Course Specification

MA Graphic Design

Course Code: MGRAD

2026/27

leedsbeckett.ac.uk

Award and Title: MA Graphic Design (MGRAD)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at <u>12/2025</u>

General Information

Award	Master of Arts Graphic Design
Contained awards	Post Graduate Diploma Graphic Design Post Graduate Certificate Graphic Design
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: • 12 months (full time, campus based) • 24 months (part time, campus based)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent. Please note that a work placement option is not generally available to PT students.
Location(s) of delivery	The majority of teaching will be at City campus but on occasion may be at Headingley campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk.
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

Professional body

N/A

Timetable

Timetables for Semester 1 will be made available to students during induction week via:
i)   The Student Portal (MyBeckett)
ii)   The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director   Tara Langford

Your course administrator   TBC

Course Overview

Aims

The MA Graphic Design course at Leeds Beckett University is a critically engaged and practice-led exploration of contemporary graphic design. The programme provides a platform for a creative design community to flourish, collaborate, and explore the wide-ranging opportunities in the creative industries.

The course aims to support you as developing designer to explore the multitude of ways in which you can contribute meaningfully to your communities, networks and growing professional opportunities. We centre sustainable practices, social justice principles, and responsible design frameworks to inform our ways of working in the world. We are committed to taking an expanded approach to graphic design, exploring established and emerging forms of practice, and enjoying design's relationship to visual culture and media landscapes in local and global communication contexts.

The course draws upon wide ranging and specialist expertise within a dynamic team of practicing tutors and learning support officers, with a wealth of professional and educational experience. All staff on the course are active practitioners and researchers and are, as such, are engaged with the teaching of the subject, transmitting their enthusiasm and knowledge. The team works closely with the Centre for Learning and Teaching and have participated in recent DEAP conferences.

This diverse knowledge supports the breadth of possible practices within the field of graphic and communication design, including design for print and screen, experiential design, digital/interactive practices, typographic communication, photography, moving image, and animation.

Early exploration into the diverse processes and methodologies supports you to focus your area of interest as the course progresses, consolidating your interests and practice in the final, Expanded Practice module.

The aim of the postgraduate design department at Leeds School of Arts, is to foster and nurture independent creative thinkers. This is to equip graduates with the necessary attributes to respond to the contemporary challenges undertaken by graphic designers and researchers in the field.

The aims of the programme are to:

· Provide you with opportunities to deepen and connect your research, in a critically engaged, supportive, and specialist learning environment that is responsive to the growth of your practice and professional aims.

· Support you to cultivate an approach to process and practice that fosters life-long learning, adaptability, and the capacity to anticipate and respond to change in your field.

· Enable you to devise strategies to communicate your practice, engaging diverse audiences through established and emerging networks, formats, and opportunities for dissemination and professional development.

· Enable you to situate your personal and professional positioning to activate environmental, societal, and professional agency in your field.

· Promote autonomy and proactive self-management for effective participation and contribution to a diverse learning community.

Course learning outcomes

At the end of the course, students will be able to:

1	**RESEARCH and ANALYSIS**: Research challenging contexts to critically analyse and synthesise insights, through testing and developing your methodology.
2	**CONCEPTUALISE, PROCESS and REALISE**: Develop, realise, and refine your project through advanced and sustained conceptualisation, rigorous testing, and critical evaluation, individually or collaboratively.
3	**COMMUNICATE**: Devise a compelling strategy to communicate your project, engaging diverse audiences.
4	**REFLECT and POSITION**: Critically evaluate and situate personal and professional positioning related to environmental, societal and professional contexts and perspectives in your field.
5	**ENGAGEMENT and CONTRIBUTION**: Demonstrate autonomy and pro-active self-management for effective participation and contribution to a diverse learning community.

Teaching and Learning Activities

Summary

Our Art & Design subject area values inform everything we do.

Future: By staying future-focused, we help you to develop the knowledge and skills needed to succeed in a rapidly changing, digital world. We support you in planning for your future and achieving your long-term goals.

Whole-self: We support you in being genuine and true to yourself, as this authenticity fosters trust and valuable connections. We strive to create a passionate community, where you can find joy and meaning in the work you make.

Curiosity: We encourage speculative and curious play, as this leads to deeper understanding and continuous growth. By nurturing your curiosity, you can unlock new opportunities and insights, while confidently taking risks and navigating uncertainty.

Engagement: Active engagement, responsiveness, and resilience are key to overcoming challenges and achieving success. We support you in staying engaged and motivated, even in the face of adversity. By building your confidence and resilience, you can navigate obstacles and continue to thrive.

Change: By integrating ethical and sustainable practices into the way we work, we aim to minimise our environmental impact. We are committed to social justice, and using our creative skills to promote fairness, equality, and respect for all individuals.

Belonging: Our commitment to equality, diversity, and inclusion is embedded in every aspect of our delivery. We strive to create an environment where everyone feels valued and respected, regardless of their background or identity. By fostering a culture of inclusivity and respect, we ensure that all voices are heard and that everyone has the opportunity to succeed.

Each module acts as an overarching framework for embedded projects that focus on the development of studio practice, contextual studies, and professional skills. Taught sessions will include lectures, workshops, seminars, and tutorials.

Through studio practice modules, you will learn ways in which to take an iterative approach through the exploration and testing of creative and technical concepts and processes. Through creative risk taking and ideas generation, you will develop skills in reflective practice through documentation and annotation, and the confidence to be proactive in your independent learning.

Lectures will facilitate your understanding of key cultural, social, and historical issues, and awareness of responsible, ethical, and socially engaged practices.

Your awareness of the industry and skills for employability will be supported by industry professionals through, for example, visiting practitioners, live projects, and industry visits.

Seminars and workshops will teach processes involved with selecting and evaluating information from a range of perspectives, critically analysing images, objects, information, and texts, and developing the principles of academic writing to essays and reports. You will understand how to research effectively, and why it is important.

Seminars and tutorials will support development of presentation techniques, and your organisational and project planning skills.

The notional hours of each module include a requirement for independent study which takes a blended approach to guided independent study through Learning Support Specialist support, and your own self-managed study.

Courses within the Art and Design subject area make use of MyBeckett and the bespoke VLE, CAGD. A new digital space is under development, which will allow for the 'live', individual and changing nature of learning to be captured. AI will support us to bring together multiple feedback moments and filter them into a 'learning map' for students and staff. It will track key learning moments and support our students to navigate and connect their whole learning journey. It will be a progress record for staff, who will be able to see learning beyond the confines of a module and identify points of supportive intervention, as and when required. This development will work with existing platforms.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Critical Methods	60	1

Advanced Projects	60	2
Expanded Practices	60	3
Number of credits of compulsory modules	180	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

Inclusive Assessment and Feedback Strategy

Learning outcomes will be mapped against a 'body of work' made up of different projects and responses, produced over the duration of the module. This allows for a more rounded view of performance, across a range of work and longer timeframe. It is more reflective of the creative process and the interrelated skills you will develop. It also embraces the integration of practice, contexts and professional skills which is key to our delivery. Opportunities for formative feedback are woven throughout your learning, in the form of group and individual tutorials, critiques, presentations (in-person, pre-recorded) and a plethora of reflective processes appropriate to individual specialisms. You will be able to track your progress through your 'living assessment profile' where feedback and reflection will be captured throughout this module. Approximately halfway through the module you will take part in a 'student progress review', this is a supportive, co-designed process to support your learning journey.

The holistic and inclusive nature of assessment means that you will submit a 'body of work' that is appropriate to your subject. Your specialist project brief will outline the options of what can be submitted, see examples below.

A body of work: this may include a number of creative and or contextual outcomes, supported by research, analysis and developmental work, in response to specialist project briefs.

Examples:

Research and development work: to support your ideas and learning journey
Final work: this can take many different forms and will be detailed in your project brief
Written work: up to an indicative word count of 7,000 words or equivalent for this module (this may include writing in different forms i.e. critical study, essays, creative writing, reports, and reflective journal entries)
Presentations: a choice of live or pre-recorded will always be given
Research and development films
Photo/visual essay: visual research captured through imagery

Living assessment record: your digital learning and assessment record
Student progress review: learning opportunity to review and discuss progress.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, learning and assessment	X hours	X hours	X hours
Independent study	X hours	X hours	X hours
Placement	X hours	X hours	X hours