport Publishers</p> <p>Silverman, D. (2004). <i>Doing Qualitative Research: A Practical Handbook</i>. (2<sup>nd</sup> ed.) SAGE</p> <p>Hall, S. (2012). <i>This Means This, This Means That: A User's Guide to Semiotics</i>. (2<sup>nd</sup> ed.) Laurence King.</p>   |  |

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|----|--|
|    | <p>Sanders, E.B.N and Stappers, J.S, (2012). <i>Convivial Toolbox - Generative Research for the Front End of Design</i>. Bis.</p> <p>Creswell, J.W. (2002) <i>Research Design - Qualitative, Quantitative, and Mixed Methods Approaches</i>. SAGE.</p> <p><a href="http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073858805">http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073858805</a></p> <p>Design Council Business Essentials information<br/> <a href="http://www.designcouncil.org.uk/en/About-Design/Business-Essentials/">http://www.designcouncil.org.uk/en/About-Design/Business-Essentials/</a></p> <p>Arts Council website <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a></p> <ul style="list-style-type: none"> <li>• <a href="http://www.artnet.com">http://www.artnet.com</a></li> <li>• <a href="http://www.artquest.org.uk">http://www.artquest.org.uk</a></li> </ul> <p><a href="http://IOP.gov.uk">IOP.gov.uk</a></p>   |
| 24 | <p>Preparatory work</p> <p><b>Subject Specific Preparation</b><br/> Investigating project opportunities will help in your preparation for this module. Identifying themes and topical issues that could be explored in a larger project.</p> <p><b>Study Skills Support</b><br/> Participation in the HE Library Plus (HE.LP) programme workshops, as detailed below, will help in the preparation for this module. Attend workshops on the topics below:</p> <ul style="list-style-type: none"> <li>• Sources of information: explore key resources on reading list. Understand primary, secondary and tertiary sources and make critical notes from peer-reviewed sources.</li> <li>• Reflective reading and writing: practice embedding experience with theory into writing. Using feedback for reflection and direction exercises.</li> <li>• Critical Analysis: constructing an argument, finding and using supporting evidence.</li> <li>• Academic Writing: exploring structure, language, style and format. Taking apart and understanding the assignment brief.</li> <li>• Referencing and plagiarism exercises and discussion</li> </ul> |

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| 1  | Module code                          | GD6506  |
| 2  | Module title                         | Professional Creative Practice: Graphic Design  |
| 3  | Subject field                        | Graphic Design  |
| 4  | Pathway(s)                           | BA (Hons) Graphic Design  |
| 5  | Level                                | 6   |
| 6  | UK credits                           | 40  |
| 7  | ECTS credits                         | 20  |
| 8  | Core or Required or Optional         | Core  |
| 9  | Acceptable for                       | N/A   |
| 10 | Excluded combinations                | N/A   |
| 11 | Pre-requisite or co-requisite        | N/A   |
| 12 | Class contact time: total hours      | Total Hours: 114  |
| 13 | Independent study time: total hours  | Total Hours: 286  |
| 14 | Semester(s) of delivery              | Delivery over full year   |
| 15 | Main campus location                 | Loxton Campus   |
| 16 | Module co-ordinator                  | Vicki King  |
| 17 | Additional costs involved            | £30-50 for promotional portfolio  |
| 18 | Brief description and aims of module | <p>There is increasing demand and expectation for creative individuals to work with a broader range of disciplines e.g. with businesses and specialists, from the Health Service, Science to management consultancy. In this module you will have the opportunity to critically reflect upon the creativity of your graphic design practice and identify potential target audiences. The aim of this is to enable you to recognise and broaden your employment potential, by identifying how you can widen the outlet for your creative skills beyond the traditional remit of graphic design. You will be encouraged to work with other sectors and create working partnerships with other creative professionals. The module explores the ethical nature of graphic design and its sustainability. You will be required to develop a visual portfolio of work clearly demonstrating your creative design and to whom it is targeted culminating in a final showcase/exhibition of your work.</p> <p>The module aims to:</p> <ul style="list-style-type: none"> <li>• Enable you to identify appropriate audiences for your work</li> <li>• Enable you to develop and produce creative outcomes for public exhibition</li> <li>• Enhance your networking and collaborative skills</li> <li>• Develop your professional creative identity</li> <li>• Widen your network of contacts relevant to your future employment aspirations</li> </ul> |
| 19 | Outline syllabus                     | <p>This programme sets out to develop you as an independent and reflective learner, capable of managing and applying your own learning. You will have the opportunity to build on</p>   |



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|    | <p>transferable skills and will extend the network of business contacts and working partnerships developed during your previous studies.</p> <p>Indicative topics of study include:</p> <ul style="list-style-type: none"> <li>• Building relationships in the design industry</li> <li>• Presenting your work to others</li> <li>• Developing your professional creative identity</li> <li>• Multi-disciplinary working</li> </ul>  |   |
| 20 | <p>Teaching and learning activities</p> <p>Delivery of the module is via a combination of seminars, workshops and tutorials. The module focuses on knowledge development obtained from workshops by industry practitioners, the development of your professional creative identity and multi-disciplinary working. There will be talks from visiting business professionals and creative professionals and examination of case studies to underpin the syllabus content.</p>   |   |
| 21 | <p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. The ability to critically and theoretically reflect upon and develop your unique creative identity and your target audience.</li> <li>2. Identification of personal strengths and needs and reflect on personal development in order to broaden your employment potential</li> <li>3. Application of effective collaboration skills in unfamiliar or non-traditional graphic design contexts</li> <li>4. Contextualisation of your design practice with consideration to ethical and sustainable issues.</li> </ol> | <p><i>How assessed</i></p> <p>F1/F2/F3/S1</p> <p>F2/F3/S1</p> <p>F1/F3/S1</p> <p>F2/F3/S1</p> |
| 22 | <p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Presentations</p> <p>F2. Tutorial Records</p> <p>F3. Ongoing Reflective Log with accompanying concept and development design journey records</p> <p><i>Summative assessments:</i></p> <p>S1. Portfolio evidencing your professional practice including rationale for target audience culminating in a final showcase/exhibition of your work. (equivalent to 10000 words)</p>   | <p>Weighting%</p> <p>100%</p>   |

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| 23 | <p>Learning resources<br/><i>University Library print, electronic resources and Minerva:</i></p> <p>Aldridge, A. (2003). <i>Consumption (Key Concepts)</i>. Polity Press</p> <p>Dougherty, B. (2008). <i>Green Graphic Design</i>. Allworth Press. U.S</p> <p>Jedlicka, W. (2009) <i>Packaging Sustainability: Tools, Systems and Strategies for Innovative Package design</i>. Published by John Wiley and Sons</p> <p>Kahle L.R. &amp; Chung-Hyun, K. (2006). <i>Creating Images and the Psychology of Marketing Communication</i>. Psychology Press</p> <p>Lindstrom, M. (2009). <i>Buyology: How Everything We Believe About Why We Buy Is Wrong</i>. Random House Business</p> <p>Samara, T. (2007). <i>Design Elements – A Graphic Style Manual</i> Rockport Publishers</p> |
| 24 | <p>Preparatory work</p> <p><b>Subject Specific Preparation</b><br/>Knowledge of or experience in exhibiting final outcomes to a professional standard will help in when undertaking this module. Knowing what is expected in the structure and formulation of the creative development work of research and concepts is essential.</p> <p><b>Study Skills Support</b><br/>Participation in the HE.LP programme workshops, as detailed below, will help in the preparation for this module.</p> <p>Attend workshops on the topics of:</p> <ul style="list-style-type: none"> <li>• Time Management: activities to practice planning projects against deadlines, prioritizing tasks producing a project timeline.</li> </ul>  |

## 7. Appendices

### Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines:

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| 70%<br>+ | <p><b>An outstanding first: 100-80 Marks</b></p> <p>Work of outstandingly high quality and originality.</p> <p><b>An excellent first: 79-77 Marks</b></p> <p>Work, which fulfils all the criteria of the A, grade, but at an exception standard for the level concerned. Substantial originality and insight, very few minor limitations.</p> <p><b>A good first: 76-74 Marks</b></p> <p>Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/ discipline and to the assessment task will be demonstrated. There is a clear evidenced of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.</p> <p><b>A first: 73-70 Marks</b></p> <p>The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.</p> |
| 60%<br>- | <p><b>A high upper second: 69-67 Marks</b></p>   |

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| 69%             | <p>Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.</p> <p><b>A good upper second: 66-64 Marks</b></p> <p>Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses, which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.</p> <p><b>An upper second: 63-60 Marks</b></p> <p>Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.</p> |
| 50%<br>-<br>59% | <p><b>A high lower second: 59-57 Marks</b></p> <p>Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.</p> <p><b>A good lower second: 66-54 Marks</b></p> <p>Work of sound quality which is based on satisfactorily reference sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively.</p> <p><b>A lower second: 53-50 Marks</b></p> <p>Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.</p>   |
| 40%<br>-<br>49% | <p><b>A high third: 49-47 Marks</b></p> <p>Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.</p>   |

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|                             | <p><b>A good third: 46-44 Marks</b></p> <p>Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.</p> <p><b>A third: 43-40 Marks</b></p> <p>Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.</p> <p><b>A fail: 39-30 Marks</b></p> <p>Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.</p> |
| <p>39%<br/>or<br/>below</p> | <p><b>A clear fail</b></p> <p>Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.</p>   |