



## **Module Specification**

### **Design for Print**

Version: 2025-26, v1.0, Approved

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## Part 1: Information

**Module title:** Design for Print

**Module code:** UADBAV-30-1

**Level:** Level 4

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Arts

**Partner institutions:** None

**Field:** Design

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module is designed to establish essential skills and approaches for editorial design and print processes within the field of graphic design. The module will introduce students to a range of creative methods and processes that shape typographic use in relation to editorial design and print practice. Through a range of briefs and workshops, students will explore letterforms and words in detail to uncover the meaning of language and the many ways it is presented visually. This

introductory module will establish a strong skillset for further exploration and refinement of editorial design processes as students progress through the course.

**Features:** Not applicable

**Educational aims:** The module's aim is to develop students' understanding of the use of typography and how this functions as a key component in the process of editorially led and print based graphic design. The module will concentrate on the communication potential of typography and print in a number of different contexts, enabling students to develop a level of awareness and confidence in incorporating it into their practice.

**Outline syllabus:** The module will encourage students to look at words and letter forms in detail and to explore these as a method of visual language that is vital to the process of graphic design. Using observation, recording and thorough research methods, students will consider the nature of visual communication and various approaches to creative outputs, from mark-making in both tactile and screen-based methods to letter-form creation and exploratory print formats in support of single and multiple page editorial design.

Practical exercises will encourage students to make, and use, letterforms in various media, and explore the use of type and print methods in support of their development – taking into account, for example, typeface selection, arrangement, legibility/readability and hierarchy through the use of size, weight and colour.

Studio exercises, assigned tasks and supporting workshops all inform a final publication project which draws on prior learning, and afford students the opportunity for developed creative expression.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module will align to the school's teaching and learning strategy via the methods below.

The module is delivered via projects, seminars, group critiques, workshops,

individual critique, guest lectures and independent study. The development of analytical and evaluative skills is supported and encouraged through discussion in group critiques and activities and through individual tutorials.

This module aims to establish key concepts, processes, skills and methodologies fundamental to graphic design, and to introduce students to the range of ideas that inform contemporary practice/s.

Scheduled learning includes lectures, group critiques, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; guest speakers; supervised time in studio/workshop.

Independent learning includes engaging with essential reading, assignment preparation and completion etc.

Students can expect scheduled contact time for this module within the context of their other learning and teaching activities. This can include tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops and field work.

Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, Virtual Learning Environments (VLEs) and other technology-aided means.

Teaching sessions encourage students to take a pro-active approach to learning and studio practice using a variety of methods. Weekly group/ Individual reviews of work and tutorials are used to support the development of ideas and communication.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Investigate topics through research: Employ effective research methods to explore and gather information related to specific areas of study.

**MO2** Explore Problems Creatively: Experiment with a range of approaches to overcome subject specific challenges.

**MO3** Ideation: Develop ideas through to defined outcomes.

**MO4** Develop an understanding of varied typographic processes and approaches as a means of creating content for printed outcomes.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/C10BCAB7-0580-E894-9AFB-92522E78775D.html?lang=en-GB>

## Part 4: Assessment

**Assessment strategy:** This module will align to the school's assessment strategy via the methods below.

This module will be assessed as a pass/fail.

Portfolio of work including:

Designed outcomes and supporting work

Designed evaluative process document (module file)

For assessment, students are required to present their outcomes for the briefs, a body of developmental work and an evaluative process document/s (module file) which will include reflective evaluation of the work detailing their process, decision making, and in relation to the outcomes produced and related contemporary design practice/practitioner research.

Resit assessments will match the first-sit

Formative feedback and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to

support the monitoring of progress by tutors and students.

Formative feedback and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.

Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

**Assessment tasks:****Portfolio (First Sit)**

Description: Portfolio of work including:

Designed outcomes and supporting work

Designed evaluative Process Document (Module File)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Portfolio (Resit)**

Description: Portfolio of work including:

Designed outcomes and supporting work

Designed evaluative Process Document (Module File)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Graphic Design [Arnolfini] BA (Hons) 2025-26

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Graphic Design {Foundation} [Arnolfini] BA (Hons) 2024-25