Module Specification

Process for Graphic Design

Version: 2026-27, v1.0, Approved

Contents

Part 1: Information

Module title: Process for Graphic Design

Module code: UADBAY-30-2

Level: Level 5

For implementation from: 2026-27

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 enables students to consolidate prior learning and develop their work by investigating areas of creative practice appropriate to their individual interests and skills. It requires students to explore and implement creative strategies to help develop their design practices. Emphasis is placed on developing work that is informed by an understanding of the relationship between design contexts, content and audiences.

Features: Not applicable

Educational aims: This module is concerned with the exploration of personal design process and strategies. It will enable students to question and develop their design methodology and its appropriateness to solving design problems. The content will focus on the investigation into a range of approaches to research, making and conceptual development while emphasising the practical skills needed by a designer to develop and communicate their solutions.

Outline syllabus: Students will undertake a range of different practical projects and activities through which they will explore different research methodologies and conceptual approaches to projects. These are designed to help students interpret briefs in relation to their own ideas, development, and design methodologies.

The module will help students implement creative design strategies, generate content through different research methods, and develop their communication skills for different audiences and purposes. The task-related elements are designed to provide a framework for the progression of practice.

Through a series of technical and conceptual workshops, students will consolidate and expand their existing skill base in graphic design. It is through experimentation with media/s that students are expected to develop, make, and produce a body of work that explores the practical, theoretical, and technical aspects within design practice.

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.

This module aims to support the development of an individual practice through exploring a range of briefs, activities, and workshops that extend students skills, ideas, and methodologies fundamental to Graphic Design activity and contemporary practice/s.

Teaching sessions encourage students to take a proactive approach to learning and studio practice using a variety of methods. The module is delivered via projects, seminars, group critiques, workshops, individual critique, guest lectures, and independent study used to support the development of research approaches, ideas, and communication. The development of analytical and evaluative skills is supported and encouraged through discussion in group critiques and activities and through individual tutorials.

Scheduled learning includes lectures, group critiques, tutorials, project supervision, demonstration, practical classes and workshops, fieldwork, guest speakers, and 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 proactive 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 Conduct more in-depth research methodologies, effectively managing information from a wider range of sources.

MO2 Solve design problems through making and doing, as well as developing innovative and effective solutions.

MO3 Convey ideas and information clearly and persuasively through diverse mediums, adapting to different audiences and purposes.

MO4 Negotiate multiple projects and develop time management strategies that focus on locating an area of practice appropriate to student concerns.

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 via the following link

https://rl.talis.com/3/uwe/lists/2CFE1FCD-F90E-24C4-48EF-2E252C7BE34C.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 numerical grading

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.

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: 100 %
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: 100 %
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