



Student Handbook
BA(Hons) Graphic Design
2016/17
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School of Art Design and Fashion

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UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

Our values:

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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1. Introduction to the course

1.1 Welcome to the course

My name is Jonathan Harker and I am your course or programme leader. I really hope that you will enjoy the programme of study we have for you here at UCLan. For some of you this is probably your first encounter with higher education. Your ability to create inventive ideas is what will set you apart from others studying Graphic Design; because original concepts and creative ideas are what the design, publishing, advertising and media industry is seeking.

We don't **teach** you how to do Graphic Design– you **learn** how to become a 'Graphic Designer'.

The staff enable you to learn for yourself, we're here to set problems, not to give you the answers – it's for you to discover your own creative solutions.

The course is 30 weeks in length each year of the three years. It runs from September until May/June and although there will be individual project deadlines and deadlines for assessment you should try to see the whole picture and see the course as a single programme not a series of individual units.

Learning is focused around individual effort and solutions, but within the context of the group. You will be briefed together, have interim and presentation critiques together, however you must plan your own work-time between these meeting points. Always remember that if you get stuck we're here to help you – we're always available if you have problems.

You've probably experienced an art and design course prior to joining us; this would normally be a foundation or other art or design access or diploma course, which has helped you to put together a portfolio of work. By accident, you've been 'programmed' to think of end results i.e. things to put in your folio – your best work. However we won't necessarily be expecting end results, but ideas, roughs, plans, proposals, working models, concepts and experiments. Initially, during the first term you'll encounter new ideas or processes and familiar ones will be revisited, but they'll feel quite fast, we pace the course at high speed, to engage you quickly into the range of possibilities available to you. The first semester of the first year is in essence a foundation course in thinking.

This course also offers the opportunity to spend one year in industry between your second year and final year, turning your degree into a four year course. Preston has a rich history in Graphic Design and the opportunities are there if you wish to take them.

Remember that BA (Hons) Graphic Design is a three-year experience. You'll learn to be increasingly self-reliant, independent and professional in organising your life and learning.

1.2 Rationale, aims and learning outcomes of the course

Back in the 1970's the course pioneered the first industrial 'sandwich' placement in the UK, providing our students with their first taste of industry and a valuable insight into the profession. Today, the Graphic Design (BA Hons) Degree Course at UCLan is considered one of the most established and successful of its kind in the country. In the last ten years alone the course has collected in excess of 100 national and international student awards, including [D&AD](#) (Design & Art Direction), [Roses Awards](#), [RSA](#) (Royal Society of the Arts), [Little Chip Awards](#), and the Chartered Society of Designers [student of the year](#).

Many of our graduates go on to secure creative roles in leading Graphic Design and creative agencies both nationally and internationally and many have gone on to set up and run their own independent agencies. From [Apple](#) to [Saatchi & Saatchi](#), [Pentagram](#) to [The Partners](#), the course has produced some of this country's top designers.

The aims of the programme are

- To develop creative thinking skills in solving problems for a range of traditional and new media
- To challenge students' aesthetic judgement and develop awareness of contemporary details
- To develop practical skills in producing 'hands on' and digital applications for producing high quality work
- To develop and focus on an individual's personal and professional aspirations
- To ensure that the student produces a body of work in preparation for working in the Graphic Design industry
- To develop links with industry.

1.3 Course Team

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of technicians who 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. They are a team of well-qualified individuals who assist students across a range of courses.

Jonathan Harker – Senior lecturer and course leader for BA(Hons) Graphic Design. Responsible for running your course and organising the course content delivering across across levels 4, 5 and 6.

jparker@uclan.ac.uk Victoria Building VB215 Tel 01772 89 3334

Andy Bainbridge – Senior lecturer delivering across levels 4, 5 and 6. Andy is also placement tutor.

abainbridge@uclan.ac.uk 01772 89 3376

Rachel Mozley – Part-time Senior lecturer who delivers to levels 5 and 6.

rmozley@uclan.ac.uk Victoria Building VB219 Tel 01772 89 3380

Pete Thompson – Part-time lecturer delivers to levels 4 and 6.

pjthompson@uclan.ac.uk

1.4 Academic Advisor

Your first year Academic Advisor is **Andy Bainbridge** and he should be the first port-of-call should you encounter problems or need support. Every student is allocated a Academic Advisor from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Advisor sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an 'emergency' slot. Your Academic Advisor will:

- offer academic advice throughout the year
- monitor your progress and attainment through the year
- advise you on your progress and issues such as option choices

- refer you to other staff within the School who will be able to assist you in resolving any academic problems
- refer you to staff within the University support services if appropriate
- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Advisor
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them

You must meet with your Academic Advisor whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most students face at some time in the academic careers. However if you are unable to contact your Academic Advisor, and an urgent situation has arisen, or if you feel that you cannot discuss an issue with your Academic Advisor, then you are able to book an appointment with an Independent Academic Adviser within Student Services (01772 892574).

Year 2 Academic Advisor is Rachel Mozley and year 3 is Jonathan Harker.

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the C&T building, room 235.. The hub is 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. Course specific information is also available via school blackboard sites.

The hub telephone number is 01772 891994/891995

The hub email contact is CandTHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will often contact you via email and text so it is vitally important that you have all your details correct. If any of your details change please update them immediately.

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. The name of this person, their position and home institution can be found below. 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. 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.

Our current external examiner is Barbara Ridley, Head of the School of Design, Glasgow School of Art.

2. Structure of the course

2.1 Overall structure

The course is a full-time three year degree, with an optional placement (sandwich) year. See modules available in 2.2

In your first year you will learn about idea generation and develop a strong creative and competitive dynamic as you learn and develop and learn with others on this course. You will generate ideas for a wide range of graphic design applications covering both digital and print platforms.

Year two builds on the knowledge gained in the first and explores more complex design problems. Projects will be more in-depth and there will be more impetus on self-initiated learning

There is an optional placement year between the second year and the final year. This is an opportunity to work in some of the top agencies both nationally and internationally. Help and support is given to those who elect to do this year.

The final year gives students an opportunity to write and structure their own project briefs and to enter national and international competitions.

The course is studio based and all studios are on the second floor of the Victoria building.

You will receive a timetable and lesson plan at the beginning of the semester that will provide you with the information and structure you will require.

2.2 Modules available

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

Year 1 (level 4)

Creative Thinking DD1101 Semester 1 (40 credits)

Introduction to Graphic Design GR1111 Semester 2 (40 credits)

Introduction to Computer Skills Year long GR1000 (20 credits)

Historical Contextual Studies DD1000 Semester 1 (20 credits)

Year 2 (level 5)

Ideas in Context GR2100 Semester 1 (40 credits)

Visual Communication GR2222 Semester 2 (40 credits)

Professional Practice GR2000 Semester 2 (20 credits)

Contemporary Contextual Studies DD2000 semester 2 (20 credits)

Placement year (optional)

Placement GR3000 Full Year

Final Year (level 6)

Personal Project GR3100 Semester 1 (20 credits)

External Project GR3333 Year long (40 credits)

Honours Project DD3992 Year long (40 credits)

Contextual Studies; Design Futures DD3000 Year long (20 credits)

Please note there are no elective modules on the Graphic Design programme and all modules are compulsory.

2.2.1 Progression

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.3 Study Time

2.3.1 Weekly timetable

The following link will take you to the timetable. <https://apps.uclan.ac.uk/MvcCompTimetable/>

Once there change settings to 201516, under programme type dagrad and put in your year of study.

2.3.2 Expected hours of study

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. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so 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 Academic Advisors.

Level 4 modules include, within the module descriptor, a Module Delivery Plan. This specifies the taught sessions that you should attend and lists the amount of contact time allocated to these taught activities. For most 20 credit level 4 modules, you should expect 60 contact hours over the delivery of the module (where the module is delivered over 15 weekly sessions, it is normal for contact time to be 4 hours per week). The Module Delivery Plan includes an indicative list of the independent learning activities, and approximate time allocations, that you should undertake over the duration of the module. For a 20 credit level 4 module where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find level 4 modules where the contact hours are greater or less than the 60 hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours study per credit.

Modules at level 5 and 6 don't include Module Delivery Plans. This is because we expect greater variation in study patterns at these levels, and for you to take greater control of your learning. However the 10 hours per credit still applies and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).

PLEASE NOTE: any creative subject is likely to require you spend extra time in preparation of practical work – on occasions you will no doubt be required to put in many more hours than those specified above.

2.3.3 Attendance Requirements

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! Many courses use SAM, the University's student attendance monitoring system; others require you to sign in to classes or workshops. Irrespective of the system used, be aware that your attendance is monitored and may affect decisions taken about you in assessment boards, or other formal settings.

Most courses will at some stage require you to work within subgroups, either in class or in independent learning – for many courses this is the standard way of working. For these group activities, it is important that individuals develop a sense of the needs of others and become equally responsible for all aspects of the groups' development. Throughout your study, you will rely upon the presence and contribution of others to enable you to develop and progress, just as others will rely upon you. A mutual contract is made between all parties and exploitation of this commitment is essential to both educational and personal development.

However, we appreciate that occasionally you cannot attend timetabled sessions. Students should report non-attendance to the hub email – CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

We classify leave of absence under the following heading:

- Short-term unavoidable absence through illness, accident or serious family problem
- Other short-term absence for personal reasons
- Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons

Short-term unavoidable absence through illness, accident or serious family problem, on a day where you are not being assessed: Contact the telephone number or e-mail address listed above and leave a message saying which classes you will miss and which

tutors should be contacted. **Do this well before the start of class.** So long as you can prove you were genuinely unable to attend class because of illness, accident or serious family problem, you will not be penalised.

If you are due to be assessed that day and it is absolutely impossible for you to attend, then follow the information above. You must get a doctor's sick note to cover this absence or you are likely to be penalised in the assessment process – the outcome of any penalty is a reduction in grades, or a fail grade.

Other short-term absence for personal reasons at a time when you are not being assessed: Illness, accident or serious family problems are things beyond your control, but you may wish to have time off for other, less serious, reasons. You must discuss this potential absence with your tutors as soon as you can – often a short, 'authorised' absence will be granted if you are able to agree a way of making up the time lost and so long as no other student is penalised. There may be other reasons why you cannot be granted short-term absence and your tutor will explain the reasons to you if this is not possible.

If the proposed period of absence occurs at a time when there is an assessment, it is unlikely that an authorised absence will be granted. However, in exceptional circumstances, you may be given an extension to an assignment deadline – the maximum extension that is allowed is 10 working days (for further information about extensions see (Academic Regulation: G6.2, or section 5 of this document). Extensions cannot be granted in retrospect, so you must agree the extension prior to missing the assessment deadline. When allowing extensions, there are a limited range of reasons that can be accepted – these are the same as for Extenuating Circumstances listed in section 5.6.1

Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons If your absence is likely to be for more than a week, do the following without fail:

- Inform your Academic Advisor, Course and Module Tutor. If this is not possible you should contact Student Services.
- Throughout your absence, keep in regular contact with all your tutors.
- Collect documentary evidence to prove your case, such as a Doctor's Certificate. (*Note: This must be obtained at the time of your illness - it cannot be obtained in retrospect.*)

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 Academic Advisor or Course Tutor if you think you may have reasons to intercalate.

Note: If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you will be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as your last day of attendance.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clark to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

If your course has specific data sharing requirements such as the need to share sensitive personal information with a relevant professional body, notify students before or at the time they enrol on the course and use this opportunity to reinforce the message.

3. Approaches to teaching and learning

3.1 Expertise of staff

Jonathan Harker – course leader and senior lecturer

Jonathan is a graduate of Edinburgh College of Art where he earned both an Honours degree and Masters degree in Graphic Design. He has worked as a designer, illustrator, fine artist and maker of bespoke concrete furniture. He has lectured at Glasgow School of Art, Edinburgh College of Art and is currently the Graphic Design head of course at UCLan. He doesn't agree with pigeon-holing and enjoys exploring ideas across a whole variety of platforms.

Jonathan is co-founder of The Disciples of Design with Andy Bainbridge.

He began teaching in 2004 and has been course leader for eight years. He has gained success with his students in many national and international competitions including D&AD (Design & Art Direction), RSA (Royal Society of Arts), YCN (Young Creatives Network), The Little Chip Awards, The Chartered society of Designers and Starpack packaging awards.

Andy Bainbridge –Senior lecturer and placement tutor

Andrew started his career in lecturing in 1997 while still working at The Chase Creative Consultants. As a visiting part-time lecturer on the Graphic Design course at Staffordshire University, Andrew was responsible for mentoring final-year students on their final projects leading up to their graduation. While on sabbatical in 1998, Andrew continued to gain experience when invited to lecture for a short period at the University of Sydney (UTS), Australia.

Andrew has now been a full-time Senior Lecturer on the undergraduate Graphic Design course for 14 years. In that time, as well as his role as lead and programme leader in creative thinking, he has also been responsible for re-instating and running the industrial 'sandwich' placement programme. The 'sandwich' programme allows students to spend up to 12 months working within a variety of leading design practices, both regional and national.

Utilising his extensive links with the graphic design industry gained over the past 25 years, as well as the continued fostering and forging of new opportunities, Andrew has now been responsible for placing more than 170 graphic design undergraduate students into some of the country's leading design agencies.

In 2011, Andrew's work was recognised by the Vice Chancellor at the university, when he gained an Excellence in Teaching & Learning (ETL) award for his work in creating the online teaching resource [The Disciples of Design](#).

Over the past 14 years, Andrew has also gained success with his students in more than 40 National and International Award schemes, including the Student D&AD Global Awards, YCN (Young Creative Network) Awards, The Roses Student Awards and the Star Pack Packaging Awards.

Pete Thompson – 0.8 Lecturer

Peter Thompson graduated from Preston Polytechnic in 1984 after completing a BA (Hons) in Graphic Design with a one year industry placement in London. He won a student D&AD award in his final year.

Peter has over 30 years industry experience and has worked on a wide range of projects from advertising to exhibition design, posters and packaging, art direction, city way-finding systems and brand identities. He worked in London for 18 years with many design companies including William and Phoa, Smith & Milton, Decca Classics and Ziggurat.

He has won a number of D&AD awards (including a Silver Award) and Design Week Awards.

Peter brings this wealth of hands-on industry experience to the course at UCLan and has also been teaching for over 17 years, both here at UCLan and previously at Somerset and Stockport.

Peter's design career is kept bang up to date as he applies his research from a Masters Degree (completed in 2008), working with Professor Ben Casey on the Citybrand Project. This project is ultimately shaping the infrastructure and cultural identity of Preston. The professional liaison between Preston City Council and lead designers at the university maintains positive creative links with regard to the ongoing development of Preston. Peter is involved in Preston's way-system systems and map designs where his invaluable design skills and technical expertise provide transferable assets to both his students and business colleagues.

Rachel Mozley – 0.8 Senior lecturer

After graduating from the BA(Hons) Graphic Design course at UCLan, Rachel gained over 10 years of experience working as a Graphic Designer for well-known design agencies including The Chase, The British Council and The Big Issue in the North as Head of Design in Manchester which informs her teaching and connections with industry.

Rachel has taught on the BA(Hons) Graphic Design course since 2002 and has also taught on the BA(Hons) Digital Graphics and BA(Hons) Fashion Promotion courses at UCLan.

Other Higher Education teaching experience in Graphic Design includes Wigan & Leigh College and Stockport College.

Over the past 10 years, Rachel has gained success with her students in many national and international competitions, including the D&AD Student Awards, Roses Student Awards and the Little Chip Digital Student Awards.

QUALIFICATIONS

MA Design, UCLan (2010)

PGCE, Manchester Metropolitan University (2004)

BA(Hons) Graphic Design, Lancashire Polytechnic (1988)

3.2 Learning and teaching methods

As we created the modules that constitute your course, we considered the following:

- your experience of study must be a holistic one; each module should be fully integrated within the total course of study;
- much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group's development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;
- creative practitioners should develop and employ a group dynamic that goes beyond shared experience. For work of genuine integrity to occur, empathy must exist between all the participants. Your ability to exploit group skills do not develop quickly or easily. As part of the educational process, theses must be applied and tested in a variety of situations at all levels.

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 as well:

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.

3.3 Study skills

All degree course incorporate study skills, either through activities designed to assist you to study at levels 4, 5 and 6, or through processes that lead to qualitative changes in your learning style – basically, by allowing you to become a more independent learner. This is our goal and we hope that you will quickly adopt a pro-active approach to expanding your learning. We encourage this through ‘open’ assignment briefs, ‘negotiated contracts of work’ and ‘live projects’. Don’t worry if these phrases are don’t mean much to you now, it will make sense in time!

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. T 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 Academic Advisor. 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 get a poor grade or even fail; equally you may be embarrassed about admitting that you did something very well!

Self-evaluation is not there to catch you out, but has two main functions:

1. to allow you consider your achievements and to establish a good working methodology for later assignments;
2. to allow your tutors to understand how and why you produced the work we have assessed and to guide you to replicate success or to avoid mistakes.

We want to ensure that you make the most of your achievements and place these within an effective critical framework or context that will help you achieve future successes. We will assist you, through seminars and tutorials, to prepare for self-evaluation, but, as a simple guide, you should consider the following:

As part of the process of considering your achievement avoid spending too long listing 'what' you did and 'how' you did things; concentrate at least as much on 'why' as well as 'what' and 'how'. In other words, always support what you did by understanding the reasons for your decision.

The 'what I did was...' should always be linked to 'because...' or 'I achieved...X...through...Y...' For instance, when you review your original ideas you should also consider why they were relevant to the assignment. When you evaluate how you began to turn ideas into practical output, you should also evaluate if the methodology you applied was appropriate. When producing finished work, you should also review the process and consider why your initial ideas changed and why the product was better (or worse) because of these changes.

In group projects it is important to evaluate your own contribution within the context of the creative process and the finished work. The self-evaluation process gives you the opportunity to consider subject-specific and key skill development, including;

- creative input (ideas and aesthetics);
- practical input (subject-specific and transferable skills);
- leadership, team contributions and time-management (project development).

Reflect upon what you did well and how you could have approached things differently. Remember group projects are like the 'real world' – each of you is reliant upon one another,

and one person's failure is also your failure. Within your self-assessment process we are not expecting you to blame someone else for not working to schedule but to ask yourself what you did, should or could have done, to respond to the challenge created by the changed situation.

If you are required to write an evaluation and submit it for assessment, we normally expect you to cite the work of others; although an evaluation is not the same as an essay it should be properly and accurately referenced.

Sketchbooks/Journals or Logs – Some courses within the School will require you to submit a log for assessment, but even if it is not a course requirement, it is a good idea to create one. It may be a written document, a photographic or sketch book portfolio or an audio or video recording, but, whatever form it takes, keeping a log or journal is good practice and something that you should consider doing.

The journal, as the name suggests, is a daily record of your creative work. In it you can store the handouts you are given and you can record the key learning points that were made in taught sessions, tutorials and seminars, and perhaps record the basic purpose and structure of workshop exercises (for future reference!). You should also use your journal to record your thoughts and ideas, particularly the processes you applied in the creation of your work. To get you going, try to answer as many of the following questions as possible as you complete your daily entries: *What inspired your original ideas? How did you present (to your tutor or your group) your ideas? If a group project, what ideas did other suggest and how did they present them? What made you reject some ideas and accept others? How did you begin to synthesise these ideas into a creative response to the stimulus? What did you eventually leave out? What new ideas were inspired? How did you begin to turn ideas into product? What processes did you apply that changed or developed your original ideas? What caused you to apply these processes? What practical techniques did you use in the creation of your work? What contextual study did you apply to further your practice?*

Linking your study to personal events or reflections is good practice. However don't include superficial details (such as the time your group started work or who didn't turn up - although individuals' working patterns may be relevant in understanding why a particular assignment worked well or was not successful). Your journal should include critical and contextual material that you have researched in independent study time and that responds to things you have learned in lectures, seminars and workshops.

Jot down quotes or ideas you have gleaned from books and periodicals, or things you have heard on the radio or TV. When you see something that inspires you, record your thoughts in your journal. Within your journal you should consider how you might apply things you have learned in other modules and at previous levels. Whatever form your journal takes always use the processes of critical review and analysis to comment on this material and to broaden your knowledge of the arts and creative practice. As you progress towards the end of your study, things will fall into place that you didn't fully understand at first. This is natural and you will wish to refer back to earlier entries.

3.4 Learning resources

3.4.1 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/) 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).

From the 14th of September 2015 the library will be open 24 hours a day, 7 days a week.

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	Hand tools	Plastics
Bandsaws	Knitting machines	Rapid prototyping machine
Ceramic facilities	Laser cutters	Sanding machines
Embroidery machines	Lathes	Sewing machines
Fine Art printmaking facilities	Metal benders and folders	Spray booth
	Pillar drills	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!**

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. All course material will be available to access from blackboard. You will be shown where all your course material is and how to access it. It will become available as you need it.

3.5 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.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of the journal discussed earlier is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

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!

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show

future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

As well as offering an optional placement year the Graphic Design course also has a list of very high profile visiting speakers and lecturers. Our Professional Practice module in level 5 is designed to address issues regarding the industry from placement to employability.

4. Student support, guidance and conduct

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 Academic Advisor.
- If, for whatever reason, you cannot speak to the course team please make an appointment to speak to one of the School’s management team by contacting the hub. 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’.

If you wish to swap to another course, this is often possible, either in the first 4 weeks of study in semester 1 or upon completion of level 4 or 5. Swapping to another arts course within this School is relatively straightforward and you should speak to your Academic Advisor 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 Advisor 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 level 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

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 Advisor at the point of enrolment. See section 1.4 of this document for more information about Academic Advisors.

4.2 Student Support

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - 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.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

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

Please note that all modules will be assessed. You are expected to attempt all required assessments for each 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.

5.1 Assessment Strategy

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 previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. Essentially, we packed what we believe it is essential for you to know and do into the equivalent of eighteen 20-credit 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. These can be summarised as follows:

Practical Work - Because study within your course uses practical experience to broaden understanding, assessment of practical work will not be concerned solely with the superficial aesthetic qualities of the finished piece. We regard the 'process' as equally important as 'product'. As stated elsewhere, emphasis may be placed on the creation of documentation that traces the progress of, and your awareness of, the process in which you are engaged. To assess practical work we apply criteria based upon the following:

- attainment of appropriate aesthetic standards
- development and application of technical and other practical skills (craft skills)
- analysis, problem solving and proposal of solutions
- sensitivity to, and appreciation of, aesthetic, cultural and social aspects

Lecture/Seminar Work - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- consideration of information and personal views, interpretation and analysis
- involvement of the use of resources to extend understanding through self-study
- development of abilities to originate, research and prepare concepts or ideas
- fluency in communicating creative issues, concepts or ideas

Group Work – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- your understanding of personal responsibility
- your ability to integrate and play an active part
- your participation in complex organisational and creative decision making
- your management and monitoring of the group's progress

- your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

- * active involvement in learning
- * positive use of resources
- * relationships with people - working in teams or groups
- * management of study including self-study

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 an honours degree. To ensure that your honours degree is the equal of all other subjects 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. These are used particularly in the honours year (level 6) and less occasionally at levels 4 & 5. 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 assignment in the School is 40%; therefore the minimum pass mark for each module is also 40%. 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.

The following table summarises the equivalencies of the grades. Marking Range	Description
70 - 100	Excellent to Outstanding
60 - 69	Good to Very Good
50 - 59	Average to Above Average
40 - 49	Low Average to Poor (<i>arrange a tutorial to review your working practices</i>)
35 - 39	Fail (<i>reassessment normally offered, but seek support from your personal or module tutor to avoid repeating mistakes</i>)
30 - 34	Poor Fail (<i>reassessment offered at the discretion of the assessment board, where only one or two modules have been failed and where all assessments have been attempted and attendance has been generally good – definitely seek support and guidance</i>)
0 - 29	Very Poor Fail (<i>reassessment not normally recommended</i>)

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 40%) 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 be 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.

You should always remember that we assess your work, we don't judge you – we understand that some people find study easier than others and that you are not a 'failure' just because you don't get top marks for everything.

5.1.7 Assessment arrangements for students with a disability

Alternate assessment arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact your module tutor for advice and information.

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.

5.4 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express your self 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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your module tutor who will then contact the appropriate staff member who authorises extensions.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your hub. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see [Academic Regulations](#) and [Assessment Handbook](#)).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment within 15 working days of the scheduled submission or examination date; often this is verbal and given to groups or possibly personalised within tutorials. Generic feedback on end-of-module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

This feedback is often more important to your learning than grades. Most of the feedback you will receive will be on a daily basis and will be aural, but because feedback is so important to your learning we will normally provide you with a written digest of the key points to ensure that you can build on your success or correct mistakes in your next assessment submissions.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Course regulations

6.1 Course requirements

Your Honours degree is awarded when you achieve 360 credits, normally 120 each at levels 4, 5 & 6. Students who began study on the Year 0 course will have achieved extra credits, but will awarded their honours degree on completion of 480 credits, with 120 achieved both at level 5 and level 6.

BA(Honours) is the **Target** award that you have enrolled upon.

If you withdraw from the course before successfully completing all modules (due to personal reasons or significant failure), you will be offered an **Exit** award if you have achieved 120 or more credits.

STATUS	AWARD	CREDITS ACHIEVED	F/T MINIMUM DURATION	P/T MINIMUM DURATION
Target	Honours Degree	360 - normally 120 achieved at each of the 3 levels of study	3 years	4 years
Target	Degree	320-350 credits – with at least 80 achieved at level 6	3 years	4 years
Exit	Diploma of Higher Education	240-310 credits, with at least 120 achieved at level 5	2 years	3 years
Exit	Certificate of Higher Education	120-230 credits, with at least 120 achieved at level 4	1 years	2 years

Students who successfully complete the Year 0 course but who chose not to progress on to a degree course at UCLan will be awarded an exit Certificate.

If a student on the Graphic Design course successfully completes the placement year then their award will include 'with sandwich'.

6.2 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.

. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70.
Or
2. Your Average Percentage Mark in year 3 only (i.e. your level 6 modules)

Please note that if your course reports only pass or fail for level 5 modules then your APM can only be calculated from year 3 (level 6) modules – however you still have to pass all your level 5 modules.

For most students who successfully complete 360 credits of study at level 4,5 & 6 (as listed in the previous section), the board will normally confer an award of one higher classification where this is within 0.5% of the higher award, so...

true APM	APM used to calculate award	Award
70%+	69.50+	1 st class (1 st)
60-69.99%	59.50-69.49%	Upper Second Class (2:1)
50-59.99%	49.50-59.49%	Lower Second Class (2:2)
40-49.99%	40.00-49.49%	Third (3 rd)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band **and**
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

- SSLC – the staff/student liaison committees, meet every semester and your course reps attend;
- NSS - the National Student Survey (during semester 2 for students in their final year of study);
- SSS – UCLan's survey of all undergraduates not in their final year

You should always use these systems to comment on all aspects of your study – for instance you may wish to comment on this handbook, the induction period, the syllabus of each module, the curriculum that defines each level of your course, the assignments, the assessments, the various teaching and learning approaches, indeed anything relevant to your learning.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and

voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Minutes of the meeting will be forwarded to student representatives which they may disseminate amongst their peers.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#)

8. Appendices

8.1 Programme Specification

Programme Specification – Graphic Design

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.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution & Location of Delivery	University of Central Lancashire, Preston Campus AAS, Thessaloniki, Greece HBU UCLan, Hebei, China
3. University Department/Centre	School of Art, Design & Performance
4. External Accreditation	Not Applicable
5. Title of Final Award	BA (Hons) Graphic Design
6. Modes of Attendance offered	Full Time Study Part Time Study Sandwich Study
7. UCAS Code	W210
8. Relevant Subject Benchmarking Group(s)	Art and Design
9. Other external influences	Not Applicable
10. Date of production/revision of this form	20 July 2011
11. Aims of the Programme	
<ul style="list-style-type: none"> • To develop creative thinking skills in solving problems for a range of traditional and new media • To challenge students' aesthetic judgement and develop awareness of contemporary details • To develop practical skills in producing 'hands on' and digital applications for producing high quality work • To develop and focus on an individual's personal and professional aspirations • To ensure that the student produces a body of work in preparation for working in the Graphic Design industry • To develop links with industry. 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. Inform student's creative practice with reference to historical design and professional practice development.</p> <p>A2. Critically analyse and focus research to inform Graphic Design practice.</p> <p>A3. Demonstrate practical skills across traditional and contemporary media with a focus on contemporary style.</p>	

A4. Demonstrate the use of appropriate design methodology in response to an external brief.				
Teaching and Learning Methods				
Lectures, tutorials, self directed study, research, project work, critiques, visiting lecturers / speakers.				
Assessment methods				
Assessment is by coursework and measures the demonstration of the learning outcomes. Assessment is based on application of practical and written work where applicable. There are formative and summative feedback critique sessions of all assignments which are assessed and graded at the end of the module.				
B. Subject-specific skills				
B1. Generate ideas in solving complex visual communication problems. B2. Adapt concepts and apply creative thinking to a range of appropriate Graphic Design formats. B3. Generate designs using a variety of industry relevant software applications. B4. Demonstrate aesthetic skills and realisation of contemporary Graphic Design styles. B5. Combine creative skills via word, type and image. B6. Combine aesthetic and contemporary detail of Graphic Design within your solution B7. Produce appropriate Graphic Design work to a professional standard for your portfolio.				
Teaching and Learning Methods				
Lectures, tutorials, critique sessions, portfolio surgery, visiting lecturers, skype discussions, WebCT.				
Assessment methods				
Assessment is by coursework and measures the demonstration of the learning outcomes. Assessment is based on application of practical and written work where applicable. There are formative and summative feedback critique sessions of all assignments which are assessed and graded at the end of the module.				
C. Thinking Skills				
C1. Define, redefine and respond to a brief in a dynamic, creative manner and deploy a range of idea generating techniques. C2. Produce Typographic layouts. C3. Work in ways that are rigorous, analytical, critical and creative. C4. Demonstrate competence in a broad range of cognitive skills (research, analysis/synthesis and evaluation)				
Teaching and Learning Methods				
Lectures, tutorials, self directed study, creative thinking project work and critique sessions.				
Assessment methods				
Assessment is by coursework and measures the demonstration of the learning outcomes. Assessment is based on application of practical and written work where applicable. There are formative and summative feedback critique sessions of all assignments which are assessed and graded at the end of the module.				
D. Other skills relevant to employability and personal development				
D1. Work safely and confidently in a studio and/or workshop environment. D2. Devise self-initiated work to a professional standard for your portfolio. D3. Evaluate own work and present accordingly. D4. Present a portfolio of work to a professional standard.				
Teaching and Learning Methods				
Lectures, critiques, tutorials, portfolio surgery, visiting lecturers, skype discussions.				
Assessment methods				
Assessment is by coursework and measures the demonstration of the learning outcomes. Assessment is based on application of practical and written work where applicable. There are formative and summative feedback critique sessions of all assignments which are assessed and graded at the end of the module.				
13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	GR3100	Personal Project	20	
	DD3992	Honours Project	40	
	GR3333	External Project	40	Bachelor Honours Degree Requires 360 credits including a minimum of 120 at Level 6, which must include DD3992.

	DD3000	Contextual Studies – Design Futures	20	Bachelor Honours Degree with sandwich (UK only) Requires 360 credits plus successful completion of GR3000, including a minimum of 240 at Level 6, which must include DD3992 Bachelor Degree Requires 320 credits including a minimum 180 at Level 5 or above and 40 at Level 6
	GR3000	Industrial Placement (optional for UK Industrial Placement students only)	N/A	
Level 5	GR2100	Ideas in Context	40	HE Diploma In Graphic Design Requires 240 credits including a minimum of 120 at Level 4, or above
	GR2222	Visual Communication	40	
	DD2000	Contemporary Contextual Studies	20	
	GR2000	Professional Practice	20	
Level 4	DD1101	Creative Thinking	40	HE Certificate Requires a minimum of 120 credits at Level 4 or above
	GR1111	Introduction to Graphic Design	40	
	DD1000	Historical Contextual Studies	20	
	GR1000	Introduction to Computer Skills	20	

15. Personal Development Planning

Art and Design courses are increasingly tailored to the individual student as they progress through levels one, two and three. You will be asked to keep a portfolio of work to track your development as an artist or designer towards the goals you set for yourself in consultation with your Academic Advisor. 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 would cover an analysis of your general key skills base, for example: use of English, literacy and writing skills, numeracy, communication skills and use of IT. You will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course. Students will be directed by their tutor to resources and workshops as is appropriate.

PDP is designed to: enable you to work towards a point you would like to be at on graduation; to help you require the skills needed for your chosen career; evaluate your strengths and plan to deploy them in a range of situations at University and after graduation.

PDP starts at the beginning of the first year, where you will be introduced to building up your portfolio of work, taking into consideration your long-term aspirations. In the second year, you will continue to develop your portfolio to a professional standard, re-evaluating solutions and progressing ideas as your skills develop further. In the final year, all level three modules will form the basis of project work specifically aimed to develop your design practice and appropriate career ambitions. On graduation you will be well prepared for industry, demonstrating your skills through an exhibition and portfolio of project work ready for interviews.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.

These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

UK Applicants:

Except in exceptional circumstances, UK applicants must attend an interview with portfolio. Once your application has been processed you will be sent a letter stating the date you that you are required to attend, and what will be required of you
If it is not possible for you to attend on the date proposed, please contact us to rearrange a date or agree alternative arrangements.

All successful candidates must have achieved the following:

- Achieve a minimum of 240-300 UCAS tariff points at A2 or equivalent
- Grade C in GCSE Maths and English or an equivalent; UK equivalents include key skills level 3 or functional skills level 2

European Applicants:

European applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

International Applicants :

International applicants may not be able to attend an interview in the UK. Once your application has been processed, you should submit an e-portfolio, CD or DVD of your recent work; this will be followed by a telephone interview.

Additionally International students for whom English is not your first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL Written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 213 and TWE at 4

Proficiency in English (Cambridge) at Grade C or above

17. Key sources of information about the programme

- University website
- School of Art, design & Performance website
- Student course handbook
- The Disciples of Design Blog
- Other promotional material

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	B7	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	DD3992	Honours Project	Core					X	X			X		X			X			X			
	DD3000	Contextual Studies – Design Futures	Core	X												X			X	X			
	GR3333	External Project	Compulsory			X	X	X			X		X		X								
	GR3100	Personal Project	Compulsory		X				X										X				
	GR3000	Industrial Placement	Optional													X					X		
LEVEL 5	GR2100	Ideas in Context	Compulsory			X		X					X			X	X						
	GR2222	Visual Communications	Compulsory		X		X		X		X	X							X				
	DD2000	Contemporary Contextual Studies	Core													X							
	GR2000	Professional Practice	Compulsory	X										X						X	X		
LEVEL 4	DD1101	Creative Thinking	Core												X	X							
	DD1000	Historical Contextual Studies	Core	X													X						
	GR1111	Introduction to Graphic Design	Compulsory		X				X		X		X		X			X					
	GR1000	Introduction to Computer Skills	Compulsory							X								X					

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

