

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Communicating with Words and Images				
Module Code	UADAPE-45-1	Level	1	Version	1
Owning Faculty	ACE	Field	Design		
Contributes towards	BA (Hons) Graphic Design				
UWE Credit Rating	45	ECTS Credit Rating	22.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	30 <sup>th</sup> May 2013
--------------------------	---------------------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. develop an understanding of Graphic Design practice(s)</li> <li>2. develop and translate ideas through Graphic Design practice(s)</li> <li>3. develop analytical and critical skills through research and evaluation</li> <li>4. develop skills in Graphic Design practice(s)</li> <li>5. demonstrate an understanding of a range of approaches within Graphic Design</li> <li>6. demonstrate an understanding of the role of research to inform Graphic Design practice(s)</li> <li>7. perform basic skills with awareness of tools and materials and be aware of potential hazards</li> <li>8. identify key elements of a problem and select methods, techniques and/or processes appropriate to task</li> </ol> <p>All assessed through Component A.</p>
Syllabus Outline	Graphic Design practices will be introduced through the exploration and investigation of a range of concepts, practical skills, practitioners and historical/contemporary examples that challenge students' pre-conceptions about Graphic Design and develop

	<p>their awareness of the creative opportunities and possibilities afforded through Graphic Design practice(s).</p> <p>Workshops, group work, lectures and independent study will focus intellectual, critical and creative enquiry. Through experimentation with concept, skills, processes, materials and methods students will be expected to develop and present a body of work that explores a particular theme relevant to their own ideas and ambitions.</p> <p>Throughout the module, students will be encouraged to work in a creative, investigative and experimental manner. Through individual feedback tutorials and seminar group critiques and discussion, they will be expected to develop the ability to begin to place their own work within a range of art, design, media and broader cultural contexts and practice(s).</p> <p>Critical engagement and reflection on practice will be supported through tutorial and seminar group activity. Emphasis in this module is placed on exploring and identifying appropriate forms of documentation and extending skills in critical evaluation, in order for personal methodologies to be coherently articulated and communicated. Students are introduced to professional expectations and the communication of work and ideas in Graphic Design</p> <p>Assessment will take the form of presentation and critique, and will be made upon a body of work.</p> <ul style="list-style-type: none"> <li>i) Presentation of work</li> <li>ii) evidence of participation in scheduled teaching activities</li> <li>iii) Developmental work and final outcome/s</li> <li>iv) Participation in summative critique.</li> </ul>
Contact Hours	<p>Students can expect a total of <b>108</b> 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.</p> <p>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.</p>
Teaching and Learning Methods	<p>The methods employed in this module are designed to be diagnostic in terms of individual progression within the programme.</p> <p>Practical skills are delivered through workshops and studio activities that involve both demonstration and practice. These workshops will look specifically at building confidence and a level of proficiency in the disciplines studies. Emphasis will be placed on establishing a meaningful relationship between conceptual and making activities. Analytical, evaluative and planning skills will be supported through seminars/tutorials/individual critiques, in order to encourage students to adopt an ongoing engagement with ideas/processes/methods of production beyond the familiar. Critical engagement and reflection on ideas/practices examined within the module will be documented and presented for assessment in the supporting and development work.</p> <p>Health and Safety guidelines and further explanation of key terminologies, skills and processes introduced within technical workshops will be outlined in note/visual form</p>


and distributed to students for personal consultation and observation at the point of demonstration.

The negotiation of individual pathways through the module will be supported through ongoing tutorial support, and through ongoing, structured review. This will allow for critical evaluation of the students' work, and enable informed guidance to be offered concerning the appropriate development/direction of practice within the module.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, workshops; fieldwork; external visits; supervised time in studio/workshop.

**Independent learning** includes 342 hours engaged with studio practice, essential reading, assignment preparation and completion etc.

#### Key Information Sets Information

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	108	342		450
				

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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 Copyright Licensing Agency (CLA) permit, reading packs with

	<p>relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.</p>
Indicative Reading List	<p><b>Essential Reading</b>  Bellanoti, J, Woolman, M. <i>Type in Motion</i>. Thames &amp; Hudson.</p> <p>Begleiter, M. <i>From Words to Image/: Storyboarding and the film-making process</i>. Michael Wise Productions.</p> <p>Crowe, D. (2003) <i>Visible Signs</i>. Phaidon.</p> <p>Curran, S. (2000) <i>Motion Graphics-Design for broadcast and film</i>. Rockport.</p> <p>Michals, D. (1984) Duane Michals, <i>Photographs, Sequences, Texts. 1958-84</i> Museum of Modern Art.</p> <p><b>Suggested reading</b>  Barthes, R. (1982) <i>Camera Lucida</i>. Cape.</p> <p>Berger, J. (1972) <i>Ways of Seeing</i>. Penguin.</p> <p>Bruinsina, M. (2003) <i>Deep sites Intelligent innovation in contemporary web design</i>. Thames &amp; Hudson.</p> <p>Coupland, K. (2002) <i>Search - the graphics web guide</i>. Laurence King.</p> <p>Fiell, C &amp; P. (2003) <i>Graphic Design for the 21<sup>st</sup> Century</i>. Taschen.</p> <p>McAlhone, B, Stuart, D, DeBono, E. (1998) <i>A Smile in the Mind</i>. Phaidon.</p> <p>Mijksenaar, P. (1997) <i>Visual Function</i>. Princeton.</p> <p>Pipes, A. (2000) <i>Production for Graphic Designers</i>. Laurence King.</p> <p><b>Journals</b></p> <p>A-N  Ariel  Broadcast  Campaign  Computer Arts  Convergence  Creative Review  Design Week  Empire  Eye  Film Quarterly  IDN  Performance Arts &amp; Digital Media  Screen  Scriptwriter  Sight and Sound  Source</p>

### Websites

Art of the Title - <http://www.artofthetitle.com/>  
Watch the Titles - <http://www.watchthetitles.com/>  
Submarine Channel - <http://www.submarinechannel.com/>  
The Reel - <http://www.thereel.net/> [log in from UWE to access all areas – Bower Library has username & p/w]  
Moving Image Source - <http://www.movingimagesource.us/>  
Motionographer - <http://motionographer.com/>

## 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	<b>Body of Developmental work</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	

<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>
Body of developmental work, summative group critique, documentation of work	100%
<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>
Body of developmental work, evaluative statement, documentation of work	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.
---