

## CDA4 Programme Design Template Module specification



University of the  
West of England

### CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Conceptual Exploration				
Module Code	UADANN-30-M	Level	M	Version	1.1
Owning Faculty	ACE	Field	Design		
Contributes towards	MA Graphic Design				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	N/A		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 August 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p><b>On satisfactory completion of this unit students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop cooperative thinking and teamwork. (Comp A1+A2)</li> <li>2. Establish, through a process of research and reflection on practice, a project of self-directed study, with a clearly identified and coherent set of intellectual and practical concerns. (Comp. A1+A2)</li> <li>3. Show an advanced knowledge of specialized format, conceptual or technical concerns relevant to their research project. (Comp A1+A2)</li> <li>4. Construct an appropriate critical and methodological framework for their research project. (Comp A1+A2)</li> </ol>
Syllabus Outline	<p><b>Content and Syllabus</b></p> <p>This unit will focus upon self-directed practice in which the student will define and develop individual rationales and methods of working. Practice will be directed and guided by a Project Proposal, in which the students negotiate and review their practice with their tutor and by the research undertaken in the <i>Research Methodology</i> unit.</p> <p>On completion of this unit, the students should be able to establish a series of initial research 'propositions', which are reflected in the work they have produced and the methods that they have employed. The nature of the work produced may vary. It may consist of a number of separate tasks that complement each other (either primarily practical or theoretical in nature). This should be agreed in their Project Proposal, and the relative weighting in terms of the overall unit assessment determined beforehand.</p>

	<p>Whilst studio practice will necessarily have a speculative and unresolved character at the conclusion of this module, it should be supported by in-depth research. The student will therefore be required to present the research sources that inform the project undertaken for this unit. These sources may be varied, and may include image, text or other forms of visual material documentation. Whatever their character, they should be able to indicate the conceptual and methodological concerns that form the focus of your project.</p> <p>During <i>Conceptual Exploration module</i> the students will examine the advanced specialist tools, methods, concepts and processes of their subject through workshops, seminars and inputs from key practitioners. Work in progress seminars will provide opportunities for dialogue and interaction between tutors and other students and will be used to collectively review work in progress, present Project Proposals and time-plans and debate issues.</p> <p>Throughout the module the student will be encouraged to critically reflect on the development of his/her research and practice and complete a project review where he/she will comment and evaluate outcomes achieved.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>Learning Hours 300</p> <p>Contact Hours 120</p> <p>Independent Learning hours 180</p>
<p>Teaching and Learning Methods</p>	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed to enrich the delivery and to cater for different student learning styles and preferences.</p> <p><b>Scheduled learning</b> includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, online surveys and tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p> <p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Group and Individual Tutorials</li> <li>• Seminars and Lectures</li> <li>• Specialist workshops and seminars from key practitioners</li> <li>• Work in progress reviews</li> <li>• Group Discussions</li> <li>• Presentations</li> </ul>
<p>Reading Strategy</p>	<p><b>Required Reading List</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Recommended Reading</b></p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current</p>

	<p>research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and Skills</b></p> <p>The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p><b>Indicative Reading List</b></p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p><b>Reference Material</b></p> <p>Reference materials and sources will be determined by you in relation to your individual project requirements and will be identified in the Project Proposal.</p> <p>Further reference material relating to both generic and specialist discourses will be articulated through unit handbooks (issued at the start of the unit) and via online teaching and learning resources.</p>

### Part 3: Assessment

Assessment Strategy	<p><b>Assessment Requirement</b></p> <p>This module will be assessed on the following elements.</p> <p>2 practical design projects must be undertaken including research, sketchbook development, rough sketches, as well as written material in the form of reports. More details are given below on the components and elements section.</p> <p><b>Component A:</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptual Exploration Design Project 1</b> (Own project evaluation and Creative Thinking) (practical and written guided work with sketchbook, research work development and final work)</li> <li>• <b>Conceptual Exploration Design Project 2</b> (Self – Negotiated Design Project) (practical and written negotiated work with sketchbook, research work development and final work)</li> </ul> <p>All assignments and/or projects given to students in the class are explained visually and verbally by the lecturer and they require the students to undertake the practical or/and written design work accompanying this with detailed sketchbook, research work development and final Graphic Design work (<i>if required by particular assignment / project</i>). (<i>learning outcomes, assessment criteria and evidence, are analysed in detail in the project brief given to the students</i>)</p> <p><b>All</b> design practical projects require a 10 minutes visual and verbal presentation by the student in the class. The grade of the presentation is part (a percentage) of the grade of the particular project. The presentations must cover and analyse the work undertaken on particular project, the student must also explain the specific visual decisions taken and solutions given to problems. The student will also have to self-evaluate and analyse the evidences provided by the student that cover the needed outcomes required by the project.</p>
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This module will include a series of practical projects/assignments exploring conceptual exploration towards your own practice-based work. This should address a diversity of methods drawn in seminars or lectures and judgmentally evaluate upon your progress.

All projects/assignments require a widespread piece of research and sketchbook work with evidence of self-evaluation and in some cases evaluation of the work of others. Research material must be analysed and synthesised creatively and with evidence of detailed study upon particular research. Students in our master's level must show evidence of being able to deal with complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and to communicate their conclusions clearly to specialist and non-specialists. The student must comment upon findings and appraise critically current research material and advanced scholarship in the graphic design discipline. The student through these assignments/projects should establish self-direction and innovation in tackling and solving problems, and act autonomously in planning and implementing tasks at a postgraduate and professional level. Sketchbooks must always show investigation and creativity with various ideas generating techniques and approaches as well as with own comments and thoughts, images, illustrations, interviews with people, copies of text, references to books, articles, magazines, websites etc.

During each project / assignment, students are formatively assessed through the presentation of their work at feedback sessions, during which they may be asked to explain and justify their work and to demonstrate the process of development, thinking and research. Other learners and lecturers are normally present and are invited to contribute to the discussion. We always welcome undergraduate students to participate in these presentations.

### **Component B**

N/A

### **Summative assessment feedback**

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

Identify final assessment component and element	<b>A/2</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. <b>Conceptual Exploration Design Project 1</b> (Own project evaluation and Creative Thinking) (practical and written guided work with sketchbook, research work development and final work)	40	
2. <b>Conceptual Exploration Design Project 2</b> (Self – Negotiated Design Project) (practical and written negotiated work with sketchbook, research work development and final work)	60	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio of Practical and Written negotiated work covering of module's Outcomes	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		