

# Student Handbook

## 2018/19



### **MA design courses in the School of Art, Design & Fashion**

MA Ceramics

MA Children's Book Illustration

MA Design

MA Fashion & Lifestyle Promotion

MA Fashion Design

MA Fashion & Lifestyle Brand Studies

MA Graphic Design

MA Interior Design

MA Product Design

MA Surface Pattern & Textiles

**UNIVERSITY OF CENTRAL LANCASHIRE  
School of Art, Design & Fashion**

## **Course Leaders for the MA programmes below:**

- MA Ceramics : Dave Binns
- MA Children's Book Illustration : Steve Wilkin
- MA Design: Karl Jeffries
- MA Fashion & Lifestyle Promotion : Louise Smith
- MA Fashion Design : Amy Prescott
- MA Fashion & Lifestyle Brand Studies : Louise Smith
- MA Graphic Design : Jane Souyave
- MA Interior Design : Steve Bennett
- MA Product Design: Karl Jeffries
- MA Surface Pattern & Textiles : Bev Lamey

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

### **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

## 1. Welcome to the course

Welcome to study on one of the MA design courses in the School of Art, Design & Fashion. The team are looking forward to working with you over the course of your studies and will support you to achieve the outcome you are hoping for.

This document is your **Student Handbook**. It contains information that we hope you will find useful and that will contribute to the success of your period of study. It is intended to be read in conjunction with the information contained within other documents, such as your module information and the Academic Regulations that cover all the courses offered by the University.

Within this document, there may other documents to refer to; if an on-line version is available you will first need to log on to your UCLan account and follow the link from here.

We hope that you will enjoy your time with us.

Course Team,

School of Art, Design & Fashion.

### 1.1 Rationale, aims and learning outcomes of the course

The overarching aims of your course are to:

1. Act autonomously in planning and implementing tasks at a professional or equivalent level
2. Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Design
3. Stimulate an analytical and creative approach through the application of advanced research methodologies
4. Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
5. Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Design and challenge traditional design boundaries

These aims have been used to define the content of the modules that you are studying, and also to develop a set of learning outcomes, that are the educational attainments that you will have achieved on successful completion of each module and your course.

The overarching learning outcomes of your course are listed within the programme specification included as an appendix to this handbook.

### 1.2 Course Team

The course team consists of academic and technical staff who contribute to support your studies. The academic staff will take responsibility for the delivery of the content of your modules. The technical staff will induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. All the staff are well-qualified individuals who assist students across a range of courses.

All students on the MA design courses will study the same modules as below:

DE 4101 Design Research 1

DE 4107 Design Practice 1

DE 4108 Design Practice 2

DE 4201 Design Research 2

DE 43XX Advanced Practice in *(This is course specific and your module will have its own code).*

Each MA course has a designated Course Leader who will provide the main tuition for all the MA modules (see below *Staff Contact Details*).

DE4101 and DE4201 will be co-ordinated by Jane Souyave but the assignment will be supported within your practical tutorial sessions and assessed by your own subject specific Course Leader.

## Staff Contact Details

**MA course co-ordinator** for the MA design programmes

Jane Souyave 01772 893379 [jsouyave@uclan.ac.uk](mailto:jsouyave@uclan.ac.uk)

### MA Ceramics

Dave Binns 01772 893384 [dsbinns@uclan.ac.uk](mailto:dsbinns@uclan.ac.uk)

### MA Children's Book Illustration

Steve Wilkin 01772 893364 [swilkin@uclan.ac.uk](mailto:swilkin@uclan.ac.uk)

### MA Design

Karl Jeffries 01772 895185 [kjeffries@uclan.ac.uk](mailto:kjeffries@uclan.ac.uk)

### MA Fashion & Lifestyle Promotion

Louise Smith 01772 893190 [lsmith11@uclan.ac.uk](mailto:lsmith11@uclan.ac.uk)

### MA Fashion Design

Amy Prescott 01772 893189 [aprescott6@uclan.ac.uk](mailto:aprescott6@uclan.ac.uk)

### MA Fashion & Lifestyle Brand Studies

Louise Smith 01772 893190 [lsmith11@uclan.ac.uk](mailto:lsmith11@uclan.ac.uk)

### MA Graphic Design

Jane Souyave 01772 893379 [jsouyave@uclan.ac.uk](mailto:jsouyave@uclan.ac.uk)

### MA Interior Design

Steve Bennett 01772 893366 [sjbennett@uclan.ac.uk](mailto:sjbennett@uclan.ac.uk)

### MA Product Design

Karl Jeffries 01772 895185 [kjeffries@uclan.ac.uk](mailto:kjeffries@uclan.ac.uk)

### MA Surface Pattern & Textiles

Bev Lamey 01772 893378 [blamey@uclan.ac.uk](mailto:blamey@uclan.ac.uk)

Angie Jones 01772 893368 [ajones@uclan.ac.uk](mailto:ajones@uclan.ac.uk)

Phoebe Sayell 01772 893183 [pdsayell1@uclan.ac.uk](mailto:pdsayell1@uclan.ac.uk)

### Technical staff who contribute to your course are:

Tracy Hill (Print) 01772 893193 [thill@uclan.ac.uk](mailto:thill@uclan.ac.uk)

Audrey Hindle (Fashion) 01772893191 [ahindle1@uclan.ac.uk](mailto:ahindle1@uclan.ac.uk)

Francis Neale (Digital Design) 01772 893386 [fneale@uclan.ac.uk](mailto:fneale@uclan.ac.uk)

Sarah Parker (Textiles/Digital Print) 01772 893367 [slparker3@uclan.ac.uk](mailto:slparker3@uclan.ac.uk)

Dave Schofield (Photography) 01772 894969 [dhschofield@uclan.ac.uk](mailto:dhschofield@uclan.ac.uk)

Magda Stawarska-Beaven (Print) 01772 893193 [mstawarska-beavan@uclan.ac.uk](mailto:mstawarska-beavan@uclan.ac.uk)

Graham Symonds (Fashion) 01772 893191 [gsymonds@uclan.ac.uk](mailto:gsymonds@uclan.ac.uk)

Susie Thorpe (Fashion) 01772 893191 [sjthorpe@uclan.ac.uk](mailto:sjthorpe@uclan.ac.uk)

Geoff Wilcock (Ceramics) 01772893385/3386 [ghwilcock@uclan.ac.uk](mailto:ghwilcock@uclan.ac.uk)

### **1.3 Expertise of staff**

All teaching staff on the MA courses have worked in industry as designers and have a high level of practice experience that they are able to share with their students. All staff hold an MA or MSc qualification or above, as well as teaching qualifications. Staff are also engaged in research and have many other roles within the School including overseas development, marketing, knowledge transfer and their own work. During the course, staff will discuss their own research, projects, expertise and working methods but students should feel free to approach any of the teaching staff to further enquire about their creative practice, knowledge and skills.

### **1.4 Academic Advisor**

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

### **1.5 Administration details**

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

#### **Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

#### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

#### **Foster Building**

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

#### **Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### **Greenbank Building**

Sport and Wellbeing  
Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery  
Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## **1.6 Communication**

The University expects you to use your UCLan e-mail address and check regularly for messages from staff. If you send an e-mail message from other addresses they risk being filtered out as potential spam and discarded unread; nor can we contact your personal e-mail address, **we will only use your designated UCLan e-address**. Learn how to use remote access to your e-mail address so that you can check your UCLan emails from your home, or any other computer off-campus.

Throughout your time at University, the School Administrative team will normally be able to assist you if you need help and your Personal Tutor is not available. If a query cannot be dealt with they will be able to direct you to the person best able to help. **If you have any issues to do with enrolment, then please seek them out immediately!**

The Admin team can be contacted in the Administrative Hub in CM Building Room 235.

## **1.7 External Examiner**

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

Roger Bateman, Principle Lecturer, Sheffield Hallam University is the External Examiner for all the following MA courses below:-

MA Ceramics

MA Children's Book Illustration

MA Design

MA Fashion & Lifestyle Promotion

MA Fashion Design

MA Fashion & Lifestyle Brand Studies

MA Graphic Design

MA Interior Design

MA Product Design

## MA Surface Pattern & Textiles

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically on Blackboard. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

### 2. Structure of the course

#### 2.1 Overall structure

Full-time students will complete their studies in 1 year and will study each of the modules shown in the 'Full Time Study' diagram below.

Part-time students will complete their studies in 2 years and will study each of the modules shown in the 'Part Time Study' diagram below. Part-time students should note that there are occasionally prerequisites that affect the order in which modules can be studied.

#### **Full Time Study (1 year)**

<b>Semester 1</b> Level 7	(20 credits) <b>DE 4101 Design Research 1</b>	(40 credits) <b>DE 4107 Design Practice 1</b>
<b>Semester 2</b> Level 7	(20 credits) <b>DE 4201 Design Research 2</b>	(40 credits) <b>DE 4108 Design Practice 2</b>
<b>Semester 3</b> Level 7	(60 credits) <b>DE 4309 Advanced Practice in Ceramics</b> <b>DE 4310 Advanced Practice in Children's Book Illustration</b> <b>DE 4317 Advanced Practice in 3D Design</b> <b>FS 4300 Advanced Practice in Fashion Promotion</b> <b>FS 4302 Advanced Practice in Fashion Design</b> <b>FS 4301 Fashion &amp; Lifestyle Brand Studies Practice 3</b> <b>DE 4313 Advanced Practice in Graphic Design</b> <b>DE 4324 Advanced Practice in Interior Design</b> <b>DE 4311 Advanced Practice in Product Design</b> <b>DE 4314 Advanced Practice in Surface Pattern &amp; Textiles</b>	



**Part Time Study (2 years)**

<p><b>Semester 1</b> Level 7</p>	<p><i>(20 credits)</i> <b>DE 4101 Design Research 1</b></p>	<p><i>(40 credits)</i> <b>DE 4107 Design Practice 1</b></p>
<p><b>Semester 2</b> Level 7</p>	<p><i>(20 credits)</i> <b>DE 4201 Design Research 2</b></p>	<p><b>DE 4107 continued</b></p>
<p><b>Semester 3 / 4</b> Level 7</p>	<p><b>DE 4108 (40 credits)</b> <b>Design Practice 2</b></p>	
<p><b>Semester 5 / 6</b> Level 7</p>	<p><i>(60 credits)</i>  <b>DE 4309 Advanced Practice in Ceramics</b>  <b>DE 4310 Advanced Practice in Children’s Book Illustration</b>  <b>DE 4317 Advanced Practice in 3D Design</b>  <b>FS 4300 Advanced Practice in Fashion Promotion</b>  <b>FS 4302 Advanced Practice in Fashion Design</b>  <b>FS 4301 Fashion &amp; Lifestyle Brand Studies Practice 3</b>  <b>DE 4313 Advanced Practice in Graphic Design</b>  <b>DE 4324 Advanced Practice in Interior Design</b>  <b>DE 4311 Advanced Practice in Product Design</b>  <b>DE 4314 Advanced Practice in Surface Pattern &amp; Textiles</b></p>	

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one ninth of a full-time Master's programme. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

To ensure you have a full course of modules, you must enrol on the following modules at each level. Note that you will study the course specific module for Practice 3.

Programme Structures				Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 7	DE 4309	Advanced Practice in Ceramics	60	<b>Masters Degree</b> requires 180 credits at Level 7
	DE 4310	Advanced Practice in Children's Book Illustration		
	DE 4317	Advanced Practice in Design		
	FS 4300	Advanced Practice in Fashion Promotion		
	FS 4302	Advanced Practice in Fashion Design		
	FS 4301	Fashion & Lifestyle Brand Studies Practice 3		
	DE 4313	Advanced Practice in Graphic Design Practice 3		
	DE 4324	Advanced Practice in Interior Design		
	DE 4311	Advanced Practice in Product Design		
	DE 4314	Advanced Practice in Surface Pattern & Textiles		
Level 7	DE4201	Design Research 2	20	<b>Post Graduate Diploma</b> requires 120 credits at Level 7
	DE4108	Advanced Practice 2	40	
Level 7	DE4101	Design Research 1	20	<b>Post Graduate Certificate</b> requires 60 credits at Level 7
	DE4107	Design Practice 1	40	

## 2.3 Course requirements

All students must pass all modules in order to gain the Master's Degree in their chosen subject. However, if you exit before the end of the programme, you may qualify for an exit award if you successfully complete the required modules (see below).

If a student exits after successfully passing 60 credits for DE4101 Design Research 1 / DE4107 Design Practice 1, they will be awarded **Postgraduate Certificate in their chosen design discipline.**

If a student exits after successfully passing 120 credits for DE4101 Design Research 1 / DE4107 Design Practice 1 / DE4201 Design Research 2 / DE4108 Design Practice 2 they will be awarded **Postgraduate Diploma in their chosen design discipline.**

### **2.3 Progression Information**

Discussions about your progression through the course normally take place after each semester's grades have been released to the students.

## **2.4 Study Time**

### **2.4.1 Weekly timetable**

Your personal timetable for the year is available on-line

<https://apps13.uclan.ac.uk/weeklyTimetable>

### **2.4.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time - each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. For instance full time MA students study 180 credits so over each year you will study, in total, approximately 1800 hours; over the year a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Personal Tutors.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Personal Tutor.

### **2.4.3 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your course leader or to the administrative hub (details in Section 1.5)

You are required to attend all timetabled learning activities for each module. No modules or sessions are optional – no course is different in this regard and you may be required to sign in to classes or workshops. Be aware that your attendance is monitored and may affect decisions taken about you in assessment boards, or other formal settings.

If you are absent (or expect to be absent) for an extended period, it may not be possible for you to successfully complete the learning outcomes for the modules you were studying, or indeed even to begin study in a particular semester. If this is the case, you are advised to take a formal leave of absence, normally of a maximum of a year; this is referred to as 'Intercalating'. Speak to your Personal Tutor or Course Tutor if you think you may have reasons to intercalate.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

A wide range of teaching and learning methods are used. Practical studio sessions are supported by lectures and tutorials. A self-devised series of reading and external visits is important to support the critical and contextual aspects of the modules syllabi. Even though the tutors offer a structured teaching experience, it is essential that you develop an independent approach to your learning. Fundamental to this is your learning agreement where you will state what you are doing, why you are doing it, how it will be done and what you expect the outcomes to be - your lessons will support this.

Staff will also support students through seminars in helping direct a self-initiated course of study. Students will be required to offer an informed and critical self-review of work in progress at regular intervals. They will receive feedback, both written and verbal.

To achieve the above aims across the modules you will see that there is a mix of practical and theoretical study. Practical study is about developing creative methodologies and developing the technical skills to facilitate making work to professional standards; theory is incorporated into practical learning.

**Practical study** – The majority of study within the modules that define your course can be said to be practical, i.e. you learn through doing. Through workshop sessions and in self-study time, you will be expected to enhance your creative ability and to measure your creative and personal development against professional standards and values. So that you are aware of the relevant professional standards and values, a critical and contextual study programme runs concurrent to this learning in support of your practical study.

**Critical and Contextual Study** – Study of the links between your creative work and the practice and supporting theory of key contemporary practitioners is central to your course. Within the arts, ‘theory’ relates to methods and intentions of key national and international contemporary practitioners, as well as practitioners from previous generations. **Contextual study** is the term applied to reviewing the work of others and applying this understanding to aspects of your own practice. As well as the work you will do in class (and be directed to during self-study time), you are expected to define your own contextual study programme that will broaden your general knowledge of contemporary work and inform your creative practice. **Critical study** is the active testing and exploration of relevant theories and ideas that will play an important role in the development of your creative practice. Critical thinking and analysis will be encouraged through formal lectures, student seminar presentations, study visits and research tasks.

Students are able to access all course documentation, as well as teaching materials from Blackboard.

#### 3.2 Study skills

To support you, you may wish to consider how the following may help you at different stages of your learning:

**Informal Mentoring** - We recognise that a key aspect of your learning will be achieved through the contribution and support of others, both formally and informally. Where this support comes from other students, as opposed to teaching staff, we often refer to this as ‘informal mentoring’. Each of the creative arts courses developed by UCLan applies informal mentoring processes in ways appropriate to your course; for instance we do this by creating opportunities for students to:

- share their opinions of each other’s creative work
- share skills and techniques, with students from your own year group, other year groups and other courses
- see the work of others on yours and other courses, who produce different types of work

- Speak to, and work with, students studying at a more advanced level than yourself, so that you will become better prepared for the work that you will engage in at the next level.

However the most fruitful applications for mentoring are often when you identify areas of personal strength and weakness; find ways to share your strengths with others and search out those who can help you improve upon your weaknesses.

**Self-Evaluation; Peer & Group Evaluation** - Throughout your period of study, most courses will create opportunities for 'peer' and 'group' evaluation. This reflects your growing ability to criticise positively and to use evaluative techniques to effect positive outcomes in your creative work and the work of your peers. Thus, effective application of evaluative tools will be reflected in the grades awarded for presentations or 'support' material. However to offer useful criticism to others relies on a genuine understanding of the processes that occur in the development of creative work; the ability to 'self-evaluate' is essential to this knowledge. In many courses the submission of major pieces of practical work will be accompanied by a **self-evaluation document** that gives you the opportunity to reflect upon the creative processes employed and the work that results.

Your progress as a student your final degree classification is decided by the grades that you receive for the finished work that you submit for assessment. There are other areas of learning in your academic progress that are not so easily charted by end-of-semester or end of course grades. Consequently, throughout your period of study you should be asking yourself questions such as: What kind of approaches to study achieves good results? What approach to study do I have? How do I alter my approach to study to achieve more?

Educational research identifies two basic types of learning, and uncovers differences in students' approaches to the learning process. They are described as 'deep' and 'superficial'. Students who have a deep approach to learning:

- Intend to understand material for themselves and interact vigorously and critically with the content
- Relate ideas to previous knowledge and experience
- Use organising principles to integrate ideas
- Relate evidence to conclusions
- Examine and challenge the logic of the argument

Students who have a superficial approach to learning:

- Intend simply to reproduce parts of the content and accept ideas and information passively
- Concentrate only on assessment requirements
- Do not reflect on purpose or strategy
- Memorise facts and procedures routinely
- Fail to distinguish guiding principles or patterns.

If you think you are too regularly falling into the latter category, we recommend that you make an appointment to speak to your Personal Tutor. To change your learning pattern, you will find it much easier if you have the support of a tutor.

**Self-Evaluation documents and Viva Voces** - In some modules you will be studying, we may ask you to submit a written self-evaluation document or participate in a Viva Voce (a spoken evaluation) for assessment. You may worry about this, perhaps thinking that admitting to your faults will cause you to get a poor grade or even fail; equally you may be embarrassed about admitting that you did something very well!

**Reflective Journal / Reflective Diary** – The MA design courses in the School will require you to submit a reflective journal/diary for assessment. This is both a visual and written document in support of your research and practice.

In addition, the university provides a variety of services to support students and these include

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 33 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id= 25 1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1)

### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

Extensive Resources are available to support your studies provided by UCLan's LIS – library and IT staff. If you wish to, you may take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Use the library catalogue to search for material by **author**, **title**, or **subject**. The catalogue will tell you if items are in the Library's collections, and if so, on which floor, at which number, whether they are 'Oversize' (OS) and therefore shelved separately, and whether they are currently on loan. If they are on loan, you can place a reservation, using your library card. You can use the catalogue to look for publications devoted to particular **artists**, and to check whether the Library has particular **journals**.

To trace journal articles or other publications (including exhibition catalogues) *whether or not they can be found in the Library*, you can use bibliographies, including **indexes** and **bibliographic databases**. If you know a publication exists, and if you have details of it, the Library will usually be able to obtain a copy for you, if necessary by borrowing it from another library. The most useful bibliographies for art research include **Art Index** (soon to be available online), and **Design & Applied Arts Index**, (on CD-ROM, available from the Help Desk) but also **Art Bibliographies Modern** which, with many other art bibliographies, can be found on the Bibliographies shelves on the 1st floor at **016.7**. A general index to newspapers and periodicals is **British Humanities Index**, held in the Reference Collection on the 1st floor.

**Exhibition catalogues** and **videos** are located among the books and can be traced just like books, by using the catalogue.

**Journals** (also called *magazines* or *periodicals*) are shelved separately at the back of the ground floor. The 700s are on the right hand side of the Library. Journals are not for loan.

**Visual resources, Illustrations and Slides** - Many of the books and journals in the Library are useful sources of images, including images of works of art and pictures of all kinds of other things. They are supplemented by the following special collections. Illustrations are arranged alphabetically in broad subject categories, in filing cabinets on the 2nd floor. To be sure of not missing images of the subject you are after, use the adjacent card index. The Library's Slide Collection is housed in another group of filing cabinets, also on the 2nd floor. It has its own card index nearby. The slides are mostly of works of art, architecture, design, etc. and include images from recent exhibitions. Slides can be borrowed and instructions are provided.

**On-line resources** - The University provides access to the Internet from any network pc - in the library, these are on the 3rd floor. From the library home page there are links to external internet sites relevant to the subjects taught here. As an introduction, the ADAM site ([adam.ac.uk/](http://adam.ac.uk/)) provides access to many worthwhile web sites.

**Library studio facilities** include: Drawing tables (2nd floor), Enlarger/visualiser (2nd floor), Photocopying, including a colour photocopier (Ground floor).

#### The wood and metal workshops in Victoria, Hannover and Edward

As well as course specific workshop spaces allocated to the various design, fashion and fine art courses, the buildings that these courses operate out of have a range of general facilities available to these students. However before you can access any of these resources you must successfully complete a thorough induction. Depending on your course, and the resources you are likely to need to use, you may be inducted in the use of some of the following:

A3 to A0 paper and fabric printers	Fine Art printmaking facilitates	Metal benders and folders
Band-saws	Hand tools	Pillar drills
Ceramic facilities	Knitting machines	Plastics
Embroidery machines	Laser cutters	Rapid prototyping machine
	Lathes	

Sanding machines  
Sewing machines  
Spray booth  
Welding equipment

Also available are PC and Apple Mac suites, each hosting specialist software including Creative Suite, CAD CAM, 3D animation, etc.

Supervision in the workshops is provided by academic and senior technical staff. **NO** wood or metal work machine may be used without **DIRECT SUPERVISION** by an **appropriate** staff member. If you are ever in any doubt about your ability or authority to use a piece of equipment or process, please **ASK!**

### **3.3.2 Electronic Resources**

There is one overall MA design area on Blackboard, therefore students benefit from access to material from all the MA design courses.

All official documentation such as the Student Handbook, module descriptors, bibliographies, assignments, External Examiners Reports etc.. are available on Blackboard. Other information is available such as the many teaching materials and powerpoints, links to specific sites, hand-outs and other supporting documents.

### **3.4 Personal development planning**

PDP is designed to:

- enable you to work towards a point you would like to be at on graduation;
- help you acquire the skills needed for your chosen career;
- evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Much of any creative arts-based activity is about learning from mistakes, perhaps more so than it is about replicating your successes. Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!

## **4. Student Support**

This section of the handbook lists some of the support mechanisms that are available to you and your colleagues. **Never be afraid of asking for help!**

- If you have a problem that is module-related, speak with the tutor(s) that deliver that module;
- If you have a problem that crosses two or more modules but is an academic rather than personal problem, speak to your course leader.
- If you have a problem that is personal but that currently or may in the future affect your learning, speak to your personal tutor.
- If, for whatever reason, you cannot speak to the course team please make an appointment to speak to principal lecturers in the School
- If you are having difficulty coping with your workload it could be that you would be better studying less intensively (part-time), swapping to another course or taking a leave of absence (called intercalation).

If you are studying full-time you can swap to part-time study at the end of virtually any semester, but remember part-time study can create other demands upon you and is not necessarily any 'easier'.

Swapping to another arts course within this School is relatively straightforward and you should speak to your Academic Adviser as soon as you think you may wish to do this.



Swapping to another School's course or another University is more involved but your Academic Adviser can advise you how to go about doing this once you are sure this is what you want to do. Be warned however, it is often better (academically, financially and socially) to successfully complete the modules you are studying before changing courses.

If your problem is not specifically related to the content of your course, or your ability to attend or time-manage, the University has a range of support systems to help you. Either visit the 'I' in Foster Foyer, or log on to the student section of the UCLan website – the URL for this:

[http://www.uclan.ac.uk/information/current\\_students/index.php](http://www.uclan.ac.uk/information/current_students/index.php)

Here you'll find many sources of information, such as the 'Bottled Up' scheme that has been designed especially for male students; financial support; child care support; and support for depression and mental illness.

#### **4.1 Academic Advisors**

You will have been allocated an academic adviser at the point of enrolment. See section 1.4 of this document for more information about personal tutors.

#### **4.2 Students with disabilities**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

#### **4.3 Students' Union One Stop Shop**

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

### **5. Assessment**

#### **5.1 Assessment Strategy**

You are expected to attempt all assessments for every module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The following assessment regulations fall into two categories. The first are regulations that the University applies to all students on all degree programmes of study. The other category is of regulations that are specific to the assessment of your course and have been agreed as part its validation. The first category ensures that all students across all courses are assessed equally; the second ensures that academic rigour and professional values specific to the creative arts are embedded within your particular course.

There are many University-wide regulations which can be found at the following page [http://www.uclan.ac.uk/study\\_here/student-contract.php](http://www.uclan.ac.uk/study_here/student-contract.php) .

##### **5.1.1 Why is assessment relevant to learning?**

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In the development of your course we packed what we believe it is essential for you to know and do into module 'packages'; the learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of

your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst others are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

In an arts-based subject, it is crucial that you learn to assess the value of a range of opinions and to refine your own; and it is important that you are given frequent opportunities to practise the skills of evaluation. The process of assessment is intended to allow you to gauge your progress against the judgement of staff and your peers. Thus, assessment is not a closed event but something to which you should fully contribute.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any creative arts course; these are that you

- understand the meaning of terms used in assessment;
- have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- appreciate that assessment is a means of developing your own critical facilities and self-awareness;
- know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

### **5.1.2 What is assessed?**

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules; we assess assignments packaged within these modules. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

**You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!**

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed.

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

### **5.1.3 Why do you assess written work in practice-based courses?**

Your course is a postgraduate qualification. To ensure that this is the equal of other subjects at a similar level it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. the collection of appropriate knowledge (research) from primary and secondary sources
2. the organisation of this knowledge in a coherent and logical way (structure)
3. the ability of you as the writer to make the material 'alive' and engaging to the reader (communication)
4. the correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

- i) between 'two stated figures', ie, between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits
- ii) that is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the title page, in the bibliography and in appendices are not included in the word count.

### **5.1.4 Are there examinations on my course?**

In line with most other higher education institutions delivering courses in aspects of the creative arts, there are no written examinations within any of the arts modules offered by the School. However elective modules or other modules delivered in your course that belong to other School may have formal examinations as part of their assessment regimes.

Within the School some courses do use **Viva Voces** (oral 'examinations') to allow you to fully demonstrate your range and the depth of your performance work. In the Viva, we ask you to speak about your practical work with a panel of your tutors. You are encouraged to prepare for these viva voces and you may choose to bring preparatory material, images and working notes to the event to focus the discussion. A good viva will be like a relaxed discussion amongst knowledgeable friends, one in which theory and practice are easily evaluated and reflected upon.

### **5.1.5 What is the pass mark for the assignments and the modules?**

The pass mark for each postgraduate assignment in the UCLan is 50%; therefore the minimum pass mark for each module is also 50%. Some modules only have one assignment submission, but where there are two or more these are weighted as outlined in the Indicative Assessment Strategy listed in each module descriptor; the actual module grade is calculated according to this weighting. Occasionally an assignment or a whole module will be listed as pass/fail (these are generally competency-based assessments). In these cases although you must pass the pass/fail assignment to pass the module, the outcome doesn't contribute to the module's % grade.

### **5.1.6 How can I be certain that my work has been assessed accurately and fairly?**

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. all work that accounts for 25% or more of a module will be assessed by at least 2 staff members; all work that receives a fail grade (below 50%) will also be assessed by at least 2 staff members;
2. if, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations, performances or viva voces), then we will ask you to record your work on video so that this becomes available to another staff member;
3. our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

### **5.2 Notification of assignments and examination arrangements**

The requirements for assessment are listed in your module's assignment briefs – occasionally further information is provided by your tutors in other documents. If you are in any doubt about deadlines, the application of assessment criteria, practical assessment or written or media submission arrangements, speak to your module tutors.

### **5.3 Referencing**

Your written work should be referenced using the Harvard system. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply Harvard when citing references or compiling a bibliography for an assessment. Guidelines are also on Blackboard in the module areas of DE4101 and DE4201.

### **5.4 Confidential material**

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is your responsibility to discuss fully the content and context of your work with your tutors. You and your supervising tutor should 'risk assess' any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:

- i) Present the work to tutors only
- ii) Present the work to an invited audience only
- iii) Alter or withhold these elements
- iv) Place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

### **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. There are student reps from most of the MA design courses and each student on the course is encouraged to feed ideas for improving their experience/course, highlight good practice and bring any issues to their attention for discussion at the Student Staff Liaison Committee meetings. Students themselves will often discuss any issues or highlight good practice during their tutorial sessions.

Towards the end of each academic year, the team meet to discuss any issues, both good and bad, that have been brought up by students and staff in other meetings.

Previous changes have been additions/deletions of assignments, weightings of assignments within modules, word counts for written work, curriculum delivery eg Show & Tell in DE4108 appears to be a successful interim deadline / feedback session and bibliographies are updated yearly.

#### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

## **8. Appendices**

### **8.1 Programme Specifications for the following courses:**

MA Ceramics  
MA Children's Book Illustration  
MA Design  
MA Fashion Design  
MA Fashion & Lifestyle Brand Studies  
MA Fashion & Lifestyle Promotion  
MA Graphic Design  
MA Interior Design  
MA Product Design  
MA Surface Pattern & Textiles

**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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus
<b>3. University School/Centre</b>	School of Art, Design & Fashion
<b>4. External Accreditation</b>	Not Applicable
<b>5. Title of Final Award</b>	MA Ceramics
<b>6. Modes of Attendance offered</b>	Full-time / Part-time
<b>7. UCAS Code</b>	Not Applicable
<b>8. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>9. Other external influences</b>	Not Applicable
<b>10. Date of production/revision of this form</b>	February 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Ceramics</li> </ul>	

<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Ceramic practice and challenge traditional design boundaries</li> </ul>
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, seminars and tutorials</p> <p>External visits</p>
<b>Assessment methods</b>
<p>Written course work, including learning agreement and position of Practice Report</p>
<b>B. Subject-specific skills</b>
<p>B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.</p> <p>B2. Generate initial practical studies.</p> <p>B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.</p> <p>B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.</p> <p>B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.</p> <p>B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study</p>
<b>Teaching and Learning Methods</b>
<p>The Learning Agreement</p> <p>Supervised projects and studio time with subject specific tutors</p> <p>Demonstrations, practical classes and workshops</p> <p>Lectures, seminars and tutorials with subject specific tutors.</p> <p>External visit(s)</p>
<b>Assessment methods</b>
<p>Practical course/project work</p> <p>Written course work, including learning agreement and position of Practice Report</p>
<b>C. Thinking Skills</b>



<p>C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.</p> <p>C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.</p> <p>C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.</p> <p>C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.</p> <p>C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.</p> <p>C6. Work as a fully independent learner and define a series of personal study targets and goals.</p> <p>C7. Express research interests and enquiry through literacy with critical discourse and contextual references.</p>				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials Learning agreement				
<b>Assessment methods</b>				
Written course work Written course work, including learning agreement and position of Practice Report Reflective journal Literature & Contextual Review				
<b>D. Other skills relevant to employability and personal development</b>				
<p>D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.</p> <p>D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.</p> <p>D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.</p> <p>D4. Plan, organise and present a body of work to an appropriate professional standard.</p>				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials Demonstrations, practical classes and workshops Supervised projects External visits Literature & Contextual Review				
<b>Assessment methods</b>				
Written and practical course work Written course work, including learning agreement and position of Practice Report				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Ceramics</b> Requires 60 credits at Level 7
	DE4107	Design Practice 2	40	
	DE4201	Design Research 1	20	
	DE4108	Design Practice 2	40	

	DE4309	Advance Practice in Ceramics	60	<b>Exit Award</b> <b>Postgraduate Diploma</b> <b>Ceramics</b> Requires 120 credits at Level 7 <b>Masters Degree</b> <b>Ceramics</b> Requires 180 credits at Level 7
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### 15. Personal Development Planning

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes.

This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

### 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.*

### Portfolio of work

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

**Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

**International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Graphic Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	
Level 7	DE4309	Advance Practice in Ceramics	comp				X					X	X							X				X	
	DE4101	Design Research 1	comp											X	X						X				
	DE4201	Design Research 2	comp		X	X					X							X	X						
	DE4107	Design Practice 1	comp	X				X	X							X									
	DE4108	Design Practice 2	comp								X						X					X	X		

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Ceramics**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Ceramics**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.
- D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.



**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*

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus
<b>15. University School/Centre</b>	School of Art, Design & Fashion
<b>16. External Accreditation</b>	Not Applicable
<b>17. Title of Final Award</b>	MA Children's Book Illustration
<b>18. Modes of Attendance offered</b>	Full-time / Part-time
<b>19. UCAS Code</b>	Not Applicable
<b>20. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>21. Other external influences</b>	Not Applicable
<b>22. Date of production/revision of this form</b>	February 2018
<b>23. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Children's Book Illustration</li> </ul>	

<ul style="list-style-type: none"> <li>Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>
<ul style="list-style-type: none"> <li>Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Children's Book Illustration and challenge traditional design boundaries</li> </ul>
<b>24. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, seminars and tutorials</p> <p>External visits</p>
<b>Assessment methods</b>
<p>Written course work, including learning agreement and position of Practice Report</p>
<b>B. Subject-specific skills</b>
<p>B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.</p> <p>B2. Generate initial practical studies.</p> <p>B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.</p> <p>B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.</p> <p>B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.</p> <p>B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study</p>
<b>Teaching and Learning Methods</b>
<p>The Learning Agreement</p> <p>Supervised projects and studio time with subject specific tutors</p> <p>Demonstrations, practical classes and workshops</p> <p>Lectures, seminars and tutorials with subject specific tutors.</p> <p>External visit(s)</p>
<b>Assessment methods</b>
<p>Practical course/project work</p> <p>Written course work, including learning agreement and position of Practice Report</p>
<b>C. Thinking Skills</b>



- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.
- C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

**Teaching and Learning Methods**

Lectures, seminars and tutorials  
Learning agreement

**Assessment methods**

Written course work  
Written course work, including learning agreement and position of Practice Report  
Reflective journal  
Literature & Contextual Review

**D. Other skills relevant to employability and personal development**

- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.
- D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.
- D4. Plan, organise and present a body of work to an appropriate professional standard.

**Teaching and Learning Methods**

Lectures, seminars and tutorials  
Demonstrations, practical classes and workshops  
Supervised projects  
External visits  
Literature & Contextual Review

**Assessment methods**

Written and practical course work  
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DE4101	Design Research 1	20	Exit Award Postgraduate Certificate Children's Book Illustration Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	

	DE4108	Design Practice 2	40	<b>Exit Award</b> <b>Postgraduate Diploma</b> <b>Children's Book Illustration</b> Requires 120 credits at Level 7 <b>Masters Degree</b> <b>Children's Book Illustration</b> Requires 180 credits at Level 7
	DE4310	Advance Practice in Childrens Book Illustration	60	

### 15. Personal Development Planning

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

### 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.*

**Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

**Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

**International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Illustration providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4

Level 7	DE4310	Advance Practice in Children's Book Illustration	comp				X					X	X							X				X	
	DE4101	Design Research 1	comp											X	X						X				
	DE4201	Design Research 2	comp		X	X					X							X	X						
	DE4107	Design Practice 1	comp	X				X	X							X									
	DE4108	Design Practice 2	comp								X							X					X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Children's Book Illustration**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Children's Book Illustration**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

**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*

<b>25. Awarding Institution / Body</b>	University of Central Lancashire
<b>26. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus AAS, Greece
<b>27. University School/Centre</b>	School of Art, Design & Fashion
<b>28. External Accreditation</b>	Not Applicable
<b>29. Title of Final Award</b>	MA Design
<b>30. Modes of Attendance offered</b>	Full-time / Part-time
<b>31. UCAS Code</b>	Not Applicable
<b>32. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>33. Other external influences</b>	Not Applicable
<b>34. Date of production/revision of this form</b>	April 2016
<b>35. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li><li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Design.</li></ul>	

<ul style="list-style-type: none"> <li>Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>
<ul style="list-style-type: none"> <li>Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Design practice and challenge traditional design boundaries</li> </ul>
<b>36. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, seminars and tutorials</p> <p>External visits</p>
<b>Assessment methods</b>
<p>Written course work, including learning agreement and position of Practice Report</p>
<b>B. Subject-specific skills</b>
<p>B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.</p> <p>B2. Generate initial practical studies.</p> <p>B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.</p> <p>B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.</p> <p>B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.</p> <p>B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study</p>
<b>Teaching and Learning Methods</b>
<p>The Learning Agreement</p> <p>Supervised projects and studio time with subject specific tutors</p> <p>Demonstrations, practical classes and workshops</p> <p>Lectures, seminars and tutorials with subject specific tutors.</p> <p>External visit(s)</p>
<b>Assessment methods</b>
<p>Practical course/project work</p> <p>Written course work, including learning agreement and position of Practice Report</p>
<b>C. Thinking Skills</b>



<p>C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.</p> <p>C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.</p> <p>C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.</p> <p>C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.</p> <p>C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.</p> <p>C6. Work as a fully independent learner and define a series of personal study targets and goals.</p> <p>C7. Express research interests and enquiry through literacy with critical discourse and contextual references.</p>				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials Learning agreement				
<b>Assessment methods</b>				
Written course work Written course work, including learning agreement and position of Practice Report Reflective journal Literature & Contextual Review				
<b>D. Other skills relevant to employability and personal development</b>				
<p>D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.</p> <p>D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.</p> <p>D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.</p> <p>D4. Plan, organise and present a body of work to an appropriate professional standard.</p>				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials Demonstrations, practical classes and workshops Supervised projects External visits Literature & Contextual Review				
<b>Assessment methods</b>				
Written and practical course work Written course work, including learning agreement and position of Practice Report				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	

Level 7	DE4101	Design Research 1	20	<b>Exit Award</b> <b>Postgraduate Certificate Design</b> Requires 60 credits at Level 7 <b>Exit Award</b> <b>Postgraduate Diploma</b> <b>Design</b> Requires 120 credits at Level 7 <b>Masters Degree</b> <b>Design</b> Requires 180 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	
	DE4108	Design Practice 2	40	
	DE4317	Design Practice 3 Or	60	
	DE4316	Placement	60	
	DE4312	Advertising	60	
	DE4315	Illustration	60	

### 15. Personal Development Planning

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

## 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.*

### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

### **International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from most Art & Design backgrounds providing they can offer clearly articulated and informed reasons for wishing to study at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

## 17. Key sources of information about the programme

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4317 Or DE4316 DE4312 DE4315	Design Practice 3 Or Placement Advertising Illustration	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X	X							X								
	DE4108	Design Practice 2	comp								X						X					X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.
- D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

## **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*

<b>37. Awarding Institution / Body</b>	University of Central Lancashire
<b>38. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>39. University School/Centre</b>	School of Art, Design & Fashion
<b>40. External Accreditation</b>	Not Applicable
<b>41. Title of Final Award</b>	MA Fashion Design
<b>42. Modes of Attendance offered</b>	Full-time / Part-time
<b>43. UCAS Code</b>	Not Applicable
<b>44. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>45. Other external influences</b>	Not Applicable
<b>46. Date of production/revision of this form</b>	April 2016
<b>47. Aims of the Programme</b>	

<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion Design</li> </ul>
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion Design and challenge traditional design boundaries</li> </ul>
<b>48. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, seminars and tutorials</p> <p>External visits</p>
<b>Assessment methods</b>
<p>Written course work, including learning agreement and position of Practice Report</p>
<b>B. Subject-specific skills</b>
<p>B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.</p> <p>B2. Generate initial practical studies.</p> <p>B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.</p> <p>B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.</p> <p>B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.</p> <p>B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study.</p>
<b>Teaching and Learning Methods</b>
<p>The Learning Agreement</p> <p>Supervised projects and studio time with subject specific tutors</p> <p>Demonstrations, practical classes and workshops</p> <p>Lectures, seminars and tutorials with subject specific tutors.</p> <p>External visit(s)</p>
<b>Assessment methods</b>

Practical course/project work Written course work, including learning agreement and position of Practice Report			
<b>C. Thinking Skills</b>			
C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.			
C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.			
C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.			
C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.			
C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.			
C6. Work as a fully independent learner and define a series of personal study targets and goals.			
C7. Express research interests and enquiry through literacy with critical discourse and contextual references.			
<b>Teaching and Learning Methods</b>			
Lectures, seminars and tutorials Learning agreement			
<b>Assessment methods</b>			
Written course work Written course work, including learning agreement and position of Practice Report Reflective journal Literature & Contextual Review			
<b>D. Other skills relevant to employability and personal development</b>			
D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.			
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.			
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.			
D4. Plan, organise and present a body of work to an appropriate professional standard.			
<b>Teaching and Learning Methods</b>			
Lectures, seminars and tutorials Demonstrations, practical classes and workshops Supervised projects External visits Literature & Contextual Review			
<b>Assessment methods</b>			
Written and practical course work Written course work, including learning agreement and position of Practice Report			
<b>13. Programme Structures*</b>			<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	



Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Fashion Design</b> Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	
	DE4108	Design Practice 2	40	<b>Exit Award Postgraduate Diploma Fashion Design</b> Requires 120 credits at Level 7
	FS4302	Fashion Design: Final Project Realisation	60	
	Or	Or		<b>Masters Degree Fashion Design</b> Requires 180 credits at Level 7
DE4316	Placement	60		

### 15. Personal Development Planning

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with

their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

#### **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.*

#### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

#### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

#### **International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Fashion Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4

Level 7	FS4302	Fashion Design: Final Project Realisation										X								X				
	Or	Or																						
	DE4316	Placement	comp				X						X											X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X						X						X	X					
	DE4107	Design Practice 1	comp	X				X	X							X								
	DE4108	Design Practice 2	comp								X							X				X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Fashion Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Fashion Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.

- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.
- D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

## **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*

<b>49. Awarding Institution / Body</b>	University of Central Lancashire
<b>50. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>51. University School/Centre</b>	School of Art, Design & Fashion
<b>52. External Accreditation</b>	Not Applicable
<b>53. Title of Final Award</b>	MA Fashion & Lifestyle Brand Studies
<b>54. Modes of Attendance offered</b>	Full-time / Part-time
<b>55. UCAS Code</b>	Not Applicable

<b>56. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>57. Other external influences</b>	Not Applicable
<b>58. Date of production/revision of this form</b>	April 2016
<b>59. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion and Lifestyle Brand Studies</li> </ul>	
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion and Lifestyle Brand Studies and challenge traditional design boundaries</li> </ul>	
<b>60. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>	
<b>Teaching and Learning Methods</b>	

Lectures, seminars and tutorials
External visits
<b>Assessment methods</b>
Written course work, including learning agreement and position of Practice Report
<b>B. Subject-specific skills</b>
B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
B2. Generate initial practical studies.
B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.
B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.
B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study.
<b>Teaching and Learning Methods</b>
The Learning Agreement
Supervised projects and studio time with subject specific tutors
Demonstrations, practical classes and workshops
Lectures, seminars and tutorials with subject specific tutors.
External visit(s)
<b>Assessment methods</b>
Practical course/project work
Written course work, including learning agreement and position of Practice Report
<b>C. Thinking Skills</b>
C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.



- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.
- C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Learning agreement

#### **Assessment methods**

Written course work

Written course work, including learning agreement and position of Practice Report

Reflective journal

Literature & Contextual Review

#### **D. Other skills relevant to employability and personal development**

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

D4. Plan, organise and present a body of work to an appropriate professional standard.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Demonstrations, practical classes and workshops

Supervised projects

External visits

Literature & Contextual Review

**Assessment methods**

Written and practical course work

Written course work, including learning agreement and position of Practice Report

**13. Programme Structures\***

**14. Awards and Credits\***

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Fashion and Lifestyle Brand Studies</b> Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	
	DE4108	Design Practice 2	40	
	FS4301	Fashion and Lifestyle Brand Studies: Integrated Report	60	
				<b>Exit Award Postgraduate Diploma Fashion and Lifestyle Brand Studies</b> Requires 120 credits at Level 7
				<b>Masters Degree Fashion and Lifestyle Brand Studies</b> Requires 180 credits at Level 7

**15. Personal Development Planning**

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

## **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.*

### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

### **International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Graphic Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	FS4301	Fashion and Lifestyle Brand Studies: Integrated Report	comp				X					X								X				
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X	X							X								
	DE4108	Design Practice 2	comp								X							X				X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Fashion and Lifestyle Brand Studies**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Fashion and Lifestyle Brand Studies**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.

C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.

C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

## 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***

<b>61. Awarding Institution / Body</b>	University of Central Lancashire
<b>62. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>63. University School/Centre</b>	School of Art, Design & Fashion
<b>64. External Accreditation</b>	Not Applicable
<b>65. Title of Final Award</b>	MA Fashion & Lifestyle Promotion
<b>66. Modes of Attendance offered</b>	Full-time / Part-time
<b>67. UCAS Code</b>	Not Applicable
<b>68. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>69. Other external influences</b>	Not Applicable
<b>70. Date of production/revision of this form</b>	April 2016
<b>71. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	



<ul style="list-style-type: none"> <li>Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion and Lifestyle Promotion</li> </ul>
<ul style="list-style-type: none"> <li>Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>
<ul style="list-style-type: none"> <li>Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion and Lifestyle Promotion and challenge traditional design boundaries</li> </ul>
<b>72. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>
<b>Teaching and Learning Methods</b>
<p>Lectures, seminars and tutorials</p> <p>External visits</p>
<b>Assessment methods</b>
<p>Written course work, including learning agreement and position of Practice Report</p>
<b>B. Subject-specific skills</b>
<p>B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.</p> <p>B2. Generate initial practical studies.</p> <p>B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.</p> <p>B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.</p> <p>B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.</p> <p>B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study.</p>
<b>Teaching and Learning Methods</b>
<p>The Learning Agreement</p> <p>Supervised projects and studio time with subject specific tutors</p> <p>Demonstrations, practical classes and workshops</p> <p>Lectures, seminars and tutorials with subject specific tutors.</p> <p>External visit(s)</p>
<b>Assessment methods</b>
<p>Practical course/project work</p>

Written course work, including learning agreement and position of Practice Report				
<b>C. Thinking Skills</b>				
C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.				
C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.				
C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.				
C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.				
C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.				
C6. Work as a fully independent learner and define a series of personal study targets and goals.				
C7. Express research interests and enquiry through literacy with critical discourse and contextual references.				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials				
Learning agreement				
<b>Assessment methods</b>				
Written course work				
Written course work, including learning agreement and position of Practice Report				
Reflective journal				
Literature & Contextual Review				
<b>D. Other skills relevant to employability and personal development</b>				
D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.				
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.				
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. D4. Plan, organise and present a body of work to an appropriate professional standard.				
<b>Teaching and Learning Methods</b>				
Lectures, seminars and tutorials				
Demonstrations, practical classes and workshops				
Supervised projects				
External visits				
Literature & Contextual Review				
<b>Assessment methods</b>				
Written and practical course work				
Written course work, including learning agreement and position of Practice Report				
<b>13. Programme Structures*</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 7	DE4101	Design Research 1	20	
				<b>Exit Award Postgraduate Certificate</b>

	DE4107	Design Practice 1	40	<b>Fashion and Lifestyle Promotion</b> Requires 60 credits at Level 7
	DE4201	Design Research 2	20	
	DE4108	Design Practice 2	40	<b>Exit Award Postgraduate Diploma Fashion and Lifestyle Promotion</b> Requires 120 credits at Level 7
	FS4300	Advanced Practice in Fashion Promotion	60	

### 15. Personal Development Planning

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in

consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

#### **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.*

#### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

#### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

#### **International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Fashion providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4

Level 7	FS4300	Advanced Practice in Fashion Promotion	comp				X					X								X				
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X						X						X	X					
	DE4107	Design Practice 1	comp	X				X	X							X								
	DE4108	Design Practice 2	comp								X							X				X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Fashion and Lifestyle Promotion**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Fashion and Lifestyle Promotion**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

**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*

<b>73. Awarding Institution / Body</b>	University of Central Lancashire
<b>74. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>75. University School/Centre</b>	School of Art, Design & Fashion
<b>76. External Accreditation</b>	Not Applicable
<b>77. Title of Final Award</b>	MA Graphic Design
<b>78. Modes of Attendance offered</b>	Full-time / Part-time
<b>79. UCAS Code</b>	Not Applicable
<b>80. Relevant Subject Benchmarking Group(s)</b>	Art & Design



<b>81. Other external influences</b>	Not Applicable
<b>82. Date of production/revision of this form</b>	April 2016
<b>83. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Graphic Design</li> </ul>	
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Graphic Design and challenge traditional design boundaries</li> </ul>	
<b>84. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>	
<b>Teaching and Learning Methods</b>	
Lectures, seminars and tutorials	
External visits	
<b>Assessment methods</b>	
Written course work, including learning agreement and position of Practice Report	

**B. Subject-specific skills**

- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.
- B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.
- B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study.

**Teaching and Learning Methods**

The Learning Agreement

Supervised projects and studio time with subject specific tutors

Demonstrations, practical classes and workshops

Lectures, seminars and tutorials with subject specific tutors.

External visit(s)

**Assessment methods**

Practical course/project work

Written course work, including learning agreement and position of Practice Report

**C. Thinking Skills**

- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

**Teaching and Learning Methods**

Lectures, seminars and tutorials

Learning agreement

**Assessment methods**

Written course work

Written course work, including learning agreement and position of Practice Report

Reflective journal

Literature & Contextual Review

**D. Other skills relevant to employability and personal development**

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

D4. Plan, organise and present a body of work to an appropriate professional standard.

**Teaching and Learning Methods**

Lectures, seminars and tutorials

Demonstrations, practical classes and workshops

Supervised projects

External visits

Literature & Contextual Review

**Assessment methods**

Written and practical course work

Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Graphic Design</b> Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	<b>Exit Award Postgraduate Diploma Graphic Design</b> Requires 120 credits at Level 7
	DE4108	Design Practice 2	40	
	DE4313	Advanced Practice in Graphic Design	60	
<b>15. Personal Development Planning</b>				
<p>The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.</p> <p>A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.</p> <p>Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.</p> <p>Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their</p>				

development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

#### **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.*

#### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

#### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

#### **International Students:**

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Graphic Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	
Level 7	DE4313	Advanced Practice in Graphic Design	comp				X					X	X							X				X	
	DE4101	Design Research 1	comp											X	X						X				
	DE4201	Design Research 2	comp		X	X						X						X	X						
	DE4107	Design Practice 1	comp	X				X	X							X									
	DE4108	Design Practice 2	comp								X							X				X	X		

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Graphic Design:**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Graphic Design:**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.



## Programme Specification

### 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*

<b>85. Awarding Institution / Body</b>	University of Central Lancashire
<b>86. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>87. University School/Centre</b>	School of Art, Design & Fashion
<b>88. External Accreditation</b>	Not Applicable
<b>89. Title of Final Award</b>	MA Interior Design
<b>90. Modes of Attendance offered</b>	Full-time / Part-time
<b>91. UCAS Code</b>	Not Applicable

<b>92. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>93. Other external influences</b>	Not Applicable
<b>94. Date of production/revision of this form</b>	April 2016
<b>95. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Interior Design</li> </ul>	
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Interior Design and challenge traditional design boundaries</li> </ul>	
<b>96. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>	
<b>Teaching and Learning Methods</b>	
<p>Lectures, seminars and tutorials</p> <p>External visits</p>	
<b>Assessment methods</b>	

Written course work, including learning agreement and position of Practice Report

### **B. Subject-specific skills**

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.

B2. Generate initial practical studies.

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.

B4. Articulate an appreciation of current critical thinking within the students' own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study

### **Teaching and Learning Methods**

The Learning Agreement

Supervised projects and studio time with subject specific tutors

Demonstrations, practical classes and workshops

Lectures, seminars and tutorials with subject specific tutors.

External visit(s)

### **Assessment methods**

Practical course/project work

Written course work, including learning agreement and position of Practice Report

### **C. Thinking Skills**

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.

C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.

C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Learning agreement

#### **Assessment methods**

Written course work

Written course work, including learning agreement and position of Practice Report

Reflective journal

Literature & Contextual Review

#### **D. Other skills relevant to employability and personal development**

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

D4. Plan, organise and present a body of work to an appropriate professional standard.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Demonstrations, practical classes and workshops

Supervised projects

External visits

Literature & Contextual Review

#### **Assessment methods**

Written and practical course work

Written course work, including learning agreement and position of Practice Report

**13. Programme Structures\***

**14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Interior Design</b> Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	<b>Exit Award Postgraduate Diploma Interior Design</b> Requires 120 credits at Level 7
	DE4108	Design Practice 2	40	
	DE4324	Advanced Practice in Interior Design	60	<b>Masters Degree Interior Design</b> Requires 180 credits at Level 7

**15. Personal Development Planning**

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange

ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

## 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.*

### Portfolio of work

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

### Applicants must demonstrate achievement of any one of the following:

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

### International Students:

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Interior Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

## 17. Key sources of information about the programme

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	
Level 7	DE4324	Advanced Practice in Interior Design	comp				X					X	X							X				X	
	DE4101	Design Research 1	comp											X	X						X				
	DE4201	Design Research 2	comp		X	X						X							X	X					
	DE4107	Design Practice 1	comp	X				X	X								X								
	DE4108	Design Practice 2	comp								X							X					X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Interior Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Interior Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.



C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

**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*

<b>97. Awarding Institution / Body</b>	University of Central Lancashire
<b>98. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston main campus  AAS, Greece
<b>99. University School/Centre</b>	School of Art, Design & Fashion
<b>100. External Accreditation</b>	Not Applicable
<b>101. Title of Final Award</b>	MA Product Design
<b>102. Modes of Attendance offered</b>	Full-time / Part-time
<b>103. UCAS Code</b>	Not Applicable
<b>104. Relevant Subject Benchmarking Group(s)</b>	Art & Design

<b>105. Other external influences</b>	Not Applicable
<b>106. Date of production/revision of this form</b>	April 2016
<b>107. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Graphic Design</li> </ul>	
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Graphic Design and challenge traditional design boundaries</li> </ul>	
<b>108. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>	
<b>Teaching and Learning Methods</b>	
<p>Lectures, seminars and tutorials</p> <p>External visits</p>	
<b>Assessment methods</b>	
Written course work, including learning agreement and position of Practice Report	

**B. Subject-specific skills**

- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.
- B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.
- B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study

**Teaching and Learning Methods**

The Learning Agreement

Supervised projects and studio time with subject specific tutors

Demonstrations, practical classes and workshops

Lectures, seminars and tutorials with subject specific tutors.

External visit(s)

**Assessment methods**

Practical course/project work

Written course work, including learning agreement and position of Practice Report

**C. Thinking Skills**

- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

**Teaching and Learning Methods**

Lectures, seminars and tutorials

Learning agreement

**Assessment methods**

Written course work

Written course work, including learning agreement and position of Practice Report

Reflective journal

Literature & Contextual Review

**D. Other skills relevant to employability and personal development**

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

D4. Plan, organise and present a body of work to an appropriate professional standard.

**Teaching and Learning Methods**

Lectures, seminars and tutorials

Demonstrations, practical classes and workshops

Supervised projects

External visits

Literature & Contextual Review

**Assessment methods**

Written and practical course work

Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Product Design</b> Requires 60 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	<b>Exit Award Postgraduate Diploma Product Design</b> Requires 120 credits at Level 7
	DE4108	Design Practice 2	40	
	DE4311	Advanced Practice in Product Design	60	
<b>15. Personal Development Planning</b>				
<p>The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.</p> <p>A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.</p> <p>Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.</p>				

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

## 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.*

### Portfolio of work

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

### Applicants must demonstrate achievement of any one of the following:

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

### International Students:

In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Product Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

## 17. Key sources of information about the programme

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	
Level 7	DE4311	Advanced Practice in Product Design	comp				X					X	X							X				X	
	DE4101	Design Research 1	comp											X	X						X				
	DE4201	Design Research 2	comp		X	X						X						X	X						
	DE4107	Design Practice 1	comp	X				X	X							X									
	DE4108	Design Practice 2	comp								X							X				X	X		

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



## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Product Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Product Design**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

## 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***

<b>109. Awarding Institution / Body</b>	University of Central Lancashire
<b>110. Teaching Institution and Location of Delivery</b>	Preston main campus
<b>111. University School/Centre</b>	School of Art, Design & Fashion
<b>112. External Accreditation</b>	Not Applicable
<b>113. Title of Final Award</b>	MA Surface Pattern & Textiles
<b>114. Modes of Attendance offered</b>	Full-time / Part-time
<b>115. UCAS Code</b>	Not Applicable

<b>116. Relevant Subject Benchmarking Group(s)</b>	Art & Design
<b>117. Other external influences</b>	Not Applicable
<b>118. Date of production/revision of this form</b>	April 2016
<b>119. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Act autonomously in planning and implementing tasks at a professional or equivalent level</li> </ul>	
<ul style="list-style-type: none"> <li>• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Surface Pattern &amp; Textiles</li> </ul>	
<ul style="list-style-type: none"> <li>• Stimulate an analytical and creative approach through the application of advanced research methodologies</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice</li> </ul>	
<ul style="list-style-type: none"> <li>• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Surface Pattern &amp; Textiles and challenge traditional design boundaries</li> </ul>	
<b>120. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<p>A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.</p> <p>A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.</p> <p>A3. Articulate current critical thinking of their work in context with their own design discipline.</p> <p>A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.</p>	
<b>Teaching and Learning Methods</b>	
<p>Lectures, seminars and tutorials</p> <p>External visits</p>	
<b>Assessment methods</b>	

Written course work, including learning agreement and position of Practice Report

### **B. Subject-specific skills**

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.

B2. Generate initial practical studies.

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice.

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study

### **Teaching and Learning Methods**

The Learning Agreement

Supervised projects and studio time with subject specific tutors

Demonstrations, practical classes and workshops

Lectures, seminars and tutorials with subject specific tutors.

External visit(s)

### **Assessment methods**

Practical course/project work

Written course work, including learning agreement and position of Practice Report

### **C. Thinking Skills**

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.

C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.

C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.

C6. Work as a fully independent learner and define a series of personal study targets and goals.

C7. Express research interests and enquiry through literacy with critical discourse and contextual references.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Learning agreement

#### **Assessment methods**

Practical course/project work

Written course work, including learning agreement and position of Practice Report

Reflective journal

Literature & Contextual Review

#### **D. Other skills relevant to employability and personal development**

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.

D4. Plan, organise and present a body of work to an appropriate professional standard.

#### **Teaching and Learning Methods**

Lectures, seminars and tutorials

Demonstrations, practical classes and workshops

Supervised projects

External visits

Literature & Contextual Review

#### **Assessment methods**

Written and practical course work

Written course work, including learning agreement and position of Practice Report

**13. Programme Structures\***

**14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 7	DE4101	Design Research 1	20	<b>Exit Award Postgraduate Certificate Surface Pattern &amp; Textiles</b> Requires 60 credits at Level 7  <b>Exit Award Postgraduate Diploma Surface Pattern &amp; Textiles</b> Requires 120 credits at Level 7  <b>Masters Degree Surface Pattern &amp; Textiles</b> Requires 180 credits at Level 7
	DE4107	Design Practice 1	40	
	DE4201	Design Research 2	20	
	DE4108	Design Practice 2	40	
	DE4314	Advanced Practice in Surface Pattern & Textiles	60	

**15. Personal Development Planning**

The MA design and fashion courses are tailored to the individual student using a Learning Agreement which defines the student's personal framework of study. Each student will negotiate and develop their own personal direction written in the form of a Learning Agreement, which will define the project, rationale, areas of research and intended outcomes. This will contribute to each students' own PDP with guidance from their subject specific tutor who is also their Academic Advisor.

A record of the PDP will also be kept as part of the reflective journal. This will include a record of activities, including discussions regarding personal strengths and weaknesses, identifying further skills required for their chosen career and setting personal and professional goals.

Students on the MA programmes plan a personal schedule of activities for engaging and networking with other designers and artists. Students also present their work and exchange ideas with their peers and staff in a poster presentation, where they get further opportunities for discussion on developing and planning their personal work in context to design practice.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within their chosen subject area. Hence, students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their Academic Advisor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public. This is a showcase for the students as it is well attended by industry and potential employers, as well as family, friends, students and the general public.

## **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.*

### **Portfolio of work**

All applicants are requested to submit digital supporting material (preferably in pdf format) and where possible, will be invited to attend an interview with a portfolio of recent work.

### **Applicants must demonstrate achievement of any one of the following:**

- Receipt of a 2.2 degree or higher from a British university or its equivalent.
- A high level of achievement in undergraduate studies at a university elsewhere
- Professional experience in the field of graphic design or a related art and design area in their home country.

### **International Students:**



In addition to meeting one of the above course entry requirements, International students, for whom English is not their first language, are required to show competence in written and spoken English : International English Language Testing Service (IELTS) - minimum 6.5. with a minimum of 6 for any component.

Course applicants will be considered from other backgrounds other than Graphic Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached).

APE/CL is recognised in line with School/University policy.

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

- [www.uclan.ac.uk](http://www.uclan.ac.uk)

## 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	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4314	Advanced Practice in Surface Pattern & Textiles	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X	X							X								
	DE4108	Design Practice 2	comp								X							X				X	X	

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

### **Learning outcomes for the award of: Postgraduate Certificate Surface Pattern & Textiles**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.

### **Learning outcomes for the award of: Postgraduate Diploma Surface Pattern & Textiles**

- A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice.
- A2. Provide written discourse of the works and working methodologies of a range of contemporary practitioners.
- A3. Articulate current critical thinking of their work in context with their own design discipline.
- B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.
- B2. Generate initial practical studies.
- B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms.
- B4. Articulate current critical thinking of their work in context with their own design discipline.
- C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies.
- C2. Research, identify, analyse and reflect on relevant information in support of a reasoned argument and critical position in relation to design issues.
- C3. Create initial design ideas applying critical thinking to underpin practical investigations in a focused manner.
- C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies.
- C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice.
- C6. Work as a fully independent learner and define a series of personal study targets and goals.

- D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice.
- D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations.
- D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice.