

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

| Part 1: Basic Data | | |
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| Awarding Institution | University of the West of England Bristol | |
| Teaching Institution | Alexander College Larnaka - Cyprus | |
| Delivery Location | Larnaka Campus Cyprus | |
| Faculty responsible for programme | ACE | |
| Department responsible for programme | Creative Industries | |
| Modular Scheme Title | | |
| Professional Statutory or Regulatory Body Links | NA | |
| <i>Name of PSRB Type of approval</i> Dates | | |
| Highest Award Title | MA Graphic Design | |
| Default Award Title | NA | |
| Interim Award Titles | PG Diploma Graphic Design PG Certificate Graphic Design | |
| UWE Progression Route | - | |
| Mode(s) of Delivery | FT | |
| Codes | UCAS: | JACS: |
| | ISIS2:W21C12 | HESA: |
| Relevant QAA Subject Benchmark Statements | Art & Design | |
| CAP Approval Date | 1 August 2012 | |
| Valid From | September 2012 | |
| Valid until Date | September 2018 | |
| Version | 1 | |

| Part 2: Educational Aims of the Programme |
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| <p>The course aims to:</p> <ul style="list-style-type: none"> • Provide a flexible incremental academic context within which learners can thoroughly pursue a project of self-directed study and the methodical construction of a body of work on a subject of particular interest within the professional field of graphic design. • Render the students competent to rigorously conduct research to ensure that students are able to contextualize their own work in relation to the leading edge practice in graphic design • To establish an intra-disciplinary postgraduate community enabling a critical dialogue to enhance innovation by expanding borders and breaking down boundaries between creative individuals and practices • Provide students with a study environment in which to develop and extend individual professional industrial practice, knowledge and critical interrogation of contemporary graphic design • Ensure that students gain a systematic and wide-ranging understanding and knowledge of suitable research techniques and approaches which test and blend responses to the commercial context of graphic |

Part 2: Educational Aims of the Programme

design practice.

In addition the PGDip aims to

- Offer students with the resources for creating and understanding the place of their own practical project work and future practice within the context of relevant, modern and evolving specialized discussion within defined areas of graphic design.

In addition the MA aims to

- Make available to students the opportunity for contribute to extended critical debate in the various theoretical and professional discourses that relate both to specific individual research and to the field of graphic design.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Upon successful completion of the course, the student will be able to:

- Plan and implement a project of advanced-level self-directed and systematic research using appropriate research skills and methods.

On successful completion of the PGCert, students will in addition have produced:

- Obtain and apply critical understanding of the appropriate practical, theoretical and professional contexts of study within a distinct field of graphic design.
- Planned and implemented a project of self-directed and systematic research using appropriate research skills and methods.

On successful completion of the PGDip, students will in addition have produced:

- Exercise a high degree of independent thought and learner autonomy in the implementation of individual research and practice within a defined field of graphic design.
- Acquired a critical understanding of the relevant practical, theoretical and professional contexts of the specialist area of study and the broader debates of current art and design practice.

On successful completion of the MA, students will in addition have produced:

- Critically evaluate, articulate, defend and sustain a complex body of work that places the MA project within relevant critical debates and professional contexts.
- Articulated ideas, concepts and processes to a specialist and broad audience, putting into practice new knowledge acquired in a professional context.

| Learning Outcomes | Teaching, Learning and Assessment Strategies |
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| A Knowledge and Understanding | |
| <p>A Knowledge and understanding of</p> <p>A1 - demonstrate a systematic knowledge and understanding of advanced techniques, processes and technologies relevant to the specialist award of study;</p> <p>A2 - demonstrate a knowledge and understanding of research and enquiry methods and a critical awareness of current issues and debates at the forefront of current and emerging creative and professional practice;</p> <p>A3 - demonstrate knowledge and understanding of issues key to creative industries, institutions and academic environments in relation to the award of study;</p> <p>A4 - demonstrate a critical awareness of the genres, aesthetic traditions, social, cultural and ethical frameworks relative to the award of study;</p> <p>A5 - demonstrate an advanced awareness, curiosity and ability of current best practice in the relevant award of study.</p> | <p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of knowledge and understanding (A1 - A5) is through a mixture of:</i></p> <ul style="list-style-type: none"> • <i>general and specialist group lectures;</i> • <i>demonstrations and workshops,</i> • <i>seminars and symposium discussions;</i> • <i>individual and small group face-to-face tutorials and e-mail tutorials;</i> • <i>processes of enquiry conducted during self-managed independent study;</i> • <i>reflective consideration of project work in process and on completion.</i> <p><i>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p>Assessment:</p> <p><i>Knowledge and understanding (A1 – A5) are assessed through a mixture of assignments using spoken, visual and written media, posters and presentations, project and practice outcomes and commentaries of various kinds. More detailed assessment methods and evidence are analysed on each and every project given individually at the last page of every project / assignment. All covered outcomes are analysed in detail and explained together with the assessment criteria and the evidence for each piece of work required to be undertaken by the student.</i></p> |
| B Intellectual Skills | |
| <p>B Intellectual Skills</p> <p>B1- evaluate materials, processes, techniques and technologies and their application to specialist practice;</p> <p>B2 - evaluate and discuss critically current issues, debates and trends relevant to the chosen award of study;</p> <p>B3 - critically evaluate, develop and contextualise own work, with informed reference to current theory and practice at or near the forefront of their field of study;</p> <p>B4 - develop to a high level: visual language, conceptual skills and practical expertise in the specific area of the award which advance personal aspirations and potential opportunities at a professional level.</p> | <p>Teaching/learning methods and strategies:</p> <p><i>Intellectual skills (B1 – B4) are developed through the methods and strategies set out in A above. Throughout, the learner is encouraged to develop intellectual skills further by independent study</i></p> <p><i>Throughout, the student is encouraged to develop intellectual skills further by independent study which has an increasing emphasis as the student progresses through the programme. A student's intellectual skills will be evident in a design process which demonstrates creative thinking, problem solving, analysis and judgment in the development, realization and ultimate presentation of solutions.</i></p> <p>Assessment:</p> <p><i>Intellectual skills (B1 – B4) are assessed through the methods and strategies set out in A above. Intellectual skills are assessed through practical project work but project reports also plays an important part. A variety of assessment methods are used including formal reports, essays, oral presentations and in class tests. Intellectual skills are also assessed through a combination of in-course assessments typically</i></p> |

including the submission of workshop outcomes and practical projects, essay submissions and research materials generated for projects. Design projects are supported by on-going tutorials, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.

C Subject, Professional and Practical Skills

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| <p>C Subject, Professional and Practical Skills</p> <p>C1 - initiate, develop and realise original creative work, which demonstrates initiative, personal responsibility, autonomy and a critical awareness of current practice, audiences and registers of communication;</p> <p>C2- effectively employ a relevant range of media and technology to communicate ideas and information and create work which potentially evokes/invokes 'emotive responses' in others (audiences, etc);</p> <p>C3 - effectively employ current practices, techniques and technologies in the specialist field to produce original creative work that demonstrates technical expertise and professionalism in its production;</p> <p>C4 – work independently and take responsibility for project planning, implementation and decision-making at a professional level.</p> | <p>Teaching/learning methods and strategies:</p> <p><i>Practical skills (C1 – C4) are developed through workshops, demonstrations, and lecture discussions of underlying principles, theories and processes, through the use of skills and bodies of practice during self-managed independent study.</i></p> <ul style="list-style-type: none"> • <i>Practical skills are developed through a series of workshops and projects intended to test skills acquired. Seminars and group tutorials provide opportunities to discuss ideas progress, the work of others and the strengths and weakness in the work presented. Workshops are provided so that students can work on practical skills.</i> • <i>Subject practical skills are developed in a coordinated and progressive manner throughout the three levels of the programme. At level one the emphasis is on the acquisition of basic skills. Level two and three are characterised by independent enquiry, professional practice and the exploration of specific graphic disciplines. Practical skills are developed through problem-based project work, studio demonstrations and activities, workshops and computer modules.</i> <p>Assessment:</p> <p><i>Practical skills (C1 – C4) are assessed through practice development and realisation. Practical skills are evidenced in the production values of module work and are assessed through workshops outcomes, project work, portfolio submissions and presentations. Assessment of conceptual thinking and practical ability is achieved through individual / group critiques and portfolio presentation. The development of the students reflective design practice is assessed through evidence provided in sketchbook or journals. A variety of assessment methods are used to assess practical skills. These include oral presentations, formal reports, design projects, assessment of accuracy and precision and research and sketchbook detailed inspections.</i></p> |
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D Transferable Skills and other attributes

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| <p>D Transferable Skills and other attributes</p> <p>D1 - communicate complex ideas clearly to a range of audiences in visual, written and oral forms using appropriate academic and professional conventions;</p> <p>D2 - produce self-directed work of high quality demonstrating initiative, autonomy, personal responsibility, originality and critical self-awareness, managing time and resources efficiently through cogent planning and organisation;</p> <p>D3 - effectively deploy a range of personal and entrepreneurial skills to meet professional aspirations;</p> <p>D4 - evaluate and reflect upon personal strengths and the work of others and independently identify goals for continuing professional development.</p> | <p>Teaching/learning methods and strategies:</p> <p><i>Transferable skills (D1 – D4) are developed through course work, as part of self-managed independent study, oral presentations, seminar discussions, essay/report assignments; through reflection and commentaries on the work of self and others and through project process and realisation. Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</i></p> <ul style="list-style-type: none"> • <i>Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communications are essential to all modules and are increasingly developed as the student progresses throughout the programme.</i> • <i>Presentations and group critiques</i> • <i>Seminars and group discussions run by course lecturers and visiting professionals</i> • <i>Tutorials</i> |
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| | <p>Assessment:</p> <p><i>Transferable skills (D1 – D4) are assessed through module assignments and project realisation, in both theory and practice modules.</i></p> |
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Part 4: Programme Structure

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| <p>Detail the programme structure, requirements, levels, modules, credits and awards</p> |
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The programme is offered in full time (1 year) mode and leads to the award of a **MA Graphic Design** to be eligible for the award of a **Masters Degree**, a student shall complete a total of 180 credits as follows:

- The Major Project comprising of 60 credits
 - A total of 120 credits gained through taught modules
- For a Postgraduate Diploma students must achieve a total of 120 credits.

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| ENTRY  | Postgraduate Certificate | Compulsory Modules <ul style="list-style-type: none"> • UADANL-15-M DM401 Research Methodology (15 credits) • UADANM-15-M DM402 Cultural and Social Interpretation (15 credits) • UADANN-30-M GD403 Conceptual Exploration (30 credits) | Optional Modules N/A | Interim Awards 60 Credits PG Certificate |
| | Postgraduate Diploma | Compulsory Modules <ul style="list-style-type: none"> • UADANP-45-M GD404 External Practice (45 credits) • UADANQ-15-M GD405 Professional Practice (15 credits) | Optional Modules N/A | Interim Awards 120 Credits PG Diploma |
| | Year Out: N/A | | | |
| | Masters Stage | Compulsory Modules <ul style="list-style-type: none"> • UADANR-60-M GD406 Final Project (60 credits) | Optional Modules N/A | Interim Awards 180 Masters Degree |

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student (N/A)

Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Entry Qualifications

- The normal minimum entry requirement for an applicant to be considered for admission to the MA course is a BA (Hons) degree (or equivalent qualification) within the appropriate discipline.
- Applicants whose first language is not English, should have an IELTS score of between 6.0 and 7.0, a TOEFL score at 550 or evidence of equivalent competencies.
- Applicants with lower academic qualifications will be considered if there is sufficient evidence to indicate their steadiness and suitability for MA level study.

| Selection Criteria |
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- The applicant should be able to demonstrate appropriate intellectual skills and competencies, and an aptitude for, and clear understanding of, the meaning of independent self-directed study, in order to meet the aims and objectives of the course.
- The applicant should have sound written and oral communication skills appropriate to the demands of the written component of the course.
- The applicant should have a sound degree of practical ability and technical competence relevant to their subject of study in general, and to their proposed project area in particular including design and process skills where relevant.
- The application should be for study in an area within the expertise and competence of course teams.
- The applicant demonstrates through the personal statement on the application form a sound rational for why they wish to undertake the course and their intended area of investigation.

Part 5: Entry Requirements

- A supportive reference indicating the academic suitability of the applicant for postgraduate study.

Prospective applicants should be (or about to become) graduates of an Institute of Higher Education. Preference will be given to good honours graduates although exceptional applicants from a non-academic background will also be considered. Applicants are also required to show a professional portfolio of work.

Alternative qualifications and/or significant experience may be accepted, subject to approval through a process of Accreditation of Prior Learning (APL).

Applications for admission to Alexander College are examined and evaluated by the Office of Admissions, which makes the final decision for the application. Applications and required transcripts/certificates must be received by the Office of Admissions.

Final admission decisions are completed in September - October for the Fall Semester and in December - January for the Spring Semester.

The Office of Admissions may give permission for late application to some local students. Due to visa requirements, it might be very difficult to do the same with international students.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Assessment Map

Assessment

A range of assessment methods are used throughout the course in support of diverse learning styles. Assessment provides students with formative and summative opportunity to demonstrate their understanding of and achievement within a range of skills, both subject-specific and generic. For each module, a timetable for assessment will be published, together with a clear statement of assessment requirements, criteria and assessment methods.

Whilst assessment formally measures performance and determines suitability for progression to the next stage of the course, it is also used to provide feedback to students and to enable them to identify strengths and weaknesses, and hence ways in which academic performance might be improved.

The assessment scheme is designed to enable students to develop and demonstrate a sound understanding of central principles and fundamental procedures in the early part of the course, with an increasing level of subject-specific research and independent study required in the later stages. These later assessments normally extend knowledge, skills and understanding acquired in the early units.

Assessment of knowledge, skills and understanding is undertaken through assessed course work and project-based study. This includes oral presentations, group criticism of work and essays, practical outcomes, continuous coursework, critical review, study plan, postgraduate learning agreements, reports, portfolios, verbal and visual presentations.

Emphasis is placed on the role of formative assessment throughout the semesters. Students are expected to maintain appropriate records of their work as it develops across their agreed programme of studies and to take part in seminar discussion of their own and others work. Peer and self-assessment are also used at appropriate points, to enable student to achieve an increasingly self-critical view of his/her work.

Each module is assessed on completion and given a provisional percentage mark. The provisional outcome is recorded and notified to the student concerned. The student will also receive verbal and written feedback from their tutors.

Assessment Map for *MA Graphic Design*

| | | Type of Assessment* | | | | | | | | | | |
|-----------------------------------|--|---------------------|---------------------------------------|---------------------------|-------------------------------------|--------------|-------|--|--|--|--|--|
| | | Research folder | Portfolio of practical work / Project | Written Report / Proposal | Oral assessment and/or presentation | Dissertation | Essay | | | | | |
| Compulsory Modules Level M | UADANM-15-M DM402 Cultural and Social Interpretation | | 40 B | 10 B | 50 A | | | | | | | |
| | UADANL-15-M DM401 Research Methodology | | | 80 B | 20 A | | | | | | | |
| | UADANN-30-M GD403 Conceptual Exploration | | | 90 A | 10 A | | | | | | | |
| | UADANQ-15-M GD405 Professional Practice | | 40 B | 48 A | 12 A | | | | | | | |
| | UADANP-45-M GD404 External Practice | | 40 A | 60 A | | | | | | | | |
| | UADANR-60-M GD406 Final Project | | 50 A | 30 A | 20 A | | | | | | | |

Part 7: Student Learning

Teaching and Learning Strategy: Details of how the Scheme will be Delivered

The College's teaching and learning strategy seeks to recognize the wide variety of abilities within any given group of students and attempts to use such methods that will benefit every student-client.

One of the principal benefits of study at Masters level is that students have the opportunity to undertake a sustained independent study project within a structured framework. The teaching and learning strategies are designed to prepare students work independently and to support them during the progression of their work.

The ability of students to carry out independent research and to manage and appraise the development of their project is also a defining attribute of the postgraduate course. The progressive move from staff-directed to autonomous learning is an integral part of the structure of this course.

The MA Graphic Design is project based, supported by seminars, tutorials, workshops, work in progress sessions and critiques. At postgraduate level, the student is expected to identify, develop and manage their own MA project and further develop the skills needed for autonomy of research. Through a proactive relationship with their tutors, students will lead their project work and be supported by staff through consultative and advisory tutorial guidance.

UWE is currently revising its TEL Strategy, with the overarching aim to develop inclusive, flexible and accessible curricula that enables personalised learning and innovative pedagogic developments. The development of e-learning will be directed by pedagogic considerations rather than by the availability of various technologies, and the aim is to enhance the student experience through the provision of effective, flexible and engaging learning opportunities that take account of ability, disability, accessibility and learning preferences. UWE link tutors and Alexander College programme teams will work together to take full advantage of TEL opportunities – this may include the sharing of recent pilot projects and

Part 7: Student Learning

examples of good practice in areas such as resource-based learning, e-learning course design and computer aided assessment, and e-marking and feedback.

Lectures and Seminars

Lectures and seminars are two of the principal teaching methods used for the presentation and discussion of theoretical issues. Lectures are used to focus on issues central to a unit and are often used in conjunction with seminars to extend and examine the issues raised. Seminars provide an opportunity for dialogue and interaction between staff and students. The extent to which the course is formally taught through lectures and seminars will, in part, depend on how a student negotiates their learning agreements.

Group Criticism

Group criticism involves all students and forms distinctive learning and teaching points in the year. These events are led by a visiting lecturer (see below) and supported by the MA Course Leader and other MA course tutors. Discussion primarily focuses on the individual work produced in the units and takes place mid-way through each phase.

Tutorials

Tutorials provide an opportunity to discuss students' progress and to agree a further course of action. They may be used to address specific issues in their work, to follow up assessments or to discuss other factors affecting their progress. They may be held in small groups or individually. Seminars and group tutorials are designed to support students' independent study. Frequently, they will provide students with an opportunity to explore approaches to a problem they are about to tackle, or to receive feedback on their progress from tutors and peers before the formal assessment point.

Visiting Lecturers / Guest Speakers

The course invites several visiting artists/designers/professionals to contribute to the discussion in seminars and group criticism. They discuss their work and maintain a lively and current debate.

Peer Learning

There will be organized opportunities for students to meet with other postgraduate students to collectively review progress on the course, display and critique work and share successful learning strategies. Opportunities for peer learning may occur within units, bringing students from different subject areas together. They may take the form of tutor-led seminars structured by academic staff and supported with learning materials, centering on common themes and work in progress student determined and led seminars. MA staff is responsible for scheduling these sessions in advance, and ensuring their cohesion and purposefulness.

Self-Managed Independent Study

Clearly at MA level students will be expected to carry out much of their work independently through utilizing their Learning Agreements. It is essential that they develop a structured approach to independent study and fully utilizing research skills they will be taught in the early part of the course. It is suggested that students keep a record of private study undertaken for discussion with staff.

Study Visits

These involve visits to galleries and museums, theatres and performances, design collections, trade fairs, expositions, design practices here in the Cyprus and the EU. There are added costs notified in advance of the visit. Student attendance at academic and discipline specific conferences is encouraged.

Part 7: Student Learning

Description of Distinctive Features and Support

Personal Care Support

Personal care support will be provided through daily contact with the student and liaison with parents and other specialist agencies. Personal helpers may also be provided for those students who have identified and requested this specific need.

Medical Support and First Aid Management

There are members of staff trained in first aid at Alexander College. If they are unavailable, help can be obtained by speaking to any member of staff who will then contact Student Services. Student Services can arrange for you to be taken to the local doctor's surgery or the hospital for treatment.

Welfare and Advice/Counseling Services

Where appropriate, arrangements can be made for students to obtain help or guidance from various outside agencies if they feel support is necessary.

Tutorial Support

Each student is allocated a personal tutor and is given the opportunity to have at least two individual tutorials per semester

Part 8: Reference Points and Benchmarks

QAA Benchmark Statements

The QAA Benchmark Statement(s) consulted as part of the programme design process:

What a Graduate should know and be able to do on completion of the programme:

i. Knowledge and Understanding

By the completion of the programme the student should have:

- a broad and comparative knowledge and understanding of aspects of the culture of more than one geographical region and/or chronological period
- a more concentrated knowledge and understanding of one or more periods and places
- a knowledge and understanding of the process through which artifacts are designed and made in cultures studied
- familiarity with some substantive areas of current research in the field addressed by the degree programme
- an engagement with the concepts, values and debates that inform study and practice in the field addressed by the degree programme, including an awareness of the limitations and partiality of all historical knowledge
- a knowledge of the development of the field addressed by the degree programme, and of its key intellectual tools.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.