

DOCUMENT CONTROL & APPROVAL

| Issue | Amendment Detail | Name | Date Approved |
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COURSE DESCRIPTOR

The Course Descriptor provides essential information to students, staff teams and others on a particular course or a group of courses in a programme and is designed to meet the University's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to guidance notes on completing Course Descriptors before completing the details below.

SECTION 1 - General Course Information

| | |
|---|--|
| Qualification (course type) | Undergraduate |
| Course Title | BA (Hons) Graphic Design |
| Intermediate Qualification(s) | DipHe, CertHE, BA, BA (Hons) |
| Awarding Institution | Falmouth University |
| Location of Delivery (e.g. Falmouth, London, Detroit) | Cambridge School of Visual & Performing Arts |
| Duration of Course | 3 years |
| Course Credits | 360 |
| Professional, Statutory and Regulatory Body accreditation | None |
| Accreditation Renewal Date (Month and Year) | |
| UCAS Course Code | |
| Relevant External Benchmarking | Subject benchmark statement: 'Art & Design' QAA 238 03/08 |

SECTION 2 – Teaching, Learning and Assessment

Educational Course Aim

Graphics Design can be described as taking an idea, text and image and presenting them in a visually engaging form to facilitate the communication process, whilst ensuring the message is understood by an audience. The BA (Hons) Graphic Design course at CSVPA enables students to examine these principles of design, then encourages them to explore their own individual design voice in a progressive, enterprising, playful and ambitious way. Through experimentation and critical enquiry, students are given the opportunity to reflect on the past, challenge the contemporary and anticipate the creative future of design. Working in a friendly and busy environment, students are supported in achieving their full potential for future professional life.

Course Specific Employability Skills

This course is designed to prepare students for employment in the design industries and embeds employability skills throughout the three years of the programme. These skills aim to provide students with a structure to support them as they progress through the course, developing the attributes and skills they will need to enjoy a successful career or further study. In addition to the specific skills required of the discipline, CSVPA also embeds a number of fundamental life skills (expressed as graduate attributes) throughout the course. These include:

- Through the opportunity to put into practice the things they learn in a number of ways, both inside and outside of the studio, the course will enable to students to be **open, proactive** and **resilient** in their approach to their design solutions.
- Through the opportunity to communicate their ideas and stories both visually and verbally and to become comfortable receiving and giving feedback, students will develop the ability to **communicate**, be **passionate** and **collaborative**.
- By teaching students to navigate change and survive in a professional setting, and in a world of uncertainty, they will become **reliable, observant** and **adaptive**.

During the early stages of the programme, projects, workshops and lectures will focus on fundamental observational skills and creative thinking qualities, enabling design solutions and evolving a personal visual language.

As students progress, they will identify areas of personal development as assignments employ an exploratory approach to making work, offering the opportunity to extend their learning, explore working practices and examine key concepts in increasingly complex contexts. In the latter stages of the course, a mix of given and self-initiated assignments will explore issues that reflect today's creative practice in terms of professional, commercial, ethical, sustainable and contextual influences that surround it.

These skills are embedded within the projects, workshops and seminars students will encounter during their time on the course, building year on year to enable them to develop a personal vision and skillset that will support their ambitions and future direction. This ensures students are best prepared to enter the workplace or continue to postgraduate study and these skills will support them on their journey.

Subject specific skills within the course will enable a student to:

- Understand and use the stages of the design process in response to a brief
- Use experimental, speculative and iterative approaches to design constraints
- Use design, visualisation and writing techniques in the creation of design solutions
- Employ problem-identification and idea generation methodologies
- Engage design skills in image and text manipulation, layout, colour, line, scale and texture
- Be confident in their selection and application of media
- Be flexible in their response to assignments or briefs
- Identify and interpret the needs of an audience in a range of contexts
- Identify the impact of social and ethical considerations when developing visual solutions within graphic design practice
- Be confident in their technical skills, both analogue and digital, to deliver an outcome
- Understand information hierarchy, layout, grid systems and typographic methodologies
- Be confident in their use of visual language, choice, use of media and ability to produce finished solutions
- Be confident in their use of studio and professional practices
- Employ open-minded thinking in the exploration of a range of graphic design solutions
- Understand colour theory and its application
- Be confident in their self-selection and effective use of media in relation to best work
- Employ visual problem solving, creative thinking, independent thinking and reflective approach to practice
- Produce a professional portfolio and/or website suitable for the promotion and presentation of their work
- Knowledge of copyright and intellectual property law.

Generic skills within the course will enable a student to:

- Manage and evaluate information from a variety of unfamiliar sources
- Apply and use academic writing formats and referencing skills
- Effectively employ research methodologies using visual, contextual and historical sources
- Deal with uncertainty when engaging with problem solving
- Use project and time management skills to meet deadlines
- Confidently employ collaborative skills in the production of assignment solutions
- Work to a client led brief, identifying the requirements needed and accommodating the views of others
- Write a CV suitable for the discipline
- Use effective communication and presentation skills visually, verbally and in writing
- Work independently, set goals, manage own workloads and meet deadlines
- Be confident in meeting deadlines.

Career/Future Study Opportunities

Approaches to the management of career skills on the award are focused on one of the award's main imperatives: to produce graduates that are employable within the graphic design and creative industries upon graduation.

These can include:

- Advertising
- App Design
- Art Direction
- Book Design
- Branding/Identity design
- Design writing
- Exhibition design
- Film and television design
- Freelance design
- Information design
- In-House design
- Interactive Design
- Magazine design
- Packaging design
- Postproduction design
- Publishing design
- Retail design
- Teaching -primary, secondary, FE and HE
- Typographic design
- Self-publishing
- Social media design
- Virtual reality design

There is also the opportunity to continue their studies at:

- Post graduate level within graphic design or related disciplines
- PhD and research degree

Structure of Course Delivery

Integrated Foundation Year

The initial year at CSVPA is designed to give students an overview and grounding in the conceptual and intellectual basis of the visual arts, and in developing the language and eye they will need to succeed in a Bachelor Degree course in the discipline. It is designed to allow students to explore a broad range of media, approaches and concepts in the arts and design, and to develop their own distinctive voice and direction for further study. The year is common across design awards, with assessments designed to aid students in understanding their own aptitudes and skills, and the understanding of the discipline they have chosen .

This level of the course is taught through workshops and studio projects, with tutored support for the development of critical thinking, research and academic skills embedded in the course.

Modules:

Introduction to Art and Design Practice
Beginning Art and Design Research
Developing Art and Design Practice
Developing your critical voice

Bachelors' degree levels

The course is taught primarily through studio-based design projects and workshops of increasing complexity across the three levels. These may be individual, group, self-directed or live, depending on the level and personal interest of each student. As students progress through the levels the structure moves from a more tutor led experience to a more personally designed emphasis where they will align work closer to their own future career ambitions.

The course delivers key components and design principles that are essential to learning but recognises the importance of fluidity in the delivery of content, so it is possible to evolve assessments and curriculum in response to changing culture, technology and ideas.

Level 4 is by nature a prescribed phase and is designed to expose students to the fundamentals of the discipline, whilst exploring the breadth of possibilities available within the world of graphic design. Briefs, workshops, lectures, presentations and critiques introduce students to the design process through embracing discovery, idea generation, critical enquiry, visual language using type & image, storytelling, historical context, skills and production. Students are encouraged to experiment and recognise the potential this offers to any given design solution. Projects are designed to offer an outlet and build upon skills learnt in workshops and lectures, increasing in complexity throughout the year. Work undertaken is designed to build confidence in design decision making, collaborative skills and aesthetic judgements.

Level 4 modules:

Core Practice: Graphic Design
Disruptive Exploration
Creative Expression: Graphic Design
C&CS Engagement

Level 5 students will experience a transition from the 'prescribed' to the 'negotiated' phase of the course. This will enable students to control the direction of their visual language and the potential area of industry that they might wish to engage with. Live projects and/or collaborations are available to provide a broader professional context when delivering creative design solutions as students examine the subject in greater depth.

As the focus becomes more industry facing, students are offered the opportunity to continue to question convention, disrupt, risk take and use creative thinking throughout. The second study block sees a shift in emphasis towards more professional and external contexts. Here students begin to define the subject from their own perspective and begin to shape skills and interests for the final year ahead. Briefs, workshops, lectures, presentations and critiques introduce students to the ethics and responsibility of design practice, collaborative practice and methodologies of project management. These new areas are also delivered in relation to ongoing development of design process, research methodologies, storytelling and building confidence in core skills.

Level 5 modules:

Professional Voice: Graphic Design
C&CS Preparation
Applied Process: Graphic Design
Negotiated Practices

Level 6 requires students to clarify areas of the profession that inspires them whilst at the same time provides the strongest connection with the body of work that is in development. Students will undertake set briefs and self-initiated work as they examine in depth specific topics of their choice. This work will be the driving force when reaching out to a wider audience. The briefs, workshops, lectures, presentations and critiques enable expansive examination of each students personal direction.

The final phase of delivery focuses on that personal direction by refining the detail and depth of existing projects or working on new initiatives that present their final graphic design identity, transitioning towards the workplace or further study. This is supported by a strong visiting lecturer series, which attracts many of the leading practitioners in the industry.

Level 6 modules:

Positioning your Practice: Graphic Design
C&CS Dissertation
Showcase: Graphic Design

Course Assessment Strategy

The assessment strategy takes a holistic approach to learning; that is to say, success is not purely measured by the quality of a creative outcome. Assessments take the form of:

- Electronic portfolio & supporting work
- Presentation
- Essay/Dissertation or Video essay

Formative / Summative assessment

Formative assessment

The intention is to give students the opportunity to reflect on what they have done, what went well and what they would like to improve. This is a 2-way process, not simply about tutor comments, but a shared dialogue. Further review points within the levels support the monitoring of progress and offer formative feedback in the form of group critiques, peer reviews, group and individual tutorials.

Summative assessment

Is the formal marking of all the work, using the learning outcomes, assessment criteria matrix, produced during the year and takes place at the end of each study block where the Assessment Board will discuss and confirm all summative assessment decisions for progression and final classifications.

| No. | Learning Outcome Category |
|-----|---------------------------|
| 1 | Enquiry |
| 2 | Conceptualisation |
| 3 | Experimentation |
| 4 | Evaluation |
| 5 | Realisation |
| 6 | Communication |
| 7 | Professionalism |
| 8 | Impact |

| Course Learning Outcome | Descriptor | Initial year | Level 4 / learning outcome | Level 5 / learning outcome | Level 6 / learning outcome |
|-----------------------------|---|--|---|---|--|
| | | <i>On completion of a module a student should typically be able to:</i> | <i>On completion of a module a student should typically be able to:</i> | <i>On completion of a module a student should typically be able to:</i> | <i>On completion of a module a student should typically be able to:</i> |
| 01 Enquiry | Demonstrate analysis of relevant written, visual and material research. | Demonstrate a basic understanding of the context and history of visual art and design (and creativity?) in relevance to their chosen or current path of study/ | Evidence knowledge and understanding of a selected range of contemporary and historical practice and theory in real-world professional contexts. | Demonstrate knowledge and understanding of a range of contemporary historical practice and theory in real-world professional contexts. | Develop specialist knowledge and understanding of contemporary and historical practice and theory in real world professional contexts. |
| 02 Conceptualisation | Demonstrate idea generation utilising effective research in the development of creative work. | Demonstrate research skills in the development of creative ideas | Utilise creative idea generation through research and enquiry into creative practice. | Extend creative idea generation drawing on research, analysis, experimentation and new solutions through creative practice. | Identify opportunities through in-depth investigation, bringing together research, analysis, experimentation and new ideas and/or artefacts through independent creative practice. |
| 03 Experimentation | Demonstrate a process of discovery based on exploration and risk taking. | Begin to engage with new ideas and risks risk-taking in their own work | Advance new ideas and risk-taking that challenges conventional thinking in an emerging creative practice. | Identify and explore a range of possibilities leading to appropriate solutions, informed by experimentation, risk taking and challenging conventions. | Produce and develop a range of possibilities leading to appropriate solutions, informed by in-depth experimentation, risk taking and challenging conventions. |
| 04 Evaluation | Demonstrate critical judgement through review, selection and reflection. | Consider their work and reflect on it with consideration and judgement. | Review and analyse information and begin formulating independent critical judgement. | Apply analytical skills that develop independent critical judgement, incorporating reflection and analysis of divergent information. | Evaluate and demonstrate independent critical judgement in the assessment of complex and divergent information leading to a well-informed and insightful argument. |
| 05 Realisation | Produce outcomes using effective process, materials and methods. | Demonstrate the development of skill and technique in media appropriate to their chosen or current course of study. | Build competency in the use of selected techniques and processes associated with the production of creative design. | Demonstrate competency in a range of techniques and processes associated with the production of creative design. | Produce a range of sophisticated techniques and processes associated with the production of creative design work to a professional standard. |
| 06 Communication | Demonstrate professional communication skills appropriate to the audience. | Communicate ideas and concepts effectively in written, verbal, visual (and non-visual) form | Utilise effective communication and presentation methods in visual, oral or written form, ensuring they are appropriate for an identified audience. | Extend effective communication and presentation skills in visual, oral or written form, demonstrating sensitivity to audiences and professional contexts. | Devise appropriate modes of professional communication and presentation skills in visual, oral or written form for audiences, demonstrating fluency, reflection and adaptability. |
| 07 Professionalism | Demonstrate time-management collaboration planning and professional behaviour. | Evidence engagement with employability and professional practices in education and the creative industries | Evidence emerging employability skills, including the ability to manage workload, work to deadlines, creatively communicate practice and respond to | Demonstrate employability skills, including an increasing ability to manage workload, work to deadlines, respond to change, effectively | Refine employability skills, set and manage workloads, meet project deadlines, respond to change, professionally communicate practice |

| | | | | | |
|------------------|---|---|---|---|--|
| | | | set briefs both individually and/or collaboratively. | communicate practice and respond to set briefs both individually and/or collaboratively. | and respond to set briefs both individually and/or collaboratively. |
| 08 Impact | Analyse and reflect on the impact of work within a broader context. | Demonstrate basic understanding of the impact of design on themselves and others. | Identify emerging issues and concepts relevant to the field of creative design. | Demonstrate an understanding of the potential impact of creative design within a broader context. | Evaluate and reflect on the potential impact of their practice within a broader context. |

Course Level Learning Outcomes

Curriculum Structure, Assessment Methods and Learning Outcomes

| | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|---|---------|--------------------------|---------------------------------|------------------------|---------|-------------------|-----------------|------------|-------------|---------------|-----------------|--------|
| Module Code | Level | Module Name | Credits | Study Block 1, 2 or 3 | Compulsory (C) or Option (O) | Assessment methods* | Enquiry | Conceptualisation | Experimentation | Evaluation | Realisation | Communication | Professionalism | Impact |
| | 0 | Introduction to art and design practice | 30 | 1 | C | PO | TP | TPA | TPA | TP | TP | TP | TPA | |
| | 0 | Beginning Art and Design Research | 30 | 1 | C | PO | TPA | TPA | TP | TP | | TPA | TP | |
| | 0 | Developing art and design practice | 30 | 2 | C | PO | TP | | TPA | TPA | TPA | TP | TP | TP |
| | 0 | Developing your critical voice | 30 | 2 | C | ES | TPA | | | TP | | TPA | TPA | TP |

| | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|---|---------|--------------------------|---------------------------------|------------------------|---------|-------------------|-----------------|------------|-------------|---------------|-----------------|--------|
| Module Code | Level | Module Name | Credits | Study Block 1, 2 or 3 | Compulsory (C) or Option (O) | Assessment methods* | Enquiry | Conceptualisation | Experimentation | Evaluation | Realisation | Communication | Professionalism | Impact |
| | 4 | Core Practice: Graphic Design | 30 | 1 | C | PO | TPA | TPA | TPA | TP | TP | TP | TP | TP |
| | 4 | Disruptive Exploration | 30 | 1 | C | PO | TPA | TP | TPA | TPA | TP | TP | TP | TP |
| | 4 | Creative Expression: Graphic Design | 30 | 2 | C | PO | TP | TPA | TP | TP | TPA | TP | TP | TPA |
| | 4 | C&CS Engagement | 30 | 2 | C | ES | TPA | TP | TP | TPA | TP | TPA | TP | TP |
| | 5 | Professional Voice: Graphic Design | 30 | 1 | C | PO | TP | TP | TPA | TPA | TPA | TP | TP | TP |
| | 5 | C&CS Preparation | 30 | 1 | C | PR ES | TPA | TP | TP | TPA | TP | TPA | TP | TP |
| | 5 | Applied Process: Graphic Design | 30 | 2 | C | PO | TP | TPA | TP | TP | TPA | TP | TP | TPA |
| | 5 | Negotiated Practice | 30 | 2 | C | PO | TP | TPA | TP | TP | TP | TP | TPA | TPA |
| | 6 | Positioning your Practice: Graphic Design | 30 | 1 | C | PO | TP | TP | TPA | TPA | TP | TPA | TP | TPA |
| | 6 | C&CS Dissertation | 30 | 1 | C | PR DI OT | TPA | TP | TP | TPA | TP | TPA | TP | TP |
| | 6 | Show Case: Graphic Design | 60 | 2 | C | PO | TPA | TPA | TP | TP | TPA | TPA | TPA | TPA |

| *The following codes for assessment methods apply <i>(additional codes can be proposed through this process, if necessary):-</i> | | | |
|---|-------------------------|----|-------------------|
| AR | Artefact | LR | Literature Review |
| CB | Computer-based | OR | Oral |
| CE | Critical evaluation | PC | Practical |
| CS | Case study | PF | Performance |
| DI | Dissertation or project | PL | Placement |
| ES | Essay | PO | Portfolio |
| EX | Exam | PR | Presentation |
| GR | Group Report | RE | Individual report |
| IT | In-module Test | SP | Studio Practice |
| JL | Journal / Logbook | OT | Other |