



## **Programme Specification**

### **Graphic Design [SHAPE]**

Version: 2028-29, v2.0, Validated

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** Graphic Design [SHAPE]

**Highest award:** BA (Hons) Graphic Design

**Awarding institution:** UWE Bristol

**Affiliated institutions:** School for Higher and Professional Education

**Teaching institutions:** School for Higher and Professional Education

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CATE School of Arts, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time

**Entry requirements:** For students registering on the top-up BA (Hons) Graphic Design programme at SHAPE, the first 2 years (240 credits) of the ECE programme will be obtained from Higher Diploma (HD) and Professional Diploma (PD) programmes delivered at VTC. These programmes have been mapped by UWE to its own to level 1 and 2 learning outcomes to ensure that the learning experience at VTC is at an appropriate level and provides sufficient coverage of underpinning knowledge to adequately prepare the applicant for modules to be studied in the top-up programme. The mapped VTC HDs are:

Professional Diploma in Graphic Communication (DE424146D)

Higher Diploma in Visual Communication (DE114106) - all pathways

Higher Diploma in Advertising Design (DE114101)

In addition to the recognised VTC feeder HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by UWE. In such cases, applicants will be expected to

(1) Hold a relevant post-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and

(2) Meet the English language requirements:

- a. At least an overall IELTS score of 6.5 with 5.5 in each component;
- b. OR an overall IELTS score of 6.0 with 6.0 in each component;
- c. OR equivalent.

Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up programme. VTC HD graduates are considered to have met the English language requirements of the top-up programme in Hong Kong.

**For implementation from:** 01 September 2028

**Programme code:** W21J13

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The BA Graphic Design course aims to cultivate a dynamic and inclusive learning environment where creative innovation, critical thinking, and technical expertise merge. Graphic design makes a powerful contribution to the cultural and economic life of contemporary society. It exists in the public domain, acts as an indicator of current cultural thinking and is a catalyst for social, cultural and political change. Our vision is to empower students to become future-thinking designers who challenge cultural and political thinking, embrace change, and use design as a tool

for meaningful social impact. The role of the graphic designer in society and the professional world is multifaceted; designer as curator, author, craftsperson, editor, educator, collaborator and agitator so by combining rigorous academic learning with real-world experience, we aim to equip students with the skills, confidence, and passion to shape the future of visual communication across a diverse range of industries. Through collaboration, enquiry and creativity we aim to arm the next generation of designers with the tools to succeed.

**Features of the programme:** The strength of the BA Graphic Design course lies in its strong emphasis on combining creative innovation with practical, real-world experience. The course stands out for its focus on social responsibility, political engagement, culture creation and its critical approach to design practices - preparing graduates to tackle contemporary challenges and shape the future of Graphic Design as a discipline. The course is rooted firmly in the city as both a place to explore and a place to respond and connect with. The program's access to an extensive network of professional contacts, nationally and internationally, and its commitment to fostering a diverse and inclusive learning environment, make it a proactive and progressive academic experience. Students are not only encouraged to develop their conceptual and technical design skills but are also given the opportunity to work on industry-led projects, gain internships, and collaborate with leading design professionals.

**Educational Aims:** The BA Graphic Design programme aims to:

Enable students to be well-rounded, inquisitive, innovative, and adaptable designers who possess a broad skill set and a critical understanding of the design industry.

Locate their own practice through the exploration and the application of their ideas across a range of graphic design contexts and disciplines

To equip students to thrive and collaborate in an ever-changing creative environment.

To have a strong understanding of graphic design principles, ethical responsibilities,

relevant technical skills and critical understanding of the the function of design and the role of the graphic designer

To possess an awareness of current and emerging trends in design, future proofing themselves to technical and cultural advances

To have a knowledge of how graphic design intersects with culture, society, and politics – enabling them to design with impact.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Technical Proficiency: Demonstrate understanding of materials, media, techniques, methods, technologies, and tools relevant to the practice of Graphic Design while adhering to safe and ethical working practices.
- PO2. Idea Generation and Development: Respond thoroughly and creatively to a range of varied, conceptually led challenges to develop viable design strategies to propose and identify opportunities for design solutions.
- PO3. Visual Communication and Expression: Effectively utilise visual design languages to investigate, analyse, interpret and articulate the production of design solutions, with consideration to the requirements of an identified audience/user.
- PO4. Critical and Contextual Understanding: Demonstrate the ability to critically reflect the contextual aspects of Graphic Design practices including relevant theories, historical and contemporary practices, and ongoing debates, during taught sessions, presentations and in the course of live collaborative projects.
- PO5. Professional Awareness: Demonstrate an understanding of the function and application of contemporary Graphic Design and to show awareness of the role of the designer in society within the professional context, demonstrating ethical understanding, including collaboration, the relationships with audiences, clients and diverse communities.

- PO6. Technological Integration: Critically engage with and adapt to key subject-specific developments and emerging trends in media and technologies related to Graphic Design both analogue and digital processes, past, present and future.
- PO7. Presentation and Dissemination: Develop and refine presentation skills, effectively communicating ideas through visual, verbal and written formats while demonstrating personal management skills including time management and independent study.
- PO8. Research and Inquiry: Apply a range of research methods and investigative skills to explore and record source material, effectively using a range of learning resources to better direct your process and future practice while adhering of the ethical considerations of the design process.

**Assessment strategy:** Level 6 summative assessments:

Students receive a numerical grading mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Feedback at formative and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool and provides students with a clear understanding of the level of their achievement, their progress and advice about how this can be improved.

Formative 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. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the

module (contact and independent study hours).

Forms of assessment used as part of the overall programme include:

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.

**Student support:** Programme and Module leaders

Student support for overarching academic and professional concerns, is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

### Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UADBB7-60-3	Independent Study in Graphic Design 2028-29	60

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UA1B9U-30-3	Design Research Project 2028-29	30
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UADBB6-30-3	Professional Practice in Graphic Design 2028-29	30
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### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

This course enables students to explore the changing concept of graphic design and the role of the graphic designer in society and the professional world. The structure is designed to offer a pattern of learning that establishes basic principles and issues at Level 4. In Level 5 design methodologies are explored while options for specialisation are introduced. In Level 6 students embark on self-directed and independent study which enables the development of a professional portfolio of work and an understanding of career development. Collaboration and professional practice underpin the learning outcomes throughout the course.

### **Part D: External Reference Points and Benchmarks**

This programme has been developed in relation to the following reference points:

QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design

QAA National Qualifications Framework

UWE Vision, Mission and Strategy

UWE Learning and Teaching Strategy

UWE Assessment Policy

Staff research (See Appendix 1)

Feedback from 'feeder' institutions

Feedback from alumni

Feedback from employers

UWE QMEF requirements (15/30 credit structure)

Student Feedback via module feedback, SRSF meetings, SU Rep

Staff Feedback via programme reports, module specs, formal and informal meetings

EE comments/reports

Diversity and Disability profiles (sector-wide and department specific)

Department of Creative Industries' 'Writing in the Curriculum Review' 2011/12

The programme structure, curriculum content, professional skills and industry engagements have been successfully scrutinised by professionally engaged external examiners and HE Teaching, Learning and Assessment in Creative Practices specialists. This scrutiny has been enhanced by the regular professional engagement of industry practitioners, the success of the course in national and international open professional awards and the strong track record of our graduating students and alumni in moving into professional practice, employment and further study. The course continually reassesses its professional currency via outward engagement, live commissions and industry events.

### **Part E: Regulations**

Approved to University Regulations and Procedures.