

MRes Typeface Design (part-time, distance learning)
For students entering in 2017/8

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Programme length:	24 months (PT)
Date of specification:	09/Jan/2018
Programme Director:	Mr Gerry Leonidas
Board of Studies:	Typography and Graphic Communication Board of
Taught Postgraduate Studies	

Summary of programme aims

The programme aims to provide design professionals who are considering teaching careers, and junior educators who need to develop their teaching careers, with a broad foundation in the history and theory of typeface design, and the research and critical skills required for an academic career in typographic design. The programme particularly explores the generation of scholarship within a practice-based discipline, and aims to equip its graduates with the skills to contribute to the body of literature in typeface design. The programme also aims to foster an independent approach to learning.

Transferable skills

The programme encourages the development of the following transferable skills:

- Research in textual as well as artifactual environments
- Critical analysis
- Development of coherent arguments
- Writing
- Undertaking self-directed research
- Handling and interpretation of archival material

Programme content

Mod Code	Module Title	Credits	Level
TYMTRS	Discourse in typeface design	40	7
TYMTRA	Archives and design practice	40	7
TYMDIS	Dissertation	100	7

Part-time or modular arrangements

The programme is delivered only on a part-time mode. Students visit for three residential sessions at the beginning of each of the two years of registration, and in the summer of the first year.

Progression requirements

Summary of Teaching and Assessment

Teaching takes place in two modes: during the three residential sessions, students attend intensive workshops, seminars, and artefact-based sessions. During the main parts of registration teaching takes place though online tools using Blackboard, and possibly other tools as required. The online mode is centred on online seminars where staff moderate student contributions and guide the discussions. Themes covered in the seminars focus on:

Mark Interpretation

70 – 100% Distinction

60 – 69% Merit

50 – 59% Good standard (Pass)

Failing categories:

40 – 49% Work below threshold standard

0 – 39% Unsatisfactory Work

For Masters Degrees

To pass the MRes students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 in module TYMTRA. 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 not exceed 55 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 PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in module TYMTRA. 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 not exceed 55 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 PG Certificates

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40 in module TYMTRA. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.

Admission requirements

Entrants to this programme are normally required to have obtained a good undergraduate degree, and have relevant professional or teaching experience. A portfolio of relevant work may be required.

Admissions Tutor: Gerry Leonidas

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 Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555.

Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website (www.reading.ac.uk/student). Departmental support includes an induction programme, a copy of the Handbook for taught postgraduate programmes, and access to online material and the departmental Collections databases. During residential weeks the Department provides access to our 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, as well as easy access to libraries in London, Oxford and within the M25 Consortium. The online module is structured around guided discussions on a series of topics, with a library of support material made available online. The initial support material, discussions, and feedback notes are all making use of Blackboard modules, with the aim of constructing a record of the group's activity, and the engagement with staff and resources. Staff will also be available through other online channels, as appropriate.

Career prospects

The programme is excellent preparation for further study at PhD level. It is also of use for design teachers in higher education, for practising designers who want to develop teaching careers in design, as well as practicing designers who wish to broaden their understanding of typeface design. Opportunities for study abroad or for placements. There are no formal arrangements.

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

A. Knowledge and understanding of:

A broad historical perspective of letterforms and typeface design.
An understanding of the influence of technical developments on typeface design and production.
Specialist knowledge in particular areas of multi-script typeface design and typography.
Research skills appropriate to the further study of the history and practice of design, with particular focus on typeface design.

Teaching/learning methods and strategies

Seminars and guided critical discussions.
Support for structuring written arguments and feedback sessions on written work and dissertation proposal.
Artefact-based sessions and demonstrations during the residential weeks.
Independent reading, and self-directed study.
Resource lists.

Assessment
Written contributions to seminars (TYMTRS)
Research report (TYMTRA)
Dissertation

Skills and other attributes

B. Intellectual skills - *able to*:

Communicate effectively in writing: in particular composing documents which investigate, analyse, and argue critically about relevant issues.
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.
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.

Teaching/learning methods and strategies

- Guided critical discussions.
- Review sessions for written work and dissertation preparation.
- Independent study directed by feedback on discussions.
- Support for structuring written arguments and feedback sessions on written work and dissertation proposal.
- During the residential weeks:
 - seminars, workshops and case studies;
 - artefact-based sessions and demonstrations.

Assessment
Written contributions to seminars (TYMTRS)
Research report (TYMTRA)
Dissertation

C. Practical skills - *able to*:

Using ICT resources for research.
Compile cross-referenced notes and related resources to support research.
Use word-processing software for the presentation of written work.
Design questionnaires, surveys, etc.
Locating primary and secondary sources.
Understanding issues surrounding the handling of artefacts.

Teaching/learning methods and strategies

- Independent reading, and self-directed study.
- During the residential weeks:
 - seminars, workshops and case studies;
 - artefact-based sessions and demonstrations.
- Resource lists.

Assessment
Written contributions to seminars (TYMTRS)
Research report

D. Transferable skills - *able to*:

Communicate effectively in writing.
Undertake independent research.
Use online resources to compile, review, and publish research.
Manage a substantial research project.
Take personal initiative and undertake independent study.
Construct logical arguments from a range of primary and secondary resources.
Make constructive use of feedback.
Manage parallel work strands.

Teaching/learning methods and strategies

Guided critical discussions.
Review sessions for written work and dissertation preparation.
During the residential weeks:
- seminars, workshops and case studies;
- artefact-based sessions and demonstrations.
Independent reading, and self-directed study.

Assessment

- Written contributions to seminars (TYMTRS)
- Research report (TYMTRA)
- 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 be expected 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 the module description and in the programme handbook. 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.