

Award Information Form (AIF)

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

Please refer to the Guidance notes on completing Award Information Forms before completing the details below

SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	Graphic Design
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Woodlane Campus
Duration of Award	3 years full-time
Professional, Statutory and Regulatory Body accreditation	N/A
Accreditation Renewal Date (Month and Year)	N/A
Route Code (SITS)	BAGCGDFF
UCAS Course Code	W214 (BA/GD)
Relevant External Benchmarking	Subject Benchmark Statement: 'Art and design' QAA 238 03/08 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/ADHA08.asp

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different ‘level’ qualifications e.g. A Levels are considered a ‘Level 3’ qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree	
<p>Level 3 qualifications</p> <p>Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:</p>	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)	
<p>*14-19 Advanced Diploma</p> <p>Of the subjects currently available through the 14-19 Advanced Diploma, three are suitable for particular BA(Hons) degrees at Falmouth:</p>	<p>Creative & Media</p> <p>BA(Hons) Photography, Dance, Theatre and all Media degrees</p>
	<p>Manufacturing & Product Design</p> <p>BA(Hons) 3D Design</p>
	<p>Humanities & Social Sciences</p> <p>BA(Hons) Journalism, Advertising, Creative Events Management, Public Relations, and English</p>

For entry to Year 2 or 3 of an undergraduate degree

Level 5 qualifications

If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:

Foundation Degree

Higher National Diploma

Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit www.falmouth.ac.uk/international for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement

Additional:

You may be required to submit visual documentation of work to help us decide who to interview. This might be a portfolio or examples of other relevant practice.

Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

Academic Liaison Librarians provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software,

Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

The Careers Advisory Team provides strong support for students during their period of study and offers a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

The Educational Development Lecturers work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

ASK: Academic Skills provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

The IT Trainer provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There are also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

Students with disabilities

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

Distinctive Features

- University College Falmouth is a multi-arts institution and therefore you will have the opportunity to work with creative individuals across the full spectrum of the arts, from designers and artists to performers and media specialists. Collaboration will be at the heart of your future careers and your education will be enriched by the opportunity to work with like-minded individuals who value creativity and innovation as much as you do.
- The award places 'problem solving' at the heart of the discipline and establishes the importance of the design process as a platform for the creative journey, from establishing the fundamental needs of a design investigation, through to the delivery of innovative and well crafted design solutions. 'Ideas' are the most important currency within the professional design community - the award is founded upon this belief.
- Industry connections are pivotal to the learning experience, from a visiting lecturer series that attracts many of the leading graphic designers in the industry, study trips to London and Amsterdam to visit some of the top design consultancies, through to 'designer led workshops', offering the opportunity to work with visiting professionals.
- Placement opportunities are provided (though not mandatory) in the second Semester of stage 2. The chance to work in a design consultancy for up to 3 weeks during term time, gaining first hand experience of the profession.
- The dedicated studio environment creates the hub for students design activities, a place to work, share ideas and learning. The staff, who bring a passion for teaching and professional expertise, facilitate a supportive learning experience that encourages risk and experimentation at all stages of the creative design process.
- Live projects are available to provide the broader professional context for delivering design solutions. Collaborative projects with students from other disciplines within UCF will mirror the multi disciplinary opportunities that will be central to your future careers within design.
- Graduates play a key role in developing networks, passing on experience and advice, connecting their experiences with the students' current activities. This is primarily facilitated through a 'graduate day' event which is held each year, however the award hugely benefits from the pro-active and supportive attitude of so many of our graduates; alerting us to placement opportunities and job opportunities; attending student show case events and generally being 'champions' of the graphic design brand at Falmouth.
- External showcases in London provide the opportunity for wide exposure and networking opportunities. The award presents student work at the D&AD New Blood Exhibition and at our own

exclusive event at the Royal Society of Arts.

- The award has developed a significant reputation within the industry, winning over 150 student awards and citations since 2005 and won the 'Best stand' award at the 2010 D&AD New Blood exhibition for its creative thinking, craft and presentation.

Career/further study opportunities

Career:

Recent graduates are now employed in some of the leading design consultancies nationally and internationally: large and small, specialist and multi-disciplined*. A number of graduates have also established their own design companies.

Typical job opportunities within the profession include the following specialist fields and types of businesses:

- Branding
- Packaging design
- Advertising
- Digital interactivity
- Magazine design
- Book design
- Retail specialists
- Television graphics
- Post production houses
- In-house design within corporations and organisations
- Multi-disciplinary design consultancies

* **For example:** Pentagram, Lewis Moberly, Brand Union, Purpose; The Chase; Music; EMI Records; The Partners; Jones Knowles Ritchie; Research Studio; BBC TV; Design Bridge
(For further examples of graduate destinations please visit: www.graphicsfamouth.com)

Further study:

- Post graduate study within Graphic Design or related design disciplines.

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

BA(Hons) Graphic Design has the following aims:

1. To foster the creative and imaginative use of graphic design to the best potential of each student.
2. To facilitate the development of co-operation, self-reliance and critical judgment.
3. To promote an understanding of social, ethical and environmental responsibilities which are integral to the practice of graphic design.
4. To encourage an understanding of the practical, theoretical, historical and cultural contexts in which design operates.
5. To prepare students for lifelong learning and continued development within the world of work, professional practice or post-graduate study.

Learning Outcomes

Upon successful completion of this award, you should be able to:-

- LO 1. Identify and retrieve appropriate information from a variety of sources that informs the direction of an investigation, demonstrating the application of research methodologies.
- LO 2. Generate a range of ideas and concepts in response to the identified needs of a brief.
- LO 3. Articulate an informed rationale for the direction of an investigation through critical reflection.
- LO 4. Deliver a concept appropriate to defined needs, employing relevant tools & techniques, demonstrating a command of visual language & craft.
- LO 5. Debate ideas effectively in written form, demonstrating analysis, critical judgment and awareness of historical and cultural and contemporary issues in design and society.
- LO 6. Independently progress study, set goals and manage workloads to meet deadlines.
- LO 7. Respond to the critical judgments of others, accommodate change and effectively present ideas in a variety of situations.

Teaching Strategy

The BA(Hons) Graphic Design award addresses the important relationship between theory and practice, interweaving historical, social and cultural contexts through all aspect of design practice. Weekly learning teams across all stages of the award provide the platform for critical debate, reflection and discourse around the students progressing design responses to studio based assignments. It is through the vehicle of assignments, or design briefs, that the teaching and learning 'drills down into' the subject and out of the subject into the role of design within our society, orientating the students thinking towards the world of 'others'. These small group tutorials facilitate the development of generic communication skills, building confidence in sharing ideas, verbally and visually, sharing experiences and promoting a collaborative approach to learning.

Individual tutorials within modules create further reflective learning opportunities and provide pastoral support as required. Lectures and seminars are delivered to further contextualise practice, either from theoretical perspectives or furthering professional practice and subject specialism. Workshops provide practical instruction in digital software or introduction to other craft facilities.

Additional to the weekly contact teaching activities with staff, students are expected to further their learning through directed study in response to set design or written briefs. Independent study time naturally increases through the award as students begin to determine and pursue their own individual interests within the subject. However, students from the outset are expected to broaden and deepen their knowledge through and beyond the recommended reading lists provided.

Additional to the dedicated studio environment, students are introduced to the wider support mechanisms at the university, across both campuses, from library and IT resources, workshops and seminar facilities through to the critical human resources available to support their learning and life at university.

Weekly meetings are held across each stage of the course, providing the opportunity for sharing

notices and updating students regarding any changes to timetables or provision. The digital learning space supports the exchange of information and notices are updated weekly. The Learning space also provides students with copies of briefs, lecture notes, further reading requirements and module information forms. It also provides the mechanism for booking individual tutorials.

Assessment Strategy

The teaching of the award takes a holistic approach to learning, that is to say that success is not purely measured by the quality of a design outcome. Students are not only taught to understand design conventions but to take risks and explore new insights into communication strategies, whether through conceptual thinking, alternative visual approaches or through technology. In order for this to occur, students are encouraged to understand that all aspects of their design process and their supporting communication skills are important. From identifying needs and information gathering within the discovery phase, idea generation and critical reflection, project management and the ability to work with others. The design or written proposal is a manifestation of all the encompassing creative endeavours. Future employers will anticipate these talents and qualities as central themes to furthering professional skills and new learning within or outside the design industry.

Importantly the assessment criterion reflects these central themes and underpins all aspects of the course. They are written to guide learning, encourage levels of performance and broaden the themes of self and peer critique, and evaluation at the beginning, during and end of assignments.

Summative assessment occurs at the end of each semester, within each stage of the award. Assignment deadlines are clearly identified at the briefing stages and the process of assessment is made explicit (whether through individual or group presentation of work, portfolio submission or essay hand in).

Feedback occurs weekly on studio work within learning teams, formative assessment occurs at the conclusion of assignments or at predetermined review points as appropriate.

Curriculum Structure, Assessment Methods and Learning Outcomes

Module code	Level	Module Name	Credit	Semester	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))						
				1 / 2			1	2	3	4	5	6	7
GRD101	4	A Word in Your Eye	40	1	C	SP & ES	TPA	TPA	-	TPA	TA	TPA	TPA
GRD102	4	Design Process	20	1	C	SP	TPA	TPA	TPA	TPA	-	TPA	-
GRD103	4	Difference & Identity	40	2	C	SP & ES	TPA	TPA	TPA	TPA	TPA	-	TPA
GRD104	4	Narrative	20	2	C	SP	TPA	TPA	TPA	TPA	-	TPA	-
GRD201	5	Consumerism	40	1	C	SP & ES	TPA	TPA	TPA	TPA	TA	-	PA
GRD202	5	Typography	20	1	C	SP	TPA	TPA	TPA	TPA	-	PA	-
GRD203	5	Self-initiated Assignments	40	2	C	SP & ES	PA	PA	PA	TPA	TPA	PA	-
GRD204	5	Graphic Intervention	20	2	C	CE/SP & PL (opt)	TPA	PA	A	TPA	-	PA	PA
GRD301	6	Journeys	40	1	C	SP	TPA	TPA	PA	-	-	PA	PA
GRD302	6	Dissertation	20	1	C	DI	TPA	-	PA	-	PA	-	-
GRD303	6	Destinations	40	2	C	SP		TPA	TPA	TPA	-	PA	PA
GRD304	6	Transitions	20	2	C	SP	PA	TPA		PA	-	-	-

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary):-			
AR	artefact	OR	oral
CB	computer-based	PC	practical
CE	critical evaluation	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
ES	Essay	PR	presentation
EX	Exam	RE	individual report
GR	group report	SP	studio practice
IT	in-Module test		
JL	journal/logbook		
LR	literature review	OT	other

SECTION 4 – Learning and Employability

Skills Development Strategies

Subject Specific

The modules in stages 1 and 2 have been designed to create balance between the focus on core design skills and the important contextual themes that influence communication behaviour and place design within the social and cultural landscape. Therefore in **Stage 1**, Semester one, 'A Word in your Eye' focuses upon basic visual language skills and 'Design process' introduces the *engine* that drives design practice and methods of idea generation. Semester two, 'Difference & Identity', places these emerging design skills within more complex social contexts (audiences, markets, ideologies). 'Narrative', explores the dynamics of basic story telling, a critical component within all good design.

Similarly, the first semester in **Stage 2**, balances between the craft of 'Typography', and the issues of persuasion, need and desire, explored through 'Consumerism'. From the second semester of Stage 2 and all of **Stage 3**, the development of skills and the direction of study is initiated by the individual interests of the students and negotiated with staff. 'Graphic Intervention' within Stage 2 and 'Transitions' within Stage 3 add professional practice study. In 'Graphic Intervention' live projects, designer led briefs, production workshops and placement opportunities provide external or real world experiences. 'Transitions' provides further professional advice and support to prepare students for graduation.

Within the modules, design briefs are the primary 'vehicle' for subject skills development – learning through practice. The briefs develop in complexity through the stages of the award, challenging and stretching the student's abilities and expectations. The briefs will vary, from explicit media or subject specific outcomes (eg book, magazine, poster, digital, typography, image based, etc) through to communication challenges that require the students to define the most appropriate media choice or choices. Through this approach students will develop a breadth of new skills and potentially develop areas of specialism or emphasis within their 'skills portfolio'.

Practical workshops introduce and develop students' digital technology skills and occur predominantly in stage 1 and the first semester of stage 2. Initially, software workshops will be 'streamed' to match the varying skill levels of in-coming students. In stage 2 predominantly interactive and moving image based software workshops support studio-based briefs that develop both skills and understanding of digital media opportunities. Workshops in stage 1 are delivered around themes of drawing, mark making and bookbinding.

Lectures and Seminars, across the award, deliver both theoretical studies supporting and enriching practice, and professional practice issues, from case studies of design projects through to subject skills such as print technology, costing, CV writing and presentation. These activities are delivered by the combination of members of the staff team and visiting professionals from industry.

Weekly learning teams (small group tutorials) are held across all stages of the course and create the important opportunity to share feedback, test ideas, present, discuss progress and deepen learning beyond the seminar and lecture delivery. Individual tutorials provide further learning across all aspects of the design process.

Study trips to London and Amsterdam are offered to students in stage 2. These trips provide the opportunity for students to see 'behind the scenes' of design consultancies; how they operate; how they generate ideas; present work to clients etc. It brings further context to the learning experience within the studio and can challenge some of the preconceptions of working within the industry.

Generic

Due to the core problem solving nature of design, the majority of skills developed are transferable to all aspects of future learning, life skills and employment opportunities. From research activities, idea generation in response to needs, critical reflection and the construction of messages in visual, oral

and in written form, through to presentation techniques, information technologies and the management of tasks. The collaborative essence of design will demand negotiation, self-reliance and the ability to accommodate change and uncertainty. The ability to bring reasoning to complex situations and recognise the needs of a variety of different audiences are critical generic life skills.

These generic skills are rehearsed continually through the engagement within the collaborative studio based environment, the weekly learning team activities, within workshops, seminars and presentation opportunities. Further development occurs through the frequent engagement with visiting design professionals, clients and live project opportunities

Team Working

The realisation of any design project will include the involvement of others. Even if working independently and in its most limited form, it is likely to involve a client (or clients) and end with the critical support of production specialists, (whether print or digital). More often, the process of design and realisation will involve far more individuals, from photographers, illustrators, 3D specialists, production managers, animators, post production specialists, film makers... and of course other graphic designers. Therefore the notion of '*working with others*' is a critical skill to develop and why it is one of core learning outcomes on the award. It will demand good communication skills, the ability to negotiate, work within unfamiliar situations and present ideas clearly within a variety of different situations - visually, verbally and in written form.

The learning team process, as previously described, is a key platform for these skills to be developed and rehearsed, regardless of whether the design brief anticipates an individual outcome. Indeed students are encouraged to perceive their roles and responsibilities on the award as being a part of a collaborative learning experience, where their conduct and engagement can impact positively or negatively on the experience of others.

Team based projects are introduced through the award, some initiated by students and negotiated with staff or through the demands of some live or external projects, potentially delivering the opportunity to work with other specialists as required. For assessment, the students' individual roles within collaborative projects would need to be made explicit and evaluated accordingly.

Improving Learning and Performance

Additional to the weekly feedback mechanisms of tutorials and learning teams, students normally complete self and peer evaluation forms at the end of projects or at timely review points within a module. This supports the continual process of critical reflection and evaluation of learning. Written formative feedback from staff provides a commentary on student performance against the learning outcomes. Review points provide one-to-one tutorials to consolidate feedback and through discussion, identify areas for further development.

Study skills are introduced predominantly within the first semester of stage 1. Students are introduced to the variety of learning approaches that exist and they are encouraged to recognise their own styles of learning. Dyslexia screening sessions are provided by the university to identify and support students with any learning difficulties they may have. Each student will have a pastoral tutor and the opportunity to discuss any related issues.

Although independent study will be a feature at all stages of the award, it becomes a natural development of progression that students will take increasing ownership of the direction of their studies. Learning teams, individual tutorials and review points become increasingly important points of negotiation with staff to ensure the individual study interests (particularly from the second semester of stage 2) are supported and are relevant to the awards aims and learning outcomes.

The pre-eminence of the design process within the learning outcomes and the related assessment criteria become a key component in the improvement of learning and performance, continually guiding and prompting towards further achievement.

Career Management Skills

The substantial engagement with external contacts via visiting speakers, design consultancy visits, live projects, designer led workshops, placements etc., provide critical points of reference for the potential career paths students may consider within graphic design. The self initiated nature of the study, from the end of semester one in stage 2, reinforce the breadth of possibilities and increased sense of ownership and responsibility students need to take to manage their experience.

Stage 3 begins with series of seminars that provoke consideration of career pathways, alongside the 'Meet your future' week of events held at the university. The 'Transitions' module in stage 3 provides the platform for timely reflection on their exit from degree level study. The graduate day event, the external portfolio surgery session at the RSA and professional practice seminars provide further diagnostic and reflective opportunities to support and inform choices. Of course some students will be considering alternative career paths outside design. The sessions at the beginning of stage 3 and the Transitions module will hold equal value for those students and the individual negotiation with staff on project choice can create relevance wherever possible.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

Professional Standards

Within induction week, all students studying on the award are invited to collaboratively agree a list of expectations based on the question: *'Beyond subject knowledge; what standards and attributes would a design industry employer look for in a graduate?'* The list quickly assembles a comprehensive series of professional expectations that embrace key transferable skills. It is from this that expectations are defined in relation to behaviour, conduct, attitude, integrity etc. It sets out an informal set of professional standards for both students and staff.

In relation to students' work the award strives to promote high expectations of quality. In stage 3 of the award students are offered the opportunity to enter national and international student design competitions set by professional bodies such as the D&AD, Royal Society of Arts and the International Society of Typographic Designers (ISTD). Their aim is to promote the highest level of achievements within the design profession. Our continued success in these awards brings credibility to our assertions of quality. In 2002 the course won the ISTD's Peter Stone prize, for our contribution to design education. In 2010 the course was awarded the 'Best Stand award' at the D&AD for our craft, conceptual thinking and presentation.