

MA(Res)/Postgraduate Diploma/Postgraduate Certificate in Typography & Graphic Communication
For students entering in 2008

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading Faculty of Arts & Humanities
Programme length:	12 mths (FT)/24 mths (PT)
Date of specification:	June 2008
Programme Director:	Mary Dyson
Board of Studies:	Typography & Graphic Communication, Board of Taught Postgraduate Studies
Accreditation:	not applicable

Summary of programme aims

This programme aims to provide students who may be considering undertaking a higher degree by research in typography and graphic communication (and who may have graduated from related or other disciplines) with a broad historical and theoretical perspective, and specialist knowledge in particular areas such as printing and design history, and empirical and theoretical approaches to typography. The programme also aims to foster an independent approach to learning. Its research module aims to introduce methods relevant to either historical or theoretical approaches to the subject.

Transferable skills

The programme encourages the development of the following transferable skills:

- Research
- Critical analysis and coherent argument
- Writing
- Oral presentation
- Handling and interpretation of archive and collections material (optional module)
- Data analysis methods or database creation

Programme content

<i>Compulsory modules (150 credits)</i>		<i>Credits</i>	
<i>Level</i>			
TYMRM	<i>Research methods</i>	30	M
TYMDR	<i>Directed reading</i>	30	M
TYMDS	<i>Dissertation</i>	90	M
<i>Optional modules (30 credits)</i>		<i>Credits</i>	<i>Level</i>
TYMEV	<i>Evaluation and user-centred design</i>	30	M
TYMAR	<i>Archives and collections</i>	30	M

Part-time/Modular arrangements

This programme can be followed part-time, over 24 months.

Progression requirements

N/A

Summary of teaching and assessment

Teaching will be by means of lectures, seminars and workshops, artefact-based sessions in libraries or museums, and self-directed study. Assessment will be based on the dissertation (weight 50%), essays, and other assignments.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
 <u>Failing categories</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory work

For Masters Degrees

To pass the degree of Master students must gain an average mark of 50 or more overall and a mark of 40 or above in module TYMDS (dissertation). In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For Postgraduate Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be eligible for a Merit.

For Postgraduate Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.*

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied himself or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

Admission requirements

Entrants to this programme are normally required to have obtained a good undergraduate degree. In some cases, professional experience will be taken into consideration.

Admissions tutor: Dr Mary Dyson

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Departmental support includes an induction programme, a copy of the *Handbook for taught postgraduate programmes*, access to computers and the department-wide wireless network with colour printers, working space, photocopiers, and special collections of books, ephemera, printing equipment and other research materials in the Department and in the University Library, and easy access to libraries in London, Oxford and within the M25 Consortium.

Career prospects

The programme is excellent preparation for further study at PhD level. It is also of use for teachers of higher education in the field, and for practising designers who want to broaden their theoretical and historical understanding.

Opportunities for study abroad or for placements

There are no formal arrangements.

Educational aims of the programme

The programme aims to provide a broad historical and theoretical perspective, and specialist knowledge in particular areas, whilst fostering an independent approach to learning. It provides a supporting learning environment where students are stimulated to develop their own interests within the broad field of enquiry offered by the subject, and to develop a range of intellectual, practical and social skills.

Programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none">• Research skills appropriate to the further study of the history and practice of design (especially information design, book design and type design)• The literature of a specific area encompassed by typography and graphic communication, for example the history of printing and book design; theoretical and empirical approaches to typography, etc.• Skills necessary for further study, professional practice and lifelong learning.	<p>Teaching/learning methods and strategies</p> <p>Lectures, seminars, and artefact-based sessions, demonstrations, independent reading, and self-directed study.</p> <p><i>Assessment</i></p> <p>Written essays, assignments in optional module, and dissertation</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none">• Formulate research topics that are original and of sufficiently limited scope to be investigated and completed in the time allotted.• Locate, assess and evaluate by demonstration of critical judgement both primary and secondary sources, as part of the response to specific research questions.• Develop methods of systematic visual observation of primary sources, informed by knowledge of, for example, printing processes, and the cultural contexts and uses of the finished artefacts.• Produce logical, structured and analytical written explanations of research questions, the evidence used, the methods employed, and how the evidence supports the arguments formulated in response to a research topic.	<p>Teaching/learning methods and strategies Research methods module of lectures/seminars, workshops and case studies, together with independent study directed by tutorial advice and oral and written feedback.</p> <p><i>Assessment</i> Written essays, assignments in optional module, and dissertation</p>
<p>C. Practical skills – able to:</p> <ul style="list-style-type: none">• Use basic word-processing software for the presentation of written work• Use database software for research purposes• Design experiments, questionnaires, surveys, etc.• Use statistical techniques• Understand issues surrounding the handling of displays of artefacts	<p>Teaching/learning methods and strategies Lectures, seminars, artefact-based sessions, demonstrations and independent reading.</p> <p><i>Assessment</i> written essays, assignments in optional module, and dissertation</p>

D. Transferable skills – able to:

- Take personal initiative and undertake independent study with limited tutorial guidance
- Solve problems by the formulation and application of appropriate methods
- Seek out evidence systematically and construct logical arguments
- Communicate effectively both orally and in writing
- Manage time and meet deadlines
- Make constructive use of feedback

Teaching/learning methods and strategies

Lectures, seminars, student presentations, artefact-based sessions, demonstrations and independent reading

Assessment written essays, assignments in optional module, and dissertation

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks. The university reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes, or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.