



Module Specification

Pathways for Graphic Design

Version: 2026-27, v1.0, Approved

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Part 1: Information

Module title: Pathways for Graphic Design

Module code: UADBB4-30-2

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 is designed to enable students to develop and explore their individual creative direction through exploration of a more focussed area of graphic design practice. The module will enable students to develop and extend proficiency in using tools, technologies, and techniques to allow the resolution of conceptual, critical and production processes that are located within a specific pathway. Students across all pathways will deepen their understanding of the relationship between graphic design contexts, content, and audiences.

Features: Not applicable

Educational aims: This module aims to support students in defining and developing a personal methodology and professional practice, encouraging them to build upon knowledge and experience from previous modules. The module will introduce a range of issues, debates, skills, processes and approaches relevant to each pathway. These will enable students to establish an individual design practice.

Outline syllabus: Students will choose a pathway that will direct their work towards an area of specialism, covering type & print, moving image, or image & narrative.

Students are expected to build confidence and proficiency in generating and working with content, combining technical expertise with creative design strategies.

Throughout the module, students will be encouraged to cultivate personal design methodologies enabling them to understand the significance of contemporary design contexts.

Type & Print

In this pathway, students can explore the practice of typography in direct relation to their own interests as a designer. Students will be encouraged and enabled to deepen their understanding of a range of print and typographic design processes.

Image & Narrative

This pathway supports the potential of image making across a variety of narrative forms allowing students to explore and identify strengths and areas of personal interest across the broad spectrum of graphic design

Moving Image

This pathway focusses on the exploration of ideas through screen-based inquiry, resulting in a range of moving image outcomes that utilise different experimental processes and practices as a means for developing design concepts for screen.

This module aims to deepen engagement and individual direction within key practices, skills and methodologies fundamental to graphic design activity and to extend the range of ideas that inform contemporary practice/s.

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 is taught in smaller specialist pathways to nurture individual practices and ambitions.

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.

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 Engage in reflective practice, review personal strengths and areas for growth, and proactively seek feedback to improve work.

MO2 Further develop proficiency in using tools, technologies, and techniques while applying them to projects.

MO3 Approach complex challenges strategically, considering various factors and developing innovative and effective solutions.

MO4 Research, evaluate, and present information to support an ambitious personal and professional practice.

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

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