



DOCUMENT CONTROL & APPROVAL

Issue	Amendment Detail	Name	Date Approved
0.1	Templates added to submission library	QAE	
	Academic Director Approval and submission to QAE.		
1.0			



COURSE DESCRIPTOR

SECTION 2 – Teaching, Learning and Assessment

Educational Course Aim

Graphics Design can be described as taking an idea, text and image and presenting them in a visually engaging form to facilitate the communication process, whilst ensuring the message is understood by an audience. The BA (Hons) Graphic Design course at CSVPA enables students to examine these principles of design, then encourages them to explore their own individual design voice in a progressive, enterprising, playful and ambitious way. Through experimentation and critical enquiry, students are given the opportunity to reflect on the past, challenge the contemporary and anticipate the creative future of design. Working in a friendly and busy environment, students are supported in achieving their full potential for future professional life.

Course Specific Employability Skills

This course is designed to prepare students for employment in the design industries and embeds employability skills throughout the three years of the programme. These skills aim to provide students with a structure to support them as they progress through the course, developing the attributes and skills they will need to enjoy a successful career or further study. In addition to the specific skills required of the discipline, CSVPA also embeds a number of fundamental life skills (expressed as graduate attributes) throughout the course. These include:

presentations and critiques introduce students to the design process through embracing discovery, idea generation, critical enquiry, visual language using type & image, storytelling, historical context, skills and production. Students are encouraged to experiment and recognise the potential this offers to any given design solution. Projects are designed to offer an outlet and build upon skills learnt in workshops and lectures, increasing in complexity throughout the year. Work undertaken is designed to build confidence in design decision making, collaborative skills and aesthetic judgements.

Level 4 modules:

Core Practice: Graphic Design

Disruptive Exploration

Creative Expression: Graphic Design

C&CS Engagement

Level 5 students will experience a transition from the 'prescribed' to the 'negotiated' phase of the course. This will enable students to control the direction of their visual language and the potential area of industry that they might wish to engage with. Live projects and/or collaborations are available to provide a broader professional context when delivering creative design solutions as students examine the subject in greater depth.

As the focus becomes more industry facing, students are offered the opportunity to continue to question convention, disrupt, risk take and use creative thinking throughout. The second study block sees a shift in emphasis towards more professional and external contexts. Here students begin to define the subject from their own perspective and begin to shape skills and interests for the final year ahead. Briefs, workshops, lectures, presentations and critiques introduce students to the ethics and responsibility of design practice, collaborative practice and methodologies of project management. These new areas are also delivered in relation to ongoing development of design process, research methodologies, storytelling and building confidence in core skills.

Level 5 modules:

Professional Voice: Graphic Design

C&CS Preparation

Applied Process: Graphic Design

Negotiated Practices

Level 6 requires students to clarify areas of the profession that inspires them whilst at the same time provides the strongest connection with the body of work that is in development. Students will undertake set briefs and self-initiated work as they examine in depth specific topics of their choice. This work will be the driving force when reaching out to a wider audience. The briefs, workshops, lectures, presentations and critiques enable expansive examination of each students personal direction.

The final phase of delivery focuses on that personal direction by refining the detail and depth of existing projects or working on new initiatives that present their final graphic design identity, transitioning towards the workplace or further study. This is supported by a strong visiting lecturer series, which attracts many of the leading practitioners in the industry.

Level 6 modules:

Positioning your Practice: Graphic Design

C&CS Dissertation

Showcase: Graphic Design

Course Assessment Strategy

The assessment strategy takes a holistic approach to learning; that is to say, success is not purely measured by the quality of a creative outcome. Assessments take the form of:

- Electronic portfolio & supporting work
- Presentation
- Essay/Dissertation or Video essay

Formative / Summative assessment

Formative assessment

The intention is to give students the opportunity to reflect on what they have done, what went well and what they would like to improve. This is a 2-way process, not simply about tutor comments, but a shared dialogue. Further review points within the levels support the monitoring of progress and offer formative feedback in the form of group critiques, peer reviews, group and individual tutorials.

Summative assessment

Is the formal marking of all the work, using the learning outcomes, assessment criteria matrix, produced during the year and takes place at the end of each study block where the Assessment Board will discuss and confirm all summative assessment decisions for progression and final classifications.

No.	Learning Outcome Category
1	Enquiry
2	Conceptualisation
3	Experimentation
4	Evaluation
5	Realisation
6	Communication
7	Professionalism
8	Impact

Course Level Learning Outcomes

Course Learning Outcome	Descriptor	
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*The following codes for assessment methods apply

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AR	Artefact	LR	Literature Review
CB	Computer-based	OR	Oral
CE	Critical evaluation	PC	Practical
CS	Case study	PF	Performance
DI			