PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available	BA (Hons) / BA / Dip HE / Cert HE
Award title	**BA (Honours) Design: Animation, Visual Effects and Game Art** **BA (Honours) Design: Film and Photography** **BA (Honours) Design: Graphic Design and Multimedia** **BA (Honours) Design: Illustration, Graphic Novels and Children's Publishing**
JACS2 code	W200
UCAS code	W21F - BA (Hons) Design: Animation, Visual Effects and Game Art W990 - BA (Hons) Design: Film and Photography W991 - BA (Hons) Design: Graphic Design and Multimedia W222 - BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing
Relevant QAA subject benchmark statement/s	Art & Design and Communication, Media, Film & Cultural Studies
Other external and internal reference points used to inform the programme outcomes	Skillset standards Additionally, the BA (Hons) Design programmes are associated with a number of creative organisations and societies namely: The Design Council NAHEMI (National Association for Higher Education in the Moving Image) ASIFA (International Animation Association) SAS (Society of Animation Studies) D&AD (Design and Art Direction) YCN (Young Creatives Network) The Roses International Society of Typographic Designers CSD (Chartered Society of Designers) AOI (Association of Illustrators) SCBWI (Society of Children's Book Writers and Illustrators) Book Circle Caldecott Society. There is also staff representation at Higher Education Academy conferences in Wales and the ADMHEA committee.

Mode/s of study	Full Time and Part Time
Language of study	English
Date at which the programme specification was written or revised	February 2012

Criteria for admission to the programme

The BA (Hons) Design programmes welcome applications from anyone who can demonstrate a commitment to the subject and the potential to complete their chosen programme successfully. This can be established by showing appropriate academic achievements or by demonstrating possession of knowledge and ability equivalent to the academic qualifications. Your experience of subject knowledge is also taken into consideration and you may be asked to attend an interview with your portfolio of work. Students from overseas, or who are unable to attend an interview, are asked to send their portfolio of work digitally for consideration.

An admissions tutor considers each application individually. Different qualifications are considered, including Scottish Higher, Irish Leaving Certificate, the Welsh Baccalaureate, the International Baccalaureate, Access courses, BTEC, VCE, GNVQ, A and AS levels as well as other overseas qualifications. In general these need to be the equivalent of at least 240 UCAS points. These entry requirements given are for guidance and reflect the general level of applicants to whom offers are made, but all applicants are considered on an individual basis and motivation and commitment are considered alongside academic requirements.

Progression from HND
Students with relevant HND qualifications in the design field can join a BA Design programme at level 6. This requires students to undergo a portfolio interview.

Progression from FdA
Students who possess a foundation degree in a relevant Art & Design subject area may progress onto Level 6 of a BA Design programme. This is via a portfolio interview. Some students applying direct to level 6 outside of Glyndŵr University may be required to complete a bridging module during the summer prior to the commencement of their studies. This module is designed to prepare students for the dissertation and negotiated study 1 & 2 module components of the BA Design programmes.

Progression for International Applicants & Language Requirements
International applicants are expected to demonstrate a good level of English. English Language requirements are normally judged in terms of IELTS (International English Language Testing System), normally 5.5, or TOEFL (Teaching of English as a Foreign Language) scores.

Entry to a programme, (in relation to English language proficiency), is generally granted to applicants whose total past education has been conducted in English. Students who have within the last 2 years successfully completed at least three years of education entirely through the medium of English (and have official academic evidence to support this claim) and who attend a face-to-face interview with a Programme Leader, or EAP lecturer/teacher, may not be required to submit an English language test certificate.

The use of the bridging module for overseas students
International and European students who possess a relevant qualification to enter direct into the final year of the BA (Hons) Design programme will benefit from undertaking a bridging module during the summer period prior to the start of their final academic year. This enables students who may not have knowledge and understanding in academic research methodologies to prepare themselves for the standards required in level 6 modules, in particular the dissertation or presentation combined with written work.

CRB checks
All academic staff and students involved in the particular specialist areas where work is undertaken within local schools, or with young people have to undergo checks by the Criminal Records Bureau.

Accreditation of Prior Learning
Glyndŵr University has a transparent, rigorous, fair and flexible system in place to allow for the accreditation of prior experience or learning. This will apply both to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, people with extensive relevant work experience or qualifications may gain exemption from some aspects of the programme, but this requires detailed evidence that the learner has achieved the appropriate standard of the skills and knowledge covered in the programme and overtaken the learning outcomes of the programme. All applications for AP(E)L will be made with reference to Glyndŵr University's AP(E)L procedures.

Part time students
It is recognised that some students may be unable to make full time commitment due to other responsibilities. However, delivery of the part time route would need to be dependent on student numbers. The programmes aim to be flexible and are designed to encourage wide participation in this respect.

Distinctive features of the programmes

Course Summaries
Our dynamic design degrees will equip you with all the skills to be a designer of the future. There is a strong focus on core values of design such as audience and social responsibility, sustainability, environmental awareness, functionalism, ethics, matching appropriate use of materials to cost effective solutions, as well as innovative, aesthetical and cultural values.

You can creatively explore work in variety of design areas all using the latest industry-standard design software including:

Animation, Visual Effects and Game Art
This conceptual and idea driven programme enables multi-experience in all areas of animation production, visual effects and game art with the opportunity to combine or specialise in one area. All techniques of animation are available to creatively explore, taking projects from script to screen including; traditional 2D drawn, 3D puppet-stop motion, 3D computer animation as well as more experimental and combined 2D and 3D methods. A variety of VFX techniques are creatively explored through compositing, matte painting and environment for vfx, 3D matchmoving, rigging and creature effects, digital sculpture and post production work. In game art, you will explore games media and the techniques that can be used to create believable gaming characters and scenarios including how visuals can be used to advance the narrative, tone, mood, pace and characterisation. The programme explores the important links between imaginative approaches to solving animation visual effects and game art design issues. There is also the opportunity to combine animation visual effects and game art with illustration or live action.

Film and Photography
The programme will include conceptual processes, design, digital imaging, camera techniques for still and moving image, lighting for studio and location, editing and post-production techniques. These are supported through sequential design, film language and special effects. There are opportunities to explore contemporary themes through generating ideas for the still and moving image which include location and studio work for drama, documentary, advertising, music media, landscape, movement, computer imagery and other related topics. There is also the opportunity to combine animation and motion graphics within the flexible film and photography assignments.

Graphic Design and Multimedia
The programme will enable you to become a multi-faceted designer who is not only creative and visually literate to a high degree, but also technically able to cope with the needs of the fast moving creative industry. Areas covered include editorial design, brand identity, advertising, typography, packaging, graphic images, multimedia design, web design and internet based communications. It encourages you creativity and has a strong vocational relevance through an emphasis on airing a range of design skills.

Illustration, Graphic Novels and Children's Publishing
Combine traditional drawing skills with knowledge of digital media to create powerful, individual ways of communicating your illustration ideas. Your ability and love of drawing are essential to aid effective communication, exploring areas in publishing, editorial illustration, illustration for persuasion and printmaking. The programme also enables you to specialise within illustration in developing images and characters for graphic novels and/or children's publishing. You will develop skills in character design, working with layout, colour, typography and creative writing. It will cover storytelling, narrative design, digital imaging, anthropomorphism, character development, general drawing, figure drawing, combining creative writing with illustration for graphic novels and children's publishing.

On all the design programmes, emphasis is placed on problem solving and the design process that forms a key part of the work of a designer. You will understand the social, economic and environmental impact of the work you produce and boost your professional skills in industry software and computer applications. Your flexibility and entrepreneurial flair will be given space and opportunity to grow and evolve as you create a strong portfolio of work and expertise.

The use of digital technologies is intrinsic within all areas of design and links inter-dependent design and creative relationships across the broad spectrum of the creative industries. As in any dynamic industry, job functions are fluid and you are encouraged to multi-task in order to be flexible, adaptable and multifunctional. This is particularly important with the development in SMEs, (small to medium enterprises), where skills that transfer across more than one design discipline are highly desirable.

Key Facts
- Strong vocational programmes with outstanding industry links. We have established relationships with industries locally and nationally that enable you to secure excellent work experience on client-related projects or commissions**.**

- Learning outcomes are designed to meet Skillset standards where applicable in module assignments.

- Work experience opportunities with film, animation and computer games design, graphic design agencies, production companies and freelance illustration.

- The teaching team are research active practitioners who exhibit their own work both nationally and internationally.

- Great facilities equipped with the latest design industry software and TV studio in the Centre for Creative Industries as well as the traditional 2D and 3D facilities within our North Wales School of Art and Design.

- Apple certified software training. Become fluent in a wide range of industry standard software.

- Organised visits and trips abroad to prestigious festivals, such as the Annecy International Animation festival in France, International Children's Book Festival in Bologna, galleries, exhibitions and design seminars will increase awareness of potential opportunities.

- Industrial visits to London based production and post-production companies, agencies and publishers will assist the development of your career aspirations.

- The opportunity to enter major national and international design competitions such as the Royal Society of Arts (RSA), Young Creative Network (YCN), British Design and Art Direction Awards (D&AD) Bradford Animation Festival, Ffresh student Moving Image Festival of Wales, the Roses and Royal Society of Arts (RSA), Macmillan book competition and others.

- Opportunities to produce work for commercial clients, charitable and community organisations and education.

- Work collaboratively with students from other disciplines. The University has established relationships with industries of all sizes, both locally and nationally. As a result we welcome visiting practicing artists, designers and film makers for lectures and demonstrating and host co-operative projects and industrial sponsorships such as our Creative Futures week.

- Study abroad opportunities through the Erasmus Scheme. We have links with France, Finland, the University of Mataro in Spain, the Polish Academy of Art in Katowice and Renmin University in China.

- Exhibit your work in high profile places. Past graduates have had work on show at the New Designers Exhibition in the Business Design Centre and Young Blood, London.

Career Opportunities
Graduates from our design courses have gone on to work for companies such as the BBC, Channel 4, S4C, Disney, Molinare, McKinnon & Saunders, Passion Pictures, Asylum Models and Effects and EA Games, taking leading roles such as senior designers, VFX artist /animators, working on titles such as the Harry Potter series of games.

Career Opportunities: Animation, Visual Effects and Game Art
Career opportunities exist in all areas of animation, visual effects and game art including; concept artists, storyboard artists, assistant animators, freelance animators, character designers, visual effects artists, game artists, interactive developers, environment and background artists, freelance visualisers, model making; set design; digital media texture art, digital painting, compositing, lighting, rigging, special effects and postproduction. The UK is the third largest interactive entertainment market in the world, worth over £2 billion every year, with the highest number of games development companies and publishers in Europe. Further study opportunities are also available at MA or PGCE level.

Career Opportunities: Film and Photography
Your degree will prepare you for work on series films, feature films, TV, commercials and music videos, scriptwriting and work in sound recording studios. Employment opportunities exist as independent film-makers, directors, photographers and technicians in large or small companies, or in freelancing or setting up your own business. Further study opportunities are also available at MA or PGCE level.

Career Opportunities: Graphic Design and Multimedia
There is a wide range of opportunities in the design industry. Graphic design and multimedia design graduates are well prepared to pursue careers as designers, art directors, studio managers, multimedia developers, concept artists, interactive developers, web designers, mobile communication designers, technicians, typographic designers.

Career Opportunities: Illustration, Graphic Novels and Children's Publishing
Career opportunities include; general freelance, artists agents, stylists, concept artists, character designers, environment background artists, creative writers, comic book artists, designers and visualisers. Further study opportunities are also available at MA or PGCE level.

Linda McCarthy, BA (Hons) Design graduate, now runs her own animation studio in Chester. "Bringing to life in an animation the characters which I make is just magical. It definitely makes all of the effort worth it."
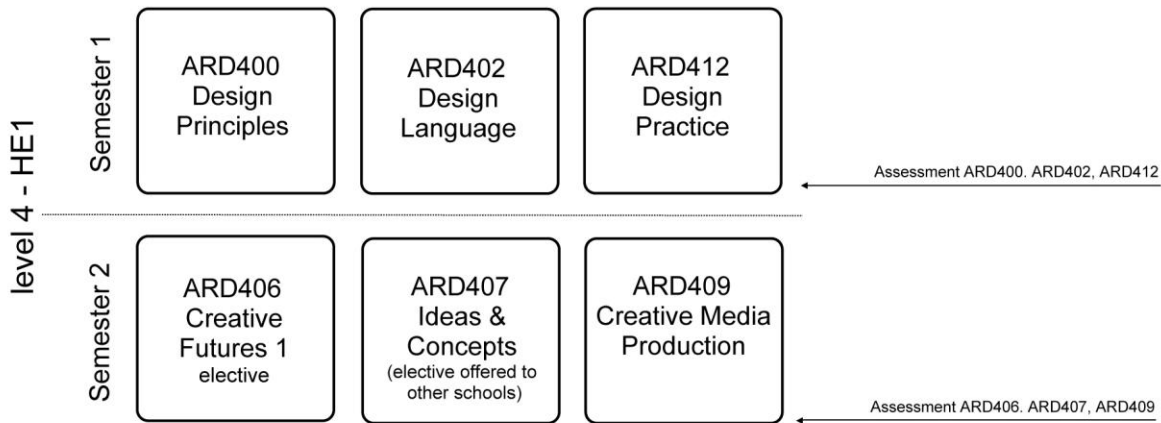
"I looked at a number of universities before enrolling, but Glyndŵr University was always going to be the one I chose. There was a warmth about the place which came from the staff I met, the quality of work on display was interesting and of high quality, and staff appeared willing to be flexible for someone like myself who has family commitments." Jeremy Keeling, Graphic Design student.

"The emphasis on the course here is very much on professional working - doing work which people will see, and getting it produced commercially." Philip Evans, Illustration graduate.
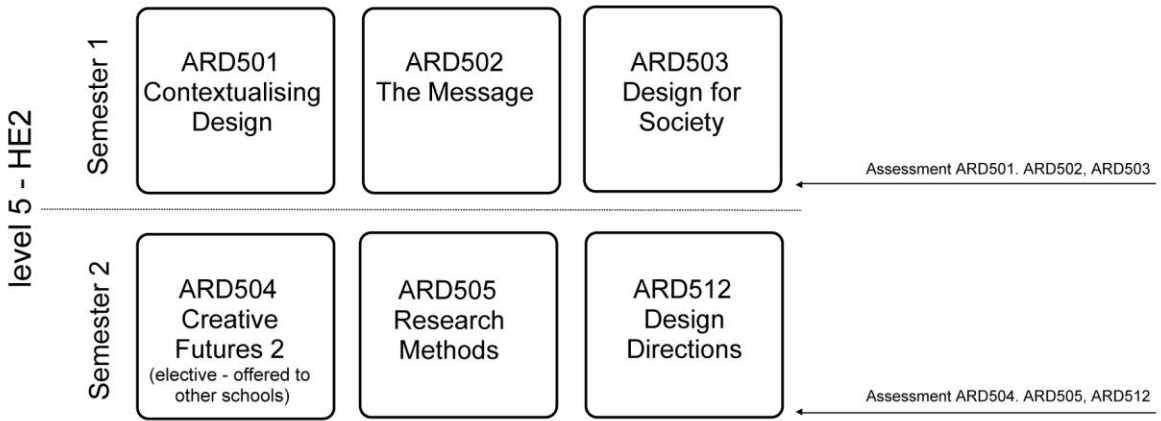
Programme structures and requirements, levels, modules, credits and awards
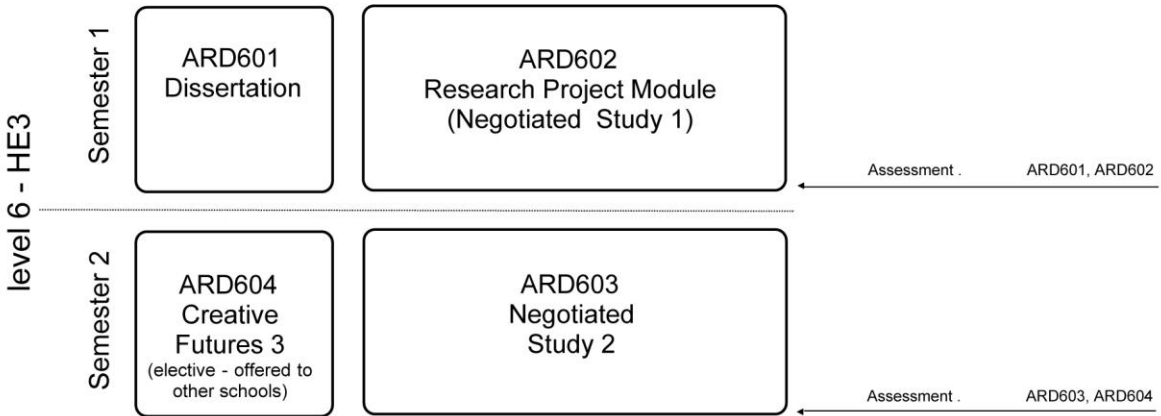
Please see programme structure overleaf.

BA (Hons) Design:

Animation, Visual Effects and Game Art
Film and Photography
Graphic Design and Multimedia
Illustration, Graphic Novels and Children's Publishing

level 4 - HE1

Semester 1

| ARD400 Design Principles | ARD402 Design Language | ARD412 Design Practice |

Assessment ARD400. ARD402, ARD412

Semester 2

| ARD406 Creative Futures 1 elective | ARD407 Ideas & Concepts (elective offered to other schools) | ARD409 Creative Media Production |

Assessment ARD406. ARD407, ARD409

Students successfully completing the above modules can exit with a Certificate of Higher Education in Design: Animation. Visual Effects and Game Art - Film and Photography - Graphic Design and Multimedia - Illustration, Graphic Novels and Children's Publishing

level 5 - HE2

Semester 1

| ARD501 Contextualising Design | ARD502 The Message | ARD503 Design for Society |

Assessment ARD501. ARD502, ARD503

Semester 2

| ARD504 Creative Futures 2 (elective - offered to other schools) | ARD505 Research Methods | ARD512 Design Directions |

Assessment ARD504. ARD505, ARD512

Students successfully completing the above modules can exit with a Diploma of Higher Education in Design: Animation, Visual Effects and Game Art - Film and Photography - Graphic Design and Multimedia - Illustration, Graphic Novels and Children's Publishing

level 6 - HE3

Semester 1

| ARD601 Dissertation | ARD602 Research Project Module (Negotiated Study 1) |

Assessment .   ARD601, ARD602

Semester 2

| ARD604 Creative Futures 3 (elective - offered to other schools) | ARD603 Negotiated Study 2 |

Assessment .   ARD603, ARD604

BA (Hons) Design: Animation, Visual Effects and Game Art

Specific Aims (followed by learning outcomes by level)

The aims and learning outcomes have been informed by the professional body requirements of Skillset, as well as the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of animation, visual effects and game art.
2. To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues.
3. To develop the use of research methodologies appropriate to the disciplines of animation, visual effects and game art.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of animation, visual effects and game art.
6. To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, proposals, solutions and presentations, individually or as part of a team in response to set assignments, self initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the creative media industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To Increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

A. Knowledge and understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of animation, visual effects and game art through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	The broadening of subject knowledge and understanding in specific areas of animation, visual effects and game art that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and design methodology.	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for animation and game art assignments.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to animation, visual effects and game art.	Demonstrate professional levels of achievement and competence in production processes and practice.
A5. The role of a subject discipline within the cultural, political and social context nationally and internationally.	Recognise the diversity of creative media and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form creative media in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.

B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in animation, visual effects and game art.
B2. Develop individual and original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, photography, sequential drawing and storyboarding.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using animation, visual effects and game art.	Initiate, develop and realise distinctive and creative work within animation, visual effects and game art.
B3. Knowledge of concepts, theories methods and practice.	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions with due regard to design requirements and constraints.	Recognise different kinds of aesthetic affects and forms generated by animation and game art. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.	Produce work showing competence in design and operational aspects of media production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design and creative media problems in the production of animation, visual effects and game art.
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.

C. Subject and other skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including sequential design, storyboards and picture composition as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which design practice can take place.	Produce drawings and storyboards that demonstrate ability in picture composition and film language in the generation of ideas for still and sequential production.	Develop and realise distinctive and creative work from conception, through completed artwork to final production and post-production within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using animation and game art.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; visual sequencing, camerawork, editing, visual effects, 2D animation that express weight, volume, speed and acting, forming dope sheets and using lip synchronisation.	Design characters appropriate for animation or computer games, produce layouts, backgrounds, environments, puppets, sets, props and present artwork.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within areas of animation, visual effects or game art.
C5. Appropriate use of media and techniques.	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study.	Use media technology to combine and manipulate source material. Use camera and lighting techniques	Increased competence in using a variety of media and techniques appropriately to the solution of animation, visual	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study

	Demonstrate technical ability in using a variety of media techniques and new technology within their area of study such as cameras, lighting, recording voice and sounds, editing, animation techniques and use of software skills in visual effects.	appropriately in animation, visual effects and CGI work. Use voice, music and sound effects imaginatively in recording and producing soundtracks. Use software skills appropriately.	effects and game art assignments.	assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition festivals.
C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of animation, visual effects and game art. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of animation, visual effects and game art with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of media production technologies, systems, techniques and professional practices to final presentation and evaluation.

D. Professional and employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
D1. Evaluate own progress and produce personal development plans.	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final films in preparation for finding gainful employment.
D2. Demonstrate commitment and motivation within a subject discipline.	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to creative media festivals, design and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the creative media industries function, studio practice and areas of employment.
D3. Demonstrate ability in independent judgement and self directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.

D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.
D5. Demonstrate ability in time management and organisational skills.	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the creative media industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to their audiences.	Demonstrate effective use of IT and media technologies. Present ideas and work to their audiences.

BA (Hons) Design: Film and Photography

Specific Aims (followed by learning outcomes by level)

The aims and learning outcomes have been informed by the professional body requirements of Skillset, as well as the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of film and photography.
2. To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues.
3. To develop the use of research methodologies appropriate to the disciplines of film and photography.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of film and photography.
6. To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, proposals, solutions and presentations, individually or as part of a team in response to set assignments, self initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the creative media industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

A. Knowledge and understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of film and photography through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	The broadening of subject knowledge and understanding in a specific area of film and photography that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and design methodology.	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for film and photography assignments.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to film and photography.	Demonstrate professional levels of achievement and competence in production processes and practice.
A5. The role of a subject discipline within the cultural, political and social context nationally and internationally.	Recognise the diversity of creative media and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form creative media in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.

B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in film and photography.
B2. Develop individual and original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, design sheets, photography, sequential drawing and storyboarding.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using film and photography.	Initiate, develop and realise distinctive and creative work within film and photography.
B3. Knowledge of concepts, theories methods and practice.	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions with due regard to design requirements and constraints.	Recognise different kinds of aesthetic affects and forms generated by film and photography. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.	Produce work showing competence in design and operational aspects of media production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design and creative media problems in the production of film and photography.
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.

C. Subject and other Skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including sequential design, storyboards and picture composition as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which design practice can take place.	Produce drawings and storyboards that demonstrate ability in picture composition and film language in the generation of ideas for still and sequential production.	Develop and realise distinctive and creative work from conception, through completed artwork to final production and post-production within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using film and photography.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; visual sequencing, still photography, cinematic camerawork, lighting, sound recording, directing, editing and post production.	Use a range of lens based equipment in the generation of imagery (photographic or moving image) appropriate to subject matter and design brief.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within areas of film and photography.
C5. Appropriate use of media and techniques.	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study. Demonstrate technical ability in	Use media technology to combine and manipulate source material. Use camera and lighting techniques appropriately during studio and	Increased competence in using a variety of media and techniques appropriately to the solution of film and photography assignments.	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study assignments.

	using a variety of media techniques and new technology within their area of study such as cameras, lighting, recording voice and sounds, editing, and use of post production and CGI skills.	location work film and photography. Use voice, music and sound effects imaginatively in recording and producing soundtracks. Use software skills appropriately.		Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition festivals.
C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of film and photography. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of film and photography with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of media production technologies, systems, techniques and professional practices to final presentation and evaluation.

D. Professional and employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
D1. Evaluate own progress and produce personal development plans.	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final films in preparation for finding gainful employment.
D2. Demonstrate commitment and motivation within a subject discipline.	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to creative media festivals, design and production companies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the film and photography industries function, studio practice and areas of employment.
D3. Demonstrate ability in independent judgement and self directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.

D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.
D5. Demonstrate ability in time management and organisational skills.	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the creative media industries.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to their audiences.	Demonstrate effective use of IT and media technologies. Present ideas and work to their audiences.

BA (Hons) Design: Graphic Design and Multimedia

Specific Aims (followed by learning outcomes by level)

The aims and learning outcomes relate to the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of graphic design and interactive multimedia design.
2. To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues,
3. To develop the use of research methodologies appropriate to the disciplines of graphic design and interactive multimedia design.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of graphic design and interactive multimedia design.
6. To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, design sheets, sketchbooks and presentations, individually or as part of a team in response to set assignments, self initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the creative media industries.
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

A. Knowledge and understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of graphic design and interactive multimedia design through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	The broadening of subject knowledge and understanding in specific areas of graphic design and interactive multimedia design that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and design methodology.	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for graphic design and interactive multimedia design assignments.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to graphic design and interactive multimedia design.	Demonstrate professional levels of achievement and competence in production processes and practice.
A5. The role of a subject discipline within the cultural, political and social context nationally and internationally.	Recognise the diversity of design communication and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form design communication in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.

B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in graphic design and interactive multimedia design.
B2. Develop individual and original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, flow diagrams, roughs, layouts, mock-ups and presentation of artwork.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using graphic design and interactive multimedia design.	Initiate, develop and realise distinctive and creative work within graphic design and interactive multimedia design.
B3. Knowledge of concepts, theories methods and practice.	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions with due regard to design requirements and constraints.	Recognise different kinds of aesthetic affects and forms generated by graphic design and interactive multimedia design. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.	Produce work showing competence in design and operational aspects of media production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design communication problems in graphic design and interactive multimedia design.
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.

C. Subject and other skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including, colour, form, picture composition, text, image and space as primary means of expression and communication.	Consolidate and extend drawing and design language skills within graphic design and multimedia design. Explore the broader directions in which design practice can take place.	Use drawings, text, imagery, space and other design methods that demonstrate ability in the generation and communication of ideas for graphic design and interactive multimedia design.	Develop and realise distinctive and creative work from conception, through completed artwork to final production within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using graphic design and interactive multimedia design.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; roughs, layouts, mock-ups, media technology, contemporary software packages and presentation of artwork.	Use a range of appropriate media and techniques for multimedia platforms, environments, graphic design and presentation of artwork.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within areas of graphic design and interactive multimedia design.
C5. Appropriate use of media and techniques.	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study.	Use digital technology to combine and manipulate source material. Use computers, appropriately in studios and	Increased competence in using a variety of media and techniques appropriately to the solution of graphic design and	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study

	Demonstrate technical ability in using a variety of media techniques and new technology within areas such as web design, typographic design, printmaking, application of software and digital technology.	workshops. Use graphic images, text, photography and CGI techniques imaginatively in producing artwork. Use software skills appropriately.	interactive multimedia design, assignments.	assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition festivals.
C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of graphic design and interactive multimedia design. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas of graphic design and interactive multimedia design with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of digital production technologies, systems, techniques and professional practices to final presentation and evaluation.

D. Professional and employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
D1. Evaluate own progress and produce personal development plans.	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final pieces in preparation for finding gainful employment.
D2. Demonstrate commitment and motivation within a subject discipline.	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to design festivals, design agencies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design industry functions, studio practice and areas of employment.
D3. Demonstrate ability in independent judgement and self directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.

D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.
D5. Demonstrate ability in time management and organisational skills.	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the design communication industry.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.	Demonstrate effective use of IT and media technologies. Present ideas and work to clients or in exhibition.

BA (Hons) Design: Illustration, Graphic Novels and Children's Publishing

Specific Aims (followed by learning outcomes by level)

The aims and learning outcomes relate to the subject benchmark statements of Art and Design and Communication, Media, Film and Cultural Studies.

1. To develop a holistic understanding through historical and contemporary engagement and debate of illustration, graphic novels and children's publishing.
2. To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues,
3. To develop the use of research methodologies appropriate to the disciplines of illustration, graphic novels and children's publishing.
4. To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
5. To instil key design principles and working methods necessary to respond to and resolve design problems through processes of research, conceptual thinking, design development and production appropriate to the disciplines of illustration, graphic novels and children's publishing.
6. To demonstrate the synthesis between theory and practice in the ability to generate and produce creative ideas, concepts, design sheets, sketchbooks and presentations, individually or as part of a team in response to set assignments, self initiated activity or live client briefs.
7. To develop knowledge of business and professional skills necessary for careers in the creative media industries..
8. To provide students with the opportunity to broaden their industrial experience and professional practice.
9. To increase employment opportunities in the development of key transferable and fundamental study skills that can be applied to a broad range of professional contexts and vocations.

A. Knowledge and understanding	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
A1. Breadth and depth of subject knowledge.	Demonstrate an appreciation for forms of illustration, graphic novels and children's publishing through a critical and contextual framework. Recognise and respond creatively to the conventions, techniques and design language within the principle skills being explored and translate them into practical and aesthetic outcomes.	Discuss and examine critical frameworks and the broader socio-cultural contexts within which contemporary design operates. Identify and respond to significant critical and artistic shifts in design with reference to their specific area of study.	The broadening of subject knowledge and understanding in specific areas of illustration, graphic novels and children's publishing that is informed by relevant theoretical issues and debates.	Demonstrate substantive and detailed knowledge and understanding in a particular area relevant to their career direction. Demonstrate the synthesis between theory and practice. Demonstrate the ability to complete a piece of sustained critical and analytical writing.
A2. Utilise research skills and design methodology.	Identify relevant and appropriate sources of information. Utilise a range of research skills, apply and consider relevant forms and modes of information, including textual and electronic.	Apply a range of research skills and design methodology in effective communication of solutions to design problems.	Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.	Demonstrate to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for illustration, graphic novels and children's publishing assignments.
A3. Critical analysis of relevant issues and ideas.	Recognise and evaluate critical frameworks and concepts in relation to design practice.	Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.	Demonstrate an understanding of the critical and theoretical context in which practice is located.	Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.
A4. Key production processes and professional practice.	Demonstrate a practical understanding of key principles and professional skills within a chosen area of study.	Extend knowledge and understanding in production processes and professional practice.	Demonstrate key production processes and professional practices relevant to illustration, graphic novels and children's publishing.	Demonstrate professional levels of achievement and competence in production processes and practice.
A5. The role of a subject discipline within the cultural, political and social context nationally and internationally.	Recognise the diversity of design communication and the variety of approaches in methodology and practice within cultural, political and social contexts, nationally and internationally.	Demonstrate a contextual understanding of the subject areas that form design communication in theoretical and practical assignments.	Develop a broader understanding of a chosen subject area within a multidisciplinary environment.	Evidence of a broad knowledge in a subject discipline with reference to social, cultural and technological change.

B. Intellectual skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
B1. Respond analytically, creatively and flexibly within the complex subject area of design and creative media.	Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of communication methods.	Explore matters that may be new and emerging, drawing upon a variety of personal skills and upon a variety of academic and non-academic sources.	Higher levels of self-motivation, intellectual curiosity, speculative enquiry, imagination, and divergent thinking skills.	Respond analytically and creatively within the cultural and critical framework that informs current thinking in illustration, graphic novels and children's publishing.
B2. Develop individual and original solutions using a variety of communication methods.	Express and communicate ideas and concepts through a variety of ways including sketchbooks, flow diagrams, roughs, layouts, mock-ups and presentation of artwork.	Synthesise between theory and practice and create original solutions. Develop a variety of concepts to a range of assignments.	Demonstrate individual, thoughtful and imaginative solutions using illustration, graphic novels and children's publishing.	Initiate, develop and realise distinctive and creative work within illustration, graphic novels and children's publishing.
B3. Knowledge of concepts, theories methods and practice.	Demonstrate ability to brainstorm ideas, use design methods and practice and provide critical evaluation in given assignments.	Apply conceptual thinking and research to design methodology and design practice and provide critical evaluation in selected assignments.	Devise and sustain arguments, and solve problems, using ideas and techniques, some of which are at the forefront of their discipline.	Demonstrate to a high level of competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects.
B4. Recognise, analyse and solve design and production problems, specifying appropriate solutions with due regard to design requirements and constraints.	Recognise different kinds of aesthetic affects and forms generated by illustration, graphic novels and children's publishing. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.	Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.	Produce work showing competence in design and operational aspects of media production technologies, systems, techniques and professional practice.	Produce work showing competence in recognising, analysing and solving design communication problems in illustration, graphic novels and children's publishing.
B5. Use reflective practice and evaluation in making rational judgements on own/others work.	Consider and evaluate work with reference to academic and professional issues, debates and conventions. Document experiences of module visits and trips and current work of designers active in the market.	Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.	Be able to evaluate and make rational judgement on their work critically and honestly.	The capacity for rigorous self-appraisal and the ability to make informed decisions and respond positively to informed criticism in the assessment of work and development.

C. Subject and other skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
C1. Use Design language and expression through visual and audio communication.	Explore drawing, visual communication and design language including, colour, form, picture composition, text, image and space as primary means of expression and communication.	Consolidate and extend drawing and design language skills within a chosen area of study. Explore the broader directions in which design practice can take place.	Use drawings, text, imagery, space and other design methods that demonstrate ability in the generation and communication of ideas for forms of illustration, graphic novels and children's publishing.	Develop and realise distinctive and creative work from conception, through completed artwork to final production within their chosen area of study.
C2. Use fluency and imagination in the synthesis of methods and ideas.	Recognise and synthesise ideas drawn from divergent disciplines. Use diagrams, sketches and plans in the communication and development of ideas and intentions for projects.	Use extended practice in the development of subject skills and resolution of design problems.	Demonstrate the ability to resolve design problems through processes of research, conceptual thinking, design development and production using illustration, graphic novels and children's publishing.	Demonstrate a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects.
C3. Development of investigation and enquiry drawing upon critical theory and research methodology within a subject discipline.	Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various forms of research to design briefs.	Extend competency in theoretical and critical evaluation of their own and others work. Analyse and evaluate methods of communication and appropriateness of media in assignments.	Show evidence of investigation and enquiry and provide a critical refection on issues of practice.	Demonstrate an ability to critically evaluate and analyse a range of critical, theoretical and contextual material. Demonstrate understanding of the synthesis between theory and practice within design.
C4. Development of subject specific skills and managing an individual programme of work through chosen assignments.	Demonstrate practical skills in a variety of media and techniques; life drawing, character design, visual sequencing, roughs, layouts, mock-ups, media technology, contemporary software packages and presentation of artwork.	Design characters and artwork appropriate for children's books or graphic novels, development of creative writing and narrative structures, bookbinding, use a range of appropriate illustration media and techniques and presentation of artwork.	Demonstrate ability to work independently, present work proposals with due regard to the production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study.	Independently plan and produce a body of work through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement within the areas of illustration, graphic novels and children's publishing.
C5. Appropriate use of media and techniques.	Appropriate and manipulate the technology and terminology that underpin the media skills in their subject study.	Use digital technology to combine and manipulate source material. Use sequential design, computers, printmaking,	Increased competence in using a variety of media and techniques appropriately to the solution illustration, graphic	Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study

D. Professional and employability skills	Level 4 Cert HE	Level 5 Dip HE	Level 6 Degree	Level 6 Honours Degree
	Demonstrate technical ability in using a variety of media techniques and new technology within illustration, graphic novels and children's publishing such as narrative and sequential design, printmaking, bookbinding, model making, software and digital technology.	model making appropriately in studios and workshops. Use drawing, text, illustration media and techniques imaginatively in producing artwork. Use software skills appropriately.	novels and children's publishing assignments.	assignments. Produce work showing competence in final design and production methods and professional practices, culminating in the presentation and showcasing of their work for exhibition and competition festivals.
C6. Deal with the complexity of negotiating a project from concept through to production, including costing and liaison with industry/funding organisations where appropriate, culminating in analysis and evaluation of final work.	Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.	Identify relevant and appropriate sources of information and application to the visual and textual analysis of illustration, graphic novels and children's publishing. Manage plans of action within available resources and time limits.	Apply creative thinking effectively to problem solving in specific vocational areas forms of illustration graphic novels and children's publishing with due regard to the constraints of time, cost, commercial requirements and other considerations.	Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design and operational aspects of digital production technologies, systems, techniques and professional practices to final presentation and evaluation.

D1. Evaluate own progress and produce personal development plans.	Write evaluations and begin PDP work in the form of personal blogs, or in written format. Extract information from their reflective journals by which they can recognise and evaluate their achievement and contribution to their personal development plans.	Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.	Provide an analytical measure by which they can recognise and evaluate their achievement and contribution to their professional development. Self-evaluation and self-promotion work that supports their negotiated studies.	Develop professional practice files that review and evaluate their industrial experience and own work critically and honestly. Self-promotion work that supports their portfolio of design work and final pieces in preparation for finding gainful employment.
D2. Demonstrate commitment and motivation within a subject discipline.	Start to evidence commitment and motivation through design development and practice, keeping of personal blogs and reflective journals, participation in team work, attendance, visits to festivals and exhibitions etc.	Strengthen commitment and motivation, through personal expression of practical assignments, reflective journals, PDP, attendance in software workshops, industrial trips, visits to festivals and exhibitions etc.	Demonstrate commitment and motivation through subject study and professional practice for this level of study. Evidence this through self-promotional work or website, making evaluations and developing PDP work. Enter competitions and make visits to industry where appropriate or relevant.	Experience a wide variety of learning opportunities including visits to design festivals, design agencies, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design industry functions, studio practice and areas of employment.
D3. Demonstrate ability in independent judgement and self directed learning.	Work in teams as well as individually. Development of organisational skills. Use initiative to work independently during self directed study periods.	Work in flexible, creative and independent ways as well as collaboratively. Show self-discipline and self-direction. Initiate and formulate research reports and project proposals.	Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.	Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to undertake a further qualification.
D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.	Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.	Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.	Work with clients if appropriate and demonstrate ability to make decisions and form solutions regarding level of subject study in negotiation with tutors and clients.	Apply entrepreneurial skills in dealing with audiences, clients consumers etc. and maintain professional working dialogue throughout production process. Decision-making in complex and unpredictable contexts in the resolution of solutions.

D5. Demonstrate ability in time management and organisational skills.	Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.	Manage their own workloads and meet deadlines. Extend skills in organisation and time management.	Ability to organise on workloads and manage time effectively through negotiated study.	Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.
D6. Demonstrate ability to operate effectively in a professional environment.	Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.	Extend personal professional development skills and industrial experience in a relevant area of the design communication industry.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.	Demonstrate ability to work effectively in a professional environment, independently as well as with others.
D7. Demonstrate interpersonal and effective communication skills (oral and written).	Start to develop interpersonal and communication skills. Able to express ideas in writing.	Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.	Demonstrate interpersonal and effective communication skills and the ability to work with others.	Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.
D8. Make effective use of IT and media technologies.	Start to use relevant software, information and media technology in the fulfilment of assignments.	Extend software skills, research and IT skills and media technology in the fulfilment of assignments.	Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.	Demonstrate effective use of IT and media technologies. Present ideas and work to clients or in exhibition.

BA (Honours) Design Curriculum Matrix of modules against intended learning outcomes of the programme

Level	Code	Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
Level 4	ARD400	Design Principles	C	*	*	*		*			*		*
	ARD402	Design Language	C		*		*		*	*	*	*	*
	ARD412	Design Practice	C	*	*	*	*		*	*	*	*	*
	ARD406	Creative Futures 1	E		*		*	*			*		*
	ARD407	Ideas & Concepts	C		*	*			*	*	*		*
	ARD409	Creative Media Production	C	*	*	*	*		*	*	*	*	*
Level 5		Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	ARD501	Contextual Design	C	*	*	*		*			*		*
	ARD502	The Message	C		*	*	*	*	*	*	*	*	*
	ARD503	Design for Society	C	*	*	*	*	*	*	*	*	*	*
	ARD504	Creative Futures 2	E		*		*	*			*		*
	ARD505	Research Methods	C	*	*	*		*			*		*
	ARD512	Design Directions	C	*	*	*	*	*	*	*	*	*	*
Level 6													
		Module Title	Core / Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5
	ARD601	Dissertation (All programmes)	C	*	*	*		*			*		*
	ARD602	Research Project Module (Neg. Study 1)	C	*	*	*	*	*	*	*	*	*	*
	ARD604	Creative Futures 3	E	*	*	*	*	*	*	*	*	*	*
	ARD603	Negotiated Study 2	C	*	*	*	*	*	*	*	*	*	*

Level	Code	Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
Lev 4	ARD400	Design Principles	C							*	*	*		*		*	*
	ARD402	Design Language	C	*	*	*	*	*		*	*	*	*	*		*	*
	ARD412	Design Practice	C	*	*	*	*	*		*	*	*	*	*		*	*
	ARD406	Creative Futures 1	E				*			*	*	*	*	*	*	*	*
	ARD407	Ideas & Concepts	C	*	*	*	*			*	*	*	*	*		*	*
	ARD409	Creative Media Production	C	*	*	*	*	*		*	*	*	*	*		*	*
Lev 5		Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
	ARD501	Contextualising Design	C	*		*				*	*	*	*	*		*	*
	ARD502	The Message	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD503	Design for Society	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD504	Creative Futures 2	E				*			*	*	*	*	*	*	*	*
	ARD505	Research Methods	C					*		*	*	*		*		*	*
	ARD512	Design Directions	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lev 6		Module Title	Core / Option	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
	ARD601	Dissertation (All programmes)	C							*	*	*		*		*	*
	ARD602	Research Project Module (Neg. 1)	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD604	Creative Futures 3	E	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	ARD603	Negotiated Study 2	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategies used to enable outcomes to be achieved and demonstrated

The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

The overall philosophy is based on student-centred learning providing the student with the maximum opportunity to utilise and build upon experience gained within a participating learning environment.

The majority of the work will be studio/workshop based and practical in nature supported with lectures, talks by specialist guest speakers, demonstrations, tutorials, seminars and critiques. Students will undergo a series of set and chosen (both individual and team), assignments in which they will learn a range of skills and techniques and apply them creatively to solve design problems.

Theoretical aspects of individual modules will be based upon knowledge acquisition, research methodology and the development and application of the skills of analysis, evaluation and synthesis.

Students will increasingly be encouraged and expected to negotiate their study and manage their learning through choices of assignments and workshop practice. Critical analysis and contextualising their own work, that of their peers and practising designers in the field will be required.

Student Experience of their programme and level progression

Level 4 introduces the fundamental areas compulsory for all students studying in the subject area of Design. This will include communication through drawing, research and design methodology, conceptualisation, media, techniques and technology. Design and production work will be viewed periodically during modules and critically analysed through group discussion. The emphasis is on individual learning. Students will receive a varied diet of individual and team assignments within a broad range of subject disciplines. These will examine and explore the principles and language of design and forms of communication and media as they progress through their programme.

Level 5 modules enable students to consolidate and extend their learning with more advanced techniques and processes that challenge them to experiment with a variety of media and methods of communication. Within the practical modules they extend their design practice, thinking more about designing for society and exhibition. There is the opportunity to produce more sustained work over longer periods of time, raising quality and standards. There is increased flexibility, enabling student's freedom to develop expressive aspects and abilities through choice of assignments in accordance with the programme philosophy of developing the student's own critical research and intellectual skills. Students are expected to take more responsibility for their own learning, action planning, evaluating their own development through sketchbooks, reflective journals, and through personal development planning.

Level 6 modules require more critical, analytical and lengthier negotiated studies where students can determine their own career path and have the opportunity to negotiate a year plan which places them with more responsibility over what projects they undertake. They will establish a learning contract that specifies their intended aims and learning outcomes they wish to pursue and this is closely monitored through regular critiques, seminars and tutorials.

All modules are designed to provide students with a variety of skills which will help them in their

creative future, from the ability to communicate effectively with others, working in teams, analysing and solving problems, through to systematic use of research and IT skills, developing a business acumen and critical understanding. These transferable skills are most evident in the Creative Futures modules, where the opportunity for graduate qualities can be developed, consolidated, recorded and assessed.

Students will liaise with industry and gain industrial experience where appropriate There are live briefs, competitions, professional practice, industrial visits or student exchange visits.

All Design students will use Moodle, the University's VLE,that enables them to access programme information, announcements. module packs, lecture notes, and participate in discussions and group work.

Personal Development Planning

The aims of the PDP process are to ensure that students are responsible for their personal development planning and progress file that includes a record of reflective evaluation and planning designed to enable them to:

- make links and gain a holistic overview of their studies within a modular environment
- reflect critically
- become more independent in learning
- adopt a more pro-active role in their academic study, extra-curricular pursuits and career planning
- capitalise on their learning in a variety of contexts
- make job or postgraduate applications / vocationally relevant decisions

Work-based learning

The ethos of Design is in the knowledge of how an individual's practice relates to that of others, the broad vocational context within which it sits and the range of professional practices that inform it, such as anticipating and responding to change; knowledge and application of business systems; presentation; distribution and dissemination of work; skills in entrepreneurialism and social enterprise; and client/audience negotiation skills. Students are therefore strongly encouraged to engage and network with the creative industries, which may include work experience, (a more generalised term than placements), make visits to design and production companies, undertake outside client and community based work and get involved in industry led competition briefs. All of these activities and PDP work are documented and evaluated by the individual in their professional development file, or online blog and is assessed as part of their Creative Futures modules.

Students will also draw on the support provided by Glyndŵr University that includes for example: entrepreneurial skills sessions, career development sessions, and how to set up their own companies which in particular take place during the Creative Futures events.

Students now have more opportunity to work abroad in one of the Erasmus linked HE establishments such as the Ecole Superieure de l'Image in Angoulême, France, (leading in the subject of graphic novels), Universitaria de Mataro in Spain, Katowice, Cieszyn in Poland, Finland, or Sofia in Bulgaria where they have similar courses.

Welsh Medium

The Design team support Glyndŵr University's commitment to the Welsh Language and the

subject area actively promotes vocational aspects of Art & Design within the principality. Whilst the Design programmes will be delivered in English, students are entitled to submit assessments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Glyndŵr University assessment regulations apply to the programme. Assessment procedures are designed to facilitate the nature and pace by which students produce work and to encourage efficient management and effective planning of time and resources.

Assessment Types and Formats

There are varied formats of assessment to encourage student learning:

Seminars can be tutor led or student led. They encourage students to make presentations on specific elements of their subject study and have proved important in assessing research skills, methods of design, ability to organise and present an argument and clarity of presentation. They are also a good example of peer group interaction.

Critiques require students to produce and present a body of work for critical discussion within an atmosphere of informed, positive criticism. These help students to understand the assessment criteria used to determine marks and grades.

Tutorials are an important part of monitoring a student's progress and in providing regular feedback on their performance as they progress through their programme. These can be individual, or in groups which has an advantage in peer learning. Focus groups have also been developed and are seen as an important part of the formative experience, particularly with regard to peer assessment. However, one to one tutorials are seen as an essential vehicle in managing student learning successfully and in helping students to understand the nature of assessment decisions.

Assessment Strategy

The development of a cohesive assessment system has been of prime importance to the staff team in addition to ensuring comparability of qualification across an increasingly scrutinised sector. The team has made significant improvements to streamline assessment, improve its effectiveness and introduce formative assessment feedback pro-forma that clearly indicates the assessment criteria and conforms to subject benchmarking. It involves students in participation of their own assessment.

Assessment is continuous and relates to all aspects of the programmes, providing more carefully defined emphasis on formative assessment and feedback throughout the academic year. This enables opportunity for success, rather than failure of modules and thereby increases retention.

Formative assessment takes place after assignment tasks, (the timing of which can vary from one day to several weeks depending on the requirements of the activity to be carried out), and towards the end of a module. There are reviews of work at key points before Christmas and before Easter. This dispenses with students worrying over impending assessments during vacation periods and instead provides time for them to reflect on their progress and prepare for future assignments. The vacation periods are regarded as natural breaks between students completing 'blocks' of work and enables them to work more logically through the year, providing them with feedback more crucially before Christmas and Easter with a summative assessment point at year end.

Assessment is designed to enable students to participate in the measurement of their own progress and also to judge their level within their year group. This can be through group interaction with critical analysis where students will submit a range of work including sketchbooks, design sheets, finished artwork, 3D work, screen based work, technical/ production files, journals, essays and audio-visual presentations

The formative assessment feedback forms have been useful in helping students to identify the assessment criteria and learning outcomes and to place responsibility on them for tracking and recording their learning and assessment. They also help students plan their work in negotiation with their tutors. Students are also encouraged to provide written evaluations at the end of subject study modules. This is particularly important for final year students in developing their critical analysis and autonomy during Negotiated Studies.

Details on assessment are provided to students in their handbooks. The Degree Classification Grids provide students with descriptive statements on how assessment decisions are arrived at under the main criteria for Honours calculation. Glyndŵr University's rules and regulations on assessment and procedures can also be found on the student intranet.

Assessment criteria are linked to individual module learning outcomes and are presented to students at the start of the module through key lectures. Defined aims, assessment requirements and learning outcomes are detailed in each module and made explicit on assignment sheets.

The staff team hold mid-semester assessment monitoring meetings to discuss student progress across programmes, consider how best to support their progress, share good practice, identify problems and take any remedial action that may be necessary before summative assessments. These monitoring meetings also ensure parity and equivalence of assessment across the programmes.

The Assessment Process

1. The assessment process is developed in a variety of ways and is seen as an integral part of the learning process. All modules are assessed by a minimum of two members of staff and credit awarded subject to Assessment Board approval, following the satisfactory completion of the module. Assignment work for each module is graded with a percentage mark and the assessment criteria for percentage marks are clearly defined on the formative assessment sheets.

2. Students are made aware of what to do if they are unable to hand in work by a deadline or have extenuating circumstances. A pro-forma is available for them to complete from the Student and Programme Centre and copies are also provided in their handbooks.

3. During formative assessment, students receive verbal feedback on their performance with pointers on areas of good practice, areas that need further work etc. This is followed by tutorials where students receive more detailed written feedback. At summative assessment, students find the verbal feedback sessions with their tutors more helpful than simply receiving a transcript of marks.

4. External evaluation of work undertaken within industry or other outside context is sought after students have made an outside visit. This has been via a pro-forma that evaluates student performance that a professional person from an organisation/design studio would complete. Although this feeds into the assessment of a module, it is not a means for marking work. Neither is it made compulsory for a student to receive industrial experience. However, students are encouraged to keep a diary of any work undertaken away from the University which records their own evaluations of work experience and they also take responsibility to ask companies to write evaluative letters. These are taken into consideration at the end of

year assessment.

5. Peer assessment has also been developed which encourages critical understanding and ownership of learning processes, particularly within team assignments. A higher level of professional practice skills and supportive group dynamics have had lasting benefits in understanding the subject matter and encouraging further team assignments.

6. Summative assessment, (or end of year assessment), is the calibration, recognition and recording of a student's standard and level for examination and grading and takes the form of three end of year reviews of work at the conclusion of each major stage of a programme.

The inclusion of 'live' client assignments brings students face to face with the processes of professional practice; negotiation, presentation, budgetary constraints, working in groups and delivering on time to a deadline. Work may be seen by practising professionals for critical evaluation as part of the assessment process.

Module assessments throughout the programmes

There are no set exams. Students are assessed continuously on their course work at the end of assignment tasks and modules. The main formative assessment points are at the end of each semester when modules are completed. These are indicated on the diagrammatic overview of programme structure. The submission dates will be in accordance with the University academic calendar weeks for examinations and assessment.

Assessment regulations that apply to the programmes

Glyndŵr University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to the programmes.

Borderline Cases
In borderline cases, the final 40 credit module, ARD603 Negotiated Study 2 is the module that should be in the higher banding when determining the Honours classification.

Programme Management

Staff teams comprise:

Animation, Visual Effects and Game Art
Marisse Mari, Sonia Di Gennaro, Yvonne Eckersley, Simon Hall.

Film and Photography
Stewart Edwards, Marisse Mari, Simon Hall, Colin Salisbury.

Graphic Design and Multimedia
David Gill, Pauline Amphlett, Adam Cooke, David Kelly

Illustration, Graphic Novels and Children's Publishing
Yadzia Williams, Sue Thornton, Dan Berry, John Archer.

Programme Management

There are monthly programme team meetings comprised of academic and

technical/demonstration subject staff responsible for specific curriculum areas that work closely together to ensure good management and organisation of the programmes.

The Design programmes provide opportunities for students to comment on the quality of their learning experience. This is used to contribute to the continual enhancement of the programme. There are various methods in place for receiving and responding to feedback from students.

Student Forums are arranged once a semester usually towards the end of modules. They provide the opportunity for staff and students to evaluate modules and discuss any issues regarding the programme and its operation. Students initiate the agenda through their student representative. Minutes are taken and actions reported from one meeting to the next. Recommendations and issues arising from student forums are forwarded to the **Staff Student Consultative Committees** (SSCCs). These are held at regular intervals throughout the academic year, and the dates will be advertised to all students via Moodle.

These meetings:
- involve students in the decision-making processes relating to the curriculum, teaching and learning, and many other aspects of their higher education experience;
- engage with students to obtain feedback and insights in order to learn how to provide for them better in the future;
- engage in a dialogue about the learning experience, in order to develop a partnership between staff and students in solving any problems that may arise;
- support and encourage students to become more active learners.

In addition, Glyndŵr University has arrangements for student representatives. These are spokespersons for their peer group and their function is to represent the view of their student group.

Student views are sought in a number of different ways, for example:

- student surveys and questionnaires, at module/programme, University and even national level;
- Staff Student Consultative Committees;
- membership of internal audit panels;
- meetings with internal programme approval and review and external quality agency panels;
- task and finish groups ('working groups') convened to focus on a specific issue;
- membership of Senate and its sub-committees;
- membership of the Board of Governors' Student Affairs Committee.

Research and Scholarship activity

The Subject area's learning teaching and assessment strategy enables staff to develop their research and scholarship activity that feeds into the curriculum and enhances learning teaching and assessment of the programme. All Design staff members are engaged in research and scholarly activity and this is ongoing. Staff regularly attend relevant conferences and seminars (i.e. CHEAD, GLAD, CLTAD, D&AD, the Design Council and the CSD), all of which feed into the programme teams development of the current curriculum.

Particular support for learning

The overall philosophy is based on student-centred learning providing students with the maximum opportunity to utilise and extend their experience within a participative learning environment.

At the outset students will be expected to take responsibility for their own learning and to be proactively engaged in a variety of teaching and learning processes. The programmes are structured to enable students to work in an interdisciplinary manner, to be flexible and enable them to develop individually. This is supported by a personal tutor/tutorials system. Tutorials are considered to be a crucial part of monitoring and guidance within the programme and it is likely that the tutor will be a member of subject study staff. Tutorial staff are always available to discuss pastoral or programme issues.

Personal tutors have an important role in helping to make clear the requirements and choices within the programme and to assist in the establishment of individual learning patterns. Student work is reviewed and discussed in the broader context of career aspirations and possible personal issues. All staff are actively involved in the development of students individual programmes of work.

Personal Development Planning
All Art & Design students are encouraged to engage with Personal Development Planning, described by the HE Academy as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'.

Employability
Integral to the Design programmes are the Creative Futures modules that are committed to developing students' employability and career prospects through fostering strategic relationships between students, graduates and employers. It provides students with a chance to meet practitioners and professionals who can provide valuable advice for their careers. It aims to improve understanding and knowledge of possible future career opportunities within a range of creative industries helping students to create and manage their own career paths, by providing them with insights into the labour market for the sectors in which they want to develop a career, increasing their confidence and providing opportunities for professional development.

The Careers Centre at Glyndŵr University also provides impartial and professional careers information, advice and guidance for students and graduates.

Disability and learning support
The Disability and Learning Support Team can offer advice and support for students with a disability or specific learning difficulty. We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are needed by students with specific learning needs. There are also nominated people who act as disability co-ordinators within each subject area.

Please contact Student Services (top floor of the Edward Llwyd Centre) or the University website via the Disability Support link under Student Support Service (where you can access the Glyndŵr University Disability Statement) for further details.

Library and IT resources
The library and IT resources at Plas Coch offer Design students an excellent range of books, journals, DVD's and IT learning facilities. General information on the library is available on the Glyndŵr University website via the Library and Study link under Student Support Services. There are subject specific guidelines that offer information on relevant online databases, internet sites, sections in the library etc. There is a variety of open use PCs located around the Glyndŵr University campus. These computers can be used for a number of activities including word processing and presentations, browsing the web and e-mail. We also have a range of specialist Design specific computer applications and facilities based at the Regent Street site. All Glyndŵr University staff and students are given a username to enable them to access e-mail, the internet and a range of software and other network services.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes an equal opportunities statement including equal treatment for all applicants and students, in compliance with the SENDA legislation.

Art & Design programmes welcome and support a growing number of students with individual learning needs and has considerable experience in meeting their requirements. The Design programmes are committed to improving facilities and providing individual support to all students within its widening participation programme. There are also central learning support facilities to assist art & design students and to help them manage strategies to cope with learning differences in their study. We aim to provide equality of opportunity for all our students and will do our best to provide the resources and learning opportunities that are required by students with individual needs.

The learning and teaching strategies employed are consistent with the university's commitments to equality and diversity. The widening nature of the constituency from which students now reach our programmes means that methods of delivery for the identified curricula require flexible approaches dependent upon the needs of the learning community. Support is provided by extending deadlines, particularly for written assignments. More time is devoted to individual needs in tutorials and workshops. Tutors can also conduct electronic tutorials via e-mail or electronic learning environment.