BA (Hons) Graphic Communication

MODULE HANDBOOK

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC101 Introduction to Communication	**Level**	4
Module Leader	Amanda Duffin	**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module explores what it means to be a graphic communicator and how successful communication design can have a positive impact upon people's lives. Students will be encouraged to investigate the relationship between client, designer and audience/end user and through primary and secondary research they will identify the qualities of successful 360 graphic communication.

The 21st century shift into both pervasive and convergent media, provides communicators with sophisticated tools that allows them to track, monitor and gather data about the audience; a good understanding of the contemporary platforms will inform the design of the client message. The students will be encouraged to investigate the potential range of contemporary communication platforms, in order to further enhance their understanding and insight into the audience/end-user.

The modules running alongside in Semester One should also impact upon the generation of ideas and visual communication of solutions within this module: BAGC102 where principles of graphic design and layout are explored and BCOP100 content - lectures and writing about cultures and contexts.

The skills developed throughout this module will be utilised and extended throughout the programme, providing some of the fundamental building blocks of graphic communication and the implementation of best practices, in terms of methodology, for the student's 3 year journey.

3. Aims of the module

- To explore and test communication of ideas in response to the requirements of a specific brief
- To begin to develop an understanding of graphic communication as a multidisciplinary activity that requires a broad range of intellectual & creative skills
- To identify the qualities of successful graphic communication and its potential to enrich people's lives

4. Indicative content

The module will begin with workshops that encourage a thorough understanding of the contents of a set brief - from the needs and requirements of audiences, clear understanding of the 'message' that needs to be communicated, and a clear view of the specific contexts and constraints of the task at hand. Once the brief is understood, students will then progress towards the development of ideas, and an exploration of appropriate methods of communicating and presenting those concepts.

Workshops and seminars should include:
- Reading/understanding the brief
- Digital literacy
- Gathering data and primary research
- Experimentation, ideas development and problem-solving
- Communication to audiences/end-users
- Introduction to the basic tools of graphic communication in order to be able to deliver the visual content of this module - thumbnailing, layout and image making.

5. External/Industry links

National & International Studio and Agency visits -previous visits include London, Berlin, New York
Collaborations - for example Plymouth Design Forum, JDO Agency
Visiting Lecturers - designers/practitioners - for example The Design Kids, Upshot Design Agency

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: includes research and reflection - the impact research has on creative ideas and the impact visual ideas have on society. The journal is also a place to record responses to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (500 words).

- Portfolio of Work: includes ideas development, records of planning and production, documentation and presentation of final outcomes.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A6	B4	C1	D1
Reflective Journal	X	X		
Portfolio of Work			X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Ambrose, G., & Harris, P.,	(2015)	Design thinking for visual communication	Bloomsbury	London
Baldwin, J., & Roberts, L.,	(2006)	Visual communication: From theory to practice Chapter 1: "Communication" pp.19-43	AVA	Lausanne
Bergstrom, B.,	(2008)	Essentials of Visual Communication	Laurence King	London
Draplin, A.,	(2016)	Draplin Design Co. : pretty much everything	Abrams Books	New York
Veksner, S.,	(2015)	100 Ideas that Changed Advertising	Laurence King	London
Davis, M. and Jamer Hunt. J.	(2017)	Visual Communication Design, An Introduction to Design Concept in Everyday Experience	Bloomsbury	London
Montfort, N. and Wardrip-Fruin N.	(2003)	The New Media Reader Chapter: MacLuhan, M. (1964), "The medium is the message"pp. 203-209	MIT Press	Cambridge, MA

9. Other indicative sources (e.g. websites)
Magazines Communication Arts Computer Arts Creative Review Dazed & Confused Eye **Web:** https://www.itsnicethat.com/ https://soundcloud.com/arrestallmimics https://www.creativeboom.com/ https://www.adbusters.org/ https://eyeondesign.aiga.org/ https://wepresent.wetransfer.com

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A6. Demonstrate how graphic communication can impact society.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B4. Utilise research to stimulate creative development.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C1. Explore ideas in response to the needs of a specific brief, client or audience.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc.

	Directed study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D1. Use visual communication to present ideas.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC102 Graphic Design	**Level**	4
Module Leader	Frédérique Santune	**Credit Value**	20
Module Type	Theory and Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module is intended to introduce students to the fundamental language of graphic design and its application within the field of communication. Students will be invited to apply and explore design principles such as colour, composition, shape, form and texture alongside developing skills in typography and layout design.

Using a combination of both traditional and digital platforms, students will respond to a number of projects that will develop their ability to realise their concepts visually. The outputs and outcomes could include poster design, editorial design for magazines and books, book cover design, packaging, logo design or advertising.

This module links to the communication methodologies being developed in the parallel module, BAGC101 and the skills developed throughout will be utilised and extended throughout the programme.

3. Aims of the module
- To employ and develop creative problem solving strategies, ideas generation and communication skills.
- To encourage an understanding of fundamental graphic design principles through both analysis and application
- To enhance levels of visual enquiry, presentation and critical evaluation.

4. Indicative content

Workshops throughout this module will pose a number of starting points for creative development, that require students to respond applying fundamental art & design principles through a range of digital and non-digital processes, applications and outputs.

Workshops and seminars should include some of the content below, all of which will inform the student's visualisation of concepts and outcomes:
- Colour, form, texture, space, balance (symmetry/asymmetry), hierarchy, contrast etc.
- Introduction to typography
- Layout design and composition (such as the golden section or the rule of thirds)
- Developing and visualising ideas
- Traditional techniques (drawing, collage, printmaking)
- Digital image making and layout design

5. External/Industry links

Visits to local museums and galleries - for example The Box, The Arts Institute, Kaarst
Visits to national museums and galleries: for example, Design Museum, Tate Modern
Hand Lettering workshops with industry typographers

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: includes the impact research and experimentation has on creative ideas, the journal is also a place to record and respond to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (500 words).

- Portfolio of Work: as recorded in in journals, workbooks, design sheets and digital files that display both digital and non-digital experimentations, includes research, observation, ideas/design development, problem solving strategies, records of planning and production, documentation and presentation of designed outcomes.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A3	B3	C4	D5
Reflective Journal	X			X
Portfolio of Work		X	X	

8. Key reading list

Author	Year	Title	Publisher	Location
Ambrose, G., Harris, P., and Ball, N.,	(2019) 2nd edition	The Fundamentals of Graphic Design	Bloomsbury	London
Hall, S.,	(2007)	This Means This, This Means That: A User's Guide to Semiotics	Laurence King	London
Leonard, N., and Ambrose, G.,	(2013)	Basics Graphic Design 03: Idea Generation Chapter 2: 'Creative Thinking' pp.43-71	AVA	Switzerland
Lupton, E., Phillips, J., and Peeters, F.,	(2015)	Graphic Design: The New Basics	Princeton Architectural Press	New York
Adams, S.,	(2017)	The Designer's Dictionary of Colour	Abrams Books	New York
Heller, S., and Anderson, G	(2017)	Type Tells Tales	Thames & Hudson	London

9. Other indicative sources (e.g. websites)

Magazines

Creative Review
Communication Arts
Eye

Twitter:
http://www.book-by-its-cover.com/
https://www.designspiration.net/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A3. Research and analyse graphic design practice to inspire creative outcomes.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B3. Apply design principles to develop ideas and visual solutions.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C4. Explore graphic design ideas within a range of professional contexts and outcomes.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.

	Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D5. Demonstrate communication skills in order to explain ideas and outcomes.	**Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information			
Module Code & Title	BAGC103 Creative Image Making	**Level**	4
Module Leader	Andy Way	**Credit Value**	20
Module Type	Practical	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
Throughout this module students will explore the power and potential of images to communicate complex, impactful ideas. Within this module, students will focus on the techniques and aesthetics of image-making alongside creative play through a range of creative image-making processes. Students will be supported to explore digital and analogue techniques - experimental, hand drawn and handmade practices alongside production of artwork through digital processes. Combined with the communication and design skills gained in previous modules, it is expected that the skills and techniques explored here will continue to be progressed and applied throughout the rest of the programme.

3. Aims of the module
● To enable students to experience a broad range of creative image making processes. ● To embed the practical design required for producing artwork ready for image making. ● To support a range of creative techniques and digital processes

4. Indicative content

The student will be introduced through a series of practical workshops to a broad range of image making processes. Experimentation as part of the creative process will be explored - a shift in focus from the commercial outcomes of the previous modules.
 	
The workshops are designed to broaden knowledge and understanding of image making to inform creative design concepts. The student will engage in experimentation and develop an awareness of the properties and creative potential of the range of image-making techniques, thus expanding their repertoire and aesthetic approach to image making:
 	
   ● traditional/analogue skills - experimentation through printmaking, drawing, collage, photography etc.
   ● experimental digital skills - for example animated gifs, glitch art,
 	
Specialist techniques, processes and methods of presentation will be considered and applied and the student will evidence their personal engagement with creative image making through a reflective journal.

5. External/Industry links
Visits to local museums and galleries - for example The Box, The Arts Institute, Kaarst Visits to national museums and galleries: for example, Design Museum, Tate Modern Visiting Lecturers - digital and motion designers/practitioners - for example, Radim Malanic Visit to working studios, for example screen printing/letterpress studios Appropriate National/International Competitions, for example Penguin & Puffin Design Awards

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: a record of the variety of creative image-making techniques explored. The journal is also a place to record and respond to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (500 words).

- Portfolio of Work: A body of work evidencing experimental and practical engagement with creative image making processes and techniques, and the creation of considered outcomes that show the use of those creative possibilities in problem solving and the development of creative solutions. Working alongside tutors and peers, the module will conclude in the presentation (exhibition/display) of final and/or experimental outcomes that have been suitably organised to create a coherent whole.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A4	B5	C2	D3
Reflective Journal	X			
Portfolio of Work		X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Ambrose, G., and Harris, P.,	(2006)	Basics Design 04: Image	AVA	Switzerland
Ingledew, J.,	(2011)	The A-Z of Visual Ideas : How to Solve Any Creative Brief	Laurence King	London
Marshall, L., & Meachem, L.,	(2010)	How to Use Images Chapter 1 'Selection' pp. 19-31 and Chapter 6 'Image Potential' pp.147-159	Laurence King	London
Withrow, S., and Harris, J.,	(2008)	Vector Graphics and Illustration: A Master Class in Digital Image-making	RotoVision SA	Switzerland
Brereton, R., & Roberts, C.,	(2011)	Cut and Paste: 21st Century Collage	Laurence King	London
Grabowski, B., and Fick, B.,	(2015) 2nd edition	Printmaking: A Complete Guide to Materials and Processes	Laurence King	London
Krysa, D., & Zinonos, A.,	(2014)	Collage: Contemporary Artists Hunt and Gather, Cut and Paste, Mash Up and Transform	Chronicle Books	San Francisco

9. Other indicative sources (e.g. websites)

Magazines

Communication Arts
Computer Arts
Creative Review
Dazed & Confused
Digital Arts
Eye
Juxtapoz
Varoom

Web:

https://www.itsnicethat.com/
https://bigactive.com/artists/
https://www.peopleofprint.com/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4. Identify qualities of creative image-making techniques across varied media and technologies.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B5. Develop creative practice through experience and reflection.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2. Experiment with both digital and handmade techniques to develop creative ideas	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D3. Organise a coherent body of work for presentation.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC104 Professional Practice and Personal Development Planning (PDP) 1	**Level**	4
Module Leader	Matt Thame	**Credit Value**	20
Module Type	Theory and Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module is designed to help you explore the shape and patterns of employment in your chosen field and to enable you to start to match your current skills knowledge and creative portfolio to those that you will require to successfully compete for work in your intended career.

Having identified areas for development you will work with the module leader to update your Professional Development Plan (PDP) enabling you to identify those experiences and skills you will need to acquire during your degree programme.

The module will cover a wide range of general skills including effective professional communication with employers, CVs, applications, looking at freelance working, including issues of contracts, copyright and working with agencies etc.

3. Aims of the module

● To investigate the employment structures and work patterns for each specialist discipline.
● To reflect on own current personal skills, qualities, experience and abilities and on the expectations of the workplace.
● To explore appropriate career opportunities developing an action plan to enhance potential career progression.
● To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications.
● To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.

4. Indicative content

Delivery of this module starts with specialist lectures and visiting practitioners looking at professional practice case studies and requirements of the workplace and or freelance working.

The module takes the student through in depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. The student will be asked to look at job roles or at practitioners analysing their career histories.

Social media as a promotional platform will be explored, considering its use as an initial approach to online networking and generating an online professional profile. Alongside this, the development of transferable skills will allow students to gain an insight into the value of personal development, general awareness of professional and industry expectations & the outward facing presentation of work.

Through this process students will be asked to identify their own personal development needs feeding into their PDP and planning for their future careers.

Assessment of the module through presentation and submission of a portfolio of work with a detailed self-evaluation of abilities, skills, development needs and opportunities these findings will form the basis of a complete and comprehensive PDP.

5. External/Industry links

National/International Agency trips
Visiting lecturers

LIve briefs - for example JDO Agency Freshers brief
Studio visits (designers, agencies) - previous visits to London, New York, Berlin, Amsterdam
Attending Plymouth Design Forum Meetings last Thursday of the month

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

Assessment will relate to the effective demonstration of research into sector employment opportunities, effective reflective analysis of personal skills, knowledge and experience related to progression aspirations and associated action planning. This will be assessed via the following modes of submission:

- Presentation - reflections on the impact of work undertaken throughout the module which will be accompanied by a critical self-reflection and evaluation by the end of the module (500 words).
- Portfolio of Work (such as research file, online sketchbook/blogs, report writing) - modes of evidence might include: completion of research tasks, VL notes, evidence of industry engagement, action planning, self analysis reviews, personal & professional development plans, CV, covering letter, etc.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A5	B1	C1	D2
Portfolio of work	x	x	x	
Presentation				x

8. Key reading list

Author	Year	Title	Publisher	Location
Innes, J.,	(2012)	The Interview Question & Answer Book: Your Definitive Guide to the Best Answers to Even the Toughest Interview Questions	Pearson Business	Cambridge
Gray, A.,	(2013)	Brilliant Social Media: How to Start, Refine and Improve Your Social Business Media Strategy	Pearson International	London
Mills, C.,	(2013)	You're Hired! CV: How to write a brilliant CV	Trotman	London
Corfield, R.,	(2009)	Successful Interview Skills: How to Present Yourself with Confidence	Kogan	Amazon

9. Other indicative sources (e.g. websites)

Web

https://www.artsthread.com/
https://the-dots.com/
https://www.behance.net/joblist
http://www.work-experience.org/ National Council for Work Experience
http://www.gojobsite.co.uk Work Experience opportunities
http://www.jobhunter.co.uk Work Experience opportunities

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A5. Identify roles within the graphic communication industries.	**Learning and Teaching Strategy/Method** **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1. Demonstrate awareness of ethical and social consequences of art and design practice.	**Learning and Teaching Strategy/Method** **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C1. Identify how graphic communication concepts respond to the needs of a specific brief, client or audience.	**Learning and Teaching Strategy/Method** **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link

	between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D2. Explore reflective practice for personal and professional growth.	**Learning and Teaching Strategy/Method** **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAIS300 Interdisciplinary Studies	**Level**	4
Module Leader	Andy Way	**Credit Value**	20
Module Type	Theory & Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module provides an opportunity to expand and develop skills and knowledge, through the introduction of new approaches and methods that broaden and extend the student's understanding of practices both in their subject area, and the wider creative context in which they work.

The module will introduce students to interdisciplinary approaches and methods in their subject, and open up possibilities for engagement with practices both within and outside their immediate subject area. As such, this Module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.

The module will encourage students to explore new skills, knowledge and approaches including team working and problem solving. Above all, it will encourage critical reflection on the range of interdisciplinary approaches and contexts explored within the module.

3. Aims of the module

● To provide the opportunity to explore and reflect upon interdisciplinary approaches and solutions for creative practice
● To develop skills and knowledge that can be applied to future projects and situations
● To broaden awareness of new or unfamiliar materials-led, process-based creative practices

4. Indicative content

You will be encouraged to explore and develop your understanding of interdisciplinary approaches and solutions for creative practice, through practice-based enquiry. You will have the opportunity to explore interdisciplinary approaches through a range of activities such as working in collaborative teams, through project-based learning, and exploring new or unfamiliar approaches through directed study or independent learning.

The module is delivered through a mixture of subject-based activities, projects and/or workshops, and group tasks. Specific content and activities will vary according to your subject area, including collaboration between programmes where appropriate. The development of new knowledge and skills associated with production and critical understanding will be encouraged through a range of approaches such as working with unfamiliar methods, processes and team based learning. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will be core to all activities.

Throughout the module, you are invited to record and reflect on the work undertaken. At the midpoint, you will be given formative feedback on your progress during the module through individual, and/or group tutorial. You are required to keep a Reflective book/ file/ blog (you only need to choose one of these methods), that should record and document the development of your ideas, work in progress, realized outcomes and your engagement with all aspects of the module. Your tutor will advise on which method might suit your approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial throughout the module.

To compliment your learning in this module, you can elect to learn a range of new skills delivered through the 'Workshop Wednesdays' open access programme (booking via the student portal).

Towards the end of the module, all students will make a presentation of the outcomes of their work in this module. The presentation will take the form of a group presentation or showcase of work, to tutors and peers. Your tutor will advise on the approach most suited to your programme.

A 1000-word critical evaluation provides you with the opportunity to consider the breadth of your investigation, and reflect upon the impact of new approaches and solutions within your individual creative practice. Your evaluation should also include evidence of your contribution to the group presentation or showcase.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

Reflective book/ file/ blog
1000-word critical evaluation

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A6	B6	C4	D6
Reflective book/ file/ blog	X		X	
1000-word critical evaluation		X		X

8. Key reading list

Author	Year	Title	Publisher	Location

Further reading list

The specific reading materials and research sources are located on the VLE for this module/specific elective.

9. Other indicative sources (e.g. websites)

http://www.bookarts.uwe.ac.uk/
http://delaneysmithstudio.com/about/
http://blackbookblack.net/index.php?/exhibitions/2006/
http://www.edwardtufte.com/tufte/fineart
http://www.stephenwalter.co.uk
http://en.wikipedia.org/wiki/John_Rocque%27s_Map_of_London,_1746
https://www.ted.com/talks/paula_scher_gets_serious#t-276383
http://www.gfsmith.com/

The specific reading materials and research sources are located on the VLE for this module/specific elective

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A2** Demonstrate a basic understanding of materials, techniques and processes in an area of creative practice that extends your knowledge of working practices and approaches in your subject area.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B2.** Show a basic understanding of interdisciplinary ideas and methodologies, and evidence your understanding through practical and theory-based outcomes.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C3**. Produce a body of work that utilises materials, techniques and/ or approaches resulting from interdisciplinary investigation.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study Research book/ file/ blog
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **D4.** Evidence ability to recognise the potential for the transfer of materials, techniques and processes from one area of creative practice to another.	Lectures/ Seminars Group working Wednesday Workshops Tutorials Directed study 1000 word critical evaluation

Definitive Module Record

1. Factual Information			
Module Code & Title	BCOP100 Contexts of Practice 1	**Level**	4
Module Leader	Amanda Duffin	**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
This module introduces students to key theories and ideas, and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.

3. Aims of the module
● To introduce and develop an understanding of key social, cultural and economic theories and discourses that impact the production and consumption of art, design and media. ● To introduce approaches to, and perspectives on, the interpretation of practice. ● To introduce and develop core research skills for the study of contemporary creative practices. ● To introduce and develop a range of communication skills.

4. Indicative content
A series of themed lectures and seminars will introduce students to key ideas, practices, and theories relevant to the study of art, design and media. The series will explore a range of discourses that affect the way we perceive and value these practices, including social and cultural theories. The module encourages students to explore the impacts of producing, consuming, distributing and disseminating the humanities in contemporary contexts. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led and facilitated by tutors; individual and/or group tutorials provide guidance in relation to the assessment tasks.

5. External/Industry links
Visits Visiting lecturers/practitioners

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Students are required to: ● Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices. ● Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed. ● Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take. ● Respond to an essay question based on the learning within the module.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes			
	A1	B1	C5	D5
An essay (1500-2000 words or equivalent)	x	x	x	x
A reflective journal/ blog			x	x

8. Key reading list

Author	Year	Title	Publisher	Location
Baldwin, J., and Roberts, L.,	(2006)	Visual Communication: From Theory to Practice	AVA	Switzerland
Crow, D.,	(2003)	Visible Signs	Ava	Switzerland
Drucker, J., & McVarish, E., (2012).	(2012)	Graphic Design History: A critical guide.	Pearson College Div.	London
Hall, S.,	(1997)	Representation: Cultural Representations and Signifying Practices	The Open University.	Milton Keynes
Logan, R. K.,	(2012)	Understanding New Media: Extending Marshall McLuhan	Peter Lang Publishing Inc.	New York
Sturken, M., and Cartwright, L.,	(2009)	Practices of Looking: an introduction to visual culture. Key Chapters: *How We Negotiate the Meaning of Images pp26 – 33 Reading Images As Ideological Subjects pp 69 – 72 Discourse and Power pp 104 – 111 Walter Benjamin and Mechanical Reproduction pp 195 – 199 Commodity Culture and Commodity Fetishism pp 279 - 289*	Oxford University Press	Oxford

9. Other indicative sources (e.g. websites)
Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Magazines

Adbusters
Aesthetica
Cabinet
Eye
Novum World of Graphic Design
Varoom: illustration, Culture, Society
Vogue
Wired: ideas, Technology, Business

Web

JSTOR (Library homepage)
University of Chicago Keywords Glossary http://csmt.uchicago.edu/glossary2004/navigation.htm
Manchester Academic Phrasebank http://www.phrasebank.manchester.ac.uk/

Websites
http://www.dezeen.com
http://www.etapes.com
www.designboom.com
ubuweb.com
http://www.itsnicethat.com/
http://www.creativereview.co.uk/
http://www.designcouncil.org.uk/
https://www.grainedit.com/

Twitter:
@designcouncil
@plymlibraries
@artzines
@ArnolfiniArts
@efpmag
@BarbicanCentre
@AJWShaughnessy
@DesignMuseum
@printmag
@eyemagazine
@DazedMagazine

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A1.** Begin to identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of graphic communication.	**Learning and Teaching Strategy/Method** **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, Lynda.com, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1.** Begin to apply appropriate theoretical approaches to the study and interpretation of art and design practices .	**Learning and Teaching Strategy/Method** **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C5**. Begin to research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions	**Learning and Teaching Strategy/Method** **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module. **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: **D5** Demonstrate a developing range of communication skills.	**Learning and Teaching Strategy/Method** **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC201 Digital Communication Design	**Level**	5
Module Leader	Andy Way	**Credit Value**	40
Module Type	Theory and Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules

Experience design is the process utilised to create products that provide meaningful and relevant experiences to users. This involves the design of the entire journey of acquiring and integrating the product or service, including aspects of branding, design, usability, narrative and function.

This module is designed to build upon the previous knowledge of digital communication design skills that have been experienced to date on the programme. It is based on the creation and development of research methods - from paper based design development to preliminary ideas, through to final production of prototypes using the conceptual, technical and digital skills developed. The module culminates in final presentations of work.

Students will be introduced to the process of test, evaluation and iteration in order to provide a sustainable and successful product/services.

The module will introduce students to analytical problem solving, approaches to graphic communication applied to the complete user experience. This module will strengthen the learners' appropriate creative abilities and technical skills required of digital design, as well as extend their understanding of the broad fields in which the discipline is practiced.

3. Aims of the module

- To introduce digital communication skills.
- Develop an understanding of the technological application of digital environments..
- To enhance problem solving skills in relation to design work that can effectively analyse and communicate ideas and information using a range of digital outputs.
- To plan, implement and coordinate solutions that use digital communication creatively and constructively to target audiences.

4. Indicative content

Through research, and creative problem-solving strategies, you will develop design solutions to a range of graphic outcomes, using a variety of production outputs developing professional practice within digital communication environments.

Tutor, peer and self-evaluation through critique sessions and formative assessment will be utilised to further develop investigative, analytical and reflective abilities within a supportive environment.

5. External/Industry links

Showcase work on professional networking sites – (self promotion).
Visiting Lecturers/Practitioners, for example, Potato Digital Design agency in Bristol
Credible Industry Strategy Mentors, for example Trevor Pettit, former Executive Creative Director of Saatchi Saatchi and McCann.

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

A body of work evidencing creative design problem solving and use of a range of
Digital Media Design products. Modes of evidence should include sketchbooks/design sheets of
ideas development, research files/blogs and final outcomes that may vary (as detailed in the
assignment brief), to include:

- Presentation
- Portfolio of Research & Experimentation: to include all final outcomes and online
  sketchbook / Blog, including all research, analysis, planning, and production logs, as well
  as critical self-reflection and evaluation (500 words), demonstrating work undertaken in this
  module

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A4	B4	C2	D1
Portfolio of work	X	X	X	
Presentation				X

8. Key reading list

Author	Year	Title	Publisher	Location
Allanwood, G,., and Beare, P.,	(2019)	User Experience Design: A Practical Introduction	Bloomsbury	Oxford
Benyon, D.,	(2019)	Designing User Experience: A guide to HCI, UX and interaction design	Pearson	London
Brownie, B.,	(2014)	Transforming Type: New Directions in Kinetic Typography	Bloomsbury	London
Dodds, D.,	(2019)	Hands-On Motion Graphics with Adobe After Effects CC: Develop your skills as a visual effects and motion graphics artist	Packt	Birmingham
Ryan. M-L., Emerson, L. and Robertson, B.	(2014)	The Johns Hopkins Guide to Digital Media Chapter: Golumbia, D., "Characteristics of Digital Media" pp. 54-59 Chapter: Ess, C., "Ethics in Digital Media" pp. 183-187, R. M-L., Chapter: Bolter, J., D.,, "Remediation" pp. 427-429,	Johns Hopkins University Press.	Baltimore
Steane, J.,	(2013)	The Principles and Processes of Interactive Design	Bloomsbury	London
Stone, R. B. and Wahlin, L.,	(2018)	The Theory and Practice of Motion Design: Critical Perspectives and Professional Practice	Routledge, Taylor & Francis Group	Abingdon-on-Thames
Wood, B.,	(2019)	Adobe XD CC Classroom in a Book	Peachpit.	San Francisco

9. Other indicative sources (e.g. websites)

https://www.videocopilot.net Adobe After Effects Tutorials
www.artofthetitle.com/titles/ Title Sequences Showcase Website
https://www.interaction-design.org/literature The Encyclopedia of Human-Computer Interaction

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A4. Apply graphic communication techniques across emerging media and technologies.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module. **Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B4 Evaluate research findings in order to stimulate creative development.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C2. Demonstrate ability to use software, media or technologies in order to develop creative ideas.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D1. Communicate concepts professionally using visual presentation techniques	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGD202 Design Values	**Level**	5
Module Leader	Frédérique Santune	**Credit Value**	40
Module Type	Theory and Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules

At this stage of the programme, students are ready to explore their creative identity and identify their values as graphic communicators in a 360 degree context, updating their skills and developing ownership of the direction of their future practice.

They will be expected to apply their skills to the development of ideas, iteration of concepts, and production of outcomes that allow them to present meaningful messages in ways that are engaging, relevant and worthwhile. We want students to develop awareness and understanding of the social contexts and environmental responsibilities of design.

This module will allow students to explore their own creative practice and aspirations up to this point, building on their skills and experiences across the programme so far.   Students will be encouraged to reflect upon interests to date and directions they wish to pursue within the design communication industry.

The module presents students with the opportunity to investigate and develop creative solutions and strategies to communicate design solutions in a range of their own chosen media, and further research and advance both theoretical and technical skills required to pursue those interests.

3. Aims of the module

- Apply a range of design disciplines in relationship to specific design communications.
- To experiment with processes, formats, materials and methods of reproduction.
- To plan, implement and coordinate a range of design communication strategies and outputs.

4. Indicative content

A series of initial workshops will guide you in asking questions and posing problems in order to initiate your own design project. As you define your own personal & professional aspirations, this negotiated project will allow you to explore, develop, test, iterate and realise creative graphic communication concepts in a 360 context.

The possible range of outcomes could include, but are not restricted to, digital or print communications, editorial or publishing design, branding, packaging or advertising, moving image, interactive or installation design etc. By the end of the module you should be able to reflect upon and act upon your deeper understanding of both the design process and the designed outcomes.

5. External/Industry links

Student driven external links, for example gallery/museum visits, design/agency studio visits, interviews, surveys etc.

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: includes research and reflection - the impact visual ideas have on society, culture and identity and reflection of practice, development and growth as a graphic communicator. The journal is also a place to record responses to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (500 words).

- Portfolio of Work: to include experimentation, realisation, conceptual development and a range of creative applications, to include the submission of final outcomes. Evidence can be submitted in a range of formats, from sketchbooks, worksheets, digital files and prototypes and the final outcomes produced may vary according to the assignment brief and individual student outcomes.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A6	B3	C3	D2
Reflective Journal	x			x
Portfolio of work		x	x	

8. Key reading list

Author	Year	Title	Publisher	Location
Leonard, N., and Ambrose, G.,	(2012)	Basics Graphic Design 02: Design Research: Investigation for Successful Creative Solutions	AVA Publishing	Switzerland
Puhalla, D.,	(2012)	Design Elements: Form and Space: A Graphic Style Manual for Understanding Structure in Graphic Design	Rockport	USA
Resnick, E.,	(2016)	Developing Citizen Designers 'Anatomy of the Socially Responsible Designer' pp. 20-21 'What Design Activism Is and Is Not' pp.64-65 'Getting Involved' pp.270-272	Bloomsbury	London
Shaughnessy, A.,	(2010)	How to be a Graphic Designer Without Losing Your Soul	Laurence King Publishing	London
Resnick, E.	(2019)	The Social Design Reader	Bloomsbury	London
Triggs T. and Atzmon L.	(2019)	The Graphic Design Reader Chapter: Davis, M. "What is worth doing in design research?", pp. 273-277	Bloomsbury	London

9. Other indicative sources (e.g. websites)

Manifesto:
Garland, K, (1967), First Things First Manifesto, [Online], Available at:
https://www.readingdesign.org/first-things-first

Magazines:
http://www.baselinemagazine.com/
http://www.codexmag.com/
http://typographica.org/
http://www.typo.cz/en/
http://etapes.com/
https://www.creative-conscience.org.uk/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A6** Explore how graphic communication can impact society, culture, and identity.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B3. Explore theories and principles of graphic communication in order to develop concepts and solutions.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C3. Produce a body of work that utilises appropriate materials, techniques and processes.	**Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D2. Reflect upon own practice in order to identify areas for skills development for personal and professional growth.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.

	Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC203 Professional Practice and Personal Development Planning (PDP) 2	**Level**	5
Module Leader	Andy Way	**Credit Value**	20
Module Type	Theory and Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

Throughout the programme you will have explored many different areas of practice and investigated various career options in line with your PDP in Level 4.

Your progression routes may involve continuing your education, employment in the industry, self-employment or an artistic pursuit that requires funding from bodies such as the Arts Council.

This module will represent the culmination of your creative and professional discoveries to date as you develop, refine and present your professional portfolio as a creative and professional body of work, to self-promote across a range of platforms, both analogue and digital.

For example, you would creatively present a body of work that displays exploratory responses to assignments supporting identification of future aspirations and direction.

3. Aims of the module

● To encourage students to consider professional and creative contexts best suited towards personal career aspirations.
● To introduce students to the rigours of 'live' or 'competition' design briefs to identify creative and original solutions.
● To identify, produce and present a professional creative portfolio. This will consist of visually stimulating promotional products created through research into traditional print and contemporary digital methods and presentation approaches, appropriate to career aspirations.

4. Indicative content

The module will be delivered by a series of lectures, tutorials and design studio based workshops. You will conduct an investigation into areas of vocational interest, identify formal or informal relevant marketing strategies and produce innovative, stimulating creative concepts to raise your profile within the chosen career pathway.

You will research and develop strategies and techniques for self-promotion and professional portfolios. Online and social media platforms will be investigated to explore their business & networking qualities alongside their application and positioning within self-promotional strategies.

When developing professional portfolio's tailored towards the graphic communication industry, industry requirements will be researched and taken into consideration.

Through visiting speakers from the design industry, and the options of work placement opportunities, students can gain an awareness of the skill sets required within their chosen practice. This extends to an awareness of client and industry oriented digital literacy - not attributed to one specific piece of software but a tool kit of digital skills required to understand and use emerging creative technologies.

Where delivery of the module will be focused on small group seminars, group critique sessions and 1:1 tutorial support, you will also be expected to collaborate effectively with staff, peers and any relative external service industries.

5. External/Industry links

Portfolio surgeries/Pitch presentations to industry experts, for example Plymouth Design Forum
Professional Practice contacts, such as Getty Images, GF Smith

National/International Competitions - Creative Conscience, D&AD, Penguin & Puffin Design Awards
Live briefs/collaborations - Plymouth Design Forum,
Visiting Lecturers - designers/practitioners - The Design Kids, Upshot Design Agency
National/International Agency trips
Work placements with student sourced agencies
Attending Plymouth Design Forum Meetings last Thursday of the month

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6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: Reflections on professional portfolio development will include working to the requirements of a live, competitive or simulated brief alongside research and reflection of graphic communication roles and future aspirations. The journal is also a place to record and respond to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (500 words).

- Portfolio of Work: a body of work which evidences exploration and experimentation with a range of self-promotional strategies alongside the presentation of a professional portfolio that can be further developed at level 6. Outcomes must complement, or integrate with, the portfolio development designed for use within the workplace. The portfolio of work must be organised clearly, along with ideas/design development through worksheets, sketchbooks, reflective blogs/journals etc.

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7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A5	B5	C1	D3
Reflective Journal	X	X		
Portfolio of work (including professional portfolio)			X	X

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8. Key reading list

Author	Year	Title	Publisher	Location
Caldwell, C.,	(2010)	Winning Portfolios for Graphic Designers: Create Your Own Graphic Design Portfolio Online and in Print	Barron's Educational Series	New York
Heller, S., and Vienne, V.,	(2009)	Art Direction Explained at last!	Laurence King	London
Shaughnessy, A.,	(2010)	How to be a Graphic Designer, Without Losing Your Soul	Laurence King	London
Taylor, F.,	(2013)	How to Create a Portfolio & Get Hired: A Guide for Graphic Designers & Illustrators	Laurence King	London
Dr Cottrell, S.,	(2015)	Skills for Success: Personal Development and Employability	Palgrave Macmillan	London

Jackson, P.,	(2013)	Cut and Fold Techniques for Promotional Materials	Laurence King	London
Leonard, N.,	(2016)	Becoming a Successful Graphic Designer	Bloomsbury	London

9. Other indicative sources (e.g. websites)

Web

https://www.behance.net Self Promotion websites
https://www.linkedin.com Self Promotion Social Media Platform
http://www.pinterest.com/xneo1/online-portfolios-self-promotionprofileabout-sites/
https://www.artsthread.com/
https://the-dots.com/
https://www.gfsmith.com/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A5. Evidence awareness of diverse roles within the graphic communication industries.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B5. Demonstrate awareness of the creative industries through research and critical evaluation.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C1. Develop graphic communication concepts in response to specific briefs, clients or audiences.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: D3. Demonstrate appropriate levels of time-management, self-organisation and motivation.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	GCOP200 Contexts of Practice 2	**Level**	5
Module Leader	Frédérique Santune	**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module extends and develops the themes, ideas, concepts and critical discourses introduced in Year One. Students will attend core lectures and participate in a lecture/ seminar series designed to deepen their understanding of creative practice in its wider contexts. This themed approach encourages students to make considered and appropriate links between their area of practice and wider contextual and interdisciplinary discourses. You will continue to develop critical approaches to research, which will inform your understanding of the relationship between context and practice.

3. Aims of the module

- To develop and extend an understanding of critical and cultural frameworks which inform the production and consumption of art, design and media.
- To develop independent thinking, project planning and management skills.
- To develop enhanced communication skills, which demonstrate knowledge and understanding of critical theories and discourses and their impact on creative practice.

4. Indicative content

The module begins with a series of core lectures that cover essential research skills and extend students' ability to explore creative practice in global contexts. Students are encouraged to connect their developing interests to the analytical and theoretical methods provided. Alongside the taught elements, students will engage in independent, self-directed research into contemporary art, design and the humanities. Research undertaken will be documented in a research journal/blog. These research journals/blogs will be used during formative tutorials/assessment points to discuss student progress towards achieving summative outcome, which is an illustrated essay (2,000 - 2,500 words) with a supporting critical research journal (digital or physical) that collects together student responses to the seminars.

5. External/Industry links

Visits
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

Students are required to:
- Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices.
- Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed.
- Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of: a written essay (appropriately illustrated); a visual essay, a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take.
- Independently develop an essay question based on the learning within the module, in agreement with their tutor.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes				
	A1	A3	B1	C5	D5
An essay (2,000–2,500 words or equivalent)	x	x	x	x	x
A reflective journal/ blog				x	x

8. Key reading list

Author	Year	Title	Publisher	Location
Armstrong, H.,	(2009)	Graphic design theory: Readings from the field	Princeton Architectural Press	New York
Baldwin, J., & Roberts, L.,	(2006)	Visual communication: From theory to practice	AVA	Lausanne
Cottrell, S.,	(2011)	Critical Thinking Skills: developing effective analysis and argument	Palgrave MacMillan	Basingstoke
Crowley, D., and Jobling, P.,	(1996)	Graphic Design - Reproduction & Representation: A Critical Introduction - Reproduction and Representation Since 1800	Manchester UP	Manchester
Davis, M.,	(2012)	Graphic Design Theory	Thames & Hudson	London
Mirzoeff, N.,	(2012) 3rd edition	The Visual Culture Reader	Routledge.	London

9. Other indicative sources (e.g. websites)

Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Magazines

Adbusters
Aesthetica
Cabinet
Eye
Novum World of Graphic Design
Varoom: illustration, Culture, Society
Vogue
Wired: ideas, Technology, Business

Web

JSTOR (Library homepage)
University of Chicago Keywords Glossary http://csmt.uchicago.edu/glossary2004/navigation.htm
Manchester Academic Phrasebank http://www.phrasebank.manchester.ac.uk/

Websites
http://www.dezeen.com
http://www.etapes.com
www.designboom.com

ubuweb.com
http://www.itsnicethat.com/
http://www.creativereview.co.uk/
http://www.designcouncil.org.uk/
https://www.grainedit.com/

Twitter:
@designcouncil
@plymlibraries
@artzines
@ArnolfiniArts
@efpmag
@BarbicanCentre
@AJWShaughnessy
@DesignMuseum
@printmag
@eyemagazine
@DazedMagazine

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A1.** Identify and demonstrate an understanding of key theories and discourses that affect the practice, production and consumption of art and design **A3.** Evidence an understanding of the relationship between theory and practice and interpret, analyse and evaluate critical approaches to creative practice	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B1.** Apply appropriate theoretical approaches to the study and interpretation of graphic communication & associated practices, building awareness of the ethical, social and cultural consequences of art and design practice.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C5** Competently utilise a range of appropriate research methods and academic conventions.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

D. Key transferable skills	Learning and teaching strategy
At the end of the module, learners will be expected to: **D5.** Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourses.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Private study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC301 Research & Experimentation	**Level**	6
Module Leader	Amanda Duffin	**Credit Value**	40
Module Type	Theory and Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules

Starting from the evaluation of students' previous work and their intentions for the year, this first level 6 module will require each of the students to undertake a period of concentrated research, experimentation and development. The intention is to deconstruct preconceived ideas and work patterns, and to allow new creative formations to emerge through calculated risk taking and critical reflection.

Throughout, the emphasis is on the exploration and development of concepts, media and methods, rather than finished outcomes. It is likely that this intense period of research and experimentation will underpin some of the critical choices made when you map out your aims in the subsequent design thinking for the Creative & Professional Conclusion module in semester two

3. Aims of the module

● To build confidence in research, self decision making and expression within the available resources and timescale.
● To develop and test conceptual, technical, aesthetic, ethical, economic and practical issues related to specialist area of practice.
● To further enhance critical and evaluative reflection in relation to specialist area of practice.

4. Indicative content

This module will challenge students to re-evaluate their knowledge, their roles as designers and understanding of fundamental design components and conceptual thinking related to contemporary Graphic Communication practices.

Students will evolve and evaluate concepts, procedures and materials, all the while exploring boundaries related to time, media and methodological resources and they will be encouraged to explore cross disciplinary practices.

Students may want to:
● engage in the creation of graphic images, semiotics, logotypes and other supporting design elements to establish and develop brand identities that best convey a company, institution or consumer products, public image and values.
● promote and broadcast services, information, emerging technologies and self-promotional issues through web-based design strategies.
● Develop methodical, sequential, information graphic, sequences to direct, instruct or inform.
● Experiment with concepts and the application of digital time based media in the creation of animated and projected graphic communication will be carried out.

Development will be evidenced through a range of experimental results relevant to chosen practice pathways. Emphasis will be placed on translating ideas and issues into creatively rich exploration methods, implementing and evaluating these creative experimentations, and in identifying further relative progression requirements.

Students may pursue their experimentations as sole practitioners or realise the potential of working on collaborative concepts including potential 'Live' commissions for real clients.

5. External/Industry links
Visiting Lecturers - designers/practitioners - The Design Kids, Radim Malanic
Pitch presentations with Plymouth Design Forum
National/International Competitions - Creative Conscience, D&AD, Penguin
Live briefs/collaborations - Plymouth Design Forum,
Design Awards
Credible Industry Mentors, for example, Trevor Pettit, former Executive Creative Director of Saatchi Saatchi and McCann.

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:

This module will be assessed via the following modes of submission:

- Reflective Journal: includes research and reflection - the impact visual ideas have on society, culture and identity and reflection of practice, development and growth as a graphic communicator. You will determine your individual, initiated project through the completion of a Statement of Intent
The journal is also a place to record responses to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (1000 words).

- Portfolio of Work: portfolio of all related practical work, including research and development, project proposal, experimentation, sketchbook & reflective online sketchbooks, and the resolved outcomes of all work undertaken during the module.

- Presentation: pitch/presentation of work produced to peer group and tutors to evidence the development and planning of

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A5	B4	C1	D3	D4
Reflective Journal (includes the Statement of Intent and Critical Evaluation)	X	X			X
Portfolio of work			X		
Pitch/Presentation				X	

8. Key reading list

Author	Year	Title	Publisher	Location
Ambrose, G. and Harris, P.,	(2009)	Design: Design Thinking: 8	AVA Publishing	SA
Davies, M.,	(2012)	Graphic Design Theory (Graphic Design in Context)	Thames and Hudson	London
Leonard, N. and Ambrose, G.,	(2012)	Graphic Design 02: Design Research: Investigation for successful creative solutions Chapter 4: 'Conducting Research' pp. 94-125	AVA Publishing	SA
Sherwin, D.,	(2010)	Creative Workshop	Rockport	USA
Weinschenk, S.,	(2011)	100 things every designer needs to know about people: What makes them tick	New riders	San Francisco

9. Other indicative sources (e.g. websites)

www.computerarts.co.uk
www.digitmag.co.uk
www.informationdesign.org

Journals:
Creative Review,
Eye,
Design Week,
Communication Arts,
Novum,
The Designer (Chartered Society of Designers),
IDN.

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A5.** Reference the diverse roles and professional and ethical responsibilities within the Graphic Communication industries.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B4.** Implement meaningful levels of analysis and evaluation to research findings in order to stimulate creative and academic development.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C1.** Devise & execute appropriate and innovative Graphic Design concepts in response to the needs of a specific brief, client or audience.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement.

	Blended Learning: to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **D3.** Conduct self-initiated tasks and projects, exhibiting appropriate levels of time-management, self-organisation and motivation. **D4.** Evaluate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

Definitive Module Record

1. Factual Information

Module Code & Title	BAGC302 Creative & Professional Development	**Level**	6
Module Leader	Matt Thame	**Credit Value**	20
Module Type	Theory and Practice	**Notional learning hours**	200

2. Rationale for the module and its links with other modules

This module will enable students to use personal career ambitions to position themselves for progression to employment, self-employment or to postgraduate further study. It will provide multiple opportunities for students to assimilate previous professional experiences and research into both contextual subject matter and creative outcomes of the final year modules.

The module will encourage student to consider their practice in terms of the requirements of audiences, end-users and relevant markets.

Students will further develop and refine their approach to Graphic Communication, considering the targeted audience, appropriate platforms and professional contexts, through the production of self-promotional materials. They will be encouraged to produce an integrated suite of effective marketing and support materials, and a promotional strategy that clearly positions their work as a professional practitioner in their chosen context.

3. Aims of the module

- To support and inform the development of an individually appropriate strategy for progression into employment, self-employment, professional practice or continued education.
- To extend learners understanding and consideration of appropriate audiences, end-users and markets and to raise awareness of industry relevant technologies, techniques and innovations.
- To encourage learners to utilise personal career ambitions to inform studio practice, contextual content and creative outcomes at professional levels.
- To provide opportunities for students to reflect on professional practice experiences and to encourage synergy between these and artistic and contextual outcomes.
- To encourage the growth of key employability and entrepreneurial skills and to develop transdisciplinary communication to a professional level.
- Place their work in a professional context, identifying potential audiences and markets and strategies needed to reach them.

4. Indicative content

A series of workshops, seminars and lectures will support students with the awareness and development of self-promotional material & a professional portfolio, working toward the portfolio review. Students will explore avenues for exhibition of their work, and will examine and evaluate relevant case studies.

Tutorials and critiques will allow for discussion of individual aspirations and ambitions, and offer periods of reflection and evaluation of career development. Students will undertake independent study in order to locate progression pathways for their individual specialism.

5. External/Industry links

Student driven external links, for mentors

Pitching presentations with Plymouth Design Forum

National/International Competitions - Creative Conscience, D&AD, Penguin

Live briefs/collaborations - Plymouth Design Forum,

Visiting Lecturers - designers/practitioners - The Design Kids, Upshot Design Agency

Credible Industry Mentors, for example, Trevor Pettit, former Executive Creative Director of Saatchi Saatchi and McCann.
National/International Agency trips
Portfolio reviews with local and national communication agencies
Attending Plymouth Design Forum Meetings last Thursday of the month

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6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

This will be assessed via the following modes of submission:

- Developmental Journal - reflecting on skills in relation to aspirations and ambitions, response to lectures and seminars, focused research into industry links, career pathways etc and culminating in a presentation to peers and tutors.
- Portfolio of Work - portfolio of research & experimentation, to include all work undertaken in the module for the development and production of self-promotion strategies. Appropriate and relevant self-promotional materials (online and in print) will be produced to a professional standard.

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7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A2	B3	C4	D1
Developmental Journal & Presentation				X
Portfolio of Work leading to Self-Promotion	X	X	X	

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8. Key reading list

Author	Year	Title	Publisher	Location
Bassot, B.,	(2013)	The reflective journal	Palgrave	London
Brown, T., & Kātz, B.,	(2009)	Change by design: How design thinking transforms organizations and inspires innovation	Harper Business	New York
Chick, A.,	(2011)	Design for Sustainable Change: How design and designers can drive the sustainability agenda	AVA Publishing	Lausanne
Davies, R., & Sigthorsson, G.,	(2013)	Introducing the creative industries: From theory to practice	Sage	London
Heller, S., & Talarico, L.,	(2011)	The Design Entrepreneur: Turning Graphic Design Into Goods That Sell (Design Field Guides)	Rockport Publishing	Massachusetts
Noble, I., & Bestley, R.,	(2011)	Visual Research – An introduction to research methodologies in graphic design	AVA Publishing	SA
Rawsthorn, A.,	(2013)	Hello World – Where Design Meets Life	Penguin Group	London
Williams, K.,	(2012)	Reflective writing	Palgrave	London

9. Other indicative sources (e.g. websites)
Journals: Creative Review, Eye, Design Week, Communication Arts, Novum, The Designer (Chartered Society of Designers), IDN. **Online Resources:** https://www.dba.org.uk/ http://www.dandad.org/ http://www.newdesigners.com/ https://www.artsthread.com/ https://the-dots.com/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A2.** Articulate understanding of materials, techniques and processes in creative and innovative outputs.	**Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B3.** Implement theories and principles of Graphic Design in order to research and construct innovative concepts and solutions.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C4.** Evaluate research from Graphic Communication trends and apply the findings meaningfully to a range of conceptual and vocational led outcomes.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Blended Learning:** to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc.

	Directed study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **D1.** Communicate concepts effectively and professionally employing both visual and written communications.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

1. Factual Information			
Module Code & Title	BAGC303 Creative & Professional Conclusion	**Level**	6
Module Leader	Frédérique Santune	**Credit Value**	40
Module Type	Theory and Practice	**Notional learning hours**	400

2. Rationale for the module and its links with other modules
This module builds upon students' previous achievements & iterations to culminate in a final body of work for exhibition, and as a platform for further advanced study or entry into the world of professional practice. As such this body of work will demonstrate depth of understanding, creative innovation, aesthetic, conceptual and technical skills, and will be supported by the production of a portfolio of self-promotional materials in BAGC302. Students will start this concluding module by further refining their area of investigation through a Statement of Intent (brief). This will be consolidated into a final programme of practical studio work through negotiation with the module leader and appropriate specialist staff.

3. Aims of the module
● To enable the student to present a body of work that confirms their personal position as an artist/designer/maker at the conclusion of a BA (Hons) programme. ● To enable the student to identify and demonstrate their depth of understanding of their chosen specialism in a 360 context. ● To enable the student to prepare and develop propositional information that will establish their progression and standing professionally outside the College environment. ● To enable the student to recognise and promote their transferable skills.

4. Indicative content
The module will begin with the student presenting a final Statement of Intent (brief) outlining the work that they intend to produce to establish their position as a practitioner within their chosen specialism. Thereafter the student will progress this agenda towards a final body of course work exhibiting appropriate professional standards & context. The student will be expected to critically evaluate the outcomes of their final project in the context of the contemporary creative industries and their developing professional practice.

5. External/Industry links
Pitch presentations with Plymouth Design Forum Industry visits Alumni links Graduate Exhibitions Student driven external links, for example gallery/museum visits, design/agency studio visits, interviews, surveys etc.

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework via: This module will be assessed via the following modes of submission:

- Reflective Journal: includes research and reflection - the impact visual ideas have on society, culture and identity and reflection of practice, development and growth as a graphic communicator.
  You will determine your individual, initiated project through the completion of a Statement of Intent submitted at the beginning of the module and included at the start of this reflective journal
  The journal is also a place to record responses to feedback and concludes with a critical self-reflection and evaluation of the work undertaken throughout the module (1000 words).

- Portfolio of final work to include creative & professional conclusion and all supporting material - experimentation, realisation, conceptual development and a range of creative applications, to include the submission of final outcomes. Evidence can be submitted in a range of formats, from sketchbooks, worksheets, digital files and prototypes and the final outcomes produced may vary according to the assignment brief and individual student outcomes.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A6	B2	C3	D2
Reflective Journal (includes the Statement of Intent and Critical Evaluation)	X	X		
Portfolio of work			X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Baldwin, J., & Roberts, L.,	(2006)	Visual communication: From theory to practice	AVA	Lausanne
Noble, I., & Bestley, R.,	(2011)	Visual research: An introduction to research methodologies in graphic design	AVA Publishing.	Lausanne
Sherin, A.,	(2013)	Sustainable Thinking: Ethical Approaches to Design and Design Management	Fairchild Books	London

9. Other indicative sources (e.g. websites)

Journals:

Creative Review,
Eye,
Design Week,
Communication Arts,
Novum,
The Designer (Chartered Society of Designers),

Online Resources:

http://www.slanted.de/
www.computerarts.co.uk
www.digitmag.co.uk
www.informationdesign.org
www.communication.org.au/
http://www.dezeen.com
http://www.creativereview.co.uk/
http://www.designcouncil.org.uk/

Twitter:
@designcouncil
@efpmag
@DesignMuseum
@printmag
@eyemagazine

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: **A6.** Articulate how Graphic Communication can reflect and influence preconceptions of society, culture, and identity.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **B2.** Synthesise and evaluate understanding of interdisciplinary ideas and concepts and evidence outcomes in practical and theory-based solutions.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Lectures and seminars:** to introduce the concepts and research methodologies involved. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **C3.** Produce a substantial body of work that utilises materials, techniques and processes utilising creative practices and appreciation of diverse range of outputs.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.

	Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.
	Blended Learning: to enable students of digital and online resources, through our VLE, LinkedIn Learning, blogs etc.
	Directed study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **D2.** Create individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal, ethical and professional growth.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. **Critiques:** to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. **Studio development:** to develop studio practice alongside other students within a context of practical and theoretical engagement. **Directed study:** to develop students' learning autonomy and ownership of the knowledge and information gained during the module.

1. Factual Information			
Module Code & Title	BAGC304 Contexts of Practice 3	**Level**	6
Module Leader	Frédérique Santune	**Credit Value**	20
Module Type	Theory	**Notional learning hours**	200

2. Rationale for the module and its links with other modules
This module provides students with two pathways. Each pathway supports the development of independent critical thinking and requires them to consider and contextualise their practice by situating it within a wider set of discourses and contexts. **Pathway One** - **Written Research Project (WRP)** is an opportunity to conduct a substantive piece of independent research, which is focused on an area related to creative practice. **Pathway Two - Contextual Enquiry Project (CEP) i**s a practice-led research project with critical commentary, in which students conduct an in-depth inquiry intended to inform and reposition their creative practice.

3. Aims of the module
● To position students' own practice and/or relevant topic within an appropriate critical -and contextual framework – historical, contemporary and theoretical. ● To develop conceptual and critical thinking in relation to practice and to exercise critical judgement. ● To develop skills in primary research, critical analysis and evaluation and to synthesise information. ● To communicate and articulate ideas in an appropriate format. ● To develop awareness of students' own work and subject specialism in relation to other areas of art and design practice.

4. Indicative content
The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme / pathway. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their contextual research supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion. The delivery of the module is largely by individual project supervision and self-directed study, with students undertaking a consistent and rigorous independent research project with the support and guidance of their project supervisor, who will work with the student to guide and focus the research process.

5. External/Industry links
Visits Site-based / industry / practice-based research Visiting lecturers / practitioners

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: Students will engage in a self-directed project that links to their area of creative practice and research interests. The two pathways allow students to shape their research in a way that is appropriate to their creative and professional goals. Students will conduct a rigorous critical inquiry that consults and applies appropriate art, design and media related cultural/critical theory, all of which should be fully and correctly referenced following academic conventions (Harvard style) and with a list of illustrations appropriate to the study. There are two options:

Pathway one: Written Research Project (WRP)
1 - A formal illustrated academic body of writing, 5,000 to 6,000 words in length, supported by a reflective journal or blog. Students are required to demonstrate evidence of appropriate research and understanding and the ability to apply appropriate critical analysis. Students should evidence ability to present a coherent argument that addresses key questions, areas of concern, or proposition.

Pathway two: Contextual Enquiry Project (CEP)
2 – A practice-led contextual inquiry research project (artefact/outcome), supported by a research document of 3,000 to 4,000 words (or equivalent), which evidences appropriate critical analysis and theoretical underpinning as well as demonstrating considered application of appropriate production skills, supported by reflective journal or blog.

Your tutor will advise you on the most appropriate pathway and agree on an approach to take, via your proposal.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	Intended learning outcomes					
	A1	**A3**	**B1**	**B5**	**C5**	**D5**
Written Research Project (critical writing) 5,000 to 6,000 words or Contextual Enquiry Project (critical writing with artefact) 3,000 to 4,000 words	X	X	X	X	X	X
Reflective journal/ blog	X	X	X	X	X	X

8. Key reading list

Author	Year	Title	Publisher	Location
Barrett, E. & Bolt, B.,	(2007)	Practice as Research: Approaches to Creative Arts Enquiry	I.B. Tauris & Co. Ltd	New York
Barthes, R.,	(1977)	Image, Music, Text	Hill and Wang	New York
Brink-Budgen, R.,	(2010)	Critical Thinking for Students: Learn the Skills of Critical Assessment and Effective Argument (4th ed.)	How to Books Ltd	Oxford
Chambers, E., & Northedge, A.,	(2008)	The Arts Good Study Guide (2nd ed)	Open University Press	Milton Keynes
Chick, A.,	(2011)	Design for Sustainable Change: How design and designers can drive the sustainability agenda	AVA Publishing	Lausanne
Cottrell, S.,	(2005)	Critical Thinking Skills: Developing Effective Analysis and Argument	Palgrave Macmillan	Basingstoke
Dawson, C.,	(2009)	Introduction to Research Methods (4th ed)	How to Books Ltd	Oxford
Denscombe, M.,	(2012)	Research Proposals: A Practical Guide	Open University Press	Berkshire
Machin, D.,	(2010)	Analysing Popular Music: Image, Sound and Text	SAGE Publications Ltd	London

McCarthy, M., & O'Dell, F.,	(2008)	Academic vocabulary in use	Cambridge University Press	Cambridge
Noble, I., & Bestley, R.,	(2011)	Visual research: An introduction to research methodologies in graphic design	AVA Publishing	Lausanne
Smith, P.,	(2002)	Writing an assignment: Effective ways to improve your research and presentation skills (5th edition)	How to Books	Oxford
Smith, H., & Dean, R.,	(2009)	Practice-led Research, Research-led Practice in the Creative Arts	Edinburgh University Press	Edinburgh
Please note: Students will identify reading and resources as an integral and essential part of the assignment for this module, therefore providing additional texts will that relate to specific individual focus and subject of the research project.				

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9. Other indicative sources (e.g. websites)

Journals

The library holds a number of journals and has access to online journals and useful research sites. Guidance on how to access some of these materials via Athens etc. will be given by the library staff and project supervisor as appropriate.

Some recommended journals include: Adbusters, Aesthetica, Cabinet, Eye, Journal of Illustration, Journal of Writing in Creative Practice, Varoom

Web

JSTOR (Library homepage

University of Chicago Keywords Glossary http://csmt.uchicago.edu/glossary2004/navigation.htm
Manchester Academic Phrasebank http://www.phrasebank.manchester.ac.uk/

Annex 1 – Intended Learning Outcomes

A. Knowledge and understanding	Learning and teaching strategy
At the end of the module, learners will be expected to: A1. Demonstrate an understanding of the overarching theories and practices that underpin your area of creative practice. A3. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Lectures and seminars:** to introduce the concepts and research methodologies involved **Directed study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, LinkedIn Learning, blogs etc.
B. Cognitive skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: B1. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development. B5. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Directed study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, LinkedIn Learning, blogs etc.
C. Practical and professional skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: C5. Research, evaluate and contextualise own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Independent study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, LinkedIn Learning, blogs etc.
D. Key transferable skills	**Learning and teaching strategy**
At the end of the module, learners will be expected to: D5. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.	**Tutorials:** to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area **Lectures and seminars:** to introduce the concepts and research methodologies involved **Directed study:** to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module **Blended Learning:** to enable students to utilise digital and online resources, through our VLE, LinkedIn Learning, blogs etc.