

## UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

This Programme 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.

***Sources of information on the programme can be found in Section 17***

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Hugh Baird College
3. University School/Centre	School of Art, Design and Fashion
4. External Accreditation	None
5. Title of Final Award	Foundation Degree Arts in Graphic Arts
6. Modes of Attendance offered	Full and part time
7. UCAS Code	W211
8. Relevant Subject Benchmarking Group(s)	QAA Benchmark Statement 'Art and Design' 2017
9. Other external influences	N/A
10. Date of production/revision of this form	17 <sup>th</sup> March 2017 / Revised September 2017
11. Aims of the Programme	
<ul style="list-style-type: none"><li>• Develop the skills and understanding of graphic arts which will enable student's to become employed within a graphics environment.</li><li>• To develop the student's skills and experience of creative thinking and critical evaluation,</li><li>• To develop a range of transferable skills including communication, team working and self-management skills</li><li>• To guide student's to the point where they can become independent learners so that they are able to continue to extend and update their knowledge of Graphic Design as new developments emerge following completion of the course.</li></ul>	

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Describe the four core contextual themes and discuss their relevance and significance towards historical and contemporary practice A2. Employ a range of creative problem solving techniques A3. Implement the graphic design process A4. Design and implement graphic solutions to produce a variety of creative graphic solutions
<b>Teaching and Learning Methods</b>
Acquisition of knowledge is achieved mainly through lectures and directed student centred learning through practical exercises. Understanding is reinforced through tutorial/seminar work using a range of design briefs to further the student's personal practice.
<b>Assessment methods</b>
Evidence of the development of the four core contextual themes will be required as part of the summative assessments in DD1000 and DD2000. Evidence of the development of other knowledge and understanding will be assessed through the student's portfolio work and presentations.
<b>B. Subject-specific skills</b>
B1. Analyse a design project brief B2. Communicate visually and verbally to explain idea development to clients and other design professionals B3. Critically evaluate own work and that of others in relation to creativity and adherence to a given brief B4. Design and implement graphic solutions using a range of traditional and electronic software design tools
<b>Teaching and Learning Methods</b>
Skills acquisition will be developed throughout the programme using the practical briefs as a vehicle for both delivery and assessment. Basic skills development will be the focus of level 4 modules with students being encouraged to develop and enhance these skills further at level 5. Students will be required to listen to and take part in individual and group critiques and to complete evaluations of the work they have done for each brief.
<b>Assessment methods</b>
Assessment of these skills will be through reflective comments made as part of the student's own development and evaluation of their work. Their ability to interpret a design brief and use of traditional and electronic software design tools will be assessed through the range and creativity of the work produced as part of the portfolios of work required for the modules
<b>C. Thinking Skills</b>
C1. Integrate theory and practice C2. Plan, generate and develop ideas and present a project C3. Criticise constructively
<b>Teaching and Learning Methods</b>
Intellectual skills are developed through practical work, tutorial, group seminars, workshops, lectures demonstrations, coursework assignments and critiques in which all the relevant learning skills are fully integrated. Opportunity for external visits regionally and internationally will also be utilised as well as inviting external guest practitioners to deliver lectures and workshops. Practical and project work is designed to allow students to demonstrate achievement of all the learning outcomes in this category
<b>Assessment methods</b>
Intellectual skills will be assessed using client based design briefs from both internal and external clients and through the formative design briefs set as part of the programme development. Group and individual critiques will also provide feedback to students on their skills acquisition.
<b>D. Other skills relevant to employability and personal development</b>
D1. Able to work as part of a team D2. Able to work independently D3. Demonstrate enquiring, open minded and creative attitude tempered with cultural and ethical

awareness
D4. Communicate effectively in both oral and written formats
D5. Understand and follow Professional issues and codes of practice
D6. Manage project work effectively.
D7. Adapt skills to an ever changing environment
D8. Follow current guidelines & legislation on Health and Safety
D9. Identify and solve numerical problems appropriate for a Design professional
D10. Recognise the need for and continue to develop their personal and professional skills
D11 Work within the constraints of a commercial enterprise with regard to business planning, time and cost
<b>Teaching and Learning Methods</b>
Transferable skills will be developed throughout the programme using a combination of tutorials and group discussion. Basic study skills will be covered at the beginning of year 1 in all modules and within the personal tutor programme. Issues of Professional practice and codes of conduct will be further developed in the Level 2 module Professional Practice and Work based Projects. Regular contact with tutor will be expected to discuss and engage in guided independent study. This will be arranged by students and tutor through regular class contact, e-mails and telephone. Contact will also be based on working professionals, time management and independent needs of individuals.
<b>Assessment methods</b>
Assessment is conducted in a variety of ways throughout the course: group discussions; one-to-one tutorials; critique sessions. Each student will have an interim and a final critique session whereby feedback provides the opportunity for students to respond by refining or rethinking and crafting their specialised project to the best possible professional standard for the final module assessment. Self-assessment will be encouraged through the personal development plan.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 5	GC2000	Professional Practice	20	<b>FdA Graphic Arts</b> Requires 240 credits with a minimum of 100 credits at Level 5
	DD2000	Contextual Studies	20	
	GC2222	Graphic Communication in Context	40	
	GR2221	Applied Graphic Design	40	
Level 4	GC1111	Introduction to Graphic Communication	40	<b>Foundation Certificate in Graphic Arts</b> Requires 120 credits at Level 4 or above
	DD1000	Contextual Studies	20	
	DD1101	Creative Thinking	40	
	GR1400	Responsive Professional Practice	20	
Level 3	AZC012	Art & Design Studies	20	Requires completion of 120 credits at Level 3. Successful completion of the course leads to a guaranteed progression onto Year 1 of the FdA Graphic Arts.  Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.
	AZC015	Design Investigation	40	
	AZC009	Specialism Skills	40	
	AZC016	Drawing and Image Communication	20	
15. Personal Development Planning				
Transferable skills will be developed throughout the programme using a combination of tutorials and group discussion. Basic study skills will be covered at the beginning of year 1 in all modules and				

within the personal tutor programme. Issues of Professional practice and codes of conduct will be further developed in the Level 5 module Professional Practice.

Regular contact with tutor will be expected to discuss and engage in guided independent study. This will be arranged by students and tutor through regular class contact, e-mails and telephone. Contact will also be based on working professionals, time management and independent needs of individuals.

The course will use PDP to enable the students to:

- develop skills of reflection on their academic, personal and professional development (within clear and safe boundaries);
- increase their own self-awareness of their own skills, qualities, attitudes and capabilities;
- improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning;
- identify their own strengths, weaknesses and needs and direction for change;
- set goals and plan action for developing, monitoring and reviewing their own progress;
- compile their own records of learning experiences and achievement, including progress reviews, personal reflections and action plans;
- plan realistically for their career progression and manage their own career development and lifelong learning.

This process will be informed through feedback from peers and module tutors and will be discussed and consolidated through the personal tutor curriculum

Teaching and Learning Methods:

In order to facilitate PDP Foundation Degree students will attend a personal tutor session once a week. This session may be a group session where students will consider study skills topics relevant to the whole group such as how to go about writing a CV, personal and professional budget plans for business, report writing and referencing etc. The personal tutor session will also incorporate 1-1 reviews where the personal tutor will encourage each student to reflect on their own strengths and weaknesses and the progress they are making towards their personal goals and will enable the student to create a personal action plan which will be reviewed at the following 1-1 session.

Assessment methods:

Assessment is conducted in a variety of ways throughout the course: group discussions; one-to-one tutorials; critique sessions. Each student will have an interim and a final critique session whereby feedback provides the opportunity for students to respond by refining or rethinking and crafting their specialised project to the best possible professional standard for the final module assessment. Self-assessment will be encouraged through the personal development plan.

#### **16. Admissions criteria \***

(including agreed tariffs for entry with advanced standing)

*\*Correct as at date of approval. For latest information, please consult the University's website.*

**For students entering via the optional Foundation Entry route, the following admission criteria will apply: -**

**Portfolio and successful individual interview.**

**In lieu of a portfolio, applicants may complete a project as an alternative demonstration of ability.**

**UK and EU Entry:** Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above

**For students entering directly onto the Foundation Degree, the following admission criteria will apply: -**

**64 UCAS points.** Students are also accepted who have appropriate non-standard entry qualifications and/or relevant experience. Please contact the Admissions Tutor for more information.

We will normally expect applicants to evidence a number of the following:

- BTEC National Diploma in Graphic Design or similar art qualification;
- GNVQ Advanced in Art and Design;
- Professional experience, freelance or industrial;

Entry onto the FdA Graphic Arts course will be via a successful interview, relevant design qualifications either 'AS' and 'A2' level, BTEC National Diploma, or GNVQ (level 3) or an equivalent qualification in relevant areas.

UK and EU Entry: Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not the first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above

•

#### **17. Key sources of information about the programme**

- Student Course Handbook will be available to all students.
- University Website [www.uclan.ac.uk](http://www.uclan.ac.uk)
- College Website [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk)
- UCLan prospectus
- Hugh Baird College HE prospectus
- UCAS listings

## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																					
				Knowledge and understanding				Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development										
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11
LEVEL 5	GR2222	Graphic Communication in Context	COMP		•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•				
	DD2000	Contemporary Contextual Studies	COMP	•						•		•		•		•	•	•	•						
	GC2000	Professional Practice	COMP		•		•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
	GR2221	Applied Graphic Design	COMP				•	•			•		•	•		•	•			•	•	•		•	
LEVEL 4	DD1000	Historical Contextual Studies	COMP	•						•		•		•		•		•	•						
	DD1101	Creative Thinking	COMP		•			•		•	•	•	•	•	•		•	•		•		•			
	GC1111	Introduction into Graphic Communication	COMP		•	•	•	•	•	•	•	•	•	•		•	•			•	•				
	GR1400	Responsive Professional Practice	COMP					•			•		•	•	•	•		•	•		•				•

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## **19. LEARNING OUTCOMES FOR EXIT AWARDS:**

### **Learning outcomes for the award of: Foundation Certificate in Graphic Arts**

- A1. Describe the four core contextual themes and discuss their relevance and significance towards historical and contemporary practice
- A2. Employ a range of creative problem solving techniques
- A3. Implement the graphic design process
- B1. Analyse a design project brief
- B3. Critically evaluate own work and that of others in relation to creativity and adherence to a given brief
- B4. Design and implement graphic solutions using a range of traditional and electronic software design tools
- B5. Develop and evaluate creative ideas in a graphic design context
- C1. Integrate theory and practice
- C3. Demonstrate the skill to criticise constructively
- C4. Choose the design tool most appropriate for the project brief
- D2. Able to work independently
- D4. Communicate effectively in both oral and written formats
- D6. Manage project work effectively
- D7. Adapt skills to an ever changing environment
- D8. Follow current guidelines & legislation on Health and Safety
- D10. Use technology to aid and enhance the design process