Programme Specification

Graphic Design {Foundation} [Arnolfini]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Graphic Design {Foundation} [Arnolfini]

Highest award: BA (Hons) Graphic Design

Interim award: BA Graphic Design

Interim award: DipHE Graphic Design

Interim award: CertHE Graphic Design

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

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 the current entry requirements see the UWE public website.

For implementation from: 01 September 2021

Programme code: W22F00

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The BA Graphic Design course at UWE Bristol 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 at UWE Bristol 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: At Level 3 summative assessments Students receive a Pass/ Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

Level 4 summative assessments: students receive a Pass/Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The Pass / Fail Assessment Strategy for Levels 3 & 4 has been designed to: Establish a more authentic and subject-appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks-driven approach to assessment, particularly during the early stages of a student's journey, to provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students' future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Level 5 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.

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.

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.

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

Weekly ongoing tutorials
Presentation and participation in studio-critique
Group and individual visual presentations
Group and individual verbal presentations
Group critiques
Peer and self-assessment
Evaluative and reflective outcomes, including visual, verbal and written

Assessment methods used are varied and focused on feeding forwards.

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.

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.

Academic Personal Tutors:
The Academic Personal Tutor, is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Careers support:
Careers support is integrated throughout the programme and works to the UWE career framework with direct input from UWE careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our student's employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around

finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

Study Facilities

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms they can book. Students have access to recommended books, periodicals, academic journals, special collections and industry databases.

Student Advisors

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on including, when-relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

School Student Experience Coach

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform

students about the ecosystem of support available at UWE. Staff can coach students on many areas of their life and studies, including:

Academic

Engage further with the course

Manage deadlines and grow confidence

Develop goals to ensure progression on the course

Self-development

Grow confidence and self-esteem

Increase motivation

Shape skills in working with others in groups or team

Wellbeing and self-care

Develop strategies to manage feelings and thoughts whilst at university

Feel supported in understanding gender identity

Develop a set of skills to succeed in life as a student

Student Union and Course Representatives

An important part of the programme is the involvement of students. Student representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the university. The school also has a number of ILead Student Representatives who represent the student voice in the School Board of Studies.

Disability Services

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above The University's Student Services offers a range of services

to support students during their time at university and beyond:

University Health Centre and general advice on Staying Healthy;
Careers and employability, advice on choosing a career, and finding student and graduate vacancies;
UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;
Student Advisors & Counselling for anything from exam stress to homesickness and depression;
The Living Centre, for support with faith and spiritual matters;
Global student support, to help international students to make the most of living and studying in the UK;
Managing disability and dyslexia, to get help with all disability related support needs;
Money and Visas, for financial check-ups, or help with UK visas.

Student support for learning also includes:

The info-point services: This comprehensive student support service includes: Advice on Academic regulations and procedures, Extenuating circumstances, Module choices, student records including enrolment, and accessing student's records and what to do if unforeseen circumstances affect their studies.

Induction: All students will be introduced to the faculty and its resource centres via a series of Health and Safety and introductory sessions. All teaching is sequential and students will be fully supported in acquiring and applying the necessary learning skills.

The Library: The library offers information skills workshops to students. There are opportunities in the curriculum that enable students to develop information retrieval and evaluation skills in order to identify appropriate resources effectively. Such support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Students will also be introduced to and encouraged to use online databases such as

WGSN, Style Sight and Women's wear daily.

Career Planning and preparation: The programmes core objective is to enhance the creativity and employability of our graduates within the creative industries and as such links directly to the University's employability strategy. The programme has established and growing partnerships within the creative industries that will inform the development and delivery of the curriculum and maintain the programmes currency and relevance within the sector.

UWE careers offer a wide range of accessible resources and services including one-one coaching, vacancy advertising, workshops and extensive website and recruiter events including fairs and work experience programmes. The Department of Art and Design also hosts a 'Professional Practice week', a symposium type event open to all students with a diverse programme of speakers and advice sessions from experts in the creative industries.

Visits / trips: All students will be required to undertake trips and visits as part of the programme. Some of these will be led by the programme team and some students will be required to undertake independently. Given the national and international outlook of the programme it is vital that students actively engage with the creative industries outside of the region. In addition, the programme will offer visits to local centres of innovation and excellence that may include the Mulberry Factory, Corgi factory, Bristol Textile recycling, Watershed and Spike Island. Alternative arrangements will be made if students are unable to attend.

Support for students with additional needs: Consideration will be given to ensure and enable students with additional needs are able to participate in all aspects of the academic and social life of the institution. The programme team will monitor the effectiveness of provision for students with additional needs and identify opportunities for enhancement. There is a comprehensive and robust student support structure throughout the University that the students can access at any time.

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
UAAAWQ-30-0	Academic Skills 2024-25	30
UAAAWP-30-0	Developmental Projects: Building a Creative Identity 2024-25	30
UAAAWR-30-0	Foundation Project 2024-25	30
UAAAFT-30-0	Observation and Making 2024-25	30

Year 2
The student must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time)
The student must take 120 credits from the modules in Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UADBAW-30-1	Design for Screen 2025-26	30
UADBAX-30-1	Design to Engage 2025-26	30
UADBAV-30-1	Design for Print 2025-26	30
UA1B9S-30-1	Design Contexts 2025-26	30

Year 2 Optional Modules Exchange
Students may take the following modules if credit is required by the exchange student.

Module Code	Module Title	Credit
UA1ASC-5-1	Negotiated Presentation 1 2025-26	5
UA1ASF-10-1	Negotiated Presentation with Reflective Statement 1 2025-26	10

Year 3

The student must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time)

Full-time students must take 60 credits from the modules in Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UADBB3-30-2	Practice for Graphic Design 2026-27	30
UADBAY-30-2	Process for Graphic Design 2026-27	30

Year 3 Optional Modules

Full-time students must take 60 credits from the modules in Optional Modules (Full-time).

Students completing an international exchange must take the 60-credit exchange module. All other students must take the two 30-credit modules.

Module Code	Module Title	Credit
UA1B9T-30-2	Design Futures 2026-27	30
UADBB4-30-2	Pathways for Graphic Design 2026-27	30
UA1B9N-60-2	International Exchange 2026-27	60

Year 3 Optional Modules Exchange
Students may take the following modules if credit is required by the exchange student.

Students may select:
UA1ASD-5-2 Negotiated Presentation 2
OR
UA1ASG-10-2 Negotiated Presentation and Reflective Statement 2
AND/OR
UA1ASK-15-2 Professional Practice (International)

Module Code	Module Title	Credit
UA1ASD-5-2	Negotiated Presentation 2 2026-27	5
UA1ASG-10-2	Negotiated Presentation with Reflective Statement 2 2026-27	10
UA1ASK-15-2	Professional Practice (international) 2026-27	15

Year 4
The student must take 120 credits from the modules in Year 4.

Year 4 Compulsory Modules (Full-time)
Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time)

Module Code	Module Title	Credit
UADBB7-60-3	Independent Study in Graphic Design 2027-28	60
UADBB6-30-3	Professional Practice in Graphic Design 2027-28	30
UA1B9U-30-3	Design Research Project 2027-28	30

Year 4 Optional Modules Exchange
Students may take the following modules if credit is required by the exchange student.

Module Code	Module Title	Credit
UA1ASE-5-3	Negotiated Presentation 3 2027-28	5
UA1ASH-10-3	Negotiated Presentation with Reflective Statement 3 2027-28	10

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 1 before options for specialisation are introduced at levels 2 and 3. Students develop a good understanding of a range of methods for developing creative ideas before embarking upon further study that involves working within one of the specialised disciplines. Additionally work experience and professional practice underpin learning outcomes and assessment criteria 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.