Module Specification

Communicating with Words and Images

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Contents

Part 1: Information

Module title: Communicating with Words and Images

Module code: UADAPE-45-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 45

ECTS credit rating: 22.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Art & Design

Partner institutions: None

Delivery locations: Not in use for Modules

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: Not applicable

Features: Not applicable

Educational aims: See learning outcomes.

Outline syllabus: 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 their awareness of the creative opportunities and possibilities afforded through Graphic Design practice(s).

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.

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).

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

Assessment will take the form of presentation and critique, and will be made upon a body of work.

Presentation of work

Evidence of participation in scheduled teaching activities

Developmental work and final outcome/s

Participation in summative critique.

Part 3: Teaching and learning methods

Teaching and learning methods: The methods employed in this module are designed to be diagnostic in terms of individual progression within the programme.

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.

Health and Safety guidelines and further explanation of key terminologies, skills and processes introduced within technical workshops will be outlined in note/visual form 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.

Students can expect a total of 108 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.

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

MO1 Develop an understanding of Graphic Design practice(s)

MO2 Develop and translate ideas through Graphic Design practice(s)

MO3 Develop analytical and critical skills through research and evaluation

MO4 Develop skills in Graphic Design practice(s)

MO5 Demonstrate an understanding of a range of approaches within Graphic Design

MO6 Demonstrate an understanding of the role of research to inform Graphic Design practice(s)

MO7 Perform basic skills with awareness of tools and materials and be aware of potential hazards

MO8 Identify key elements of a problem and select methods, techniques and/or processes appropriate to task

Hours to be allocated: 450

Contact hours:

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

Total = 450

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: 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.

The Pass / Fail Assessment Strategy for this module has been designed to

Establish a more authentic and subject appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks driven approach to assessment, particularly during the early stages of a student's journey will provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on assessment feedback will enable staff and students to establish a broader shared language and understanding of assessment away from the granular detail of marks.

Signal a more holistic, inclusive approach to assessment and would align with the University's wider priorities of inclusivity and accessibility.

Assessment components:

Portfolio (First Sit)

Description: Body of developmental work, summative group critique, documentation of work

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Portfolio (Resit)

Description: Body of developmental work, evaluative statement, documentation of work

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Graphic Design [Arnolfini] BA (Hons) 2023-24

Graphic Design [Arnolfini] BA (Hons) 2022-23

Graphic Design {Foundation} [Arnolfini] BA (Hons) 2022-23