



**PROGRAMME SPECIFICATION**

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England Bristol
<b>Teaching Institution</b>	Alexander College Larnaka - Cyprus
<b>Delivery Location</b>	Larnaka Campus Cyprus
<b>Faculty responsible for programme</b>	ACE
<b>Department responsible for programme</b>	Creative Industries
<b>Modular Scheme Title</b>	ACE Undergraduate Modular Scheme
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB Type of approval</i> <b>Dates</b>	NA
<b>Highest Award Title</b>	BA (Hons) Graphic Design
<b>Default Award Title</b>	NA
<b>Interim Award Titles</b>	BA Graphic Design Diploma HE Graphic Design Certificate HE Graphic Design
<b>UWE Progression Route</b>	-
<b>Mode(s) of Delivery</b>	FT
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2: W21E</b> <b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Art & Design
<b>CAP Approval Date</b>	1 August 2012
<b>Valid From</b>	September 2012
<b>Valid until Date</b>	September 2018
<b>Version</b>	1
Part 2: Educational Aims of the Programme	
<p><b>The course aims to:</b></p> <ul style="list-style-type: none"> <li>• Provide students with the skills and understanding to work confidently, resourcefully and effectively with clients within the changing cultural, ethical, social and theoretical contexts of Graphic Design.</li> <li>• Infuse students with the skills of a reflective designer to sustain critical, analytical, visual and intellectual enquiry.</li> <li>• Foster and cultivate a student's creative and investigative application of conventional and digital visual, written and verbal languages required by graduates entering the creative industries.</li> <li>• Assist students to develop appropriate skills of research, innovation, self-organisation and critical reflection.</li> <li>• Assist students to foster and develop the breadth of knowledge and wide range of practical and flexible skills appropriate for employment, postgraduate study and life-long learning.</li> </ul>	

## 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:

### On completion of the course, students will be able to demonstrate:

- Clear, effective and creative critical engagement with the practical, ethical, historical, cultural and professional issues which impact on contemporary Graphic Design.
- Necessary abilities to acquire and exploit a range of skills to research, plan, and generate effective imaginative and creative solutions appropriate applicable to the work place and further study.
- A demonstrable understanding of selection and use of the languages of communication to solve design problems.
- The ability to critically evaluate own strengths and identify own goals for creative practice.
- Develop confidence, initiative and an independent approach appropriate to course content.
- Integrate experiences on working in teams as well as independently and recognise the appropriate transferable skills needed in future learning and professional work environments.
- Communicate ideas and work with appropriate interdisciplinary employment and using materials, processes and technology to present professional solutions.

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A Knowledge and understanding of</p> <ol style="list-style-type: none"> <li>1. Historical and Theoretical understanding of Graphic Design</li> <li>2. 2D/3D working methodologies and media</li> <li>3. Graphic Design techniques</li> <li>4. Managing Research in Graphic design</li> <li>5. The use of materials and colour</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of knowledge and understanding is through a combination of lectures, studio-based project work, seminars, group tutorials and workshops.</i></p> <p><i>Throughout, the student is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge to understanding of the subject.</i></p> <p><i>Learning is instigated largely by set projects, with regular tutorials and seminar support including small group tutorials. This allows students to not only discuss with staff their own work and progress, but to also see other students 'work and to engage in the discussions that relate to the work of their peers.</i></p> <ul style="list-style-type: none"> <li>• <i>Lectures and presentations</i></li> <li>• <i>Seminars and group discussions run by course lecturers and visiting professionals</i> <ul style="list-style-type: none"> <li>▪ <i>Individual tutorials and group critiques</i></li> <li>▪ <i>Active learning through project-based enquiry;</i></li> <li>▪ <i>Demonstrations, workshops and studio activities</i></li> </ul> </li> </ul> <p>Assessment:</p> <p><i>Knowledge and understanding are assessed through a combination of in-course assessments / projects typically including the submission of workshop outcomes and practical projects, essay submissions and research materials generated for projects. 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 and detailed analysed 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

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1. Abstract and synthesize information
2. Critically judge and evaluate data, processes, products and information resources.
3. Critically interpret data and texts.
4. Develop a reasoned argument and make justified decisions
5. Find ways to solve complex problems
6. Appropriately and critically employ material from academic literature and correctly cite and reference sources.
7. Take responsibility for their own learning process and reflect on that learning.

### Teaching/learning methods and strategies:

*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.*

*Intellectual skills are developed through practical/ project work, tutorial/seminar work and coursework assignments. Practical or project work is designed to allow students to establish achievement of all learning outcomes in this section.*

*In tutorial/seminar work acquisition of intellectual skills is achieved through problem solving exercises involving the analysis or interpretation of data. Coursework assignments, particularly at higher levels of the programme, often involve the synthesis of information from a variety of sources.*

### Assessment:

*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 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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1. Layout design, working with word/image composition and meaning
2. Address problem solving exercises
3. Create design concepts and prepare them for presentation and production
4. Typographic design, classification of typefaces and their uses
5. Use of specific computer and design software programmes
6. Solve complex applied/research problems by designing strategies to sample and analyse the reality
7. Prepare complex reports, research in a variety of formats.
8. Present data and conclusions orally
9. Use of new technology to process, store, present and communicate information.
10. Present pieces of coursework with originality and creativity.

### Teaching/learning methods and strategies:

- *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.*

- *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.*

### Assessment:

*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.

**D Transferable Skills and other attributes**

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1. Time Management (participation, working to deadlines, etc.)
2. Working within groups (collaborative, work experience)
3. Interpersonal Skills (client awareness etc.)
4. Respect the views and beliefs of others.
5. Communicate effectively and work constructively in a team
6. Learn independently and productively
7. Work independently and as part of a team.
8. Respect the views and beliefs of others.
9. Listen to and engage with other speakers.

Teaching/learning methods and strategies:


- 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.
- Presentations and group critiques
- Seminars and group discussions run by course lecturers and visiting professionals
- Tutorials
- Much of year 3 provides opportunities for entrepreneurial skills to be developed and tested
- Students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads.
- Students are required to complete design reports and project evaluations in stage 3 which further enhance communication and self-reflective skills.
- Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

Assessment:

- Transferable skills are assessed through a range of assignments built into the curriculum. In-module assessment is by submission of a portfolio, presentations and written work.

## Part 4: Programme Structure

This is a three year full time course. The course is composed of modules which vary in credit value. In order to complete each year and progress to the next, students must acquire 120 credit points. Successful students at the end of the level two, who do not wish to continue into the third year of study, will be awarded a **Diploma in Graphic Design** in accordance with the standard schedule of awards having achieved 240 credits. By the completion of the third year of study students having achieved 360 credits will be awarded a Higher Diploma in Graphic Design.

ENTRY				
	Year 1	Compulsory Modules <ul style="list-style-type: none"> <li>• UADAMW-15-1 (GD111) Ideas Generation (15 Credits)</li> <li>• UAAALN-15-1 (FA102) Critical and Contextual Referencing I (15 Credits)</li> <li>• UADAMY-15-1 (GD113) Computer Applications in Graphic Design (15 Credits)</li> <li>• UAAALP-15-1 (FA103) Drawing Techniques and Approaches (15 Credits)</li> <li>• UADAN4-15-1 (GD121) Corporate Identity in Graphic Design (15 Credits)</li> <li>• UADAN5-15-1 (GD122) Fundamental Typography (15 Credits)</li> <li>• UADAN6-15-1 (GD123) Visual Communication in Graphic Design (15 Credits)</li> <li>• UADAN7-15-1 (GD124) Advertising Campaigns (15 Credits)</li> </ul>	Optional Modules  N/A	Interim Awards  120 Credits Certificate in HE
	Year 2	Compulsory Modules <ul style="list-style-type: none"> <li>• UADAN8-15-2 (GD231) Packaging In Graphic Design (15 Credits)</li> <li>• UADAN9-15-2 (GD232) Editorial Design (15 Credits)</li> <li>• UADANA-15-2 (GD233) Interactive Media Presentation and Screen Design (15 Credits)</li> <li>• UADANB-15-2 (GD234) Professional Design Studies (15 Credits)</li> <li>• UAAALX-15-2 (PHO203) Moving Image in Advertising (15 Credits)</li> <li>• UADANC-15-2 (GD242) Cultural Interpretation in Graphic Design (15 Credits)</li> <li>• UADAND-30-2 (GD2434) Intermediate Project (30 Credits)</li> </ul>	Optional Modules  N/A	Interim Awards  240 Credits Diploma in HE
	Year Out: N/A			
Year 3	Compulsory Modules <ul style="list-style-type: none"> <li>• UADANE-20-3 (GD351) Self Directed Brief (20 Credits)</li> <li>• UADANF-20-3 (GD352) External Design Brief (20 Credits)</li> <li>• UADANG-20-3 (GD353) Joint Ventures (20 Credits)</li> <li>• UADANH-15-3 (GD361) Professional Practice (15 Credits)</li> <li>• UADANJ-15-3 (GD362) Advanced Theories and Practice (15 Credits)</li> <li>• UADANK-30-3 (GD3645) Final Major Project (30 Credits)</li> </ul>	Optional Modules  N/A	Interim Awards  Target/high est: BA (Hons) Default title: BA  <b>Credit requirements</b> BA (Hons) – 360 BA – 300 Other requirements	

## 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 Programme Administrator deals with initial enquiries about courses and applications. All students will have an individual interview regarding their course / programme of study to ascertain areas where they may require additional support. Applicants who are aware of their specific needs are asked to outline them at this initial stage. During the interview process, assessment will take place to ensure that:

- The student's expectations are fully discussed and analyzed, their needs understood and assessed.
- The proposed learning programme with the College is considered to be in the student's best interests and that they would not be better provided for elsewhere.
- The College facilities and resources are sufficient to meet those needs.

The Learning Agreement will contain clear statements specifying precisely what the College is offering to the student and details of the commitment the student is making to the College. Any changes to the student's circumstances will automatically require a full review of the Learning Agreement. Students with additional needs that are identified through their course of study will be counselled and guided through an assessment process to establish how they may be further supported through the remainder of their studies.

Where adjustments to the College educational environment are required, the College will make every effort to do so, provided this is achieved within resource constraints. Where this is not possible, outside assistance may be sought to minimise entry barriers.

Desired candidates are highly qualified persons who have the ambition and the curiosity to explore ideas, challenge theories and contribute positively in the classroom. Admission criteria include:

- A high school leaving certificate (Apolitirion) or an equivalent qualification from an accredited institution.
- Fluency in written and spoken English. Candidate students should present a proof of English as follows:
  - GCE O level minimum grade "C"  
or
  - IELTS 6.0  
or
  - TOEFL 550
- A completed application form with all supporting documents.

In approved cases, educational experience may be accepted in the case of formal qualifications along with evidence that the candidate has the ability to undertake studies at the required level. APL regulations are relevant to the University of the West of England Academic Regulations and Procedures.

## Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

## Assessment Map

### Assessment methods used on the course

Assessment practices adopted by the course are consistent with the College's Assessment Policy. The Assessment methods employed are effective in permitting students to demonstrate course outcomes. Assessment Criteria specific to each module and generic Grading Descriptors ensure a consistency of approach to assessment.

A range of assessment strategies is used: formal examinations; essays; group production projects; individual production projects; production simulations to deadline; individual journalistic writing assignments; written critical evaluations; student presentations and tutor observation of student performance in extended group projects.

On practical modules, whenever possible, assessments are integrated into the teaching and learning:

Extended production projects give scope for tutor guidance week by week. Considerable use is made of portfolio assessment in which group work and individual work for one module can be combined, often with a written critical evaluation which fosters reflective learning, reflective practice and links between theory and practice.

Care is taken by lecturers to try to ensure that all students engage in assessed group work (critiques). On such group assessments, individual student logs of activity are required and tutor observations of individual student contribution are recorded on assessment feedback sheets. Individual performance in group work is formally recognized in the assessment criteria for group assessments.

On most individual assignments, and some group assignments, there is scope for negotiated briefs so that students' particular interests and favoured specialisms can be accommodated. This increases student engagement and motivation and means that the course, while focusing on core skills, can appeal to students who have ambitions in particular specialties, for example, in web design, advertising or photography.

**Formative assessment** is an interim review of the work undertaken at key points during particular module. It provides an indicative measure of the progress, allows the student to consider their work in relation to that of their peers, allows them to agree with staff any adjustments they need to make in order to satisfy course requirements, and is designed to help them improve their performance. It does not contribute to the final module mark.

**Summative assessment** is that carried out at the end of a module. It provides an evaluation of their progress during the module, generates a module mark, and confirms the conditions for referral and retake.

### Module assessment and Stage assessment

**Module assessment** is the basic mode of assessment. Module information will include a timetable for assessment and a clear statement of assessment requirements, assessment criteria and assessment methods appropriate to its outcomes and length of study.

Throughout the course a range of assessment methods will be used. They may include reviews of coursework, presentations, written submissions and set examination papers. Peer and self-assessment are also used at appropriate points, to enable students to achieve an increasingly self-critical view of their work. Each module is assessed on completion and given a percentage mark. Students will also receive verbal and written feedback from their tutors. The credit value of each module is proportional to its study time. This provides weighting for the module; module marks contribute proportionately to the Stage mark.

All Assessments should be graded on the scale 0-100% with the allocation of grades being based upon the extent of the achievements of the objectives of the assessment as indicated by the stated assessment criteria.

### Assessment Map for BA (Hons) Graphic Design

		Research folder	Written Report / Proposal / Essay	Oral and Visual Presentation /	Research file/ Sketchbook	Portfolio of practical work
<b>Compulsory Modules Level 1</b>	UADAMW-15-1 GD111 Ideas Generation				30B	70A
	UAAALN-15-1 FA 102 Contextual & Critical Referencing I	A40	40A	20A		
	UADAMY-15-1 GD113 Computer Applications in Graphic Design				30B	70A
	UAAALP-15-1 FA 103 Drawing Techniques and Approaches					100A
	UADAN4-15-1 GD121 Corporate Identity in Graphic Design				30B	70A
	UADAN5-15-1 GD122 Fundamental Typography				30B	70A
	UADAN6-15-1 GD123 Visual Communication in Graphic Design				30B	70A
	UADAN7-15-1 GD124 Advertising Campaigns				30B	70A
	<b>Compulsory Modules Level 2</b>	UADAN8-15-2 GD231 Packaging In Graphic Design				30B
UADAN9-15-2 GD232 Editorial Design					30B	70A
UADANA-15-2 GD233 Interactive Media Presentation and Screen Design					30B	70A
UADANB-15-2 GD234 Professional Design Studies					30B	70A
UAAALX-15-2 PHO 203 Moving Image in Advertising		B50				A50



	UADANC-15-2 GD242 Cultural Interpretation in Graphic Design		B40		A60
	UADAND-30-2 GD2434 Intermediate Project		30A		A70
<b>Compulsory Modules Level 3</b>	UADANE-20-3 GD351 Self Directed Brief			30B	70A
	UADANF-20-3 GD352 External Design Brief			30B	70A
	UADANG-20-3 GD353 Joint Ventures			30B	70A
	UADANH-15-3 GD361 Professional Practice			40B	60A
	UADANJ-15-3 GD362 Advanced Theories and Practice		100 A		
	UADANK-30-3 GD3645 Final Major Project		30A		A70

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

BA (Hons) Graphic Design course at the College is founded on the principle that the most effective educational experience combines structured teaching and independent study. The course is designed to give the student maximum responsibility for the management of their learning. The skills and abilities that will support them after graduation extend beyond your subject knowledge.

This will require a high degree of commitment and personal organisation. It is important that students attend all taught sessions, (lectures and practical) making arrangements to cover material from any session which they are unable to attend (e.g. through illness).

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

Numerous different learning and teaching methods are used at the College, and may be used on most modules which include class based lectures, practical independent study, seminars, tutorials where lecturers are able to assess the student's progression, working to live briefs, deadlines to manage time constraints, simulated work scenarios, presentations, peer group situations, role play and site visits..

Alexander College staff is used to working very closely with their students. The fact that student numbers are small means that groups always maintain an informal atmosphere, which is very conducive to learning. Students always feel that they can receive as much attention as they need from their tutors and lecturers.

#### Lectures

Lectures are the principal teaching method used for the presentation and discussion of theoretical issues. They are used to focus on the key issues of a module and are often used in conjunction with seminars to extend and examine the issues raised. Lecture notes are a valuable support to other information sources and may prove useful long after completion of your course.

#### Practical

Projects combine formal teaching and independent study on a focused task with a defined outcome. They may be initiated by staff, or jointly between staff and students. The outcomes of projects vary according to courses; for example, it may be a slide presentation, a written report or a product. Each project culminates in some form of review or critique. Practical Work projects will be set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles. Depending on the equipment and processes used, this may involve an introduction to safe working practices through technical demonstrations that students must attend before commencing personal practical work.

#### Seminars

Seminars provide an opportunity for dialogue and interaction between staff and students. Seminars may be used to support lectures, or may be central to practical delivery.

#### Tutorials

Tutorials provide an opportunity to discuss the student's progress and to agree a further course of action. They may be used to address specific issues in the work, to follow up assessments or to discuss other factors affecting progress. Informal and formal tutorials are held with each student.

#### Group work

Group work is recognised as an important educational experience in its own right and is valued by many employers. Assessment aims to balance the merits of group achievement and individual performance.

#### Self-managed independent study

## Part 7: Student Learning

Self-managed independent study forms an essential part of the course. It is important that the student develops an organised and effective approach to independent study to enable them to complete and extend projects and take full advantage of learning resources at the College and elsewhere.

### Study visits

Study Visits may involve organised visits to any of the following: buildings, stores, companies and organisations, design practices, trade fairs, exhibitions, museums and galleries. They may take place in Cyprus, and may require financial contribution from the student, in which case will be notified of any costs well in advance of the visit.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

**Placement Learning:** N/A

## Description of Distinctive Features and Support

- Induction Programme for orientation and study skills
- Detailed student handbooks and module guides.
- Extensive specialist library.
- On-line learning resources, internet, intranet and email access.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- Gradation development planning & Personal Academic Tutors
- Specialist equipment, resources, and technical and instructing staff for media production.
- A wide range of teaching and learning strategies and a varied range of assessment modes.
- Early Assessment to encourage retention and progression
- A strong emphasis on developing analytical and critical skills.
- A lively relationship between theory and practice.
- Access to academic tutors and student advisors.

### 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.

### 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 BA Honours programme in Graphic Design has been written to take full account of the most recently published Benchmark Statements for Art & Design (QAA 2008). The most recent iteration of the statement takes into account the subject's growth within the sector, and the contribution it makes to the creative industries. It also takes into account its contribution to entrepreneurial activities in a variety of forms. This Graphic Design programme in particular addresses the need articulated in this statement for designers to be able to work in a global context, and also the wider responsibility of the subject towards social well being and concern for the environment.

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.