

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body Professional, Statutory or Regulatory Body (PSRB)	University of the Arts London (UAL)
Teaching Institution	Central Saint Martins
Final Award	MA Graphic Communication Design
Length of Course	Extended Full-Time (EFT): 2 years
UCAS code	n/a
Date of production/revision	August 2017

This section is available to provide any introductory information on the course. It might include explanation of the position of courses which form a named pathway within an 'umbrella' programme.

MA Graphic Communication Design at Central Saint Martins pursues a direct and in-depth connection between the 'applied arts' tradition of graphic design and a critical and creative approach to communication. A carrier signal, in any form of communication, is the baseline flow of information. It is continuously modulated to encode and transmit messages. It refigures meaning. If music can be understood as a carrier signal for the twentieth century, both expressing and amplifying successive waves of cultural change, then graphic and communication design are revealing themselves to be the carrier signals of the twenty-first.

Graphic communication design, as a subject of study, entails cultivating an aware and considered stance towards visual and other media. In graphic communication design practice, this stance is activated as an approach to challenging and reconfiguring culture. The goal of the course is to engage the tools of graphic design in experimentation with the basic forms by which knowledge is constituted

and mobilised. Through this course, you will be challenged to simultaneously develop critical positions, through and about graphic communication design, and claim new forms for them to be enacted and deployed. Rather than presuming narrow definitions of graphic or communication design, the course aims to provide you with the tools to situate and develop your individual practice in active dialogue with an expanded and evolving field.

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to:

- develop your capacity to intervene creatively, intellectually, and purposefully in contemporary visual media and/or other forms of communication;
- prepare you for a productive and meaningful life as a graphic communication designer, which could include professional practice or progress to research degree registration;
- provide you with a challenging, supportive and inclusive environment for teaching and learning and the development of your work

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

As a consequence of satisfactorily completing this course it is expected you will be able to:

Outcome:	use visual and/or other media associated with graphic communication design purposefully and deftly
Outcome:	integrate design based and academic approaches to knowledge – its form, production and circulation

Outcome:	effectively communicate, through and about your work, with one or more publics or audiences
Outcome:	initiate or activate networks of people, organisations, materials, environments, technologies and/or information
Outcome:	frame your work in relation to an awareness of broader socio-economic, ethical, and political environments

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

- Staff led briefs;
- Externally set briefs;
- Negotiated briefs;
- Lectures;
- Workshops;
- Tutorials;
- Discussions and critiques;
- Tutor-led, peer and self-assessment

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1,800 hours over 60 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

Percentage of time spent in timetabled learning and teaching – 26%.

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

The course is credit-rated at 180 credits and comprises three assessed units. Summative assessment is conducted for each unit. All units must be passed in order to achieve the MA but the classification of the award of MA is derived from the mark for Unit 3 only.

As indicated on the course diagram, each unit of study on MAGCD includes a mid-unit formative assessment at which point you will be assigned an indicative mark and, toward the end of the unit, a summative assessment at which point you are assigned a final mark for the unit. The specific method of assessment varies through each unit according to the nature of the submitted coursework.

All assessments on MAGCD are conducted holistically. In holistic assessment you may be asked to submit one or more pieces of work, but your tutors will look at all your work for the unit and make a single judgment about your performance against the University's marking criteria. You will receive a single grade and a single feedback form.

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- FHEQ level 7 Descriptor;
- Art and Design Benchmark Statement

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

Unit 1 Graphic Communication Design as Research

Credits: 60

Learning hours per week: 30

Types of Learning: Staff led briefs; Externally set briefs; Negotiated briefs; Lectures; Workshops; Tutorials; Discussions and critiques; Tutor-led, peer and self-assessment

Unit 2 Situated Practice in Graphic Communication Design

Credits: 60

Learning hours per week: 30

Types of Learning: Negotiated briefs; Lectures; Workshops; Tutorials; Discussions and critiques; Tutor-led, peer and self-assessment

Unit 3 Graphic Communication Design Project

Credits: 60

Learning hours per week: 30

Types of Learning: Negotiated briefs; Lectures; Workshops; Tutorials; Discussions and critiques; Tutor-led, peer and self-assessment

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

- Transforms the traditional practices, tools, and contexts of graphic design through a research-based engagement with contemporary culture and media;
- Hybridises studio-based and conventional academic approaches to the production, form, and circulation of knowledge;

- Engages with social and political issues and positions graphic communication design as a potent agent of change;
- Contextualises and experiments with media specific specialisms, such as illustration and book design, without prescription or presumption;
- Offers multiple entry routes and subject backgrounds which place a diversity of prior student and staff experiences into dialogue with one another;
- Facilitates a highly internationalised student and staff community;
- Takes a pro-active and reconstructed approach to employability, institutions and industry through embedded and optional extra-curricular 'live' client projects;
- Provides independent and negotiated access to a diverse range of workshops.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

- Creative intelligence and aesthetic sensitivity demonstrated by design portfolio;
- Flexibility, self-awareness and ability to think critically;
- Written and verbal communication skills;
- Awareness and understanding of the field;
- Personal vision and a sense of purpose;
- Relevant previous experience;

- Alignment of personal aims and objectives to the course.

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

- A relevant Honours degree or an equivalent academic qualification;
- English language requirement for entry is IELTS 6.5 with a minimum of 5.5 in any one paper, or equivalent (as determined by the university). Given, the increasing importance of language on the course, through revalidation, we would like to consider whether it would be feasible to raise to 7 with a minimum of 6.

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

See below

YEAR 1	AUTUMN	UNIT 1 GRAPHIC COMMUNICATION DESIGN AS RESEARCH 60 credits (20 weeks)	SPRING	SUMMER	UNIT 2 SITUATED PRACTICE IN GRAPHIC COMMUNICATION DESIGN 60 credits (20 weeks)
		Investigate (staff initiated brief) Formulate (staff initiated brief) Present (staff initiated brief) Associate (externally initiated brief) Elaborate (negotiated brief)			Iterate (negotiated brief) Position (negotiated brief) Publish (negotiated brief)
		UNIT 1: Formative Assessment		UNIT 1: Summative Assessment	UNIT 2: Formative Assessment
YEAR 2	AUTUMN	UNIT 2 (CONT'D)	SPRING	SUMMER	UNIT 3 GRAPHIC COMMUNICATION DESIGN PROJECT 60 credits (20 weeks)
			Realise (negotiated brief) Exhibit (negotiated brief)		
		UNIT 2: Summative Assessment		UNIT 3: Formative Assessment	UNIT 3: Summative Assessment