CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Exploring Graphic Design Process						
Module Code	UADAPH-45-2		Level	2		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			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.* develop their understanding of working practices associated with Graphic Design 2. produce a body of work demonstrating an understanding of the intended context within Graphic Design 3. critically analyse their own work and that of others in the development of a body of work; 4. identify themes for investigation within a personal creative practice. 5. develop and demonstrate appropriate technical/professional skills in Graphic Design 6. develop creative strategies for research and the development of ideas through Graphic Design practice; 7. experiment with production processes and material form/s to progress and consolidate ideas; 8. present a body of work that demonstrates the synthesis of concept and technical understanding/outcome; 9. work to a pre-determined schedule; 10. communicate effectively through visual and verbal presentation. All assessed through Component A.

Syllabus Outline	This module enables students to consolidate prior learning and develop their work by locating an area of practice appropriate to their individual concerns and skills. It requires students to explore and implement personal methodologies to sustain and develop their work. Emphasis is placed on developing work that is informed by an understanding of professional practice and contemporary contexts within the remit of Graphic Design
	This module is concerned with the exploration of personal design process. It will enable students to question and develop their design methodology and its appropriateness to solving design problems. The content will focus on the investigation into a range of approaches to conceptual development while emphasising the practical skills needed by a designer to develop and communicate their solutions.
	Students will undertake a range of different practical projects and activities through which they will explore their conceptual ability. These are designed to enable them to relate their own idea development and research to interpreting briefs while extending their understanding of the subject.
	A series of technical workshops will consolidate and expand students' existing skill base in Graphic Design It is through experimentation with media/s that students are expected to develop and produce a body of work that explores the practical, theoretical and technical aspects of their individual areas of interest within Graphic Design.
	The lectures are designed to develop an understanding of a range of research methods and approaches to professional activity. Throughout the module, students will negotiate tasks and small-scale projects that focus on locating an area of practice/skills base appropriate to their concerns, developing and implementing personal methodologies and developing content through research and evaluation. The task related elements are designed to provide a framework for the progression of practice.
Contact Hours	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.
Teaching and Learning Methods	The range of approaches in this module consolidate student prior learning and enable them to confirm and explore their primary area of interest whilst developing personal strategies for sustaining and developing self-directed study.
	Practical skills are delivered through technical workshops that involve demonstration and practice, and encourage students to explore and develop a skills base appropriate to the development of their practice and individual ambitions.
	Projects allow students to apply the skills/research and professional and contextual understanding acquired to the development of their practice.
	Seminar group activities focus on developing personal methodologies and organisational skills, critical feedback and monitoring the ongoing progression of work. They are also the forums for discussion in which lecture based material can be related to the practices and concerns of individual students. Group presentations are used as a method to increase group knowledge and understanding and allow individuals to begin to develop organisation, editing and presentation skills. Peer and self-assessment are utilised as a means of developing both a greater understanding of assessment as an approach to learning and the role of critical reflection in the development of practice.

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

	Independent learning includes 342 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	**Key Information Set - Module data**

Number of credits for this module				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 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. |

Indicative Reading List	

Essential reading

Crowe, D. (2003) *Visible signs.* AVA

De Bono, E. (1990) *Lateral Thinking.* Penguin.   .

Fletcher, A. (2002) *The Art of Looking Sideways.* Phaidon.

Fuel. (1996) *Pure Fuel*. Booth Clibborn.

Kalman,T. (1998) *Tibor. Booth Clibborn.*

Poyner, R. (2001) *Obey the Giant.* August.

Suggested reading:

Baines, P, Haslam, A. (2005)   *Type and typography*. Laurence King.

Heller, S & Beirut, M eds.[1999] *Looking Closer 3: Classic writings on Graphic Design.* Allworth.

Lupton E, Abbott Miller, J.   (1999)   *Design, writing, research.* Phaidon.

Noble I, Bestley, R. (2005) Visual Research – *an introduction to research methods in graphic design*. AVA publishing.

Noble, I. (2003) Picture *Perfect: fusion of illustration and design.* Rotovision.

Poyner, R. (2003) *No more Rules Graphic design and Postmodernism.* Allworth.

Spencer, H. (1995) *Pioneers of Modern Typography.* Lund Humphrie.

Spiekermann, E, Ginger, EM.   (1993)   *Stop stealing sheep.* Adobe Press.

Tuffte, E, R. (1997) Visual *Explorations.* Graphics Press.

Zeegan, L. (2005) *The Fundamentals of Illustration.* AVA.

Suggested websites

www.designwritingresearch.org (Ellen Lupton's site)

www.emigre.com

www.aber.ac.uk/media/documents/s4b/semiotic.html (semiotics for beginners)

www.mindmap.com

www.baselinemagazine.com

Journals held at Bower Ashton Library
Adbusters

Art Monthly

Blueprint

Baseline

Colors

Dot dot dot

Eye

Freize

Grafik

Artist Newsletter (A-N) magazine

Creative Review

AOI magazine

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 work, research and supporting materials	
% weighting between components A and B (Standard modules only)	**A:** **100%**	**B**:

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of work, research and supporting materials	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 work, research and supporting materials	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.