CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Introduction to Level 3 (Graphic Design)					
Module Code	UADAPN-30-3		Level	3	Version	1
Owning Faculty	ACE		Field	Design		
Contributes towards	BA (Hons) Graphic Design					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites			Co- requisites			
Excluded Combinations			Module Entry requirements			
Valid From	September 2013		Valid to	September 2019		

CAP Approval Date	30th May 2013

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to: 1. Collate, analyse and critically reflect on research from a range of sources appropriate to individual research interests; 2. Contextualise their practice within the wider context of the Creative Industries; 3. Negotiate a Proposal of Study based on the identification and articulation of individual interests, technical specialisms and professional ambitions; 4. Demonstrate the implementation of a creative methodology in the development of a body of work; 5. Apply and develop their expertise in relation to their individual technical specialism/s; 6. be able to demonstrate the ability to generate, develop and resolve ideas for an individually negotiated professional context; 7. Manage their own learning and access an appropriate range of resources to achieve this; 8. Professionally communicate their ideas; visually, verbally and/or in writing.

	All assessed through Component A.
Syllabus Outline	This module is designed to give students the opportunity to explore and develop the practical and conceptual skills needed to undertake self-directed study at level 3. It supports students in identifying their own strengths and interests as a designer and developing these through defined project work. Students are set briefs that emphasise the research, development and testing of ideas with particular emphasis on context and audience. Typically, these briefs will allow students to answer them using a variety of graphic design practices and processes. Students are asked to consider their self-directed proposals alongside these tasks. The development of creative thinking and problem-solving underpins the activities students are set tasks which require them to explore methods of generating ideas.
	A series of introduction/refresher skills workshops run throughout the module. These address advanced practical skills in graphic design and are geared to assist the transition into the course.
	For assessment, students are required to present their Learning Agreement (proposal), body of developmental work, supporting materials and research. This, along with a 'live' evaluation of the work (as part of a studio critique to which students should bring notes detailing their evaluation of the work in relation to their intentions, as described in the learning agreement) enable the student to analyse the outcome of the module in relation to the initial proposal of work, and to use this to begin to identify, in discussion with tutors, a programme of work for the subsequent 60 credit module, Extended Study in Graphic Design which aims to showcase their strengths in Graphic Design practice.
Contact Hours	Students can expect a total of **72** hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.
	Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	The teaching and learning methods of this module are aimed at supporting the student in developing a personal creative methodology in relation to professional contemporary art/design/media practices. Students are expected to develop a Proposal of Study based on their individual research interests. This is developed and negotiated through group critiques or activities, and group / individual tutorials. Progress is monitored through regular group tutorials that also serve to offer interim goals to support students' progress and time management, and studio practice presentations that monitor student progress and enable professional communication of ideas. Students are expected to contextualise their practice within relevant creative industries and critical contexts throughout the module; this is supported by the focus of group tutorials and through attendance at lectures by visiting speakers, attendance at lectures, workshops and external opportunities.
	Students are fully supported in accessing faculty Technical Centres and workshops to further develop their practical skills and realise their work. Specific technical workshops will be organised by the module leader according to the needs of the student group. Students are also expected to negotiate their own access to these centres as part of the planning and proposal process.
	Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, workshops; external visits, supervised time in studio/workshop.

	Independent learning includes 228 hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228		300	✅

The table below indicates as a percentage the total assessment of the module which constitutes **coursework.**

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				100%
Practical exam assessment percentage				
				100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online. Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually. Under the university's Copywright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. There are ongoing 'study skills' lecture programmes for students that support students to further develop key research and analysis skills; students can find out about these via the programme handbook. Reading for this module is individually negotiated through seminars and tutorials to take account of the nature of student interests.
Indicative Reading List	**<u>Essential</u>**

Individually negotiated

Suggested
Fry, T. (2010) *Design as Politics.* Berg.

Noble, N & Bestley, R. (2007) *Visual Research: An Introduction to Research Methodologies in Graphic Design.* AVA.

O'Reilly, J. (2002) *No Brief: graphic designer's personal projects.* Rotovision.

Roberts, L & Wright, R. (2010) *Design Diaries: Creative Process in Graphic Design.* Laurence King.

Shaughnessy, A. (2009) *Graphic Design: A User's Manual.* Laurence King.

Journals
Creative Review
Eye Magazine
Computer Arts
Blue Print
Art Monthly
Baseline
Grafik Magazine
Design Week
Adbusters
Frieze
Illustrated Ape
Source Magazine
TypoGraphic

Artists newsletter

Websites

www.designobserver.com/
www.designwritingresearch.org/
www.dandad.org/
www.designcouncil.org.uk
www.ycnonline.com
www.istd.org.uk/flash_content/index.htm
www.thersa.org/projects/design/student-design-awards
www.grafikmag.com/
www.adbusters.org
www.itsnicethat.com
http://yayeveryday.com/
www.manystuff.org/
www.adbusters.org

Part 3: Assessment	
Assessment Strategy	Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process.
	Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.
	The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.
	At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).
	Forms of assessment used as part of the overall programme include:
	• Presentation and participation in studio-critique • Poster presentation • Group and individual visual presentations • Group and individual verbal presentations • Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing • Group critiques • Peer and self-assessment • Evaluative and reflective outcomes, including visual, verbal and written
	Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.
	Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Identify final assessment component and element	**Body of Developmental work**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of Development work, Research, Learning Agreement, Supporting Materials and Summative Critique.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of Development work, Research, Learning Agreement, Supporting Materials and Evaluative Statement	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.