Course Title	BA (Hons) Graphic Design
Final Award	BA (Hons) Graphic Design
Interim Awards	BA Graphic Design Diploma of Higher Education in Graphic Design Certificate of Higher Education in Graphic Design
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W210
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Art and Design (2019) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☒No
Level 6 Top Up Option (online only)	☒No
Study Load	☒Full-time ☒Part-time
Mode of study	☒Face-to-face
Delivery Location(s)	☒Ravensbourne University campus ☐Online
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	09/2022
Date produced/amended	03/2022
Course Leader	Mark Hudson
Course Development Team Members	Julie van Severen (Senior Lecturer) Catherine Nippe (Senior Lecturer) Richard Wilkins (Senior Lecturer) Olya Troitskaya (Senior Lecturer) Francesco Tacchini (Senior Lecturer) Rose Gridneff (Programme Director) Mark Hudson (Course Leader)
Course Administrative Contact	TBC

Course Description
Ravensbourne offers a vision of graphic design that meets head-on the future of visual and non-visual media. We are ambitious for what our students can do, future-facing, confident technologically, but also open to everyone, emphasising collaboration, engagement and ideas. We prepare our students to reach global audiences in new and immersive ways. Our Anthropocene era brings huge challenges: climate, scarcity, physical and mental health, technology, identity, belonging and more. Communication is in flux — anyone with a phone and

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social media account is now an international media outlet, potentially reaching multiple audiences and cultures. So, the task for designers is clear: we have the thinking as well as the making skills to lead on these challenges and must step forward. Design has already, unwittingly perhaps, engineered the present. We designers can re-engineer the future – and educators should advocate for our pivotal role.

What does this mean in practice? Our course teaches towards this longer design perspective, and we propose that fluency with emerging tools, community and fellowship, seamless theory and practice, and constant agility and reinvention offer a response to these challenges.

We aim to attract thoughtful visual makers and thinkers who are interested in applying design thinking to issues for our communities and planet and want to be part of shaping the discipline ready for a new era, versatile in the face of technological and societal change. Our graphic design students understand that the full potential of their creative and technical skills lies beyond current design roles and in new collaborative and employment spaces. And design is already proving to be a natural transformative tool for our groups because, in its most authentic and participatory version, it promotes personal and social change. Forward-looking designers who are interested in exploring how to engage and persuade, to transform their own and others' futures, should consider joining our community.

The first year of the course introduces students to the building blocks, the key skills and approaches, the fundamentals of graphic design. Through projects, workshops and written assignments, students will be encouraged to explore how messages work, and how a rigorous, bold and experimental approach will transform understanding of the reach of design, underpinned by a critical toolkit that helps students to harness inspiration and develop their own responses. Students will be encouraged to develop key qualities of independence, agility and a sense of their design self, while harnessing both playfulness and rigour.

The second year looks at the existing borders and future horizons of the subject, to test just how far these can be pushed. Students are able to personalise their experience by looking at specialist graphic fields in greater depth, selecting areas such as editorial design and layout, typography and speech, image and narrative, interaction and immersion, speculative design, data and dis/information, 3D and spatial, ending the year with a negotiated placement or an in-house studio experience. Students will be encouraged to explore the full diversity of potential future settings for their design skills. Taught modules look at the global contexts of design and embed professional employability skills by working on live and external briefs, and the 'Collaborate' module offers the opportunity to work with students on the Illustration For Communication course.

The final year of the course refines each student's visual voice, to build a professional profile as an effective designer. Students research and develop themes and topics explored in year two, building innovative lines of visual enquiry that bring together theoretical and practical approaches in a major project, working with real-time challenges and live briefs. The year culminates in a showcase exhibition and portfolio that demonstrates their subject focus, cultural engagement, awareness of current design practice and their future status as able and confident practitioners.

The fostering of skills and competences crucial to the development of effective professional design communicators are embedded across the course at all levels and in a number of ways:

- All levels: the PLP series builds work readiness across the course experience

- Y1: embedded in the curriculum via the 'Fundamentals' modules
- Y2: The Work-Based Learning module specifically focuses on the settings for work, exploring and supporting student employability in the widest sense
- Y3: The Showtime module considers and supports exit planning and future options such as progression to further study

Course Aims
• To develop a range of creative, technical and professional skills relevant to employment in graphic design and related areas
• To instil a strong focus toward industry preparedness and personal, professional, and collaborative skills and practice.
• To develop a comprehensive knowledge of contemporary professional practice and the creative process in the field in which you will specialise and an awareness of current areas of developments and shifts. • To develop a strong ability to make creative use of and experiment with nascent and existing technologies
• To develop a clear vision for students of where their creative strengths lie and how this can be utilised in Graphic Design and potential career opportunities • To enable identification of the individual's own sense of personal agency and its visual representation and communication through the students own 'graphic' language.

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BA (Hons) Graphic Design** students will be able to:	
Explore	Evidence and contextualise capacity for utilising and synthesising Graphic Design's specific knowledge, critical thinking and reflection, supporting deeper understanding of subject knowledge and problem solving. (CLO01)
Create	Critically engage with the development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Graphic Design. Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes regarding communication and presentation for Graphic Design. (CLO02)
Influence	Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Graphic Design. (CLO03)
Integrate	Evidence a critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Graphic Design. (CLO04)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. On completion of the **BA Graphic Design** students will be able to:	
Explore	Evidence and contextualise capacity for utilising and synthesising Graphic Design's specific knowledge, critical thinking and reflection, supporting deeper understanding of subject knowledge and problem solving. (CLO01)
Create	Evidence ability to consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Graphic Design Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes regarding communication and presentation for Graphic Design. (CLO02)
Influence	Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Graphic Design. (CLO03)
Integrate	Evidence ability to effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Graphic Design. (CLO04)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Graphic Design** students will be able to:

Explore	Evidence evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Graphic Design (CLO01)
Create	Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide practical and theoretical development in physical, written and oral forms aligned to Graphic Design. Exhibit developed technical competencies, supporting ideation, communication and presentation in relation to Graphic Design. (CLO02)
Influence	Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Graphic Design. (CLO03)
Integrate	Evidence evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Graphic Design. (CLO04)

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Graphic Design** students will be able to:

Explore	Demonstrate capacity for engaging with research and critical thinking, developing Graphic Design's specific knowledge and emerging ability to problem solve. (CLO01)
Create	Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms in relation to Graphic Design. Exhibit emerging technical competencies, supporting ideation, communication and presentation in relation to Graphic Design. (CLO02
Influence	Demonstrate emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Graphic Design. (CLO03)
Integrate	Demonstrate emerging capacity to engage with collaboration, teamwork, external interactions, and professional working practices to support self-efficacy and professional development in relation to Graphic Design. (CLO04)

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognise a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:	**Explore, Influence, Integrate**

	• Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making Social – The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening • Coaching and mentoring Physical – The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**

Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
The courses outcomes are taught using the following learning and teaching methods: Lectures/large group learning: the main areas of theory and its practical applications will be covered in a planned series of tutor-led sessions. Workshop & seminar learning: practical sessions that will enable the student to experiment with a skill or technique relevant to the area of study. Students will be able to share their understanding with others and obtain guidance from lecturers to identify solutions to practical or theoretical problems. Academic tutorials: individual assistance is provided by lecturers to assist students with difficulties in their understanding and practical	The courses outcomes are assessed using the following methods: Practical project work and computer-based activities Prepared writing Responses to case studies Oral presentation Personal presentations of prepared work Simulations and role plays Workshop based activities Written research projects The creation of a portfolio or collection of work which may contain several different activities.

application of theory and skills. This is important for clarifying the requirements for assessed work.

Self-directed learning: independent study undertaken by the student to research, write and prepare assignments and to extend their knowledge and understanding. This can be undertaken at home or using college facilities.

Outside speakers and visits: these provide students with a perspective of contemporary issues and recent events.

Assessed assignments: these assess the students' attainment of the learning outcomes and develop the key skills that will form an important aspect of their learning. The completion of assignment briefs are therefore regarded as a method.

Work-Based Learning

The industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
GD22101	Fundamentals of Graphic Design 01		Mandatory	20
GD22104	Fundamentals of Graphic Design 02		Mandatory	20
GD22102	Message 01		Mandatory	20
GD22105	Message 02		Mandatory	20
GD22103	Professional Life Practice 01: Developing Your Practice	x	Mandatory	20
GD22106	Professional Life Practice: 02 Exploring Your Practice	x	Mandatory	20
				120
Level 5				
GD22201	Options		Mandatory	20
GD22202	Collaborate	X (part shared)	Mandatory	20
GD22204	Specialism		Mandatory	40
GD22203	Professional Life Practice 03: Applying Your Practice	x	Mandatory	20
GD22205	Work-Based Learning		Mandatory	20
				120
			Total	**240**
Level 6				
GD22301	Design Voice		Mandatory	40
GD22302	Professional Life Practice 04: Situating Your Practice	x	Mandatory	20
GD22303	Major Project		Mandatory	40
GD22304	Showtime		Mandatory	20
				120
			Total	**360**

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		**Independent Study Hours**	
Taught hours	48	Independent Study, Self-Directed Study and Assessment	152
Total			200

Course Regulations

Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website here), and the course page on the Ravensbourne University website for course specific entry requirements.

Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) Graphic Design.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Graphic Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Graphic Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Graphic Design, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?	
N/A	
Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
GD22101 Fundamentals 1	X	X		X
GD22104 Fundamentals 2	X	X		X
GD22102 Message 1	X	X		
GD22105 Message 2	X	X	X	
GD22103 Professional Life Practice 01: Developing your Practice	X		X	X
GD22106 Professional Life Practice 02: Exploring your Practice	X	X		X
Level 5 Modules				
GD22201 Options	X	X		X
GD22202 Collaboration	X	X		X
GD22204 Specialism	X	X		
GD22203 Professional Life Practice 03: Applying your Practice	X	X	X	X
GRA22205 Work Based Learning	X		X	X
Level 6 Modules				
GD22301 Design Voice	X	X		
GD22302 Professional Life Practice 04: Situating your Practice	X	X		
GD22303 Major Project	X	X	X	X
GD22304 Showtime	X	X	X	X

Course Diagram

	Semester 1	Semester 2	
Level 4 **120 credits**	**GD22101 Fundamentals of Graphic Design 01** 20 credits	**GD22104 Fundamentals of Graphic Design 02** 20 credits	
	GD22102 Message 01 20 credits	**GD22105 Message 02** 20 credits	
	GD22103 Professional Life Practice 01 20 credits	**GD22106 Professional Life Practice 02** 20 credits	
	Semester 1	Semester 2	
Level 5 **120 credits**	**GD22201 Options** 20 credits	**GD22204 Specialism** 40 credits	**GD22205 Work Based Learning** 20 credits
	GD22202 Collaborate 20 credits		
	GD22203 Professional Life Practice 03 20 credits		
	Semester 1	Semester 2	
Level 6 **120 credits**	**GD22301 Design Voice** 40 credits	**GD22303 Major Project** 40 credits	**GD22304 Showtime** 20 credits
	GD22302 Professional Life Practice 04 20 credits		