

<b>Programme Title and Name of Award</b>	BA (Hons) Graphic Design with Integrated Foundation Year		
<b>Academic Level</b>	6	<b>Total Credits</b>	480
<b>Professional Body Accreditation / Qualification</b>	not applicable		
<b>Date of Professional Body Accreditation</b>	not applicable	<b>Accreditation Period</b>	not applicable
<b>UCAS Code</b>	W210		
<b>HECoS Code</b>	100061		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">Accreditation of Prior Learning (APL)</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage.</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/graphic-design-with-integrated-foundation-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/graphic-design-with-integrated-foundation-year/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Institute of the Arts (IoA)		
<b>Programme delivered in conjunction with</b>	Not Applicable		
<b>Principal Mode of Delivery</b>	Face to Face		
<b>Pattern of Delivery</b>	Full-time		
<b>Delivery Site(s)</b>	Brampton Road Campus, Carlisle		
<b>Programme Length</b>	Standard full time registration period is 4 years with a maximum reistration period of 8 years		

<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>FdCert Graphic Design (120 credits)</p> <p>Cert HE Graphic Design (240 credits)</p> <p>Dip HE Graphic Design (360 credits)</p> <p>BA Graphic Design (420 credits)</p>
<b>Period of Approval</b>	August 2019 – July 2025

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

The Integrated Foundation Year programme is a specialist 4 year programme designed specifically for those of you that:

- Would benefit from an initial diagnostic phase
- Need to build a portfolio of creative work that meets the level and scope required for the 3 year programme
- Haven't achieved the UCAS points tariff for entry onto the 3 year programme

The year is all about gaining experience and confidence that will act as a springboard onto Level 4. When you join us you'll become a valued member of a wide creative community and from the outset, you'll be encouraged to share your ideas, experiences and work with staff, fellow students and, eventually, the wider world. You will have the same access to facilities as any other student in the Institute of the Arts, but with the added advantage of working very closely alongside illustration,

fine art and photography IFY students, seeing how different disciplines approach visual enquiry and problem-solving. Gaining practical experience of collaboration at this early stage is a unique feature of the course that mirrors industry practice. Design is rarely a solo occupation!

Our philosophy is that the best way to learn about art & design is to do art & design, so the majority of your work will be practically based, informed by relevant theory and backed-up by inductions into appropriate workshop or resource areas. You'll work with a range of specialist tutors and technical staff who'll guide and support you in building your skills, knowledge and confidence, establishing a wide life-long network of creative colleagues and creating a portfolio of art and design work that will act as a springboard onto the next level of the course. The University of Cumbria has been delivering high quality, inclusive and student-centred Foundation Programme successfully for over 15 years.

Graphic Design was once a profession of fairly narrow specialist fields with little in the way of interplay between them. In the 21<sup>st</sup> Century this has been overturned, things are changing fast and it's all very exciting! However, it does mean that today's designers must be flexible, enabling them to move freely across a wide range of media and disciplines. What links all these disciplines is the ability to connect audiences with ideas, information or products through direct, engaging and memorable visual communications.

The course we've designed for you acknowledges this and aims to help you become a creative, flexible communicator ready to take on the challenges of this continually evolving profession.

Our graphic design course operates from the University's stunning Brampton Road Campus in Carlisle, just to the north of the Lake District National Park and World Heritage Site.

The Campus is devoted to arts, design, culture and creativity, continuing a tradition of art and design education in Carlisle that stretches back nearly 200 years. Today it is a passionate, thriving creative community that encourages collaboration with colleagues across a wide range of other arts disciplines. We have all the advantages of being a University, whilst retaining the atmosphere and spirit of an Art College.

To make the most of these opportunities graphic design class sizes are small, typically between 20 and 25 students in each year. This means that you can have your own workspace along with lots of attention throughout your time at University, enabling us to help you to develop your individual creative personality and achieve your professional ambitions.

The amazing natural environment and busy rural county of Cumbria that we're lucky enough to work and study in is a truly unique feature of the course. It's easy to think of graphic design as an urban discipline, only practiced in the big cities, but nothing could be further from the truth. Not only does our unique location provide creative inspiration and a healthy lifestyle, but also exciting opportunities to work with world-leading businesses across many sectors from the tech industries of the Energy Coast, to retail, tourism, heritage and arts projects.

Also, whilst it's true that our graduates work in design agencies across the UK and beyond – New Zealand, Australia, India, Europe, Scandinavia, USA, etc. – the Internet has made it possible for Cumbrian-based designers to have world-wide reach.

Although we're justifiably proud of our location, it is always beneficial to cultivate a wider world view, after all graphic design operates in a global economy.

Educational visits in the UK and abroad are an enjoyable and effective way of broadening your professional networks, understanding cultural influences, visiting design studios and seeing iconic and brand new work. In recent years we've visited exciting locations such as Berlin, The Netherlands, Barcelona and New York...

Our institutional membership of D&AD (The Design & Art Direction Association) allows us to gauge our work with other Universities in the UK and beyond. There are direct benefits of our membership for you too, like reduced entry fees into D&AD's student awards competition, 'New Blood'; or the opportunity, at the end of the course, to exhibit alongside your colleagues at the 'New Blood'

graduate show in London. You will be invited to attend any external events generated by the academic team and have access to every member of the academic team on every level of your degree.

When appropriate, we'll encourage you to test your skills in other competitions too; for instance, iSTD (International Society of Typographic Designers) or YCN (Young Creative Network) briefs. It's a great way of keeping yourself sharp and up-to-date in this very competitive field!

Overall, the course aims to provide opportunities for you to develop the skills, knowledge and above all confidence, to make appropriate and relevant choices regarding your future career development. Right now you probably have your sights firmly fixed on a career in graphic design. Perhaps, eventually, you want to work as freelance or even run your own design business? So, it shouldn't be surprising that many of our graduates have gone on to do exactly that, forging successful careers in the field of graphic design. And, when you graduate, we expect that you too will have the passion, skills and knowledge to be able to make the move into industry or Masters level study with confidence.

#### **Level 4**

In Level 4 you'll gain fundamental knowledge and practical experience of visual communication, the building blocks of visual language and professional attitudes and practices.

When you join us you become part of a creative community and from the outset, you will be encouraged to share your ideas, experiences and work through discussion with tutors and fellow students. A distinctive feature of the graphic design course is that, initially, you will work closely with Level 4 illustrators exploring the fundamental principles of visual communication and many of the core principles and considerations are shared between the two disciplines, for instance; colour theory and application, traditional and digital media, development processes, presentation skills, etc.

Through these practical projects, you'll also be introduced to the range of workshop/resource areas at the Brampton Road campus, e.g. printmaking, 3D workshops, audio-visual, etc.

As well as visual communication skills, you will also develop the personal management, interpersonal and team working skills that will help you to deal with the challenges of the exciting, fast-changing industry that you're a part of during and after life as a student.

From Level 4, Semester 2 onwards your learning – research, practical project work, professional development and software skill requirements will become ever more specialised and industry-focused. This enables you to develop specialist skills and understanding in such diverse areas as typography, editorial and book design, branding and identity, packaging, motion graphics, exhibition design, etc.

**Level 5** is focused on applying the knowledge and skills you've gained to a series of design challenges. Testing and refining your design and personal management skills in a number of scenarios will give you confidence in your ability to tackle unfamiliar challenges. As your confidence grows through experience you'll begin to develop your own, personal stands of interest or specialism.

Your tutors bring a wide range of design experience to the course, but we all have particular expertise and interests in typography, editorial/publishing, corporate identity and branding work. We put great emphasis on knowledge, passion and enjoyment and showing you how they can be used to make memorable, meaningful design. And, we are firm believers that 'great' graphic design requires a 'great' idea and 'great' type!

You will also work with a range of visiting lecturers and travel to relevant exhibitions, while live projects and competition work will give you opportunities to build your confidence and test your knowledge and skills on a wider audience.

Externally set live projects are a very important feature of the course and have developed fruitful partnerships with local enterprises. A good example of this includes our ongoing collaboration with a

local craft brewery, and retailer who challenge us to design labelling for a range of limited edition beers which are then sold online and in shops from Cumbria to the south-west of the UK. Other recent live projects have required us to produce websites, packaging, promotional material, branding and editorial design work.

Although work-placement is not an assessed part of the programme, a period of time in industry is extremely valuable in developing your professional understanding and confidence. With that in mind we encourage and support you in finding appropriate industry experience, ideally at the end of Level 5. Where and when are largely dependent on your professional interests and the availability of a placement, but we're here to help you formulate, refine and craft your pitch.

Around this time, you're also looking at all aspects of freelance practice – from *'how to get work'* to *'how do I get paid for the work'* to *'the tax man wants how much!'*. It might seem a little daunting now, but by the time you get there, you'll be raring to go!

Our small group sizes mean that as you progress, you'll be able to define an ever more personal route of supported study until, ultimately, you become the kind of designer you want to be.

This flexibility is most evident in **Level 6** where all of the skills, knowledge and confidence you have developed so far is brought together to produce a portfolio of design work that showcases your talents. With your career aspirations or personal research interests in mind, you'll have a high degree of freedom in choosing what type of work you want to develop.

You'll become ever more independent as the year progresses.

By this time you'll be preparing for progression – life after you finish your degree – seeking work or preparing for Masters or Postgraduate study. Much of your professional practice will be focused on that exciting step.

Level 6 ends with the Graduate Show, a visual celebration of our work together.

To summarise, on the course you will:

- develop an appreciation of the key theories and contexts that influence graphic design today
- develop a portfolio of graphic design work that demonstrates your understanding, visual skills and critical judgement
- work on industry-led briefs enabling you to develop autonomy, creativity and professionalism
- develop a range of industry standard skills: problem identification, idea generation, design development, typography, layout, 3-Dimensional graphics, motion graphics, digital artwork, print and digital production methods, presentation skills, etc.
- be encouraged to be imaginative and innovative in your use of technology
- be encouraged to be critical and analytical in your approach graphic design problem-solving
- be encouraged to explore and develop your own visual vocabulary as a professional designer through an exploration of ideas, techniques and the practical application of theory
- undertake group projects which simulate the workflow of a professional studio,
- be given the chance to attend relevant research related trips in the UK or abroad
- have support in securing and undertaking a period of work experience
- develop the skills and attitudes necessary to become into a life long learner with critical interpersonal skills, a professional team working practitioner with analytical and contextual reflective abilities

On completion of the course you will:

- have developed the work ethic to be an autonomous creative professional

- demonstrate knowledge, imagination and innovative in your use of technology
- have critical and analytical skills in your approach to graphic design problem-solving
- refined and enhanced your individual visual approach to graphic design
- have developed interpersonal skills, professional team working practices
- have the opportunity to study at Masters level

This programme fully supports the mission of the University of Cumbria as:

- The programme is fully committed to inclusivity and accessibility.
- The programme will promote an environment where diversity is celebrated and inventiveness flourishes.
- The programme delivers accessible lifelong learning opportunities.
- The programme will inspire you to achieve your potential by providing progressive teaching in an innovative and flexible learning environment which encourages independent thinking.

## **Aims of the Programme**

The overall aims of the Programme are:

1. To develop the inter-disciplinary knowledge, academic, personal and professional, practical and technical skills required to successfully study Art and Design in higher education.
2. To develop knowledge and understanding of the multi-disciplinary and interdisciplinary theory and practice in the context of Art and Design.
3. To enable you to develop as a creative individual with the capacity for independent judgement, initiative, innovation, flexibility, ambition and with a responsible awareness of the social, cultural and ethical contributions of your work.
4. To enable you to make appropriate use of developing technologies and develop your digital capabilities to communicate effectively as a socially responsible global citizen.
5. To encourage you to work across disciplines and with other people, be open to new ideas, responsive to change and evolve in relation to the developments in graphic design practice.
6. To encourage you to develop confident, imaginative and creative approaches to problem solving through enquiry, research, understanding, and the use of critical judgement.
7. To develop appropriate self-reflective approaches to research, analysis, production and presentation.
8. To develop the skills, knowledge and personal/professional confidence that will enable you to identify, generate and access opportunities in industry, or in continuing education.
9. To enhance, through increased opportunities for student centred learning, qualities of personal initiative, self-motivation, management and self-discipline.
10. To enable you to acquire, practice and synthesise practical skills and theory to produce effective graphic design work.

## **Level Descriptors**

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

### **After 120 credits of study (FdCert) you will be able to demonstrate (knowledge and understanding):**

- K1.** Knowledge of theories, models, concepts and principles relevant to the study of Art and Design;
- K2.** An ability to apply theory to contemporary issues and settings associated with Art and Design;
- K3.** An awareness and understanding of how meaning is created and communicated across a variety of Art and Design forms.

### **After 240 credits of study (CertHE) you will be able to demonstrate:**

- K4.** Your understanding of the design process and imagination in the conception, development, production and presentation of graphic design artefacts
- K5.** Knowledge of visual communication theory – message, tone of voice, artefact
- K6.** Knowledge of the historical contexts that have influenced the development of graphic design

### **After 360 credits of study (DipHE) you will be able to demonstrate:**

- K7.** Knowledge of the ethical, legal and moral contexts and frameworks that apply to graphic design projects.
- K8.** A critical appreciation of the roles of client, audience and designer
- K9.** Knowledge of the social, political and technological contexts that have influenced the development of graphic design
- K10.** Knowledge of print and on-screen production processes
- K11.** Knowledge of the principles, behaviour and dynamics of working in a team

### **After 420 credits of study (BA) you will be able to demonstrate:**

- K12.** Your understanding of the principles and practice of problem identification and project management
- K13.** Knowledge of a variety of sources for research and the conventions and formats for presentation of academic research
- K14.** Knowledge of a range of methods and technical skills to present your creative work to the client and others involved in the development and production process

### **After 480 credits of study (BA Hons) you will be able to demonstrate:**

- K15.** An autonomous, creative and professional approach to graphic design projects
- K16.** Autonomous critical evaluation skills in the resolution of creative work
- K17.** Critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities.



## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

### **After 120 credits of study (FdCert) you will be able to (skills):**

- S1.** An understanding of the academic, personal and professional skills needed to succeed in higher education
- S2.** Specific skills, techniques and competencies needed to work across a range of stakeholders and contexts

### **After 240 credits of study (CertHE) you will be able to demonstrate:**

- S3.** Your ability to respond appropriately to a design brief by visualising a range ideas and making informed value judgements about their effectiveness
- S4.** Your ability to develop your ideas though a process of open-minded experimentation and critical evaluation
- S5.** Personal organisation, time management skills and taking responsibility for your own learning
- S6.** Your ability to research a given topic and to present your findings in written, verbal and visual formats

### **After 360 credits of study (DipHE) you will be able to demonstrate:**

- S7.** Your ability to respond creatively and systematically to a wide range of design problems using your individual visual voice to create original graphic design work
- S8** Effective verbal, visual and written communication skills with those involved in the design and production process
- S9.** Effective verbal, visual and written presentation skills
- S10.** Independent visual research skills

### **After 420 credits of study (BA) you will be able to demonstrate:**

- S11.** A critical understanding of the production processes and how these influence decision-making in graphic design projects
- S12.** Your independent research skills and the ability to formulate a design project proposal
- S13.** Your fluency in a range of industry-standard design software packages
- S14.** Confidence in evaluating and reflecting on your own practice

### **After 480 credits of study (BA Hons) you will be able to demonstrate:**

- S15.** Your ability to think systematically and strategically and to reflect critically and analytically on your own work
- S16.** Your ability to work independently in formulating and resolving graphic briefs
- S17.** Your ability to experiment with and challenge the conventions of form, function and communication
- S18.** Your ability to apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations

## **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statements: Art & Design (Published: February 2017)

[http://creativeskillset.org/creative\\_industries/advertising\\_and\\_marketing\\_communications/job\\_roles](http://creativeskillset.org/creative_industries/advertising_and_marketing_communications/job_roles)

[http://creativeskillset.org/creative\\_industries/publishing/job\\_roles](http://creativeskillset.org/creative_industries/publishing/job_roles)

[Academic Regulations and Academic Procedures and Processes](#)

[UoC Vision, Mission and Values](#)

[UoC Corporate Strategy](#)

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Departmental Business Plan for IoA](#)

## Graduate Prospects

As a successful graduate of the BA (Hons) Graphic Design programme you will be able to access a variety of career options. A degree in graphic design becomes a passport to enter an extensive range of careers throughout the creative industries.

According to Prospects\* (2018), six months following graduation, 83.5% of graphic design graduates are in employment, with two-thirds in arts, design or the media. 4.3% continued with further study. These statistics have confirmed to us that employability skills are central to the success of our graduates and so we have embedded the professional skills and working with industry into the programme.

**Transferrable skills** (these skills are valued by most employers):

- Being able to work independently, but also working effectively with others
- Clear communication and good interpersonal skills
- The ability to manage your time effectively
- Innovation, creativity and problem-solving
- Presentation skills
- Self-evaluation
- Technical, research, critical and analytical skills

**Progression Routes:**

- Salaried or freelance employment
- Independent freelance graphic design practice
- Setting up your own business
- Postgraduate education: MA, MPhil and PhD level study

**Examples of Graphic Design Graduate Destinations:**

- Graphic designer
- Motion graphics designer

- Art director
- Advertising designer
- Packaging designer
- Editorial designer
- Studio assistant
- Brand management
- Exhibition designer
- Website designer
- UX/UI designer
- Animator
- Printmaker
- Event organisation

The scope described by these destinations is testament to the flexibility of the programme that supports all the individual interests of our students. It also speaks to the potential that graphic design holds as a great career choice.

\* <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/graphic-design>

### **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

A key feature of this IFY programme is the opportunity, at Level 3, to work closely with a range of specialist creative staff, as well as alongside students studying fine-art, illustration and photography.

By learning as an integrated member of this creative community you will experience, first-hand, the methods and techniques used by other visual practitioners. This will foster an appreciation of how your work fits into the wider world of the visual arts and provide you with greater confidence, knowledge and skills as you progress to Level 4 of the programme.

A distinct feature of studying at the University of Cumbria is that in level 4, you will study two modules with all level 4 students of the Institute of Art. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you a range of approaches to reading a diverse range of visual creative arts, and Collaborative Practice is a module where you will work with other students and embark on a problem-solving project practicing professional skills such as leadership, team-working and project management.

Planned collaborative and interdisciplinary learning tapers off towards the end of Level 4 as more specialist skills, knowledge and understanding become the focus of learning and your identity as a graphic designer is nurtured. Collaboration is still encouraged, it is a fact of professional creative life, but the learning is centred on you and the operational contexts graphic designers work within.

Most of your studies will be centred around practical projects that have been designed to not only help you practice and improve visual skills, but also develop your study skills, methods of research, critical and analytical abilities, and your ability to manage your time and plan your work

We use a variety of approaches to learning, teaching and assessment to make sure you develop appropriate concepts, knowledge and skills. These include study skills, research methods, critical and analytical abilities, and your ability to manage your time and plan your work.

You'll be continuously involved in the assessment of your own work and that of your peers; developing the critical, interpersonal and team-working skills that are vital to gaining confidence and independence as a creative practitioner.

A wide range of learning, teaching and assessment methods are used in order to develop work related skills.

- **Tutorials** provide individually tailored feedback to you. They can range from one-to-one to small group situations. They will often be informal sessions conducted in the studio on timetabled taught days. As the course progresses you will be assigned weekly time slots with specialist tutors for more involved and technical feedback reflecting the advanced level at which you are working.
- **Crits** (short for 'critique') lie at the heart of an education in Graphic Design. These take place at the end of a project and will normally comprise a small group of your fellow students, and up to two members of staff, where you will be expected to present your work to the group. The effectiveness of your work and presentation will then be discussed by all present and you will receive a large amount of verbal feedback.
- **Lectures** are used by both studio and theory tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to any group discussions that ensue.
- **Seminars, Presentation and Discussion** sessions will explore issues in greater depth with both tutor and student-led formats. These will require you to engage in research and background reading and will consider the relation of theory to practice and help develop wide ranging transferable skills.
- **Practical Workshop Sessions** will provide the opportunity for you to develop specialist technical skills and knowledge. They normally take the form of tutor-led studio workshop demonstrations, designed to allow you to focus on, experiment with, develop and personalise specialised skills, media, techniques and concepts.
- **Problem based learning** will comprise the majority of your course programme. Graphic Design and Illustration are, by their very nature, problem-solving disciplines. There will never be only one answer to a specific design problem (normally defined by the *project brief*). You will be expected to work on your own or as part of a small team to find a range of possible solutions. This will involve thorough research, synthesising the information you have discovered and developing and presenting a range of appropriate visual responses.
- **Group work** is very important as Graphic Design and Illustration are collective activities where communication, trust, responsibility and reliability are fundamental requirements. We write projects and tasks that allow you to experience, consider and develop your team-working skills.
- **Projects** are the usual vehicle by which you develop your design knowledge and expertise. As outlined above, the evaluation of project work is central to this degree programme. The project work you undertake during level 5 and 6 will form the content of the professional portfolio of work you will take with you when pursuing employment at the end of the course.
- **Portfolio/s** In assessment terms, 'portfolio' refers to the presentation of a body of visual design work presented in a designer's presentation portfolio case (aka a 'folder' or 'book') – most likely A3 or A4 size. It is important to note that two things make up the 'portfolio' – the qualities of the work itself (is it good design / contemporary / fully resolved); and the manner in which that work is presented on the portfolio pages (visual narrative / flow / sequencing / attention-to-detail)
- **Written work** is central to a degree course and many of the learning approaches and emphasis is put upon clarity of style and argument as well as presentation. Different forms of written language will be explored to ensure appropriate critical skills and creative authorship are examined.

- **Self-directed study** forms a natural and expected extension of the formal aspects of the course. Your ultimate success will be dependent on your willingness to develop, experiment with and extend the concepts and approaches introduced by project briefs. It is only with continued application that lasting and valuable progress can be made.
- **E-learning and Blackboard** is the portal to access to project briefs, timetables and lecture notes, to submit module assessments and summative feedback. Learning packages which can be completed at your own pace are also a feature in some modules.
- **Work placement** You will be encouraged and supported in setting up a short (1-2 week) work placement with a company of your choice. It goes without saying that this proves invaluable experience and can be an important stepping stone to your professional career and life after university.

The range of learning teaching and assessment methods used enables different aspects of your learning to be developed and tested. As well as testing what you know and can do at the end of a module (*Summative Assessment*) you'll get regular advice and guidance while your work is in progress (*Formative Feedback*) through one-to-one, peer-to-peer and group tutorials where you will have the opportunity to discuss and develop strategies to develop your work. This enables you to develop and refine the work as it is being produced with the structured guidance required to achieve the best possible results.

The University of Cumbria's Learning, Teaching and Assessment Strategy sets out clear aspirations and commitments for and to our students. Cumbria graduates are enquiring and self-reliant, confident and capable, professionally ready, responsible individuals that are ambitious and proud. These attributes are practiced on every year of study as we support you in your studies. You will find your place in learning environments that will both support and challenge you, explore ideas in and around your discipline, enabling you to grow and develop to become adaptable and reliable agents in the field of graphic design.

### **Course Structure**

There are two semesters each year and which contain either 20 or 40 credit modules and one 60 credit module at level 6. In every module you will be formatively assessed to support your development, and summatively assessed to measure your achievement. The methods we use to teach and assess you are outlined below.

20 credit modules deal with contextual history and theory content or, as in the case of GRAP5070 Type & Typography, advanced specialist skills and knowledge.

The longer 40 and 60 credit modules are dedicated to graphic design practice and professional skills, providing an extended time to critically reflect on and modify conceptual and visual approaches to design problem-solving.. In these modules, professional and employability skills are designed into the creative brief; for example, the client presentation element in GRAP5080 Graphic Design Projects requiring you to pitch your design work in a competitive environment.

Your final module is a 60 credit module where all of your knowledge about graphic design is demonstrated in a body of work for the graduate exhibition. The skills, knowledge and other attributes synthesise at this point and the larger module gives sufficient time for this to develop and find resolution. This is the culmination of your degree where everything comes together and you prepare to graduate as a rounded independent practitioner.

### **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility,

prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Programme Induction**

When you join us you will undergo a comprehensive induction that introduces you to the city of Carlisle, the University, its systems, how the course works, your tutors and peers. The aim is to give you the information you need to make a confident start to your studies and make you feel part of the Institute of the Arts creative community.

All Level 3 students will share a common induction programme provide the opportunity to meet students from other Level 3 foundation programmes who share common university-wide modules. Some activities will be scheduled with Level 4 students to enable the group to feel part of their four year programme. You will undertake a series of activities designed to form cohesion in the group, orientate yourself to the University campus and meet a range of support services and staff.

You will meet your dedicated Student Transition Advisor who is part of our award winning Student Services. They will run sessions on expectations for studying in higher education and students around the library and learning resources.

Progressing students will not be required to attend all induction activities at Level 4, but will be invited to activities that will enable you to meet and feel fully integrated with your new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition, you will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

### **Studio Accommodation and Technology**

While many students arrive at University with their own computer it is not absolutely necessary because our outstanding Graphic Design and Illustration studio is well equipped with AppleMac computers and industry standard software. You'll be trained on the AppleMac operating system as part of your initial induction, and on specific software packages as the course progresses.

### **Personal Tutors**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Occasionally there might be instances when your Personal Tutor will not be available – for instance, to undertake research activities. In this instance you will be allocated a substitute Personal Tutor from the Programme team.

### **Academic Tutorials**

Aside from project focussed tutorials you will also have regular tutorials with your personal tutor reflecting on your progress so far and creating strategies for your development and

### **Personal Development Planning**

As you progress through the course you will develop skills in personal conduct, time-management and communications; these skills will make you a more confident individual who has something to say and is able to say it. In every year of study, we work on these personal attributes developing your ability to practice with autonomy and independence.

At level 4 we embed skills of time management, project management, presentation skills and engaged thinking. At level 5 these skills are put into practice with input from client briefs, folio

reviews and working on collaborative projects that all require you to draw on the skills practiced at level 4. On completion of level 5, you will have gained confidence in your own abilities to produce work, but also to work with others, a crucial attribute in any employment. In your final year, your personal development is the platform upon which you devise your projects, recognise your specialism, communicate that to a wider audience and present your work in a public arena. By this stage in your learning, you will have developed into a creative autonomous individual graphic designer.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics

introduced in the module and previous students have told us how useful they have found the online resources and activities.

### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6. This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Peer Mentoring @ Cumbria**

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

### **Mature Students' Events**

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

### **International Students**

As an international student you will be supported in your transition into the UK Higher Education system. You will join your cohort and be expected to undergo the inductions into the graphic design area and other resource areas in the Institute of the Arts in the same manner as domestic students. We will assess your design portfolio and identify any areas that need some extra work; tutors will support you in achieving that work. You will be allocated a personal tutor and engage with Personal Development Planning, as outlined in the sections above. The International Team will support you in your time studying in the UK and the Student's Union will be a place to explore and establish new friends and communities of support.



<b>Programme Curriculum Map</b>					
<b>Academic Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Module Status*</b>	<b>Programme Outcomes achieved</b>
3	ARTD3000	Making Images	20	Compulsory	K1, K3, S1, S2
3	ARTD3010	Making Objects	20	Compulsory	K1, K2, S2
3	ARTD3020	Visual Enquiry	20	Compulsory	K2, K3, S1, S2
3	ARTD3030	Environment	20	Compulsory	K1, K2, S2
3	ARTD3040	Portfolio and Progression	40	Compulsory	K1, K2, K3, S1, S2
4	VCOM4000	Introducing Visual Communication	40	Compulsory	K4, K5, S3, S4, S5, S6
4	UCIA4030	Cultural Contexts	20	Compulsory	K5, K6, S5, S6
4	UCIA4020	Collaborative Practice	20	Compulsory	K4, S3, S4, S5, S6
4	GRAP4040	Multi-Dimensional Graphic Design	40	Compulsory	K4, S3, S4, S5, S6
5	GRAP5060	The Designer's Toolkit	40	Compulsory	K7, K8, K10, S7, S8, S9, S10
5	GRAP5070	Type & Typography	20	Compulsory	K9, K10, S7, S10
5	GRAP5080	Graphic Design Projects	40	Compulsory	K7, K8, K10, K11, S7, S8, S9, S10
5	GRAP5090	The Critical Designer	20	Compulsory	K7, K9, S9, S10
6	GRAP6050	Advanced Design Projects	40	Compulsory	K12, K13, K14, S11, S13, S14
6	ARTD6000	Independent Research Paper	20	Compulsory	K14, S12, S14
6	GRAP6060	Graphic Design Showcase	60	Compulsory	K15, K16, K17, S15, S16, S17, S18

## Notes

This programme operates in accordance with the University's [Academic Regulations and Academic Procedures and Processes](#) with the following permitted exceptions:

Larger modules of 40 and 60 credits are recognised by the QAA to be typical in Art and Design programmes, and reflect the pedagogic approach that encourages independent working on significant bodies of work.

The 40 and 60 credit modules are all dedicated visual practice modules and have been designed such to:

- **Enable progression:** the intensity of the modules will establish and ensure a working practice that is maintained throughout the degree from level 4 to 6, and designed so that you will be equipped to meet the increasing expectations as you progress through each level.
- **Streamline assessments:** the longer modules allow fewer assessments with a greater emphasis on linking practice to professional outcomes, hence you will be more focused and driven on achieving holistically rather than in separate components.
- **Reduce the Intended Learning Outcomes (ILOs):** as with the streamlining of assessment, this would have the same effect of the ILOs, these can be more focused and relevant to real-world expectations.

In response to student and industry feedback, the modules are designed so that you have a longer period to rigorously develop your work. This aspect allows you to manage bigger projects, develop personal management skills and experience a practice more closely related to the time-frames and conditions experienced in industry. You will be well supported with formative assessment points and interim objectives.

### \* Key to Module Statuses

Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
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<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester</b>		
ARTD3000	Making Images	Autumn Semester	Project Work	November
ARTD3010	Making Objects	Autumn Semester	Project Work	December
ARTD3020	Visual Enquiry	Autumn Semester	Portfolio	December
ARTD3030	Environment	Spring Semester	Project Work Report	March
ARTD3040	Portfolio and Progression	Spring Semester	Project Work Set Exercise	May
<b>Students exiting at this point with 120 credits would receive an FDCert Graphic Design</b>				
VCOM4000	Introducing Visual Communication	Autumn Semester	Project Work	December
UCIA4030	Cultural Contexts	Autumn Semester	Set Exercise / Written Assignment	December
UCIA4020	Collaborative Practice	Spring Semester	Project Work	May
GRAP4040	Multi-Dimensional Graphic Design	Spring Semester	Project Work 75% Set Exercise 25%	May
<b>Students exiting at this point with 240 credits would receive a CertHE Graphic Design</b>				
GRAP5060	The Designer's Toolkit	Autumn Semester	Project Work 80%	December

			Set Exercise 20%	
GRAP5070	Type & Typography	Autumn Semester	Project Work	December
GRAP5080	Graphic Design Projects	Spring Semester	Portfolio	May
GRAP5090	The Critical Designer	Spring Semester	Written Assignment	May
<b>Students exiting at this point with 360 credits would receive a DipHE Graphic Design</b>				
ARTD6000	Independent Research Paper	Autumn Semester	Dissertation	December
GRAP6050	Advanced Design Projects	Autumn Semester	Project Work	December
<b>Students exiting at this point with 420 credits would receive an Ordinary BA Graphic Design</b>				
GRAP6060	Graphic Design Showcase	Spring Semester	Portfolio 70% Set Exercise 30%	May

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

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Student Voice Meetings
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Integrated Foundation Year Management Group

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Course Team Meetings
- Student Voice Meetings
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners

### Date of Programme Specification Production:

May 2018

### Date Programme Specification was last updated:

23.12.2021

For further information about this programme, refer to the programme page on the University website:

<https://www.cumbria.ac.uk/study/courses/undergraduate/graphic-design/>

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?

No

If yes, what % of the programme is the placement requirement?

Not applicable

**If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?**

Not applicable