**Template C4**



**Programme Specification**

**Title of Course: MA Graphic Design**

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| **Version number** | 1 |
| **Faculty** | Kingston School of Art |
| **School** | The School of Design |
| **Department** | Graphic Design |
| **Delivery Institution** | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | MA Graphic Design |
| **Intermediate Awards(s) and Title(s):** | PG Certificate in Graphic Design  PG Diploma in Graphic Design |
| **FHEQ Level for the Final Award:** | Masters Award Level 7 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | N/A |
| **Location:** | Knights Park |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time, Full time with Professional Placement, Part time |
| **Available as:** | Full field |
| **Minimum period of registration:** | FT – 1 year  FT – 2 years (with Professional Placement)  PT – 2 years |
| **Maximum period of registration:** | FT – 2 years  FT – 3 years (with Professional Placement)  PT – 4 years |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  A 2:1 or above honours degree or equivalent qualification in graphic design or a related subject.  A portfolio of work, must accompany application as part of the admissions process demonstrating:  • research and development of ideas through practice  • critical knowledge of contemporary issues  • conceptual curiosity and a willingness to explore and experiment  Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.  A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. |
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | QAA Master’s Degree Characteristics 2015  <http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10> |
| **Approved Variants:** | N/A |
| **UCAS Code:** | TBC |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The aims are to:

* Support students to acquire in-depth knowledge and critical understanding of graphic design research methods, contemporary debates and historical principles in an expanded field of practice.
* Co-create a community of practice in which to support students’ analytical, critical, conceptual, and discursive skills through an informed understanding of local and global issues, theoretical studies, and related domains of knowledge.
* Situate risk, play and experimentation as integral components of the design process alongside conceptual depth and within a rigorous academic framework.
* Support students in positioning their own personal practice and future ambitions as agents of change within interconnected and/or intersectional social, cultural, technological, and professional networks and systems.
* Provide dynamic and inclusive studio-based environments in which to analyse and challenge the parameters of graphic design through discussion with peers, tutors and subject experts.
* Apply socio-cultural, ethical and ecological responsibility to innovative design research, thinking and making.
* Enable students to construct and apply diverse modalities of knowledge or experience to the design process by thinking in new ways through design tools and media, audiences, and environments.
* Support students to utilise a range of graduate attributes and transferable skills that will enable them to anticipate and thrive in future professional, academic, or research environments.

The 2-year programme with integrated placement(s) provides students with an opportunity to further enhance their professional skills within an industrial or commercial workplace/environment.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the QAA Master’s Degree Characteristics 2020 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate QAA Subject Benchmarks for Art and Design and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills, and graduate attributes in the following areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Demonstrate in-depth knowledge and understanding of contemporary and historical practice, research methods, theoretical discourse, ideas, and debates. | B1 | Design and undertake informed, sustained, and rigorous research, investigations and/or enquires and critically evaluate their effectiveness. | C1 | Utilise individual and/or collective practice-based research methodologies and critical making practices. |
| A2 | Challenge and question parameters of contemporary graphic design discipline and practice. | B2 | Apply theoretical understanding, intellectual reasoning, and ethical positioning to an individual and/or collective practice. | C2 | Produce ambitious and critically challenging work by developing practice, through experimentation, risk, play and open exploration. |
| A3 | Communicate and articulate critical ideas, reasoning, and intentions effectively through appropriate visual, written and/or oral presentation skills. | B3 | Respond to new and complex problems with individual and/or collective creativity, imagination, innovation, and vision. | C3 | Utilise new, multi-dimensional and/or hybrid modes of design to act as agents of change through graphic design for diverse audiences. |
| A4 | Apply an understanding of the professional, social, political, and global contexts in which graphic design operates to position own practice and future ambitions. | B4 | Reflect and analyse own achievements and those of others in diverse personal and professional contexts. | C4 | Apply attributes and critical skills required to operate as a design professional, including collaboration, self-advocacy, agency, adaptability, effective communication, relationship building, and project management. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills as listed in the following Graduate and Academic Success Framework:

| **Key Skills** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Self-Awareness Skills** | **Communication Skills** | **Digital and numerical skills** | **Interpersonal skills** | **Research Skills** | **Management and Leadership** | **Creativity and problem-solving skills** |
| Take responsibility for own learning and plan for and record own personal development | Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences | Handle and understand number as required for context | Work well with others in a group or team | Identify and use effective ways to search and validate information | Seek opportunities to initiate and determine the scope of a task/project | View problems from a diverse range of perspectives to find solutions |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas effectively | Summarise and visualise numerical data | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources | Seek opportunities to address global and long-term challenges |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen to ideas of others in an unbiased way | Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web | Discuss and debate with others and make concessions to reach agreement | Apply the ethical requirements in both the access and use of information | Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary | Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking |
| Work effectively without supervision in unfamiliar contexts |  | Use personal and professional digital tools and environments | Give, accept and respond to constructive feedback | Comply with legal requirements in both the access and use of information | Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants | Work with complex ideas and problems, making evidence-based recommendations |
|  |  | Use technologies to effectively communicate and collaborate across dispersed/global teams. | Show sensitivity and respect for diverse values and beliefs | Accurately cite and reference information sources |  | Enterprise skills (ability to anticipate, identify, and grasp opportunities) |
|  |  |  |  |  |  | Commercial acumen |

1. **Outline Programme Structure**

**Full-time**

**TEACHING BLOCK 3**

**TEACHING BLOCK 2**

**TEACHING BLOCK 1**

Studio: Critical Making Through Graphic Design

**DE7607**

**30 Credits**

Studio: Graphic Design Future Practices

**DE7608**

**30 Credits**

Reading: Critical Positions

**IA7002**

**30 Credits**

Studio: Extended Research Project For Graphic Design

**DE7609**

**60 Credits**

Presentation: Future Directions

**IA7003**

**30 Credits**

**Part Time**

Year 1

**Part-time**

Year 1

Presentation: Future Directions

**IA7003**

**30 Credits**

**TEACHING BLOCK 1**

**TEACHING BLOCK 2**

**TEACHING BLOCK 3**

Studio: Critical Making Through Graphic Design

**DE7607**

**30 Credits**

Year 2

Year 2

Studio: Extended Research Project For Graphic Design

**DE7609**

**60 Credits**

**TEACHING BLOCK 3**

**TEACHING BLOCK 2**

**TEACHING BLOCK 1**

Reading: Critical Positions

**IA7002**

**30 Credits**

Studio: Graphic Design Future Practices

**DE7608**

**30 Credits**

Full details of each module will be provided in module descriptors and student module guides.

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| --- | --- | --- | --- | --- | --- |
| **Level 7** | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Mode** |
| Studio: Critical Making Through Graphic Design | DE7607 | 30 | 7 | TB1  TB1 | F/Time  P/Time (Yr 1) |
| Reading: Critical Positions | IA7002 | 30 | 7 | TB1  TB1 | F/Time  P/Time (Yr 2) |
| Studio: Graphic Design Future Practices | DE7608 | 30 | 7 | TB2  TB2 | F/Time  P/Time (Yr 2) |
| Presentation: Future Directions | IA7003 | 30 | 7 | TB2  TB2 | F/Time  P/Time (Yr 1) |
| Studio: Extended Research Project For Graphic Design | DE7609 | 60 | 7 | TB3  TB3 | F/Time  P/Time (Yr 2) |
| Professional Placement (Design) | WP7001 | 120 | 7 | TB1,TB2,TB3 (Yr 2) |  |

Students exiting the programme with 60 level 7 credits are eligible for the award of PgCert in Graphic Design.

Students exiting the programme with 120 level 7 credits are eligible for the award of PgDip in Graphic Design.

1. **Principles of Teaching, Learning and Assessment**

**Ideology and position**

MA Graphic Design programme at Kingston School of Art takes a practice-based research-orientated approach to anticipating the future potential and practice of graphic design. The course will challenge current assumptions about the designer; as a researcher, facilitator, producer, artist, storyteller, teacher, author, entrepreneur, provocateur, leader, and agent of change. We are ambitious for our students and invested in pushing the boundaries of the discipline through socially and ecologically responsible thinking and making in a discursive studio culture. The course is concerned with how design instigates or responds to changes in local and global contexts, fostering new directions and techno-social networks through practice. We will investigate, analyse, and reposition the graphic designer’s relationship with new users or audiences through inventive utilisation of design tools, media and materials. Risk, play, and experimentation are valued within and alongside a rigorous academic framework. We embrace *process* as a mode of meaning-making in a dynamic studio-based culture to generate new modalities of knowledge for local and global audiences.

The diverse positions, cultural knowledge, histories, and experiences our students bring to the course are integral to our key aim of nurturing hybrid, individual and/or collective practices. in a. Co-learning, co-creating, critical discourse, and collaboration are integrated modes of the curriculum delivery, enabling students to engage with a multiplicity of positions, research partners, and bodies of design knowledge. In the process of reconfiguring design’s roles and responsibilities we will equip students with the Future Skills needed to thrive in an age of uncertainty.

**Course Structure**

Modules are accumulative and constructively aligned to ensure that students are able to make intellectual and productive links between graphic design practice, critical pedagogy, and real-world scenarios in a synthesis of thinking and making. Pragmatic and technical skills are integrated into a holistic programme that responds to the needs and interests of each student, helping to build confidence, autonomy, individual and collective resilience. These skills are progressively built through a range of pedagogic approaches including; projects, studio-based workshops, teamwork, study groups, community collaboration, co-creation, and peer-led learning in a convivial community of practice.

Research groups – named Platform spaces on MA Graphic Design – will be co-created with each new cohort of students to provide a broad scope of shared resources and new modalities of knowledge. The Platform themes and aims will be identified by students and formulated with tutors in Teaching Block 1 as catalysts for new ways of *positioning* and *thinking* about design practice. Constructive critical debates, lectures, and workshops facilitate this inclusive, future-facing, and convivial process. In Teaching Block 3 the Platform structure will support and substantiate each student’s future research and career aspirations in the context of the Extended Research Project For Graphic Design. Platforms are adaptable and responsive to topical issues and emerging student interests in relation to contemporary graphic design practices including; social justice, power and representation, the ethics of information, radical pedagogies, climate politics, human-computer communication.

**Responsible Practice**

Contemporary graphic design is ideally placed to address the interconnectedness, interdependence, and intersectionality of socio-cultural, economic, ecological and political issues in a rapidly changing world, and to forge more responsible links between these spaces. We embed the United Nations Sustainable Development Goals into the course philosophy, projects and processes. Through studio-based critical discourse, subject specific talks, and experimental design practice, students will be equipped to confidently articulate empathic and innovative outcomes in the public domain. Through teamwork, community engagement and a more circular approach to design thinking students will test new ways of thinking and making, building resilience and adaptability in the process. The course strongly supports the development of sustainable ways of responding to existing and emerging issues linking critical and sustainable thinking directly to employability.

**Future Work, Practice and Professions**

This course builds upon the notion that the best jobs/careers in the creative industries do not yet exist, that they are discovered and built from future-facing individual and/or collective creative ambitions. The programme of study encourages students to anticipate future developments in design research, study, and careers by developing a personal and critical approach to the Extended Research Project. This programme will equip students with the skills and attributes to thrive in local and global professional contexts shaped by rapid social, economic, environmental, and technological change. Play and experimentation with the visual and material tools of design are seen as key to developing an individual and/or collective practice at an advanced level. Students are encouraged to build upon existing craft and technical abilities through a process of discovery and invention. The programme is designed to nurture creative and innovative practitioners who are equipped with the transferable skills that will enable students to exploit the diverse opportunities that emerge from MA Graphic Design. The programme utilises the extensive alumni network in the UK and beyond to help map out routes for students in relation to employment, practice and further study.

The course is aligned with SHAPE (Social Sciences, Humanities and the Arts for People and the Economy) – a collective name for social sciences, humanities, and the arts, developed by the British Academy as a tool to communicate these subjects as a ‘powerful and inclusive way to inform, illustrate and inspire people about the value of understanding our human world’. SHAPE research and skills are particularly valuable to the workplace both now and in the future; they are vital to our health, prosperity and wellbeing and will help us tackle global challenges.

A distinctive feature of MA Graphic Design at Kingston School of Art is its close affiliation with a broad range of subjects and disciplines, both inside and outside of creative practice, due to its position within the wider Kingston University learning community. Students can work across disciplinary boundaries and local communities by participating in interdisciplinary projects within the shared *Future Directions* module.

**Learning and Teaching**

Through tutorials, field trips, lectures from design industry professionals, collaborative research exchanges, seminars, workshops and self-initiated research projects students will gain the technical skills, critical tools, knowledge and confidence needed to contribute to the development of the discipline and industry.

MA Graphic Design takes a dialogic and discursive approach to teaching and learning. We recognise that many of our students are not accustomed to verbal presentations or have English as a second language and so we offer alternative modes of dialogic assessment such as pre-filmed and/or online presentations and discussion with tutors. Students’ confidence with dialogic assessment is built through practice in small groups and formative assessment. There is an emphasis on independent, peer-led, and self-directed learning at Masters Level where students are given autonomy to develop a practice that supports their aspirations and ambitions. Skills in critical reflection and analysis provide students with the tools necessary to make decisions about their practice and learning trajectory. Students are provided with the opportunity to initiate, propose, and realise an Extended Design Research Project (Capstone Project), through any media, that is ambitious in scale and scope.

Students are introduced to critical design theory to enable them to position their practice within contemporary and historical design principles, practices, and epistemologies, and in turn to challenge norms and assumptions. We look beyond dominant models of knowledge production to understand new and emerging critical discourses using sustainable, inclusive, socio-political, and postcolonial methods and theories and applying these to a student's individual development as a critical practitioner.

Students will communicate across boundaries working in interdisciplinary environments with hybrid ways of making and thinking drawn from different disciplines; asking questions about who we should be communicating with and by what means. Real-world scenarios will be examined through collaborative projects that situate students’ creative practice within the contemporary paradigms of precarity and uncertainty, addressing issues such as climate literacy and the future of work, and establishing contexts for practice within the cultural and creative industries and beyond. These projects present students as agents of change, able to act ‘in the world’ to make a positive difference.

Research Methods: Deep research is fundamental to the curriculum and integral to the profession and practice of graphic design and is approached as a process of *thinking through making* that draws upon a range of multidisciplinary tools and techniques. Students will be asked to examine their own experiences and creative practice in individual and collective contexts, identifying existing research methods and unconventional sources of knowledge. Primary and secondary research methods are introduced and supported, and practical making is foregrounded as a means of knowledge production. New research methods will be introduced and tested in projects and workshops to expand on the scope and nature of research techniques employed in design. Our definition of research is shaped by Christopher Frayling's (1993) seminal paper [Research in Art and Design](https://researchonline.rca.ac.uk/384/3/frayling_research_in_art_and_design_1993.pdf) 'into, through, and for' and is distinct to creative practice.

Theory: MA Graphic Design examines how theory substantiates a deeper and more critical understanding of design debates, histories, and future practices in a process of expanding each student’s design knowledge. In this way the ideas that underpin visual communication can be drawn from more diverse sources that are sustainable, empathic, and inclusive, representing a more responsible approach to design. Students are introduced to critical design as a means of thinking through making that will enable them to expand on commonly held notions of graphic design from a more informed position by challenging dominant aesthetics, methods, and conventions. Close readings of critical texts with tutors and peers in the studio help to build confidence in exploring theory as a mode of analysing and reflecting on design’s place in the world – through interpretation, translation, or re-reading – and each student’s place in the field of design. Students will use this knowledge to inform the development of hybrid, individual and/or collective practices.

**Inclusive Curriculum**

The programme has been designed using the Kingston University Inclusive Curriculum Framework principles. An inclusive curriculum recognises that our students bring with them a diverse set of learning styles, educational experience, and cultural capital, as well as differing levels of confidence and self-esteem. An inclusive curriculum understands that this diversity is a key strength which provides learning opportunities for all our students and staff. It places the student at the heart of the learning process, recognising that inclusivity does not mean treating everyone the same. MA Graphic Design embraces this approach through a peer-led learning, collaborative approach to design production and discussion groups and seminars.

Students will benefit from a variety of different learning and teaching approaches including brief-led project work, workshops that encourage creative experimentation and individual critical reflection. By providing opportunities for students to co-create the curriculum, their individual cultural and contextual community knowledge is valued. An elective range of assessment strategies and methods allows students to take responsibility for their own learning. Reading and resources lists include a diverse range of voices with the distinct aim to support our decolonising agenda and include books, films, fiction, articles and websites to support different learning styles. Invited Industry speakers from diverse cultural and social backgrounds reflect the current diversity of students, as well as the contemporary Graphic Design industry in a range of geographical locations.

**Studio Culture**

The studio is both a physical environment and a design education ethos. The studio provides a readily available environment for peer-to-peer learning and collaboration, whilst also accommodating 1:1 student-tutor contact and individual learning. Supportive communities of practice develop through immersive studio working and the opportunity for informal dialogue. The close proximity of studios to campus workshops provides accessible spaces for testing ideas, and a material extension to critical thinking. Kingston School of Art has an established an ethos of *Thinking Through Making*, underpinned by a policy that supports equal access for all students to the 2D and 3D workshops. Students are encouraged to explore new and unfamiliar processes and techniques and use these to experiment and innovate within their own disciplines and individual creative practices.

**Learning and Teaching Activities**

The delivery of modules will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, projects, briefings, study visits, peer learning, independent learning and study skills.

Lectures- A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

Seminars - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

Reviews - On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group reviews can take place in studio: teaching/work space, or, if appropriate, the work to be discussed might be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Reviews also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback but will indirectly learn by means of the discussion centred upon the work of other members of the group.

Tutorials – These are opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feedforward on work in progress.

Demonstration - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the ‘subject’ and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

Study Visits - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums, to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students’ learning experience as they provide the opportunity to see examples of design and industry in multiple ‘real life’ contexts.

Projects - The term ‘project’ is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time which is agreed between the individual student and a member of the academic staff.

Capstone Project - A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student’s academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

Briefing - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.

Peer Learning – This is a vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group reviews and seminars.

Independent Study - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student’s individual choice of career.

The VLE (Virtual Learning Environment) Canvas is an online environment designed to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, school and faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Design School. Additionally, the VLE – Canvas – is used to enhance communication, a sense of community and inter-course discussion and debate.

LinkedIn Learning – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

Work Placement – the integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

**Assessment and Feedback**

Programme and Module Learning Outcomes have been developed to reflect the four key fields of learning and teaching within art and design as well as referencing the incremental development of a creative project. The four fields are as follows:

* Research and Analysis
* Experimentation and Practice
* Communication and Presentation
* Personal and Professional Development.

Each module has 4 learning outcomes with each referencing one of the 4 fields of learning and teaching. The three categories of Programme Learning Outcomes (Knowledge and Understanding, Intellectual skills and Subject Practical Skills) have been cross-referenced with these 4 fields to create a matrix. This supports clarity and ensures that students can clearly identify how the learning within modules builds as they progress through the course in order to achieve the programme learning outcomes.

Students will receive feedback from a variety of sources and in differing formats: tutorials, group discussions, reviews, peer and self-assessments and written formative and summative assessment feedback. Feedback on assessment is an essential part of the learning process. It involves tutors providing informative, developmental, and supportive guidance in relation to the learning outcomes. Students are also responsible for engaging with that feedback to improve skills and performance. A formal formative assessment at a mid-point in each teaching block provides feedback and a grade that is indicative of the student’s progress so far and should be used to help identify strengths and areas for improvement.

At the end of each module the student will have a final review where they present to their peers and tutors (testing work on an audience) and gain verbal feedback. They will also be asked to submit project work for summative assessment. We recognise the inseparability of the maker and their work and therefore take a dialogic approach to summative assessment. A 1:1 student-led presentation of assessable work is followed by a constructive and open discussion between tutor/assessor and student, structured around the assessment rubric. Feedback is discussed, and written feedback documented, and a mark is agreed upon. Students will be supported to develop presentation, oratory, and self-advocacy skills.

A range of assessment methods are used across the modules (e.g. portfolios, practical outcomes and oral and visual presentations) including opportunities to demonstrate learning from group projects that support and enable alternative, individual and/or collective approaches to learning.

**Graduate Attributes**

Our graduates have the necessary personal and professional attributes to thrive and make a difference in a rapidly changing international context for the Graphic Design industry. The curriculum is designed to support students in developing attributes such as problem solving, reasoning, and emotional intelligence. Through Graphic Design projects students' individual creativity and imagination are developed to enable them to have original ideas and find creative solutions. Group work and collaboration, fundamental to contemporary Graphic Design practice, foster professional skills in effective team working, building networks and project leadership. Independence and autonomy nurtured so that our graduates are collectively resilient and understand the importance of life-long learning. Our graduates are influential in their field, by using their knowledge and skills to practice professionally at an advanced level and their commitment to positively tackle global, commercial and societal challenges.

1. **Support for Students and their Learning**

Students are supported by:

**Personal Tutor Scheme**

The Personal Tutor Scheme (PTS) is embedded in the course and delivered within the Presentation: Future Directions module, with every student allocated a personal tutor when they enrol. The personal tutor is distinct from tutors who teach within the modules and technical support tutors.

The Aims of the Personal Tutor Scheme:

* To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
* To provide a holistic overview and guidance for individual study and the development of personal practice.
* To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
* To help to develop a student’s ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme:

* Personal Tutors will be allocated at the beginning of the academic year.
* The introductory welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key stages in the academic year.
* Students will keep the same personal tutor throughout their year of study.
* One-to-one meetings will vary in length depending on the profile and needs of individual students.

Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

* To help students to make the transition to postgraduate level study and understand how to use feedback and feed forward on the course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive
* To encourage students to become part of a wider disciplinary and/or professional community
* To help students to prepare for the dynamics of supervision

**Student Support**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* An academic team who provides support in the studio and through regular weekly drop-in ‘office hours’.
* A Personal Tutor to provide academic support and refers students to other support within the university as and when needed
* A Placement Tutor to give general advice on placements
* Technical support when working within the KSA workshops
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Student Voice Committee
* Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials. Curated sections support students within each module.
* A substantial Academic Success Centre that provides academic skills support for undergraduate and postgraduate students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Disabled student support
* The Union of Kingston Students
* The Careers and Employability Services (CES) provides support for students at every stage of their career planning. They support faculties & programmes with specific activities built within the curriculum to scaffold the development of professional attributes, transferable skills, and commercial awareness, combined with co- and extra-curricular support available to all students. Beyond graduation they continue to offer services to graduates as part of their Graduate Support Package which entitles graduates 2 years of support, resources, and activities beyond graduation to support students’ successful transition into their professional lives.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

1. **Employability and work-based learning**

Holistic personal and professional development is a key aspect of MA Graphic Design. Project-based learning and live briefs in the curriculum support the development of the [Future Skills](https://www.kingston.ac.uk/aboutkingstonuniversity/future-skills/). Through collaborations with Careers and Employability all students have access to additional resources to support their development both within and outside teaching hours. All students have access to Career Zone, Handshake, and LinkedIn Learning during their studies, as well as the opportunity to book individual support from dedicated Careers Advisors. Resources and support available spans a wide range of professional ambitions to support students wishing to enter industry, freelance, pursue a non-linear career, develop a portfolio career, and more.

Should students wish to undertake a professional placement year, additional resources will be available to support them in securing an appropriate placement. Sourcing and applying for placement(s) equips students for a competitive job application process. The experience of the work placement period enables students to apply their learning in a professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**Work-based learning, including sandwich courses and higher or degree apprenticeships**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

1. **Other sources of information that you may wish to consult**

QAA Master’s Degree Characteristics 2015

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

Course pages on the Kingston University website:

[MA Graphic Design](https://www.kingston.ac.uk/postgraduate/courses/graphic-design-ma/)

1. **Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses, and a checklist for quality assurance purposes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | | **Level 7** | | | | | |
| Studio: Critical Making Through Graphic Design DE7607 | Reading: Critical Positions IA7002 | Studio: Graphic Design Future Practices DE7608 | Presentation: Future Directions IA7003 | Studio: Extended Research Project For  Graphic Design DE7609 | Professional Placement WP7001 |
| **Knowledge & Understanding** | A1 |  | l |  | l |  |  |
| A2 |  | l |  | l |  |  |
| A3 |  | l |  |  |  | l |
| A4 |  | l | l |  |  | l |
| **Intellectual Skills** | B1 |  |  | l |  | l |  |
| B2 | l |  |  |  |  |  |
| B3 | l |  |  | l |  | l |
| B4 | l |  |  |  |  | l |
| **Practical Skills** | C1 | l |  |  |  |  |  |
| C2 |  |  | l |  | l |  |
| C3 |  |  | l |  | l |  |
| C4 |  |  |  | l | l | l |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**