Module Specification

Design for Screen

Version: 2025-26, v1.0, Approved

Contents

Part 1: Information

Module title: Design for Screen

Module code: UADBAW-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Design

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is designed to establish essential skills and approaches for screen-based design within the field of Graphic Design. Students will be introduced to a range of creative methods and processes that shape contemporary screen design practices. Through briefs and workshops, the module will build core digital skills by exploring a variety of tools and techniques using creative concepts. Students will investigate the screen as both a medium and a context for delivering engaging design content. This introductory module will establish a strong skillset for

further exploration and refinement of screen-based design processes as students progress through the course.

Features: Not applicable

Educational aims: The module emphasis is on equipping students with the skills and confidence to effectively use digital media, tools, and technologies alongside traditional graphic design principles in their creative practice. The module seeks to broaden students' understanding of the diverse practices within graphic design and develop a contextual understanding of design for screen and the relationship between design contexts, content and audiences.

Outline syllabus: Students will undertake a variety of projects designed to deepen their understanding of the history of design for screen, from its earliest forms through to contemporary contexts and practices. These projects will introduce an expanded perspective on graphic design processes and techniques, equipping students with the skills to effectively communicate and create using the screen as the medium of delivery.

Students will explore techniques for gathering and working with content through traditional frame-based methods, filmed sequences, and physically crafted, art-directed approaches to screen content creation. They will engage with text, image, sound, and editing/compositing, integrating different forms of content to develop compelling concepts, narratives, and contemporary messages.

Students are expected to build confidence and proficiency in various approaches to generating and working with content, combining technical competence with creative design strategies. Throughout the module, they will be encouraged to cultivate personal methods and approaches, enabling them to understand the significance of screen-based communication within contemporary design contexts. This process will support the development of their individual perspectives towards designing for screen.

Part 3: Teaching and learning methods

Teaching and learning methods: This module will align to the school's teaching and learning strategy via the methods below.

The module is delivered via projects, seminars, group critiques, workshops, individual critique, guest lectures and independent study. The development of analytical and evaluative skills is supported and encouraged through discussion in group critiques and activities and through individual tutorials.

This module aims to establish key concepts, processes, skills and methodologies fundamental to Graphic Design activity on screen, and to introduce students to the range of ideas that inform contemporary practice/s.

Teaching sessions encourage students to take a pro-active approach to learning and studio practice using a variety of methods. Weekly group/ individual reviews of work and tutorials are used to support the development of ideas and communication.

Scheduled learning includes lectures, group critiques, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; guest speakers; supervised time in studio/workshop.

Independent learning includes engaging with essential reading, assignment preparation and completion etc.

Students can expect scheduled contact time for this module within the context of their other learning and teaching activities. This can include tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops and field work.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to the student's field of study.

MO2 Experiment with a range of approaches to overcome subject specific challenges.

MO3 Effectively plan, organise, and execute projects, demonstrating self-direction and meeting established goals.

MO4 Capture, edit, manipulate and present digital media forms in innovative and professional ways.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/9F486CB8-1EE1-8A39-416A-D09D87B7583B.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: This module will align to the school's assessment strategy via the methods below.

This module will be assessed as a pass/fail.
Portfolio of work including:
Designed outcomes and supporting work
Designed evaluative process document (module file)
For assessment, students are required to present their outcomes for the briefs, a body of developmental work and an evaluative process document/s (module file) which will include reflective evaluation of the work detailing their process, decision making, and in relation to the outcomes produced and related contemporary design practice/practitioner research.

Resit assessments will match the first-sit

Formative feedback 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.

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.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio of work including

Designed outcomes and supporting work

Designed evaluative Process Document (Module File)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio of work including

Designed outcomes and supporting work

Designed evaluative Process Document (Module File)

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Graphic Design [Arnolfini] BA (Hons) 2025-26

Graphic Design [Arnolfini] BA (Hons) 2025-26

Graphic Design {Foundation} [Arnolfini] BA (Hons) 2024-25