Module Specification

Practice for Graphic Design

Version: 2026-27, v1.0, Approved

Contents

Part 1: Information

Module title: Practice for Graphic Design

Module code: UADBB3-30-2

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 will provide students with the opportunity to critically explore the structures and practices within the graphic design industry, while equipping them with the knowledge and skills necessary to understand their professional practice and explore their personal career aspirations.

Features: Not applicable

Educational aims: This module is designed to help students analyse creative, professional, cultural, and social contexts, to engage in collaborative projects, and to deliver presentations while demonstrating effective time management. Throughout the course of the module, students will evaluate their own strengths and personal attributes as a graphic designer, as well as locate themselves within the broader context of visual communication.

Outline syllabus: This module asks students to consider how designers represent themselves, how this helps to inform their own representation, and how the subject of graphic design can be interpreted. Students are tasked with reflecting on the ways in which graphic design can be used as a tool for investigation and reporting, as a generator of content and as a means of communicating new ideas with designed outcomes.

Students will question the contextual and commercial aspects of the subject matter through its networks, collaborative practice, live opportunities, ethical concerns, and analysing the socio-political impact of creative work. The students will work both independently and in 'studio' groups.

This is an opportunity to identify areas of graphic design that align most with longer term aspirations. It is also an opportunity for students to explore subject areas of interest whilst developing their own design methods. The module will also help develop a range of related skills and materials so that they can best present themselves externally across a range of design contexts. Module tasks will introduce students to issues of professionalism within the subject and allow them to develop awareness of key transferable skills, and how they might be used in a wider context.

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.

While students will work individually to develop methods of communicating their own

graphic design practice (this includes the development of promotional design items), they will also work as part of a group presenting findings to peers at interim stages of the module.

Workshops and lectures supporting professional development and practical presentation skills are also delivered throughout and are supported by the UWE Careers Development Unit. Visiting speakers are also invited to demonstrate examples of professional working practice.

Development work should be presented for assessment as a designed evaluative process document (module file).

Scheduled learning includes, tutorials, seminars, lectures, workshops; external visits, 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.

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

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

MO1 Develop proficiency in using tools, technologies, and techniques while applying them to projects.

MO2 Present and convey ideas and information clearly and persuasively through diverse mediums, adapting to different audiences and purposes.

MO3 Seek, reflect on, and demonstrate an understanding of the range of roles and activities within their subject area while identifying the skills and attributes of those employed in various activities within their area of practice.

MO4 Develop an understanding of the benefits of collaborative practice in the field by engaging in collaborative projects, fostering teamwork, and managing diverse perspectives with a shared vision.

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/A7E7A466-13BB-30DF-9D14-3AD5A989EC43.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 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 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: 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