Ravensbourne University London

Unit Title	Initiate – Authorship and Action in Graphic Design
FHEQ Level	Level 5/ Term 2
Unit Code	GRA18203
Credit Value	30
Unit Type	Subject

Learning Hours

Staff – Student Contact Hours		Independent Study Hours	
Classes	75	Independent Study	70
Supervised access to resources	0	Preparation for Assessment	100
		Unsupervised Access to Resources	55
Total			300

Unit Description

The purpose of this unit is to develop a student's thinking on the role of the graphic designer and its power to initiate. As graphic designers, a student has a social responsibility and can choose to use their talent to communicate with and for others, questioning how graphic design can better inform and benefit society. The graphic designer can work for clients but also be the author: the activist. This unit will encourage original, innovative and experimental approaches to distribution in reaching audience, pushing creativity and the boundaries of existing as well as emerging communication platforms. Graphic design does not only inform and inspire but it can create the impetus for an audience to act and bring about positive change.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

/ Inventive Idea generation and divergent thinking supported by topic analysis and research;
/ Non-traditional and experimental problems, briefs and solutions;
/ Interdisciplinary and cross-media projects;
/ Advancing existing visual communication skills and developing new skills;

Unit Aims

To encourage the student to explore the responsibilities and opportunities of the graphic designer in a variety of local, national and international social contexts;

To learn how to bring a variety of ideas, knowledge and skills from a variety of sources to bear on an identified problem or topic;

To stimulate students to explore the notion of provoking "action" in a specific audience through a graphic design context

Unit Learning Outcomes
(to be selected from the Mini Manual)

LO 2 Concept/Ideation Analyse research materials leading to the generation of the ideation and concepts that inform and lead to project development.

LO 4 (Pre) Production Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

LO 5 Presentation /Storytelling For Influence Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

Learning and Teaching Methods

This unit will be delivered and could use a combination of: Briefings, Lectures, Project work, Workshops, Group work, VLE activities, Individual Presentations and critiques, Self-directed independent study and Other including. Peer learning activities, group discussion, guest speakers

Assessment methods and tasks
More detailed assessment tasks will be specified in the brief

Assessment tasks	Weighting (%) *(one grade or multi-grade unit)*
100% Practical work – Process Book (including visual and written documentation of the research and design process) and presentation of final outcome(s).	This unit is assessed holistically (100% of the unit).

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

IAC 1: Shows evidence of analysis of visual and contextual research materials, leading to the generation of ideas and concepts informing creative project development (LO2).

IAC 2: Shows the application of knowledge of communication distribution platforms alongside a grasp of the creative potential of typography-led design and other visual communication tools that inform creative and academic practice (LO4).

IAC 3: Shows evidence of selection and employment of visually impactful and methods of presentation and communication of a visual message in considering the target audience and the purpose of the work in visual form (LO5).

Essential Reading list

1. (2013) RESOLUTIONS – REsponsibility in Graphic Design, Aalto-yliopisto
2. Heller S. (2003) Citizen Designer: Perspectives on Design Responsibility, Allworth Press
3. McCarthy S. (2013) The Designer As…: Author, Producer, Activist, Entrepreneur, Curator & Collaborator: New Models for Communicating, Bis Publishers
4. Resnick E. (2016) Developing Citizen Designers, Bloomsbury Academic
5. Shea A. (2002) Designing for Social Change: Strategies for Community-based Graphic Design (Design Briefs), Princeton Architectural Press
6. Simmons C. (2011) Just Design: Socially Conscious Design for Critical Causes, How Books