

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Graphic Design
<b>Teaching Institution</b>	Open College of the Arts
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU review</b>	June 2022
<b>Date of latest OU review</b>	
<b>Next review</b>	
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>JACS Code</b>	
<b>Programme start date</b>	
<b>Underpinning QAA subject benchmark(s)</b>	Art and Design (2019)
<b>Other external and internal reference points used to inform programme outcomes</b>	
<b>Professional/statutory recognition</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	PT DL
<b>Duration of the programme for each mode of study</b>	
<b>Dual accreditation (if applicable)</b>	N/A
<b>Date of production/revision of this specification</b>	June 2022

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

### 2.1 Educational aims and objectives

1. To widen access to education in the study and application of graphic design at undergraduate level through open and flexible learning
2. To ensure students gain the technical skills in graphic design to form a solid foundation for further development
3. To develop students' creative and visual vocabulary through the exploration of a range of material and conceptual approaches grounded in an investigation into expanded contemporary design practices
4. To open up a range of opportunities expanding across disciplines for students to develop their own personal graphic design practice through individually driven research and experimentation
5. To develop students' critical understanding of the diverse and shifting social, historical, cultural and environmental contexts globally in which expanded design practices emerge from and with which they are in constant dialogue
6. To provide a learning environment through practice, research and rigorous experimentation in which the student has the intellectual and artistic potential to challenge and change their view of the world and its structures
7. To foster high level ethical and professional standards
8. To develop autonomous learners with the intellectual, practical and conceptual skills to push the boundaries of contemporary graphic design practice and to transfer their diverse learning into future employment, further research, collaborative practices or life-long learning

### 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

CertHE Graphic Design  
DipHE Graphic Design  
BAGraphic Design  
BA (Hons) Graphic Design

### 3. Programme structure and learning outcomes

#### Programme Structure - LEVEL 4

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable ?	Semester runs in
Graphic Design 1.1 The Elements of Design (GC41EOD)	40	N/A		NO	N/A
Graphic Design 1.2 Research for Practice (GC42RFP)	40			NO	N/A
Graphic Design 1.3 Consolidation Project (GC43CPT)	40			NO	N/A

Intended learning outcomes at Level 4 are listed below:

#### Learning Outcomes – LEVEL 4

##### 3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts	<b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.

## Learning Outcomes – LEVEL 4

### **3A. Knowledge and understanding**

A2 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.

A3 Build skills in understanding your creative practice through taking a critical approach to your work

A4 Understand the relationship your creative practice has to a wider contemporary visual culture.

**Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B1 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>B2 Evaluate your own work and that of others critically and objectively</p> <p>B3 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.</p> <p>B4 Build skills in understanding your creative practice through taking a critical approach to your work.</p> <p>B5 Understand the relationship your creative practice has to a wider contemporary visual culture.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C1 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques</p> <p>C2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>C3 Build skills in understanding your creative practice through taking a critical approach to your work</p> <p>C4 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
D1 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques	<b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.
D2 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts	<b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.



<b>3D. Key/transferable skills</b>	
<p>D3 Evaluate your own work and that of others critically and objectively</p> <p>D4 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.</p>	<p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

### Exit Award at Stage 1 (HE4) CertHE Graphic Design

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Graphic Design 2.1 Professional Practice (GC51PPE)	40	N/A		NO	N/A
Graphic Design 2.2 Design Futures (GC52DFS)	40			NO	N/A
Graphic Design 2.3 Self-Directed Project (GC53SDP)	40			NO	N/A

**Intended learning outcomes at Level 5 are listed below:**

<b>Learning Outcomes – LEVEL 5</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A5 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>A6 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

A7 Build skills in understanding your creative practice through taking a critical approach to your work

A8 Understand the relationship your creative practice has to a wider contemporary visual culture.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### 3B. Cognitive skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B6 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>B7 Evaluate your own work and that of others critically and objectively</p> <p>B8 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.</p> <p>B9 Build skills in understanding your creative practice through taking a critical approach to your work.</p> <p>B10 Understand the relationship your creative practice has to a wider contemporary visual culture.</p> <p>B11 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
C5 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>
C6 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts	
C7 Build skills in understanding your creative practice through taking a critical approach to your work	
C8 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.	
C9 Communicate your work to a high professional and aesthetic standard	

<b>3C. Practical and professional skills</b>	
<p>C10 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p> <p>C11 Engage in appropriate professional practices such as working with clients, networking, self-presentation, communication and negotiation skills</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D5 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques</p> <p>D6 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

<b>3D. Key/transferable skills</b>	
<p>D7 Evaluate your own work and that of others critically and objectively</p> <p>D8 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.</p> <p>D9 Communicate your work to a high professional and aesthetic standard</p> <p>D10 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p> <p>D11 Engage in appropriate professional practices such as working with clients, networking, self-presentation, communication and negotiation skills</p>	<p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

### **Exit Award at Stage 2 (HE5) DipHE Graphic Design**

<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable ?</b>	<b>Semester runs in</b>
Graphic Design 3.1 Practice and Research (GC61PAR)	40	N/A	N/A	NO	N/A
Graphic Design 3.2 External Projects (GC62EPS)	40			NO	N/A
Graphic Design 3.3: Major Project (GC63MPT)	40			NO	N/A

**Intended learning outcomes at Level 6 are listed below:**

<b>Learning Outcomes – LEVEL 6</b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A9 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>A10 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>



## Learning Outcomes – LEVEL 6

### 3A. Knowledge and understanding

A11 Build skills in understanding your creative practice through taking a critical approach to your work

A12 Understand the relationship your creative practice has to a wider contemporary visual culture.

A13 Understand the relationship your creative practice has to a wider contemporary visual culture.

**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

**Critical reviews**, either written or audio visual, where students connect practice with research.

**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

**Group tutorials** to evaluate and support the development of knowledge and understanding.

**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

### 3B. Cognitive skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>B12 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p>
<p>B13 Evaluate your own work and that of others critically and objectively</p>	<p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>
<p>B14 Develop an understanding of the visual language of graphic design and your voice within it, informed through research and critical thinking.</p>	<p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p>
<p>B15 Build skills in understanding your creative practice through taking a critical approach to your work.</p>	<p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>
<p>B16 Understand the relationship your creative practice has to a wider contemporary visual culture.</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p>
<p>B17 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p>	<p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p>
<p>B18 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p>	

<b>3B. Cognitive skills</b>	
	<p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C12 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques</p> <p>C13 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p> <p>C14 Build skills in understanding your creative practice through taking a critical approach to your work</p> <p>C15 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.</p> <p>C16 Communicate your work to a high professional and aesthetic standard</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p> <p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p>

<b>3C. Practical and professional skills</b>	
<p>C17 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p> <p>C18 Engage in appropriate professional practices such as working with clients, networking, self-presentation, communication and negotiation skills</p>	<p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D12 Demonstrate proficiency in a comprehensive range of graphic design practices and techniques</p> <p>D13 Manage the learning process resourcefully and independently and make appropriate use of primary sources and academic texts</p>	<p><b>Course materials</b> delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.</p> <p><b>Activities</b> such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.</p>

<b>3D. Key/transferable skills</b>	
<p>D14 Evaluate your own work and that of others critically and objectively</p> <p>D15 Demonstrate a breadth of inventiveness, ideas generation and techniques in the production of creative work.</p> <p>D16 Communicate your work to a high professional and aesthetic standard</p> <p>D17 Use practical, technical, and communication skills in applying graphic design visual language to a range of tasks</p> <p>D18 Engage in appropriate professional practices such as working with clients, networking, self-presentation, communication and negotiation skills</p>	<p><b>Contextual information</b> is provided within the course materials, online library as written and video content and links to other digital material.</p> <p><b>Critical reviews</b>, either written or audio visual, where students connect practice with research.</p> <p><b>Skills Hub</b> to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.</p> <p><b>1 - 1 tutorials or written formative feedback</b>, to reinforce individual understanding and ensure learning is in line with learning outcomes.</p> <p><b>Group tutorials</b> to evaluate and support the development of knowledge and understanding.</p> <p><b>Summative assessment</b> is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation</p>

### **Exit Award at Stage 3 (HE6) BA Graphic Design**

## **Exit Award at Stage 3 (HE6) BA Hons Graphic Design**

#### **4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

Graphic Design is a practice-based course that encompasses a wide variety of design, typographical and image-making frameworks for students to examine and experiment with as part of their creative journey. The course offers students a variety of relevant visual contexts and through regular tutor support builds these into the learning structure, with a view towards both specialist understanding of graphic design and a broader engagement with the visual arts. The course engages students with ideas in the wider world and applies this to a creative practice with illustration at its core.

Students begin the course by gaining a historical and material understanding of the discipline, and develop this through an expanded examination of contemporary methods and techniques of graphic design in an increasingly globalised cultural context. The three stages of study provide a framework for pacing the content, affording students regular points of contact with their tutor to guide their learning and assist in their personal creative interests.

The graphic design degree is designed for students who wish to fulfil their ambitions for a diverse practical and critical engagement with visual making and design thinking and understand how their unique creative voice situates itself within both contemporary graphic design practice and the wider cultural world.

#### **Course Structure**

The BA (Hons) Graphic Design course offers an accessible, flexible, and well-supported course of study through which you can develop your creative voice within a specialist understanding of the discipline.

The course is designed to give you the widest possible span of creative investigation while retaining a strong core structure to underpin your skills and exploration of graphic design. As you progress through the stages, you will develop and refine your study choices as the span of coursework content broadens and deepens.

#### **Stage 1:**

Stage 1 supports your creative ideas by examining how to generate and visualise ideas, use research to reflect upon your own design work and inform

creative approaches. At the end of the first stage, you will have begun to apply these skills to identify your own personal voice and to develop the content and meaning of your work.

### **Stage 2:**

Stage 2 supports you to consider and resolve more complex and varied design problems. More in-depth research will be required into markets, consumers and the end-user experience. You will be asked to consider current issues and contexts such as globalisation, the environment, cultural diversity and other emerging societal changes, and explore a selection of research methods and focused design processes, to create clearly defined visual communications within a variety of specialist disciplines.

### **Stage 3:**

Stage 3 supports you to build on your stage 2 studies and synthesize your creative practice and research interests across self-directed bodies of work and critical thinking assignments. The unit/modules provide a framework that enable you to foster an increasingly autonomous and professional approach to your studies.

## 5. Support for students and their learning

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided through written materials, lectures, and/or case studies, and is designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through a mix of:

- **Feedback reports** offered as written or verbal formats.
- **Tutorials** as 1-2-1 online sessions.



- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set points within the course. The balance of feedback reports, tutorials, and group activities may differ from course to course.

Students should expect 6 hours of tuition per 40 credit unit/module. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on

assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

## 6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4). OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**
3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology)**

Full details on each of these requirements can be found in the OCA Admissions Policy

As part of some course unit/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course unit/modules; Final Cut Pro or similar for moving image course unit/modules; scorewriter programme Sibelius or Dorico for music course unit/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course unit/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT

exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

In addition to meeting the admission requirements for all courses, students should ensure they understand the nature of the challenges and requirements of the course they are enrolling on, as outlined on the OCA website.

Applications from students with disabilities are considered using the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be offered on the facilities and services available. Prospective students with a disability will be encouraged to discuss their requirements with [learnersupport@oca.ac.uk](mailto:learnersupport@oca.ac.uk).

#### 7. Language of study

English

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

#### 9. Methods for evaluating and improving the quality and standards of teaching and learning.

Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the unit/module Evaluation Survey which gathers feedback and opinions on individual unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

#### 10. Changes made to the programme since last (review

N/A