THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Graphic Design** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<u>**Key Course Information**</u>

Final Award	BA Honours
Course Title	Graphic Design
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W210
Language of study	English
Date of Validation	1996
Date of most recent review	2009
Date programme specification written/revised	September 2004 Revised September 2009

<u>**Course Philosophy**</u>

The course aims to provide a student-centred, broad-based Graphic Design learning experience that is designed to provide a balance of academic understanding and vocational relevance.

The discipline of Graphic Design exists within the wider context of Design which itself relates to and works with other disciplines. The boundaries of Graphic Design are uncertain and this empowers Graphic Designers to explore a range of shared common issues, ideas and concerns, for example, those relating to ethics, morals, entrepreneurship, environment and sustainability.

A range of activities are seen as central to this course:

- The search for opportunities to effect change by enabling communication between different individuals and groups.

- An understanding of the contexts in which Graphic Design must communicate; socio-economic, cultural and political, including ethical and sustainability issues.

- The use of type, image, structure, materials and site to visualise ideas, and to present and synchronise these in ways that convey convincing messages.

- An iterative approach to problem solving based on research, analysis, synthesis, and the generation of alternative visual ideas, evaluation and self-reflection.

These activities are not constrained by a set of products, particular media, an aesthetic or style. They provide a focus for students, enabling them to engage their own concerns and to select and develop their own methodologies using new technologies as they emerge. Through the application of information literacy skills learners are enabled to navigate their way through their learning journey.

The course assumes that ultimately meanings are made by the user, not fixed by the designer, and therefore design interventions can have both intended and unintended consequences. Students need to have an understanding of the uncertainty prevailing in complex communication situations as new ways of engaging with clients and users emerge within industry.

The course aims to facilitate a liberating rather than prescriptive environment in which a diverse mixture of students is inspired and nurtured; where learners can develop their own approaches to their formulation and understanding of a broad range of design problems. Investigation informed by theory, debate and specialist knowledge, and by an active engagement with communities of users and institutions, forms the basis for creative thinking and design solutions.

Progressive, sequenced, integrated study units facilitate learning within the contextual dimensions of the discipline, so that students can define and reflect on their practice and position it within a wider context. Experiential learning is promoted through experimentation and through the encouragement of independent active learners to interrogate their practice.

The creative, entrepreneurial and intellectual skills developed in this process are in many cases transferable. The course produces confident, enquiring graduates who are able to undertake further study, or pursue careers in fields related or unrelated to Graphic Design practice.

Course Aims

The course aims to:

1. communicate information, ideas, problems, and solutions to a wide range of audiences; and will have: qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts; and the learning ability needed to undertake appropriate training of a professional nature or postgraduate study.

2. develop knowledge of the underlying concepts and principles associated with the study, and an ability to evaluate and interpret these within the context of Graphic Design;

3. develop student knowledge and understanding to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

4. develop student's abilities to manage their own learning, and to make use of scholarly reviews and primary sources (eg refereed research articles and/or original materials appropriate to the study of Graphic Design).

Course Outcomes

By the end of the course you will be able to:

- evidence comprehensive, practical and theoretical knowledge and understanding of Graphic Design within relevant contexts.
- identify defined aspects of the discipline and specialise within the field of Graphic Design.
- work independently and apply knowledge, skills and understanding appropriately.
- self and peer appraise and to manage and reflect on learning.
- evidence critical and analytical understanding and awareness through practical and theoretical work.
- evidence effective problem solving, research, communication and presentation skills.

- successfully realise visual, creative and aesthetic solutions.
- be confident, informed and proactive.
- pursue career opportunities and post graduate study.

Reference Points

UK Quality Code for higher education, including:
- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework
University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Learning is realised through taught sessions and independent study. The course is structured progressively and embraces a wide variety of learning and teaching methods and experiences to promote active learning. These include project based learning, workshops, team learning, lectures, seminars, group critiques, educational visits, guided reading and tutorials.

Students will develop skills which include research, critical analysis, problem solving, communication and presentation as well as specialist technical skills. Throughout, the integration of theory and practice is promoted and reinforced rigorously. The learning experiences prepare students for a variety of employment routes and postgraduate study.

The course is delivered by a team of staff that comprises professional Graphic Designers, theorists and relevant visiting practitioners.

Students take part in major Graphic Design competitions, for example at Level 6, the International Society of Typographic Designers Licentiate scheme which gives students the opportunity to attain a specialist professional qualification.

Also in Level 6, the Royal Society of Arts Student Bursary Scheme and the Design and Art Direction student awards competition offer opportunities to participate in industrially relevant briefs.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 in a ratio 1:3. For further information on progression, awards and classifications, please visit http://intranet.aucb.ac.uk/academicregulations

Course Structure

All students are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two stages. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Course Content

The course is structured in a way that builds systematically, progressively and in a logical sequence. The content of the individual units relates not only to others within the Level but links with units in the later Levels of the course.

Each level operates within three terms over a period of thirty weeks. Each unit has it's own aims and learning outcomes, assessment requirements and assessment criteria.

Level 4 provides you with the cognitive, creative, and technical skills upon which you will build the link between theory and practice. Units in the first Level of the course provide an introduction to fundamental skills, issues, processes and knowledge.

All Level 4 units are designed to provide you with experience in the studio and IT areas and to promote your confidence in using the technical processes, methods and materials necessary to the study of Graphic Design.

During Level 5 you are required to relate your creative aims to a critical and contextual framework. It enables students to work with greater independence, to develop further skills and to apply knowledge and understanding to new and different contexts.

The units *Graphic Systems*, *Text, Sequence and Interaction* and *Innovate:Consolidate* enable you to undertake broad, experimental approaches in order to achieve conceptual outcomes. The teaching methods progressively change in order to allow you to develop a more confident and reflective approach to your learning and demonstrate increased self-directed learning through independent study and experiment.

Level 6 is the culmination and realisation of all learning experiences. It allows confirmation of particular specialisms and through the use of Learning Agreements enables you to pursue your own intentions. This allows you to confirm your particular creative aspirations, and to extend the scope and depth of your enquiry.

The *Major Project/Extended Major Project* or *Extended Major Project/Investigative Study* units provide an opportunity for you to demonstrate the maturity of your creativity, intellectual enquiry and expressive ability.

Course Units

Unit	Unit code	Credit weighting
Level 4		
Introductory Studies	GDS410	15
Introduction to Concepts and Contexts in Visual Culture	GDS414	15
Typographic Studies	GDS412	30
Graphic Design Studies	GDS411	30
Locating Contemporary Practice	GDS415	15
Idea Generation and Visualisation	GDS416	15
Level 5		
Visual Systems	GDS516	30
Preparation for Practice	GDS517	15
Text, Sequence and Interaction	GDS518	30
Defining and refining themes and issues	GDS515	15
Innovate:Consolidate	GDS514	30
Level 6 Option 1		
Specialist Practice	GDS610	30
Evaluation Career Planning and Enterprise	GDS611	15
Investigative Study	GDS600	15
Extended Major Project	GDS603	60
Level 6 Option 2		
Specialist Practice	GDS610	30
Evaluation Career Planning and Enterprise	GDS611	15
Major Project	GDS602	45
Extended Investigative Study	GDS601	30

Level 6 study options

The University College offers two options of study at Level 6:

Option 1
An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words[*])

Option 2
A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words*).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work.

The outcomes below apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

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[*] Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity

- Demonstrate an enhanced level of discipline and ability in time-management and organisation.

- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner

- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline

- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study

- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience

- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work

- Demonstrate advanced visual communication skills

- Demonstrate advanced written communication skills

- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations

- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources

- Demonstrate professional autonomy in the development of your ideas, and their realisation.

Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 4

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	GDS410 Introductory studies (15 credits)					GDS412 Typographic studies (30 credits)								GDS411 Graphic design studies (30 credits)									GDS416 Idea generation and visualisation (15 credits)					Assessment		HE Exam Boards
	GDS414 Introduction to concepts and contexts in visual culture (15 credits)													GDS415 Locating contemporary practice (15 credits)																

Level 5

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Induction week	GDS516 Visual systems (30 credits)											GDS518 Text sequence and interaction (30 credits)								GDS514 Innovate: consolidate (30 credits)									Assessment		HE Exam Boards
			GDS517 Preparation for practice (15 credits)									GDS515 Defining and refining themes and issues (15 credits)																			

Level 6 option 1

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Induction week

GDS610 Specialist practice (30 credits)

GDS600 Investigative study (15 credits)

GDS603 Extended major project (60 credits)

GDS611 Evaluation career planning and enterprise (15 credits)

Assessment

HE Exam Boards

Level 6 option 2

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Induction week

GDS610 Specialist practice (30 credits)

GDS601 Extended investigative study (30 credits)

GDS602 Major project (45 credits)

GDS611 Evaluation career planning and enterprise (15 credits)

Assessment

HE Exam Boards

Resources

University College Resources:

Library

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: itcshelpdesk@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the Plastics Network website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

text + work is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

Learning Support

Support for students with disabilities (including dyslexia)

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the University College. This screening is designed to check your learning style (the

way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Support for students for whom English is a second language

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

The course is subject to the University College'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 national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

Indicators of Quality and Standards

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:
- Online course information
- Unit Handbooks
- HE Student Regulations – http://intranet.aucb.ac.uk/academicregulations
- AUCB Student Guide