



Module Specification

Design to Engage

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Part 1: Information

Module title: Design to Engage

Module code: UADBAX-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: In this module students will begin to establish an understanding of their own graphic design practice in relation to the diverse field of contemporary graphic design practice; by situating work in a public context; through engaging audiences; and by reflecting on the evolving professional context.

This module asks students to consider the role of a graphic designer in public and

live contexts and asks them to begin to investigate different understandings and interpretations of how the term, subject and role might evolve now and in the future.

Features: Not applicable

Educational aims: The emphasis of this module is on communication and engagement in the design process, on generating and answering questions in order to understand a given situation, client or audience as clearly as possible. Many of the briefs are interested in how graphic design is engaged with and made public

The module asks students to consider graphic design as a response to a specific set of circumstances and locations, to explore how graphic design can be used as a way of asking questions about meaning, purpose and power.

Outline syllabus: Through a combination of short and long studio briefs students will work individually and collaboratively to creatively explore problems that will help them begin to understand; the designer's relationship to audience, client and context; their own point of view and that of others and how this is mediated through graphic design.

Students will engage with critical questions such as 'where does power lie?', 'what do you stand for', 'what is your position?', 'what do you want the effects of your work to be?', 'what are the ethical considerations of persuasion and influence?', 'what is the social value of your work?'.

Students will begin to test/evaluate and apply appropriate methods of execution and production to communicate clearly to an identified audience/context. Students will be working across web, print and social practice generating, sourcing and editing content. The module explores the importance of research and professional practice in support of students' interests, and ambitions, looking at key transferable skills and how they might be used in a wider context.

Keywords: Engagement; collaboration; dialogue; intervention

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.

Students will work on individual and collaborative briefs engaging with external audiences and environments.

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

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.

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.

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

MO1 Experiment with a range of approaches to overcome subject specific challenges.

MO2 Refine communication skills, adapting style and tone to effectively communicate ideas and research findings.

MO3 Critically evaluate own work, identify areas for improvement, and adapt learning strategies based on feedback and experience.

MO4 Test and apply appropriate methods of execution and production with consideration of audience(s) and context(s).

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://rl.talis.com/3/uwe/lists/49075C74-1BC7-1DBC-6D50-11B8A0C3941F.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/49075C74-1BC7-1DBC-6D50-11B8A0C3941F.html?lang=en-GB&login=1>

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 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

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio of work

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

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