CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Exploring and Developing Practice in Graphic Design						
Module Code	UADAPJ-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	International Exchange		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 and demonstrate knowledge of a range of Graphic Design practitioners who relate to an integral part of their practice; 2. develop and demonstrate the ability to collate and analyse critical and contextual research from a range of sources appropriate to individual research interests. 3. integrate the critical evaluation of the role of Graphic Design in relation to personally generated studio practice; 4. identify and manage the development of strategies for self-directed study; 5. demonstrate the development and implementation of conceptual, critical and production processes; 6. develop an understanding of Graphic Design in relation to personal studio practice; 7. demonstrate the implementation of a methodology in the development of a negotiated body of work; 8. develop the ability to identify key elements of a problem and identify methods/techniques, concepts and process appropriate to the task 9. develop the ability to communicate their ideas clearly visually and verbally.

	All assessed through Component A.
Syllabus Outline	Lectures and seminars will introduce key practitioners for whom Graphic Design is central to their practice. This module enables students to test and develop new skills and approaches through a period of self-directed studio work, designed to allow the further consolidation and exploration of personal 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 critiques, 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	Staff initiated activities and projects early in the module will introduce a range of issues and debates, skills, processes and approaches relevant to the subject area. These will form the basis for initial student exploration, and subsequent development into individually negotiated work, appropriate to the individual direction of students. Students will choose to direct their work towards an area of specialism, for example, Type and print, Moving Image or Image & Narrative. In all areas, students will be expected to explore and critically analyse the relationship between initial intent and outcomes. They will be required to explore communication and meaning through aspects of narrative, sequence, authorship, relationship between words and images, semiotics, context and audience. Opportunities for collaborative work, where appropriate, discussion of work and working process, are encouraged, and enable students to interact with fellow students from within their own subject and beyond. All students are required to develop critically rigorous contextual research in relation to the intention of their work and their understanding of their role as creative practitioner. **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, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	(table below)

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** **Typography & Print** Baines, P, Haslam, A. (2002) *Type and Typography.* Laurence King. Pipes, A. (2000) *Production for Graphic Designers.* Laurence King. Samara, T. (2004) *Making and Breaking the Grid.* Rockport. **Moving Image** Begleiter, M. (2001) *From Word to Image: Storyboarding and the Film Making Process.* Michael Wiese Productions. Promo Press. (2012) *Moving Graphics.* Promo Press. Walter, S. (2007) *Motion Blur 2.* Laurence King. **Image and Narrative** Arden, P. (2006) *Whatever you think the opposite*. Penguin Crow, D. (2003) *Visible signs*. AVA publishing McCloud, S. (1994) *Understanding Comics*. Harper Collins Murch, W. (2001) *In the Blink of an Eye.* Silman-Press

	Further Reading
	Typography & Print http://www.designobserver.com http://www.ilovetypography.com http://www.eyemagazine.com **Moving Image** http://www.onedotzero.com/home.php http://www.designmuseum.org/design/saul-bass www.motionographer.com www.artofthetitle.com www.motiontheory.com www.imaginaryforces.com **Image and Narrative** Http://www.seesawmagazine.com http://www.varoom-mag.com http://www.pocko.com http://www.Designobserver.com http://www.itsnicethat.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. |
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Identify final assessment component and element	**Final body of 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)**
Final body of work, supporting materials and research	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)**
Final body of work, supporting materials and research	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.