

PROGRAMME SPECIFICATION for the award of

BA (Honours) Graphic Design

Managed by the Faculty of Technology Design and Environment

delivered by Department/School of Arts

Date approved:	July 2018
Applies to students commencing study in:	September 2019

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus
Language of study:	English
Final award/s:	BA (Hons)
Programme title:	Graphic Design
Interim exit awards and award titles available:	Cert HE, Diploma in Higher Education (Graphic Design), Diploma in Higher Education, BA (Ordinary)
Brookes course code:	BAH-GRD
UCAS code:	
JACS code:	W210
HECoS code:	100061
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (full-time) Face to face/on-campus (part-time)
Duration of study:	FT: three years (expected), eight years (maximum, subject to Visa restrictions) PT: Six years (expected), eight years (maximum, subject to Visa restrictions)
Subject benchmark statement/s which apply to the programme:	QAA Art and Design Subject Benchmark statement 2017 http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf
Professional accreditation attached to the programme:	N/A
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

The BA (Hons) in Graphic Design has been designed to develop independent, critically alert and contextually astute design thinkers, able to analyse and interrogate design practices and visual cultures in relationship to wider social, political and theoretical debates. From creative artisan workshops exploring making, through to the latest technology and software, students will develop the technical skills and creative confidence to be innovative thinkers through a broad variety of medias and practices. Students will evolve into intelligent, original and commercially compelling graphic designers with a world view of social consciousness, ethics and sustainability.

Students will establish themselves as reflexive and socially responsible design practitioners, able to communicate and collaborate effectively and professionally. This will be with the support of an experienced teaching team who will provide a supportive learning context that is highly professional and industrially connected. The education of agile and reflective graphic designers, well placed to author their own careers in an evolving, interdisciplinary sector is at the forefront of the School ethos.

From the outset, the work students produce is project-led and practice-based, working within a studio environment that emulates industry methods and exposes the student to the creative challenges and pressures of the professional world. The curriculum is enhanced by visiting professionals from the creative industries, industrially recognised competitions and live projects with external clients. Employability skills required to work effectively in the creative industries are embedded throughout the programme using the University's Graduate attributes which are mapped against the programme outcomes.

The course is delivered through a varied mix of practical workshops, technical demonstrations and studio practice balanced with lectures, seminars and presentations to ensure an inclusive approach to learning.

Studio spaces and technical resources have been designed to provide a professional working environment which mirrors industry practice and fosters collaboration and communication as key aspects to an emerging designer's toolkit.

The course is designed specifically to meet the learning outcomes of the QAA Subject Benchmark Statements:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

For staff profiles please refer to the School of Arts staff profile pages on the university website.

Graphic Design is an expansive discipline encompassing a wide range of approaches and practices. The discipline has a rich and diverse history with the role of the practitioner changing significantly in recent years. Graduates are now engaged in a diverse range of activities and roles and increasingly work across disciplines throughout their careers. The knowledge and processes of design can be applied to many different disciplines as design becomes recognised as a significant solution to global challenges and as a consequence, flexible innovative designers are highly employable.

2.1 Programme outline

Level 4

Level Four offers students an introduction to the theories, practices and processes associated with the discipline of Graphic Design, providing an introductory toolkit for students to use throughout the programme. It also develops key strategies and habits for lifelong successful study and fosters qualities and behaviours that contribute to sustaining a career in the creative industries.

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In semester one, the key themes demonstrate the relationship between theory and practice. They complement and inform each other, seeking to foster an understanding of the importance of theoretical and contextual frameworks in order to inform practical work. One of the most vital skills you will learn on the programme starts in semester one in Strategies and Techniques. How to get ideas and how to develop them imaginatively is the skill of creativity, a skill greatly sought after in the world of work. In semester two, students have the opportunity to apply some of the languages and processes taught in semester one as a team. Collaborative team working is introduced in the Design Process module as another key element of the course, designers rarely work alone and working together to generate and develop ideas is another fundamental skill.

Key module themes:

- Basic research methods, critical analysis and reflection (**Critical thinking**)
- Fundamental languages of Graphic Design (**Design Practice**)
- Generating ideas and developing concepts (**Design Process**)

Level 5

Level five focuses on personal exploration, application and developing the personal voice. Students move onto an intermediate level where risk taking is encouraged, established languages and processes are challenged and disrupted and innovative and imaginative solutions are created. Critical thinking explores theories that have had an impact on society and further supports students with advanced research skills. Students are encouraged to seek out their individual interests and lines of enquiry in the two larger integrated modules (Design Practice) whilst balancing academic rigour with the openness and generosity required for teamwork in design in the other compulsory modules.

The optional modules are designed to further facilitate a deep individualised learning. Students will receive academic guidance on their choices for semester one at the end of level four.

Key themes:

- Exploring a range of issues, debates and theories (**Critical Thinking**)
- Undertake research and further explore processes and applications through studio based projects (**Design Practice: Integrated 1 and 2**)
- A range of optional modules to allow for more specific development of interests within the discipline (**Design Practice - Optional modules**)
- Design and Society respond to an issue that affects society at a global, national or local level in a team (**Design Process**)

Level 6

The final stage allows students to consolidate their practice and prepare for either employment, self-employment or further study. The modules continue to facilitate maximum personal growth whilst honing outward facing skills and attributes allowing students to promote themselves as Graphic Designers. Creativity, critical thinking and complex problem solving are transferable skills that cross disciplines and significantly contribute to employability and are embedded at a greater depth. Teamwork continues and students are encouraged to develop projects based on their own career planning.

Key themes:

- Create a self-promotional branding package utilising a range of platforms and business and career planning techniques to prepare for employment, self - employment or post - graduate study (**Entrepreneurial practice**)
- Respond to live and competition briefs individually or collaboratively enhance your professional portfolio (**Collaboration**)(**Professional Practice**)
- A final practical project combines a written research project and range of practical portfolio outcomes that allow students to assert their own creative and academic voice.
(**Final Negotiated Project**)

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

LO1	Demonstrate an in depth understanding of graphic design in context – historical precedents, current methods and future possibilities.
LO2	Demonstrate the ability to adopt and apply purposeful thinking strategies effectively, appropriate research methodologies and an understanding of materials in response to complex communication problems.
LO3	Demonstrate the ability to articulate ideas visually and verbally, understanding the requirements and conventions implied by differing contexts and audiences.

3.2 RESEARCH LITERACY

LO4	Apply insights into visual culture and design processes to the critical analysis of graphic design practice, and to informed engagement with visual communication challenges.
LO5	Demonstrate a critically informed understanding of how graphic design works in cultural and commercial contexts, to enable an innovative and disruptive approach to practice.
LO6	Demonstrate an ability to identify, evaluate and employ a broad range of sources and research methods for academic enquiry to support creative practice.

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

LO7	Demonstrate the ability to manage workflow in response to deadlines and the requirements of different processes and methods.
LO8	Demonstrate a critical and emotional understanding of your character and behaviours and their relationship to career planning and personal employability.
LO9	Demonstrate an ability to critically analyse and evaluate your own and others practice in order to adapt and respond to an evolving professional landscape.

3.4 DIGITAL AND INFORMATION LITERACY

LO10	Demonstrate effective use of digital and information technologies in meeting academic and professional standards and in communicating to diverse audiences.
LO11	Demonstrate a high level of digital literacy required to adapt, anticipate and innovate in the context of the rapidly evolving creative industries.

3.5 ACTIVE CITIZENSHIP

LO12	Use communication skills to discuss the value and impacts of design in local, national and international contexts and with diverse audiences.
LO13	Develop an understanding of the economical, sustainable, social, ethical and professional responsibilities necessary to work in multicultural societies and across cultures.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
GDES4001	Critical Thinking: Research skills & methods	15	4	Compulsory	100:0
GDES4002	Design Practice: Principles	30	4	Compulsory	100:0
GDES4003	Design Process: Strategies & Techniques	15	4	Compulsory	100:0
GDES4004	Critical Thinking: Theory & Practice	15	4	Compulsory	100:0
GDES4005	Design Process: Context, Communication and Audience	15	4	Compulsory	100:0
GDES4006	Design Practice: Application	30	4	Compulsory	100:0
GDES5001	Critical Thinking: Design & Society	15	5	Compulsory	100:0
GDES5002	Design Practice: Integrated Projects 1	30	5	Compulsory	100:0
GDES5003	Design Practice: Illustration	15	5	Optional	100:0
GDES5004	Design Practice: Branding & Identity	15	5	Optional	100:0
GDES5005	Design Process: Issues, Ethics and Social Responsibility	15	5	Compulsory	100:0
GDES5006	Design Practice: Integrated Projects 2	30	5	Compulsory	100:0
GDES5007	Design Practice: Information Graphics	15	5	Optional	100:0
GDES5008	Design Practice: Motion Graphics	15	5	Optional	100:0
GDES6001	Final Negotiated Practice	60	6	Compulsory	100:0
GDES6002	Collaboration	15	6	Compulsory	100:0
GDES6003	Entrepreneurial Practice	30	6	Compulsory	100:0
GDES6004	Professional Practice	15	6	Compulsory	100:0

4.2 PROGRESSION AND AWARD REQUIREMENTS

Indicate any specific requirements for progression and awards in respect of the modules that must be passed, including any requirements that must be met to qualify for interim exit awards:

- For the BA Hons Graphic Design students must accrue 360 credits overall.
- For the BA Ordinary Degree students must accrue 120 credits in year 1 (Level 4) and 120 credits in year 2 (level 5) plus 60 credits in year 3 (level 6), accruing 300 credits in total. The compulsory modules are: Critical Thinking: Design and Society, Design Practice: Integrated Project 1 & 2, Design Process: Issues, Ethics & Responsibility.
- For the Diploma of Higher Education students are required to accrue 120 credits in year 1 (level 4) and 120 credits in year 2 (level 5) gaining a total of 240 credits in total.
- For the Diploma of Higher Education (Graphic Design) students are required to complete 240 total credits of which 90 credits must be level 5 or above Compulsory modules: Critical Thinking: Design and Society, Design Practice: Integrated Project 1 & 2, Design Process: Issues, Ethics & Responsibility.

- For the Certificate of Higher education students have to complete 120 credits at least 90 of which must be at Level 4.

SECTION 5: TEACHING AND ASSESSMENT

The overall aim of the teaching, learning and assessment strategy is to engage students in a range of creative methods, to generate imaginative and innovative responses to problems, to encourage critical analysis and evaluation and to consolidate both practical making skills with theoretical perspectives.

The programme favours active learning approaches such as practical, seminar and collaborative enterprises, discussions and problem-solving activities rather than a more transmission-based approach focused on lectures and note-taking (although this method is also used for relevant modules). Within this overarching approach contact time is focussed on face-to-face delivery with lecturers, visiting lecturers, artists and designers as well as technical specialists and specialist support staff in Careers.

The programme's teaching, learning and assessment methods are in line with University's Strategy for Enhancing the Students' Experience and are appropriate to Art & Design. Learning is assessed entirely through coursework. The following are used throughout the programme to enable learning outcomes to be achieved and demonstrated:

Lectures: Develop students' knowledge and understanding of the contexts, issues and content of a module. These often happen at the start of a module where module expectations are set out. Critical modules use lectures most regularly where students are expected to prepare in advance with pre-reading, listen, actively participate and make notes.

Seminars: A seminar often follows a lecture although not exclusively. The seminar is an opportunity to discuss and debate ideas and contexts introduced by a lecture or aspect of the programme.

Group Tutorials: are an opportunity to clarify expectations throughout the modules and projects undertaken and also to support students' personal and career development and transferable skills such as self-management. This is often when several students are at a similar point in the process and it is valuable to share knowledge

Group Critiques: This usually happens in conjunction with a formative or summative assessment point where the focus is to receive feedback on the quality of work in order to progress a project or practice in general.

Formative assessment: takes place during the module and is used to provide ongoing feedback in order to identify student's strengths and weaknesses and target areas that need development. This is provided in written or verbal forms.

Summative assessment: takes place at the end of a module and is designed to evaluate learning achieved.

Peer assessment: takes place during the module and is designed to encourage students to engage with learning outcomes specific to individual modules and apply them to the work of others. It is an opportunity to put into practice knowledge of the assessment criteria against the work of fellow students and to become more engaged with the assessment process. Peer assessment will not contribute to final module grades rather it contributes to a student's understanding of learning

outcomes and encourages students to make informed and objective judgments of others practice in a supportive environment.

Self-assessment: takes place during the module and is designed to encourage students to engage with learning outcomes specific to individual modules and apply them to their own work. It is an opportunity to engage with learning outcomes and assessment criteria and to identify personal strengths and weaknesses. Self-assessment will not contribute to final module grades rather it encourages students to reflect on the extent of their learning achieved against module learning outcomes.

Reflection and Evaluation: students are asked to reflect on peer and tutor feedback, to evaluate both their work and their learning, to locate their practice in relation to other designers, key debates and to engage with the theoretical contexts for their work in order to develop communication skills and foster active citizenship and personal literacy.

Independent study: is supported through tutorials, feedback and seminars. Students employ taught creative strategies, research methods and academic skills for generating, developing and making their own creative work and producing coursework essays, articles or blogs.

Working in groups: enables students to examine and discuss issues to develop their critical self-awareness and personal literacy, to practice generosity, patience and leadership.

Collaborative projects: improve confidence to take risks, to adapt and respond to other people and circumstance to benefit the student's own professional and personal development and as a consequence employability.

Virtual Learning Environment: The course has a Moodle site that links to many other resources including the workshop booking system, e-submission and e-feedback through Turnitin, access to Lynda.com for on-line software tutorials and all the university resources.

Presentations: an opportunity to contextualise practice and demonstrate knowledge. It also equips students with appropriate Digital literacy skills, improves confidence and resilience.

Negotiated projects: to develop an ability to work independently and to manage effective projects.

Technical workshops and demonstrations: The workshop is used as a way of combining a skill based technical demonstration to support studio-based activity. For example, a demonstration of Letterpress would be used in conjunction with a typography exercise. Structured workshop activity is focussed primarily on Level 4 and will gradually decrease as students' studies become more diverse.

Technical demonstrations and induction would be as diverse as the practices within the programme. One main function of such teaching is to ensure the safe use of workshops and processes in the university. The amount and depth of such instruction will vary depending on the module. The aim is also to ensure that all students have a level of technical knowledge and experience which enables them to meet learning outcomes in their chosen discipline.

Students will be encouraged to develop an awareness of current research through lectures, seminars, tutorials and access to international research in the field of Graphic design through library resources at Oxford Brookes University and also through Live projects and interaction with industry visiting lecturers.

The programme is designed to consist of a combination of compulsory and optional modules. The optionality is at Level 5. Modules in Level 5 offer students the opportunity to develop their own

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voice in an increasingly diverse and expanding discipline. They enable a deeper understanding of the conceptual, theoretical and practical skills relating to individual or collaborative design practices. Such a framework has been designed to develop convergent and divergent forms of thinking which are dependent upon the role of imagination and maximise the opportunity to foster innovative learning and generate new knowledge through a range of practices.

The academic, practical and technical elements of the programme are balanced both within individual modules and across the programme structure. Balance of these elements has been deliberately designed into the programme. Students can either develop their skills to sustain a career in the creative industries or pursue further study balancing the specialist Graphic Design skillset with more generalist attributes and behaviours that contribute to employability and academic rigour. The breadth and depth of subject material will support these options as will the balance achieved through the study of core themes alongside, and embedded within, the development of individual and self-motivated practical and written projects.

Assessment and Feedback

An assessment schedule agreed at programme level showing assessment weighting, type and balance across modules is in line with the university Assessment Compact. Students are provided with constructive and timely feedback, through formative and summative assessment opportunities. The programme supports opportunities for self and peer assessment to take place.

Details of the assessment compact can be found at:
www.brookes.ac.uk/aske/brookes--assessment-compact/

The programme's aim regarding assessment is to use assessment to measure student achievement and to promote student learning and engagement. The programme focused assessment strategy has four main objectives:

1. Using Assessment to support student learning through regular formative assessment points
2. Using self and peer assessment to enhance student engagement and ability and to make informed decisions on their work.
3. Enhancing student progression and achievement through effective feedback
4. Ensuring assessment of student learning is valid and reliable and does not unfairly disadvantage any student.

The programme to the university's academic regulations for undergraduate programmes:
www.brookes.ac.uk/regulations/current/specific/b2/

The programme team understands that assessment and feedback are integral parts of study on the course, and a continuous part of the learning process. In order to allow the development of a range of knowledge and skills, various approaches to assessment are used. These include presentations, portfolios of design work, reflective journal/blog, evaluations, written research project, illustrated essay, literature review, process book and sketchbook.

Formative assessments are included at designated points in each module (for example, in seminars, and during presentations and critiques of work in progress and tutorials), ensuring that students receive regular, clear guidance on their work and advice on ways to improve it before they reach a summative assessment point. The feedback and guidance offered by these staged formative assessment and feedback points is especially important in supporting students through the substantial portfolio assessed modules and especially within the 60-credit level 6 module, Final Negotiated Project. The course is assessed through 100% coursework; there are no examinations, since these are not appropriate in assessing the skills that the programme develops.

To successfully complete a module, a student should pass all elements of assessment within each module

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Portfolios of work for assessment

In some modules, portfolios of work for assessment consist of projects that are specified by tutors in module handbooks (more so in Year 1 (level 4)); in others, they are negotiated by students in consultation with their tutors in response to more open-ended project briefs. These become inherent within the modules as the student progress through to Year 3 (level 6) where the expectation is that the student will have authorship over their Final Negotiated Project with support and guidance from their tutor. As the course progresses, and especially in Year 3, the composition of portfolios submitted for assessment varies from student to student according to their developing interests and specialisms.

Group work

Group work is an important part of learning on the course, since professional practice in Graphic Design requires the ability to work in teams as well as individually. Not only is team work professionally important, but it also develops transferable personal attributes such as communication, negotiation and collaboration. Group work is embedded throughout the programme and especially in modules such as Design Process: Context, Communication and Audience, Design Process: Issues (Year 1), Ethics and Social Responsibility (Year 2), and Collaboration (Year 3). However, it is not exclusive to these modules and should students want to work in a group within their project development they can do so with the support of their tutor.

Particularly in the early part of the course, tutors work closely with students to support group work. Workshops and seminars focus on effective team working, establishing ground rules so that all students understand their responsibilities in collaborative working; and explaining the assessment approaches that ensure fair marking in team project assessments. In module Design Process: Context, Communication and Audience, for example, there is a 30% group presentation assessment where students will receive one overall grade, but the remaining 70% of that module is assessed on the individual student contribution and design work.

Tutors closely guide team formation, ensuring that groups are of optimum size and have inclusive, diverse team memberships. Each team member is required to have a clearly-defined role, so that all can make a valuable contribution to the project. Tutors also make sure that the composition of teams change from project to project, so that students have the chance to work with a range of their peers.

Once groups are established, their effective operation is closely monitored by staff in regular smaller group seminars/design meetings that take place throughout the modules. At designated intervals, larger group seminars and workshops provide opportunities for team presentations for formative assessment, feedback and peer reviews; they also offer important instances for individual design teams to communicate with the wider cohort. The tutors work closely with students so that they can help to moderate the effects of team difficulties on student work. These problems in team work can include students' various levels of engagement; their diverse abilities; and stresses that can arise in group relationships. The workshops and seminars/design meetings provide a mechanism that enables tutors to monitor group work closely, identifying and mitigating problems as they arise, and where necessary intervening in team processes so that their outcomes can be optimised.

Failures and resits in group work

Where a student fails a module where group work is assessed, an alternative assessment mode will usually be required for the resit. Appropriate alternatives include, for example, an individual presentation and evaluation of their involvement in the project and the impact their performance had on the group.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

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Prior qualifications necessary for entry to the programme, including English language requirements.

- Foundation Art and Design Diploma - Merit
- 3 A-Levels Typical offer BBC - Ucas tariff points 112
- BTEC Level 3 National Extended Diploma DMM
- UAL Extended Diploma- Merit
- International Baccalaureate 32-36 points
- 5 GCSE Grade C or above

Points may be counted from qualifications equivalent to 3 A-levels only. We strongly recommend that one of your A-level or A-level equivalent subjects is Art, Design, or Design and Technology related.

Brookes welcomes individuals from a wide range of backgrounds and previous educational or professional experiences, including those with nonstandard qualifications. A portfolio of work will always be required for all applicants along with a strong reference.

A foundation Diploma in Art and Design is the preferred route to the course and applicants are encouraged to enrol on a Foundation course if they apply straight from A-level.

Applicants will need to provide a portfolio (as an example but not definitively: sketches, life drawings, paintings, photographs, idea development in sketchbooks and design idea presentation) and normally an interview.

Selected candidates will be invited for an interview. The interviewer will look for evidence of motivation, general creativity and breadth of interest, and will expect to be shown work which demonstrates creative ability of some kind. Any such work may be presented, including art-work where no formal course has been followed.

Candidates who live overseas and cannot attend for interview will be evaluated by portfolio. A digital document or link to e-portfolio with photographs or scanned images of your creative artistic work is preferred. The portfolio should contain a variety of different types of work and should be large enough to give the assessor an idea of the candidate's creative ability.

Please also see the University's [general entry requirements](http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements) (<http://www.brookes.ac.uk/studying-at-brookes/how-to-apply/entry-requirements>).

English language requirements

Please see the University's [standard English language requirements](http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements), available at <http://www.brookes.ac.uk/international/how-to-apply/undergraduate/undergraduate-entry-requirements>.

International and EU applications

Preparation courses for EU students

We offer a range of courses to help students meet the academic and English language entry requirements for their courses and also familiarise them with university life. Find out more about the international foundation pathways we offer and our [pre-sessional English language courses](http://www.brookes.ac.uk/international/english-and-pathway-courses) at <http://www.brookes.ac.uk/international/english-and-pathway-courses>.

Country specific entry requirements

If you are studying outside the UK, for more details about your specific country entry requirements, translated information and local representatives who can help you to apply, please have a look at

our [country specific information pages](http://www.brookes.ac.uk/international/country-information/country-specific-information) (<http://www.brookes.ac.uk/international/country-information/country-specific-information>).

English requirements for visas

If you need a student visa to enter the UK you will need to meet the UK Visas and Immigration minimum language requirements as well as the University's requirements. Find out more about English language requirements at <http://www.brookes.ac.uk/international/how-to-apply/english-language-requirements>.

SECTION 7: PREPARATION FOR EMPLOYMENT

The students are prepared for employment throughout the programme as there is an expectation and facilitated opportunity to engage with 'Live Projects' working with local, national or international companies and charities. These externally facing projects are integral to the programme and students are encouraged to network and source these opportunities as much as possible. In addition, the opportunity to collaborate on projects across the faculty within areas such as BA Design and BA Architecture are also a possibility, as the faculty has a high-profile with live projects in these areas.

The programme provides students with an opportunity to develop their creativity, problem solving skills and collaborative skills as well as academic and research skills. Personal attributes and behaviours are enhanced through the development of personal and critical awareness, a skill highly valued by employers and leading to employment in the creative industries. Students are also encouraged to develop behaviours such as resilience, flexibility and leadership in order to maintain a sustainable career and create employment opportunities for themselves and others.

The School of Art organises a range of visiting speakers available to all programmes within the School who are artists, designers and makers, to underpin learning on the programmes, introduce students to potential contexts for their creative skills and to encourage networking.

Brookes Careers provide assistance for students seeking suitable employment in addition to discipline specific lectures and projects. Students are expected to work on both a live competition and collaborative brief in level 6 which directly interfaces with a 'live' client, either from industry or the public sector. Brookes has an established network with The Oxford University Museums, a world leading resource, and regularly co-create project briefs appropriate for all levels of study.

Throughout the programme 'Active Citizenship' is embedded, highlighting to students the impact design can have on society in all sectors. Students will participate in voluntary projects working with the local community as well as the commercial sector.

Entrepreneurial Practice, in level 6, provides students with an opportunity to brand themselves as freelance designers or entrepreneurs and deepen their understanding of business practice alongside their design practice. Many graphic designers manage freelance careers in addition to regular employment and so this module addresses the need for personal career planning, developing a CV, bookkeeping, creation of a working website, branding and promotion, tax and national insurance requirements, social media as a business tool and identifying their target market.

In addition, there are a range of competitions and opportunities where students produce professional level creative work for exhibition within the University. These include Every Student Published, a competition which offers undergraduates the opportunity to publish work and participate in a conference and our award winning Social Entrepreneurship programme, which is open to undergraduates during their programme and as Alumni. The university also runs an internship programme which includes curation in *The Glass Tank Gallery* which is open to final year graduates following graduation.

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