

| OFFICE USE ONLY | |
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| Date of validation event: | 08 December 2017 |
| Date of approval by Academic Board: | 12 September 2018 |
| Approved Validation Period: | <i>5 years from September 2019</i> |
| Date and type of revision: | 01 March 2019, APSC approved replacement of shared modules with newer validated modules from Applied Arts. ARDF410 replaced with ARD450, ARDF511 replaced with ARD549, ARD504 replaced with ARD548, ARDF600 replaced with ARD626 and ARD604 replaced with ARD625. 12 April 2019, APSC approved replacement of modules in BA (Hons) Game Art and BA (Hons) Visual Effects only to share relevant modules from BCs Computer Game Development. |

PART TWO PROGRAMME SPECIFICATON

MDes Illustration
MDes Comics
MDes Children's Books
MDes Surface Design
MDes Animation
MDes Game Art
MDes Visual Effects
MDes Graphic Design
BA (Hons) Illustration
BA (Hons) Comics
BA (Hons) Children's Books
BA (Hons) Surface Design
BA (Hons) Animation
BA (Hons) Game Art
BA (Hons) Visual Effects
BA (Hons) Graphic Design

1 Awarding body

Glyndŵr University

2 Programmes delivered by

Glyndŵr University

3 Location of delivery

Regent Street Campus and Plas Coch Creative Industries Building

4 Faculty/Department

Faculty of Arts, Science and Technology

5 Exit awards available

BA (Ord) / Dip HE / Cert HE Illustration
 BA (Ord) / Dip HE / Cert HE Comics
 BA (Ord) / Dip HE / Cert HE Children's Books
 BA (Ord) / Dip HE / Cert HE Surface Design
 BA (Ord) / Dip HE / Cert HE Animation
 BA (Ord) / Dip HE / Cert HE Game Art
 BA (Ord) / Dip HE / Cert HE Visual Effects
 BA (Ord) / Dip HE / Cert HE Graphic Design

The BA (Hons) will be available as an exit award for the MDes programmes.

6 Professional, Statutory or Regulatory Body (PSRB) accreditation

None

7 Accreditation available

None

8 Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)

N/A

9 JACS3 codes

| | |
|----------------------------------|------|
| MDes, BA (Hons) Animation | W615 |
| MDes, BA (Hons) Children's Books | W220 |
| MDes, BA (Hons) Comics | W220 |
| MDes, BA (Hons) Game Art | W614 |
| MDes, BA (Hons) Graphic Design | W210 |
| MDes, BA (Hons) Illustration | W220 |
| MDes, BA (Hons) Surface Design | W220 |
| MDes, BA (Hons) Visual Effects | W614 |

10 UCAS codes

| | |
|----------------------------|------|
| BA (Hons) Illustration | IL19 |
| BA (Hons) Comics | CO19 |
| BA (Hons) Children's Books | CB19 |
| BA (Hons) Surface Design | |
| BA (Hons) Animation | 259B |
| BA (Hons) Game Art | 305D |
| BA (Hons) Visual Effects | VE19 |
| BA (Hons) Graphic Design | W991 |
| MDes Illustration | ILMD |
| MDes Comics | COMD |
| MDes Children's Books | CBMD |
| MDes Surface Design | |
| MDes Animation | 259C |
| MDes Game Art | 305F |
| MDes Visual Effects | VEMD |
| MDes Graphic Design | 21C5 |

11 Relevant QAA subject benchmark statement/s

The Art and Design programmes reflect the expectations of the QAA subject benchmark statements: Art and Design 2017 and Communication, Film, Media and Cultural Studies.

The nature and extent of subject practice; The subject in context; Defining principles; Subject strands; Teaching, learning and assessment.

Modules embed the QAA subject benchmark statements 2017 (Feb).

12 Other external and internal reference points used to inform the programme outcomes

Creative Skillset,

http://creativeskillset.org/who_we_help/training_educators/shaping_quality_provision

| | |
|----|-----------------------------------|
| 13 | Mode of study |
| | Full time |
| 14 | Normal length of study |
| | BA (Hons) 3 years MDes 4 years |
| 15 | Maximum length of study |
| | 5 years |
| 16 | Language of study |
| | English |

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

Standard entry requirements for both BA (Hons) and MDes programmes:

112 Standard entry requirements for both BA (Hons) and MDes programmes - 112 UCAS Tariff points at GCE A Level or equivalent.

The programme admission tutors 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 that they possess the knowledge and ability equivalent to the academic qualifications, usually gained through recent practice within the profession.

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. These need to be the equivalent of at least 240 UCAS points.

Applicants may be considered on an individual basis where motivation and commitment are considered alongside academic requirements. All candidates will either be interviewed in person, or where this is not practical, via a port-folio of recent work in hard copy or by digital representation.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

6 DBS Requirements

N/A

Non-standard entry criteria and programme specific requirements

As above.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below

Programme specific restrictions

Recognition of Prior & Experiential Learning:

Glyndŵr University has a clear, rigorous, fair and flexible system in place to allow for the recognition of prior experience or learning. This will apply to the entry requirements of the programme and for the partial or total exemption of certain parts of the programme. In some cases, applicants 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 undertaken the learning outcomes of the programme through a mapping exercise and portfolio. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

Progression to the programmes from HND / FdA:

Applicants with relevant HND qualifications or a foundation degree in a relevant Art & Design subject area may progress onto Level 6 of a BA, MDes or MFA programme. This is via a portfolio interview. In some cases, where a particular specialism has been identified as beneficial to an applicant and the initial qualification is of a generic relationship to the specialism, the interviewer may determine that entry to level 5 is a condition to an offer of acceptance. All applications for RP(E)L will be made with reference to Glyndŵr University's RP(E)L procedures.

19 Aims of the programme

The Art and Design programmes have a strong vocational and academic ethos that aim to ensure graduates have a range of vocationally relevant skills. They cluster around the commercial arts of graphic design and illustration subjects and incorporate the digital aspects in addition to the traditional, and have been designed to provide opportunities for students to recognise some core principles shared between disciplines, whilst retaining sufficient specialism to inform the particular degree title. Integral to this ethos is the responsibility to ensure that graduates have a portfolio of practical and intellectual skills which will allow them to contribute to and develop within the workplace. The programmes take into account the fact that the future needs of the creative industries are likely to be very different as technologies emerge, and aims to prepare 'independent learners' who will have developed the personal attributes to adapt and incorporate changes within their professional life.

The BA (Hons) Surface Design will utilise the associated facilities of the Illustration programmes and Applied Arts programmes.

The overarching aims shared by all these programmes are identified as follows:

- To provide a sequence of learning experiences that are vocationally relevant, rewarding of creative thinking, subject knowledge and academic skills.
- To inculcate professional attitudes and behaviour and communication skills and provide for the employment needs of the individual student.
- To fulfil a key responsibility in becoming a focus for enterprising and creative education in North Wales and to increase participation in art & design through key working partnerships. These include the FE sector, colleges, schools and regional agencies and businesses.
- To ensure that students are knowledgeable about the contextual aspects of their subject, and possess informed and critical appreciation of current innovation, historical and cultural aspects of the practices.
- To develop self-confidence in the students' personal abilities based on knowledge, self-reflection and criticism.

20 Distinctive features of the programmes

The programmes provide a specialist experience of a discipline, within the core knowledge of a wider subject. The student experience has been redefined by strategically replacing some modules to better develop the skills base from which creative practice emerges. Modules contribute to multiple disciplines and allow students the opportunity get to know and work along-side other students, from a cognate group of programmes with shared principles. This helps students to build a community of learners and makes opportunity for collaboration easier to locate.

Where specialism is required, the programmes offer a discrete curriculum element directly relating to the award title, where possible offering comparable learning outcomes to maintain and develop opportunities for students to work across traditional programme boundaries, where it is advantageous to do so.

These programmes reside in the Faculty of Arts, Science and Technology, and are based at two sites; Regent St. Campus and the Centre for Creative Industries Building at Plas Coch. Regent St. is the former North Wales School of Art and Design and is a grade 2 listed building that provides spacious accommodation with large studios and specialist facilities such as workshops in ceramics, jewellery / metalwork, woodwork, sculpture, photography, life drawing, in addition to the traditional studio setting. Students have the flexibility and interdisciplinary

advantages of accessing, digital imaging and the newer technologies such as computer suites and laser cutting facilities at the Centre for the Creative Industries building.

The strong vocational focus of the prepares graduates for work in the competitive field of Design and provides real insight and job opportunities for students as artists and designers. Graduates from our current Design programmes gain employment locally, nationally and in some cases, internationally. Graduates have gained jobs in a number of high profile design and production companies such as: BBC, Channel 4, S4C, Disney, DreamWorks, Molinare, McKinnon & Saunders, Passion Pictures, Asylum Models and Effects, EA Games, Bruce Dunlop Associates, Hallmark Cards, Traveller's Tales, Leo Burnett Advertising, Macmillan Books, taking leading roles such as senior designers, VFX artist /animators, working on titles such as the Harry Potter series of games. Several are now in senior posts and are able to offer present students the opportunity of work experience with them.

Students are encouraged and supported with real life commissions (comparable to work placements within the sector), gaining experience of working with a client and collaborating with other professionals. There are examples of previous student work in local museums, hospitals, hospices, schools, private houses, local industrial organisations and elsewhere in the local community. The new proposals will build on this track record of achievement and civic mission to contribute to the community.

Students will have the opportunity to achieve a postgraduate qualification, giving them advantage within a highly competitive job market, increasing their employability potential through a higher level qualification. This is achieved through the integrated Master's Degree structure, enabling those students with a proven level of attainment to advance beyond the 360 credits of an initial degree for a further 120 at level 7.

21 Programme structure narrative

Full-time study of the BA (Hons) programmes takes 3 years, the following exit awards are available;

- Certificate of Higher Education - available for students who exit the programme after gaining 120 credits at Level 4 or above.
- Diploma of Higher Education - available for students who exit the programme after gaining 240 credits with a minimum of 120 credits at level 5 or above.
- BA (Ordinary Degree) - available for students who exit the programme after gaining 300 credits with a minimum of 60 credits at level 6.

Full time study of the Integrated Masters programmes takes four years; the following exit awards are available;

- Certificate of Higher Education - available for students who exit the programme after gaining 120 credits at Level 4 or above.
- Diploma of Higher Education - available for students who exit the programme after gaining 240 credits with a minimum of 120 credits at level 5 or above.
- BA (Ordinary Degree) - available for students who exit the programme after gaining 300 credits with a minimum of 60 credits at level 6.
- BA (Hons Degree) - available for students who exit the programme after gaining 360 credits with a minimum of 90 credits at level 6.

Students who do not meet the entry requirements for the Integrated Masters award but who do meet the entry criteria for, and are accepted onto, a Bachelors programme may apply for admission to the Integrated Masters component of the programme at the end of Level 5, subject to meeting the progression requirements outlined in the regulations for Integrated Masters.

The later stages of the four-year MDes programme include professional engagement and industrial experience opportunities, helping students to establish their graduate career whilst they are still a student. They can also strengthen their preparation for successfully pursuing a doctoral programme.

In the diagram below the modules are set out to provide an overview of the structure. It shows where modules are shared between programme titles to allow students opportunity to understand different perspectives drawn from different design disciplines. It also shows where modules are discrete to a particular programme to obtain subject specificity.

It is expected that students would attend 16 hours contact time in the first year, 14 in the second, 12 in the third and 10 in the 4th year. Outside of these contact sessions, students are expected to undertake guided independent study, ideally in their studios.

BA (Hons) / MDes Graphic Design

| Level 4 | | | | | | |
|----------------|--------------|---|--------------|-------------------------------|--------------|----------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Media and Techniques |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD432 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Ideas and Concepts | Mod title | Print and Production |
| | Mod code | ARD406 | Mod code | ARD433 | Mod code | ARD434 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Yadzia Williams | Mod leader | Dan Berry |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Design Context 1 | Mod title | Design Context 2 |
| | Mod code | ARD549 | Mod code | ARD530 | Mod code | ARD527 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Adam Cooke | Mod leader | Adam Cooke |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Enquiry / Process | Mod title | Print and Publishing |
| | Mod code | ARD548 | Mod code | ARD529 | Mod code | ARD542 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Pauline Amphlett | Mod leader | Dan Berry |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Graphic Design Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD620 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Pauline Amphlett | Mod leader | |
| Level 7 | | | | | | |

| | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Surface Design

| Level 4 | | | | | | |
|------------|--------------|---|--------------|-----------------------------------|--------------|----------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Media and Techniques |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD432 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Craft Processes | Mod title | Print and Production |
| | Mod code | ARD406 | Mod code | ARD437 | Mod code | ARD434 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | C Alonso | Mod leader | Dan Berry |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Art Practice |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD531 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Cerys Alonso |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Specialist Study (Surface Design) | Mod title | |
| | Mod code | ARD548 | Mod code | ARD533 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Adam Cooke | Mod leader | Cerys Alonso | Mod leader | |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Surface Design Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD622 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | C Alonso | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Illustration

| Level 4 | | | | | | |
|------------|--------------|---|--------------|-----------------------------|--------------|------------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Media and Techniques |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD432 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Ideas and Concepts | Mod title | Print and Production |
| | Mod code | ARD406 | Mod code | ARD433 | Mod code | ARD434 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Yadzia Williams | Mod leader | Dan Berry |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Illustration in Action |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD535 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Yadzia Williams |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Conceptual Illustration | Mod title | Print and Publishing |
| | Mod code | ARD548 | Mod code | ARD537 | Mod code | ARD542 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Yadzia Williams | Mod leader | Dan Berry |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Illustration Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD616 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Yadzia Williams | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Children's Books

| Level 4 | | | | | | |
|------------|--------------|---|--------------|---------------------------------------|--------------|----------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Media and Techniques |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD432 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Creative Writing for Visual Narrative | Mod title | Print and Production |
| | Mod code | ARD406 | Mod code | ARD441 | Mod code | ARD434 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Dan Berry | Mod leader | Dan Berry |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Writing for Children |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD539 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Picture Books | Mod title | Print and Publishing |
| | Mod code | ARD548 | Mod code | ARD540 | Mod code | ARD542 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Sue Thornton | Mod leader | Dan Berry |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Children's Publishing Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD618 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Comics

| Level 4 | | | | | | |
|------------|--------------|---|--------------|---------------------------------------|--------------|--------------------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Media and Techniques |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD432 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Sue Thornton |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Creative Writing for Visual Narrative | Mod title | Print and Production |
| | Mod code | ARD406 | Mod code | ARD441 | Mod code | ARD434 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Dan Berry | Mod leader | Dan Berry |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Scriptwriting and Storytelling |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD528 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Dan Berry |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Making Comics | Mod title | Print and Publishing |
| | Mod code | ARD548 | Mod code | ARD541 | Mod code | ARD542 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Dan Berry | Mod leader | Dan Berry |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Comics Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD621 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Dan Berry | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Animation

| Level 4 | | | | | | |
|------------|--------------|---|--------------|---------------------------------------|--------------|-------------------------|
| Semester 1 | Mod title | History and Context | Mod title | Visual Communication | Mod title | Principles of Animation |
| | Mod code | ARD450 | Mod code | ARD435 | Mod code | ARD436 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Pauline Amphlett | Mod leader | Marta Madrid |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Creative Writing for Visual Narrative | Mod title | Media and Motion |
| | Mod code | ARD406 | Mod code | ARD441 | Mod code | ARD438 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Dan Berry | Mod leader | Marta Madrid |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Character Animation |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD532 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Marta Madrid |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Experimental Animation | Mod title | Animation for Society |
| | Mod code | ARD548 | Mod code | ARD543 | Mod code | ARD544 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Marta Madrid | Mod leader | Marta Madrid |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Animation Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD623 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Marta Madrid | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Game Art

| Level 4 | | | | | | |
|------------|--------------|--|--------------|--|--------------|--------------------------------------|
| Semester 1 | Mod title | History and Context | Mod title | Game Design & Interaction | Mod title | Game Asset Development |
| | Mod code | ARD450 | Mod code | COM458 | Mod code | COM454 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Richard Hebblewhite | Mod leader | Nathan Roberts |
| Semester 2 | Mod title | Game Industry & Agile Production Methodologies | Mod title | Sketch to Sculpt | Mod title | Game Environments & Narrative Design |
| | Mod code | COM450 | Mod code | ARD444 | Mod code | COM453 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Nathan Roberts | Mod leader | Steve Jarvis | Mod leader | Steve Jarvis |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Characters in Context | Mod title | Environment Modelling |
| | Mod code | ARD549 | Mod code | ARD534 | Mod code | ARD536 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Berry | Mod leader | Steve Jarvis |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | Virtual Reality: Level Design and Creation | Mod title | VFX for Video Games |
| | Mod code | ARD548 | Mod code | ARD545 | Mod code | ARD546 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Steve Jarvis | Mod leader | Steve Jarvis |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | Game Art Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD617 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Steve Jarvis | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

BA (Hons) / MDes Visual Effects

| Level 4 | | | | | | |
|------------|--------------|---|--------------|---------------------------------|--------------|------------------------|
| Semester 1 | Mod title | History and Context | Mod title | Compositing Fundamentals | Mod title | Game Asset Development |
| | Mod code | ARD450 | Mod code | ARD443 | Mod code | COM454 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Paul Jones | Mod leader | Dan Pope | Mod leader | Nathan Roberts |
| Semester 2 | Mod title | Creative Futures 1 | Mod title | Sketch to Sculpt | Mod title | Animation for VFX |
| | Mod code | ARD406 | Mod code | ARD444 | Mod code | ARD445 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | G Park | Mod leader | Steve Jarvis | Mod leader | Dan Pope |
| Level 5 | | | | | | |
| Semester 1 | Mod title | Critical Thinking | Mod title | Matte Painting and Environments | Mod title | Environment Modelling |
| | Mod code | ARD549 | Mod code | ARD538 | Mod code | ARD536 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Dan Berry | Mod leader | Dan Pope | Mod leader | Steve Jarvis |
| Semester 2 | Mod title | Creative Futures; Making a Living | Mod title | CGI Animation for VFX | Mod title | VFX for Video Games |
| | Mod code | ARD548 | Mod code | ARD547 | Mod code | ARD546 |
| | Credit value | 20 | Credit value | 20 | Credit value | 20 |
| | Core/Option | Core | Core/Option | Core | Core/Option | Core |
| | Mod leader | Adam Cooke | Mod leader | Dan Pope | Mod leader | Steve Jarvis |
| Level 6 | | | | | | |
| Semester 1 | Mod title | Dissertation | Mod title | Negotiated Practice | Mod title | |
| | Mod code | ARD626 | Mod code | ARD615 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Cerys Alonso | Mod leader | Yadzia Williams | Mod leader | |
| Semester 2 | Mod title | Creative Futures: Professional Practice | Mod title | VFX Degree Project | Mod title | |
| | Mod code | ARD625 | Mod code | ARD619 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Pauline Amphlett | Mod leader | Dan Pope | Mod leader | |

| Level 7 | | | | | | |
|------------|--------------|--------------------------------|--------------|--------------------------|--------------|--|
| Semester 1 | Mod title | Locating Practice | Mod title | Practice and Application | Mod title | |
| | Mod code | ARD708 | Mod code | ARD709 | Mod code | |
| | Credit value | 20 | Credit value | 40 | Credit value | |
| | Core/Option | Core | Core/Option | Core | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | Steve Keegan | Mod leader | |
| Semester 2 | Mod title | Advanced Professional Practice | Mod title | | Mod title | |
| | Mod code | ARD710 | Mod code | | Mod code | |
| | Credit value | 60 | Credit value | | Credit value | |
| | Core/Option | Core | Core/Option | | Core/Option | |
| | Mod leader | Steve Keegan | Mod leader | | Mod leader | |

Summary of programme structures

| | BA (hons) Graphic Design | BA (hons) Surface Design | BA (hons) Illustration | BA (hons) Children's Books | BA (hons) Comics | BA (hons) Animation | BA (hons) Game Art | BA (hons) Visual Effects |
|---------------|---|--|---|---|---------------------|---|--|---|
| Semester 1 | ARD450 History and Context 20 credits | | | | | | | |
| | ARD435 Visual Communication 20 credits | | | | | | COM458 Game Design & Interaction 20 credits | ARD443 Compositing Fundamentals 20 credits |
| | ARD432 Media & Techniques 20 credits | | | | | ARD436 Principles of Animation 20 credits | COM454 Game Asset Development 20 credits | |
| Semester 2 | ARD451 Creative Futures 1 20 credits | | | | | | COM450 Game Industry & Agile Production Methodologies | ARD451 Creative Futures 1 20 credits |
| | ARD433 Ideas & Concepts 20 credits | ARD437 Craft Processes 20 credits | ARD433 Ideas & Concepts 20 credits | ARD441 Creative Writing for Visual Narrative 20 credits | | | ARD444 Sketch to Sculpt 20 credits | |
| | ARD434 Print and Production 20 credits | | | | | ARD438 Media & Motion 20 credits | COM453 Game Environments & Narrative Design 20 credits | ARD445 Animation for VFX 20 credits |

| | BA (hons) Graphic Design | BA (hons) Surface Design | BA (hons) Illustration | BA (hons) Children's Books | BA (hons) Comics | BA (hons) Animation | BA (hons) Game Art | BA (hons) Visual Effects | |
|---------------|--|--|--|---|--|---|---|---|--|
| Semester 1 | ARD549 Critical Thinking 20 credits | | | | | | | | |
| | ARD530 Design Context 1 20 credits | ARD534 Characters in Context 20 credits | | | | | | ARD538 Matte Painting and Environments 20 credits | |
| | ARD527 Design Context 2 20 credits | ARD531 Art Practice 20 credits | ARD535 Illustration in Action 20 credits | ARD539 Writing for Children 20 credits | ARD528 Scriptwriting and Storytelling 20 credits | ARD532 Character Animation 20 credits | ARD536 Environment Modelling 20 credits | | |
| Semester 2 | ARD548 Creative Futures Making a Living 20 credits | | | | | | | | |
| | ARD529 Enquiry Process 20 credits | ARD533 Specialist Study (Surface Design) 40 credits | ARD537 Conceptual Illustration 20 credits | ARD540 Picture Books 20 credits | ARD541 Making Comics 20 credits | ARD543 Experimental Animation 20 credits | ARD545 Virtual Reality 20 credits | ARD547 CGI Animation for VFX 20 credits | |
| | ARD542 Print and Publishing 20 credits | | ARD542 Print and Publishing 20 credits | | | ARD544 Animation for Society 20 credits | ARD546 VFX for Games 20 credits | | |

| | BA (hons) Graphic Design | BA (hons) Surface Design | BA (hons) Illustration | BA (hons) Children's Books | BA (hons) Comics | BA (hons) Animation | BA (hons) Game Art | BA (hons) Visual Effects |
|---------------|--|--|---|---|---|--|---|---|
| Semester 1 | ARD626 Dissertation 20 credits | | | | | | | |
| | ARD615 Negotiated Practice 40 credits | | | | | | | |
| Semester 2 | ARD625 Creative Futures Professional Practice 20 credits | | | | | | | |
| | ARD620 Graphic Design Degree Project 40 credits | ARD622 Surface Design Degree Project 40 credits | ARD616 Illustration Degree Project 40 credits | ARD618 Children's Publishing Degree Project 40 credits | ARD621 Comics Degree Project 40 credits | ARD623 Animation Degree Project 40 credits | ARD617 Game Art Degree Project 40 credits | ARD619 VFX Degree Project 40 credits |

| | MDes Graphic Design | MDes Surface Design | MDes Illustration | MDes Children's Books | MDes Comics | MDes Animation | MDes Game Art | MDes Visual Effects |
|---------------|--|---------------------------|----------------------|-----------------------------|----------------|-------------------|------------------|------------------------|
| Semester 1 | ARD708 Locating Practice 20 credits | | | | | | | |
| | ARD709 Practice & Application 40 credits | | | | | | | |
| Semester 2 | ARD710 Advanced Professional Practice 60 credits | | | | | | | |

23a Intended learning outcomes - BA (Hons) MDes Animation, BA (Hons) MDes Visual Effects and BA (Hons) MDes Game Art

Generic Aims

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.

Learning outcomes by level

| A. Knowledge and understanding | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|---|--|--|---|
| 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. | Respond creatively to 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. | Extend significant breadth and depth of awareness and understanding in a selected area of animation, visual effects or game art. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view. |
| 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. | Utilise to a high level research skills and design methodology in the critical analysis of relevant issues and ideas for animation and game art assignments. | Manage, identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self-determined. |
| 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 | 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 | Apply understanding of the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on their discipline with |

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| | | and professional practice. | | cognitive understanding of the subject area. | respect to unbounded situations / contexts. |
| 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. | Apply professional levels of achievement and competence in production processes and practice. | Advance professional levels of achievement utilising techniques and processes at the forefront of animation, visual effects and game art. |
| A5. The subject discipline within a cultural 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. | Contextualise a substantive knowledge and understanding of national and international art and design which underpins the specific issue or task. |

| B. Intellectual skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|--|---|--|---|
| 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. | Utilise substantive understanding of the issues within animation, visual effects and game art showing insight and understanding of alternative conceptual frameworks. |
| 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. | Consolidate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of work and justification of links between design and materiality. |
| 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. | Operate to a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects | Extend insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study. |
| B4. Recognise, analyse and solve design and production problems, | Recognise different kinds of aesthetic affects and forms generated by animation and game art. Recognise and synthesise ideas, analyse | Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate | Produce work showing competence in design and operational aspects | Produce work showing competence in recognising, analysing and solving design and creative media problems | Make informed judgments to solve unpredictable and complex design and production issues within |

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| <p>specifying appropriate solutions to the brief.</p> | <p>problems, generate concepts and use appropriate media, techniques and presentation.</p> | <p>arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.</p> | <p>of media production technologies, systems, techniques and professional practice.</p> | <p>in the production of animation, visual effects and game art.</p> | <p>animation, visual effects and game art.</p> |
| <p>B5. Use reflective practice and evaluation in making rational judgements on own/others work.</p> | <p>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.</p> | <p>Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.</p> | <p>Be able to evaluate and make rational judgement on their work critically and honestly.</p> | <p>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.</p> | <p>The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.</p> |

| C. Subject and other skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|---|--|--|---|
| 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. | Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work. |
| 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. | Apply conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects. | Contextualise a high level of conceptual ability in the development and resolution of original and innovative design development and production. |
| 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 reflection on issues of practice. | Practice 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. | Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production. |
| C4. Development of subject specific skills | Demonstrate practical skills in a variety of media and techniques; visual sequencing, camerawork, | Design characters appropriate for animation or computer games, produce | Demonstrate ability to work independently, present work proposals with due regard to the | Independently plan and produce a body of work through the various stages from inception to | In response to unpredictable situations, create and implement a series of |

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| and managing an individual programme of work through chosen assignments. | editing, visual effects, 2D animation that express weight, volume, speed and acting, forming dope sheets and using lip synchronisation. | layouts, backgrounds, environments, puppets, sets, props and present artwork. | production process and manage a body of work that evidences specific subject skills and operational aspects of media through negotiated study. | completion that comprehensively demonstrates their individual capability and level of achievement within areas of animation, visual effects or game art. | plans to achieve objectives at different levels and understand the inter-relationship between objectives. |
| 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 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. | Use media technology to combine and manipulate source material. Use camera and lighting techniques appropriately in animation, visual effects and CGI work. Use voice, music and sound effects imaginatively in recording and producing soundtracks. Use software skills appropriately. | Increased competence in using a variety of media and techniques appropriately to the solution of animation, visual effects and game art assignments. | Demonstrate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study 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. | Develop solutions to problems using high levels of professional competence and skill in the origination and production of finished design proposals and completed works showcasing their ability to compete in the professional arena. |
| C6. Deal with the complexity of negotiating a project from concept through to production, including costing and | 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 | 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 | 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 | Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility / accountability and |

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| liaison with industry/ funding organisations where appropriate, culminating in analysis and evaluation of final work. | | resources and time limits. | requirements and other considerations. | technologies, systems, techniques and professional practices to final presentation and evaluation. | largely autonomous initiative and direction. |
|--|--|----------------------------|--|--|--|

| D. Professional and employability skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|---|---|--|--|--|---|
| 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. | Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes. |
| 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. | Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their career in animation, visual effects or game art. |

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| D3. Demonstrate ability in independent judgement and self directed learning. | <p>Work in teams as well as individually. Development of organisational skills.</p> <p>Use initiative to work independently during self-directed study periods.</p> | <p>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.</p> | <p>Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.</p> | <p>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.</p> | <p>Show initiative, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of animation, visual effects and game art.</p> |
| D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others. | <p>Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.</p> | <p>Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.</p> | <p>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.</p> | <p>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.</p> | <p>Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.</p> |
| D5. Demonstrate ability in time management and organisational skills. | <p>Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.</p> | <p>Manage their own workloads and meet deadlines. Extend skills in organisation and time management.</p> | <p>Ability to organise on workloads and manage time effectively through negotiated study.</p> | <p>Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.</p> | <p>In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives.</p> |

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| <p>D6. Demonstrate ability to operate effectively in a professional environment.</p> | <p>Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.</p> | <p>Extend personal professional development skills and industrial experience in a relevant area of the creative media industries.</p> | <p>Demonstrate ability to work effectively in a professional environment, independently as well as with others.</p> | <p>Manage problems and work effectively in a professional environment, independently as well as with others.</p> | <p>Operate with a high level of professionalism in effective planning, production and communication.</p> <p>Independently manage time to produce successful outcomes.</p> |
| <p>D7. Demonstrate interpersonal and effective communication skills (oral and written).</p> | <p>Start to develop interpersonal and communication skills. Able to express ideas in writing.</p> | <p>Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.</p> | <p>Demonstrate interpersonal and effective communication skills and the ability to work with others.</p> | <p>Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.</p> | <p>Apply strong interpersonal skills and effective communication in the management of professional opportunities.</p> |
| <p>D8. Make effective use of IT and media technologies.</p> | <p>Start to use relevant software, information and media technology in the fulfilment of assignments.</p> | <p>Extend software skills, research and IT skills and media technology in the fulfilment of assignments.</p> | <p>Make effective use of IT and media technologies. Present ideas and work to their audiences.</p> | <p>Apply effective use of IT and media technologies to problem solving. Present ideas and work to their audiences.</p> | <p>Command a high professional standard of presentation for clients including appropriate software solutions.</p> |

23b Curriculum matrix - BA (Hons) MDes Game Art

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
|--|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x |
| Game Design & Interaction | Core | x | x | x | x | | x | x | x | x | x | x | x | x | | x | | | x | | | | x | | |
| Game Asset Development | Core | x | x | x | x | | x | x | x | x | x | x | x | x | | x | | | x | | | | x | | |
| Game Industry & Agile Production Methodologies | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | |
| Sketch to Sculpt | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | |
| Game Environments & Narrative Design | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x |
| Environment Modelling | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x |

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| Creative Futures : Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |
| Virtual Reality: Level design and creation | Core | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | | |
| VFX for Games | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | x | x | |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Creative Futures Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | x | | |
| Game Art Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | x | x | | x | x | x | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

23c Curriculum matrix - BA (Hons) MDes Visual Effects

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
|---|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x |
| Game Asset Development | Core | x | x | x | x | | x | x | x | x | x | x | x | x | | x | | | x | | | | x | | |
| Compositing Fundamentals | Core | x | x | x | x | | x | x | x | x | x | x | x | x | | x | | | x | | | | x | | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | |
| Sketch to Sculpt | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | |
| Animation for Visual Effects | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x |
| Matte Painting and Environments for VFX | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x |

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| Environment Modelling | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | X | |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |
| CGI Animation for VFX | Core | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | | |
| VFX for Games | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | x | x | |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | x | | |
| VFX Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | x | x | | x | x | x | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

23d Curriculum matrix - BA (Hons) MDes Animation

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
|---------------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | |
| Principles of Animation | Core | x | x | x | x | | x | x | x | x | x | x | x | x | | x | | | x | | | | x | | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | |
| Creative Writing for Visual Narrative | Core | x | | x | | | | x | x | | | | x | | x | | | x | | | x | x | | x | |
| Media & Motion | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x |
| Character Animation | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | |
| Experimental | Core | x | x | | | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | |

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| Animation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Animation for Society | Core | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | | | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | x | | | | | | | | | | | | x | x | |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | | x | | |
| Animation Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | | x | x | | x | x | x | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Advanced Professional | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

24a Intended learning outcomes - BA (Hons) MDes Graphic Design

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 | Level 7 Integrated Masters level |
|--|---|---|--|--|---|
| 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. | Apply 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. | Apply significant breadth and depth of awareness and understanding of graphic design and multimedia. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view. |
| 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. | Consolidate 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. | Extend the ability to identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self- determined. |
| A3. Critical analysis of relevant | Recognise and evaluate critical frameworks and concepts in relation to design practice. | Critically evaluate, analyse and synthesise relevant issues and ideas in relation to | Demonstrate an understanding of the critical and theoretical | Produce a body of work which is original and relevant and which represents diversity | Understand, rationalise and act upon the need to create new inter- relationships between topics, their |

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| issues and ideas. | | specific subject study and professional practice. | context in which practice is located. | and individuality in the cognitive understanding of the subject area. | dynamic nature and the impact these may have on their discipline with respect to unbounded situations / contexts. |
| 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. | Consolidate professional levels of achievement and competence in production processes and practice. | Practice professional levels of achievement utilising techniques and processes at the forefront of graphic design and multimedia. |
| A5. The subject discipline within a cultural 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. | Apply a substantive knowledge and understanding of national and international graphic design and multimedia which underpins and contextualises the specific issue or task. |

| B. Intellectual skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|--|---|---|---|
| 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. | Command substantive understanding of the issues within graphic design and multimedia showing insight and understanding of alternative conceptual frameworks. |
| 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. | Apply insight and innovation in the contextualisation, synthesis, critical evaluation and creation of work and justification of links between design and materiality. |
| 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. | Operate with a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects | Apply and justify insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study. |
| B4. Recognise, analyse and solve design and production | Recognise different kinds of aesthetic affects and forms generated by graphic design and | Extend knowledge and conceptual analysis in the development of theories methods and | Produce work showing competence in design and operational aspects of | Produce work showing competence in recognising, analysing and solving design | Make informed judgments to solve unpredictable and complex design and |

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| <p>problems, specifying appropriate solutions to the brief.</p> | <p>interactive multimedia design. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.</p> | <p>practice. Critically evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.</p> | <p>media production technologies, systems, techniques and professional practice.</p> | <p>communication problems in graphic design and interactive multimedia design.</p> | <p>production issues within graphic design and multimedia.</p> |
| <p>B5. Use reflective practice and evaluation in making rational judgements on own/others work.</p> | <p>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.</p> | <p>Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.</p> | <p>Be able to evaluate and make rational judgement on their work critically and honestly.</p> | <p>Exercise 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.</p> | <p>Practice and articulate the capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.</p> |

| C. Subject and other skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|---|---|---|--|--|---|
| 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. | Initiate, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work. |
| 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. | Apply conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects. | Apply a high level of conceptual ability in the development and resolution of original and innovative design development and production. |
| C3. Development of investigation and enquiry drawing upon critical theory and research methodology | 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 reflection 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 | Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production. |

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| within a subject discipline. | | | | 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. | In response to unpredictable situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives. |
| 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 using a variety of media techniques and new technology within areas such as web design, typographic design, printmaking, application of software and digital technology. | Use digital technology to combine and manipulate source material. Use computers, appropriately in studios and workshops. Use graphic images, text, photography and CGI techniques imaginatively in producing artwork. Use software skills appropriately. | Increase competence in using a variety of media and techniques appropriately to the solution of graphic design and interactive multimedia design, assignments. | Practice high levels of achievement in the appropriate utilisation of media and techniques in negotiated study 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. | Devise and apply high levels of professional competence and skill in the development and production of finished design proposals and completed artefacts showcasing their ability to compete in the professional arena. |

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| <p>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.</p> | <p>Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.</p> | <p>Identify relevant and appropriate sources of information and application to the visual and textual analysis of graphic design and interactive multimedia design.</p> <p>Manage plans of action within available resources and time limits.</p> | <p>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.</p> | <p>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.</p> | <p>Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility / accountability and largely autonomous initiative and direction.</p> |
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| D. Professional and Employability skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
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| 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. | Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes. |
| 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. | Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their career in graphic design and multimedia. |

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| <p>D3. Demonstrate ability in independent judgement and self directed learning.</p> | <p>Work in teams as well as individually. Development of organisational skills.</p> <p>Use initiative to work independently during self-directed study periods.</p> | <p>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.</p> | <p>Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.</p> | <p>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.</p> | <p>Demonstrate self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of graphic design and multimedia.</p> |
| <p>D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.</p> | <p>Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.</p> | <p>Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.</p> | <p>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.</p> | <p>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.</p> | <p>Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.</p> |
| <p>D5. Demonstrate ability in time management and organisational skills.</p> | <p>Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.</p> | <p>Manage their own workloads and meet deadlines. Extend skills in organisation and time management.</p> | <p>Ability to organise on workloads and manage time effectively through negotiated study.</p> | <p>Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.</p> | <p>In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter- relationship between objectives.</p> |

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| <p>D6. Demonstrate ability to operate effectively in a professional environment.</p> | <p>Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.</p> | <p>Extend personal professional development skills and industrial experience in a relevant area of the design communication industry.</p> | <p>Demonstrate ability to work effectively in a professional environment, independently as well as with others.</p> | <p>Demonstrate ability to work effectively in a professional environment, independently as well as with others.</p> | <p>Demonstrate a high level of professionalism in effective planning, production and communication.</p> <p>Independently manage time to produce successful outcomes.</p> |
| <p>D7. Demonstrate interpersonal and effective communication skills (oral and written).</p> | <p>Start to develop interpersonal and communication skills. Able to express ideas in writing.</p> | <p>Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.</p> | <p>Demonstrate interpersonal and effective communication skills and the ability to work with others.</p> | <p>Demonstrate interpersonal and effective communication skills, (oral and written) and the ability to work with others.</p> | <p>Demonstrate strong interpersonal skills and effective communication in the management of professional opportunities.</p> |
| <p>D8. Make effective use of IT and media technologies.</p> | <p>Start to use relevant software, information and media technology in the fulfilment of assignments.</p> | <p>Extend software skills, research and IT skills and media technology in the fulfilment of assignments.</p> | <p>Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.</p> | <p>Exercise effective use of IT and media technologies. Present ideas and work to clients or in exhibition.</p> | <p>Command a high professional standard of presentation for clients including appropriate software solutions.</p> |

24b Curriculum matrix - BA (Hons) MDes Graphic Design

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
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| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x | |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | | |
| Media & Techniques | Core | | x | | x | x | x | x | | x | x | x | | | | x | | | x | | | | x | | x | |
| Creative Futures: 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | | |
| Print and Production | Core | x | x | | x | | x | x | x | x | x | | x | x | x | x | x | x | x | | | | x | x | | x |
| Ideas & Concepts | Core | | | | | | | | | | | x | x | x | x | | | x | x | x | | | | x | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x | |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | x | |
| Design Context 1 | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Design Context 2 | Core | x | | | x | x | | | x | x | x | x | x | x | x | x | | x | x | x | | x | x | x | x | |
| Enquiry Process | Core | x | x | | | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | |

| Print and Publishing | Core | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | | |
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| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | | x | x | |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Graphic Design Degree Project | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | x | x | x | x | |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | | x | x | | x | | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

25a Intended learning outcomes - BA (Hons) MDes Illustration, BA (Hons) MDes Comics and BA (Hons) MDes Children's Books

Generic Aims

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, comics, graphic novels and children's book 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, comics, graphic novels and children's book 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, comics, graphic novels and children's book 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.

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| <p>A1. Breadth and depth of subject knowledge.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Apply 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.</p> | <p>Justify significant breadth and depth of awareness and understanding of their chosen illustration area. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view.</p> |
| <p>A2. Utilise research skills and design methodology.</p> | <p>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.</p> | <p>Apply a range of research skills and design methodology in effective communication of solutions to design problems.</p> | <p>Demonstrate the ability to identify appropriate research methodologies and conduct personal research to a high level of competence.</p> | <p>Manage 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.</p> | <p>Apply and justify the ability to identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self-determined.</p> |
| <p>A3. Critical analysis of relevant issues and ideas.</p> | <p>Recognise and evaluate critical frameworks and concepts in relation to design practice.</p> | <p>Critically evaluate, analyse and synthesise relevant issues and ideas in relation to specific subject study and professional practice.</p> | <p>Demonstrate an understanding of the critical and theoretical context in which practice is located.</p> | <p>Produce a body of work which is original and relevant and which represents diversity and individuality in the cognitive understanding of the subject area.</p> | <p>Interpret and act upon understanding of the need to create new inter-relationships between topics, their dynamic nature and the impact these may have on their discipline with respect to unbounded situations / contexts.</p> |

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| 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. | Consolidate professional levels of achievement and competence in production processes and practice. | extend professional levels of achievement utilising techniques and processes at the forefront of illustration, graphic novels and children's publishing. |
| A5. The subject discipline within a cultural 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. | Respond imaginatively to a substantive knowledge and understanding of national and international illustration which underpins and contextualises the specific issue or task. |

| B. Intellectual skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
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| 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. | Construct substantive understanding of the issues within illustration, graphic novels and children's publishing showing insight and understanding of alternative conceptual frameworks. |
| 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. | Consolidate insight and innovation in the contextualisation, synthesis, critical evaluation and creation of illustration and justification of links between design and materiality. |
| 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. | Practice a high level of competence, independent thought, analytical skills and the capacity to produce reasoned argument in dissertation and final projects | Rationalise insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study. |
| B4. Recognise, analyse and solve design and production problems, | Recognise different kinds of aesthetic affects and forms generated by illustration, graphic novels and children's | Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically | Produce work showing competence in design and operational aspects of media production | Produce work showing competence in recognising, analysing and solving design communication problems | Make informed judgments to solve unpredictable and complex design and production issues within |

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| <p>specifying appropriate solutions to the brief.</p> | <p>publishing. Recognise and synthesise ideas, analyse problems, generate concepts and use appropriate media, techniques and presentation.</p> | <p>evaluate arguments, assumptions, abstract concepts and make judgments in identifying and solving problems.</p> | <p>technologies, systems, techniques and professional practice.</p> | <p>in illustration, graphic novels and children's publishing.</p> | <p>illustration, graphic novels and children's publishing.</p> |
| <p>B5. Use reflective practice and evaluation in making rational judgements on own/others work.</p> | <p>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.</p> | <p>Demonstrate ability to question, research, explore and respond to ideas, processes, materials and other stimuli. Evaluate experiences of working methods and outcomes of assignments.</p> | <p>Be able to evaluate and make rational judgement on their work critically and honestly.</p> | <p>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.</p> | <p>The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights.</p> |

| C. Subject and other skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
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| 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. | Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished illustration work. |
| 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. | Apply and justify conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects. | Reason and document a high level of conceptual ability in the development and resolution of original and innovative design development and production. |
| C3. Development of investigation and enquiry drawing upon critical theory and research methodology | Identify contemporary issues within professional design practice. Link conceptual thinking to problem solving. Demonstrate key principles in design and apply various | 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 reflection on issues of practice. | Independently practice 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. | Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop or adapt advanced methods of |

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| within a subject discipline. | forms of research to design briefs. | | | | academic enquiry and production. |
| 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. | In response to unpredictable situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives. |
| 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 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 | Use digital technology to combine and manipulate source material. Use sequential design, computers, printmaking, model making appropriately in studios and workshops. Use drawing, text, illustration media and techniques imaginatively in producing artwork. Use software skills appropriately. | Increased competence in using a variety of media and techniques appropriately to the solution illustration, graphic novels and children's publishing assignments. | Consolidate high levels of achievement in the appropriate utilisation of media and techniques in negotiated study 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. | Extend high levels of professional competence and skill in the development and production of finished design proposals and completed work showcasing their ability to compete in the professional arena. |

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| | making, software and digital technology. | | | | |
| 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. | Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of personal responsibility / accountability and largely autonomous initiative and direction. |

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| <p>D1. Evaluate own progress and produce personal development plans.</p> | <p>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.</p> | <p>Further develop the use of blogs and PDP work, writing evaluations on the outcomes of level 5 assignments and information received from outside sources.</p> | <p>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.</p> | <p>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.</p> | <p>Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes.</p> |
| <p>D2. Demonstrate commitment and motivation within a subject discipline.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their career in illustration, graphic novels or children's publishing.</p> |
| <p>D3. Demonstrate ability in independent judgement and self directed learning.</p> | <p>Work in teams as well as individually. Development of organizational skills. Use initiative to work independently during self-directed study periods.</p> | <p>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.</p> | <p>Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.</p> | <p>Work autonomously through self-directed learning and achieve professional standards with regard to design production and presentation. The learning ability to</p> | <p>Practice effective self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of illustration, graphic</p> |

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| | | | | undertake a further qualification. | novels and children's publishing. |
| 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. | Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions. |
| 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. | In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives. |
| 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. | Initiate a high level of professionalism in effective planning, production and communication. Independently manage time to produce successful outcomes. |

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| <p>D7. Demonstrate interpersonal and effective communication skills (oral and written).</p> | <p>Start to develop interpersonal and communication skills. Able to express ideas in writing.</p> | <p>Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.</p> | <p>Demonstrate interpersonal and effective communication skills and the ability to work with others.</p> | <p>Conflate interpersonal and effective communication skills, (oral and written) and the ability to work with others.</p> | <p>Practice strong interpersonal skills and effective communication in the management of professional opportunities.</p> |
| <p>D8. Make effective use of IT and media technologies.</p> | <p>Start to use relevant software, information and media technology in the fulfilment of assignments.</p> | <p>Extend software skills, research and IT skills and media technology in the fulfilment of assignments.</p> | <p>Make effective use of IT and media technologies. Present ideas and work to clients or in exhibition.</p> | <p>Apply effective use of IT and media technologies. Present ideas and work to clients or in exhibition.</p> | <p>Conduct a high professional standard of presentation for clients including appropriate software solutions.</p> |

25b Curriculum matrix - BA (Hons) MDes Illustration

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
|-----------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x | |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | | |
| Media & Techniques | Core | | x | | x | x | x | x | | x | x | x | | | | x | | | x | | | | x | | x | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | | |
| Print and Production | Core | x | x | | x | | x | x | x | x | x | | x | x | x | x | x | x | | | | | x | x | | x |
| Ideas & Concepts | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x | |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Illustration in Action | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |

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| Print and Publishing | Core | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | |
| Conceptual Illustration | Core | | | | | x | | x | x | | x | | x | x | | x | | x | | | x | x | x | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | x | x |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | x | |
| Illustration Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | x | x | | x | x | x |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

25c Curriculum matrix - BA (Hons) MDes Comics

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
|---------------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x | |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | | |
| Media & Techniques | Core | | x | | x | x | x | x | | x | x | x | | | | x | | | x | | | | x | | x | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | | |
| Print and Production | Core | x | x | | x | | x | x | x | x | x | | x | x | x | x | x | x | | | | | x | x | | x |
| Creative Writing for Visual Narrative | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x | |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Scriptwriting and Storytelling | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |

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| Print and Publishing | Core | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | |
| Making Comics | Core | | | | | x | | x | x | | x | | | x | x | | x | | | | x | x | x | | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | | x | x |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | | x | | | x | | x | | | x | x | | x | |
| Comics Degree Project | Core | | x | x | | | x | x | x | x | x | | | | | x | x | | | | x | x | | x | x | x |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

25d Curriculum matrix - BA (Hons) MDes Children's Books

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
|---------------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x | |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | | |
| Media & Techniques | Core | | x | | x | x | x | x | | x | x | x | | | | x | | | x | | | | x | | x | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | | |
| Print and Production | Core | x | x | | x | | x | x | x | x | x | | x | x | x | x | x | x | x | | | | x | x | | x |
| Creative Writing for Visual Narrative | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x | |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Writing for Children | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |

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| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |
| Print and Publishing | Core | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | x | x | | | |
| Picture Books | Core | | | | | x | | x | x | | x | | x | x | | x | | x | | | x | x | x | | | |
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | | x | | | | | | | | | | x | x | |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | x | | |
| Comics Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | x | x | | x | x | x | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

26a Intended learning outcomes - BA (Hons) MDes Surface Design

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

- To develop a holistic understanding through historical and contemporary engagement and debate of role of designers in establishing functionality and aesthetics in the human environment.
- To prepare students for their wider responsibilities as practicing artists and designers, i.e. social, ethical, environmental and political issues.
- To develop the use of research methodologies appropriate to the disciplines of design.
- To encourage and develop drawing and design language as primary means of expression and communication in the processes of design practice.
- 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 design with reference to major sectors such as product and interiors.
- 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.
- To develop knowledge of business and professional skills necessary for careers in the creative media industries.
- To provide students with the opportunity to broaden their industrial experience and professional practice.
- 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 | Level 7 Integrated Masters level |
|--|---|---|---|--|--|
| A1. Breadth and depth of subject knowledge. | Demonstrate an appreciation for forms of the applied art and 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 the applied art and design with reference to their specific area of study. | The broadening of subject knowledge and understanding in a specific area of the applied arts that is informed by relevant theoretical issues and debates. | Apply 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. | Utilise a significant breadth and depth of awareness and understanding of their discipline. Integrate reference literature effectively with own ideas within a chosen line of study showing insight and understanding of alternative points of view. |
| 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. | Apply high level research skills and design methodology in the critical analysis of relevant issues and ideas for innovative surface designs and intelligent problem solving | Advance the ability to identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self- determined. |
| A3. Critical analysis of relevant | 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 | Demonstrate an understanding of the critical and theoretical | Produce a body of work which is original and relevant and which represents diversity and individuality in the | Evaluate understanding of the need to create new inter- relationships between topics, their dynamic nature and the impact these may |

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| issues and ideas. | | and professional practice. | context in which practice is located. | cognitive understanding of the subject area. | have on the Design disciplines with respect to unbounded situations / contexts. |
| A4. Key production processes and professional practice. | Demonstrate a practical understanding of design process, key principles and professional skills within a chosen area of study. | Extend knowledge and understanding in materials and processes and professional practice. | Demonstrate key production processes and professional practices relevant to surface design and decorative arts. | Apply professional levels of achievement and competence in using materials, production processes and practice. | Extend professional levels of achievement utilising techniques and processes at the forefront of innovative design. |
| A5. The subject discipline within a cultural and social context nationally and internationally. | Recognise the diversity of the designers 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 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. | Be conversant with a substantive knowledge and understanding of national and international surface design which underpins and contextualises the specific issue or task. |

| B. Intellectual skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|--|---|---|---|
| B1. Respond analytically, creatively and flexibly within the complex subject area of Surface Design | Recognise the interrelation of design disciplines within a multidisciplinary environment. Demonstrate the ability to form solutions using a variety of processes and 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 intelligent and innovative design. | Utilise substantive understanding of the issues within the design field showing insight and understanding of alternative conceptual frameworks. |
| 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, printmaking, prototypes and presentation of 3D design work. | 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 the workshop and studio facilities. | Initiate, develop and realise distinctive and creative work within their particular definition of surface design problem solving. | Gather new insight and innovation in the contextualisation, synthesis, critical evaluation and creation of designed objects and justification of links between concept, design and materiality. |
| 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. | Practice high level competence, independent thought, usage of analytical skills and the capacity to produce reasoned argument in dissertation and final projects. | Apply insight and innovation in pursuing effective lines of enquiry and investigation pertinent to their chosen line of study. |
| B4. Recognise, analyse and solve design and production problems, specifying | Recognise different kinds of aesthetic affects and forms generated by the applied arts. Recognise and synthesise ideas, analyse problems, | Extend knowledge and conceptual analysis in the development of theories methods and practice. Critically evaluate arguments, | Produce work showing competence in design and operational aspects of materials and processes, system technologies, | Produce work showing competence in recognising, analysing and solving design difficulties by developing prototypes to explore | Make informed judgments to solve unpredictable and complex design and production issues within the Surface Design. |

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| appropriate solutions to the brief. | generate concepts and use appropriate media, techniques and presentation. | assumptions, abstract concepts and make judgments in identifying and solving problems. | techniques and professional practice. | potential design solutions. | |
| 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. | The capacity for rigorous self-appraisal and the ability to make informed decisions within context to create original insights. |

| C. Subject and other skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|--|---|---|---|--|---|
| C1. Use Design language and expression through visual and audio communication | Explore drawing, visual communication and design language including the familiarisation with 3D materials and processes 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 the applied arts and design practice can take place. | Use drawings, text, imagery, space and other design methods that demonstrate ability in the generation and communication of ideas. | Develop and realise distinctive and creative work from conception, through completed artwork to final pieces within their chosen area of study. | Develop, communicate and realise complex and original ideas from inception to completed high quality professional standard finished art work. |
| C2. Use fluency and imagination in the synthesis of methods and ideas. | Recognise and synthesise ideas drawn from divergent disciplines. Use sketchbooks, design sheets 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. | Apply a conceptual ability through imagination, originality and personal insight in the synthesis of methods and ideas in final projects. | Justify high level conceptual ability in the development and resolution of original and innovative design development and production. |
| 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 materials in assignments. | Show evidence of investigation and enquiry and provide a critical reflection on issues of practice. | Consolidate 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. | Conceptualise and design a project to generate new knowledge / outcomes. Identify and justify methodologies and develop or adapt advanced methods of academic enquiry and production. |
| C4. Development | Demonstrate practical skills in a variety of media | Identify and design with appropriate materials, | Demonstrate ability to work independently, | Independently plan and produce a body of work | In response to unpredictable |

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| <p>of subject specific skills and managing an individual programme of work through chosen assignments.</p> | <p>and techniques, design roughs, 3D material processes, media technology, contemporary software packages and presentation of artwork.</p> | <p>media and techniques, such as printmaking, photography and IT in the design of artwork and presentation of 3D pieces.</p> | <p>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.</p> | <p>through the various stages from inception to completion that comprehensively demonstrates their individual capability and level of achievement.</p> | <p>situations, create and implement a series of plans to achieve objectives at different levels and understand the inter-relationship between objectives.</p> |
| <p>C5. Appropriate use of media and techniques.</p> | <p>Appropriate and manipulate the technology and terminology that underpin the 3D skills in their subject study. Demonstrate technical ability in using a variety of processes and techniques and new technology within their area of study such as printmaking, model making, software packages and other digital technology.</p> | <p>Use digital technology to combine and manipulate source material. Use computers, printmaking, model making appropriately in studios and workshops. Use drawing and other media imaginatively in producing 3D design. Use software skills appropriately.</p> | <p>Increased competence in using a variety of media and techniques appropriately to the solution of surfaces that may include or combine ceramics, glass, jewellery, metal, woodwork, fabrics, plastics and materials associated with decorative arts.</p> | <p>Manage high levels of achievement in the appropriate utilisation of media and techniques in negotiated study 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.</p> | <p>Extend and apply high levels of professional competence and skill in the development and production of finished design proposals and completed artefacts showcasing their ability to compete in the professional arena.</p> |
| <p>C6. Deal with the complexity of negotiating a project from concept through to production,</p> | <p>Recognise the diversity of design practice, analyse design problems, generate ideas and explore creative use of materials and processes.</p> | <p>Identify relevant and appropriate sources of information and application to the visual and textual analysis of the applied arts.</p> | <p>Apply creative thinking effectively to problem solving in specific vocational areas of practice with due regard to the constraints of time, cost, commercial</p> | <p>Manage an extensive work programme, plan time effectively and meet deadlines. Produce a body of work showing competence from concept through design</p> | <p>Operate effectively in complex and unpredictable situations within practical and professional environments requiring the exercise of</p> |

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| <p>including costing and liaison with industry/ funding organisations where appropriate, culminating in analysis and evaluation of final work.</p> | | <p>Manage plans of action within available resources and time limits.</p> | <p>requirements and other considerations.</p> | <p>and operational aspects of digital production technologies, systems, techniques and professional practices to final presentation and evaluation.</p> | <p>personal responsibility / accountability and largely autonomous initiative and direction.</p> |
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| D. Professional and employability skills | Level 4 Cert HE | Level 5 Dip HE | Level 6 Degree | Level 6 Honours Degree | Level 7 Integrated Masters level |
|---|---|--|--|---|---|
| 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 3D artefacts in preparation for finding gainful employment. | Independently identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations, performance and personal and contextual factors which have an impact on the work, its aims and desired outcomes. |
| 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 various applied arts establishments of work, as well as visits abroad, which enable them to gain knowledge and an appreciation of how the design industry functions, workshop practice and areas of employment. | Initiate, organise and participate effectively in learning and professional opportunities including appropriate commercial activities to launch their career. |

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| <p>D3. Demonstrate ability in independent judgement and self directed learning.</p> | <p>Work in teams as well as individually. Development of organisational skills.</p> <p>Use initiative to work independently during self-directed study periods.</p> | <p>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.</p> | <p>Ability to exercise initiative and personal responsibility, organise and manage self-directed projects.</p> | <p>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.</p> | <p>Manage self-direction, autonomy and originality in initiating, planning and implementing tasks at a professional level within the situations and context of Surface Design.</p> |
| <p>D4. Formulate resourceful solutions in dialogue with peers, tutors clients and others.</p> | <p>Development of interpersonal / communication skills. Able to solve problems in dialogue with others. Adapt creative solutions to new situations.</p> | <p>Analyse and synthesise information in dialogue with others, form creative solutions to new situations and communicate these verbally and in writing.</p> | <p>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.</p> | <p>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.</p> | <p>Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.</p> |
| <p>D5. Demonstrate ability in time management and organisational skills.</p> | <p>Ability to manage time, prioritise work schedules and organise work to meet assignment deadlines.</p> | <p>Manage their own workloads and meet deadlines. Extend skills in organisation and time management.</p> | <p>Ability to organise on workloads and manage time effectively through negotiated study.</p> | <p>Exercise initiative and personal responsibility in managing own workloads, forming time schedules and meeting deadlines through negotiated study.</p> | <p>In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives.</p> |

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| <p>D6. Demonstrate ability to operate effectively in a professional environment.</p> | <p>Work effectively in studio and workshop environments. Able to retrieve and process information using library databases.</p> | <p>Extend personal professional development skills and industrial experience in a relevant area of the applied arts industries.</p> | <p>Demonstrate ability to work effectively in a professional environment, independently as well as with others.</p> | <p>Practice ability to work effectively in a professional environment, independently as well as with others.</p> | <p>Practice a high level of professionalism in effective planning, production and communication.</p> <p>Independently manage time to produce successful outcomes.</p> |
| <p>D7. Demonstrate interpersonal and effective communication skills (oral and written).</p> | <p>Start to develop interpersonal and communication skills. Able to express ideas in writing.</p> | <p>Extend interpersonal and communication skills. Ability to interact effectively with others. Create audio-visual presentations and present to an audience.</p> | <p>Demonstrate interpersonal and effective communication skills and the ability to work with others.</p> | <p>Utilise interpersonal and effective communication skills, (oral and written) and the ability to work with others.</p> | <p>Apply strong interpersonal skills and effective communication in the management of professional opportunities.</p> |
| <p>D8. Make effective use of IT and media technologies.</p> | <p>Start to use relevant software, information and media technology in the fulfilment of assignments.</p> | <p>Extend software skills, research and IT skills and media technology in the fulfilment of assignments.</p> | <p>Make effective use of IT and media technologies.</p> <p>Present ideas and work to clients or in exhibition.</p> | <p>Operate effective use of IT and media technologies.</p> <p>Present ideas and work to clients or in exhibition.</p> | <p>Achieve a high professional standard of presentation for clients including appropriate software solutions.</p> |

26b Curriculum matrix - BA (Hons) MDes Surface Design

| Module Title | Core or option? | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
|-----------------------------------|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History and Context | Core | x | x | x | | | | | x | | x | | | | | | | x | x | x | | x | | x | x | |
| Visual Communication | Core | | x | x | | | | | | | | x | x | x | | | | | | | x | x | | x | | |
| Media & Techniques | Core | | x | | x | x | x | x | | x | x | x | | | | x | | | x | | | | x | | x | |
| Creative Futures 1 | Core | | | | | x | | | | | x | | | x | | | | | | | x | x | | | | |
| Print and Production | Core | x | x | | x | | x | x | x | x | x | | x | x | x | x | x | x | | | | | x | x | | x |
| Craft Processes | Core | x | x | | | | | | x | x | | x | x | x | x | | | x | x | | | | | | | |
| Level 5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Critical Thinking | Core | x | x | x | | x | | | x | | x | x | | | | | | x | | | x | x | | x | x | |
| Characters in Context | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Art Practice | Core | x | | x | x | | | | x | x | | x | | x | | x | | | | x | | | x | | x | |
| Creative Futures: Making a Living | Core | x | | x | | | | x | x | | x | | x | | | | | x | | | x | x | | x | | |
| Specialist Study | Core | | | | | x | | x | x | | x | | x | x | | x | | x | | | x | x | x | | | |

| (Surface Design) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | | |
| Level 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dissertation | Core | | | | | | | | | | | | x | | | | | | | | | | | | | x | x |
| Negotiated Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | |
| Creative Futures: Professional Practice | Core | x | | x | | | | x | x | | | | x | | | x | | x | | | x | x | | x | | | |
| Surface Design Degree Project | Core | | x | x | | | x | x | x | x | x | | | | x | x | | | | x | x | | x | x | x | | |
| Level 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Locating Practice | Core | x | x | | | | x | | x | | | x | x | | | | x | | x | | | | x | x | x | | |
| Practice & Application | Core | x | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |
| Advanced Professional Practice | Core | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | |

27 Learning and teaching strategy

The overall strategy is based on student-centred learning providing the maximum opportunity for students to acquire then consolidate experience gained within a participative learning environment.

There are a wide variety of teaching and learning methods used on art and design programmes, comprising individual tutoring, group demonstrations, academic and critical writing, lectures, seminars, critiques, group critiques, self-assessment, group or collaborative work, vocational work and independent learning. Modules are designed to encourage students to work across media platforms, acquire new perspectives on personal practice and to fully equip themselves with the intellectual and practical skills required by today's rapidly changing industry. The learning process is planned as a coherent experience to emphasise the inter-relationship between the different modules and across the assignments within them.

Student Experience of the common module structure

The programmes offer a broad based experience where students are able to study a specific subject and develop an awareness of how their peers in cognate disciplines are simultaneously addressing equivalent issues and problems. This process is informed by students growing awareness of practice in their area of the creative and cultural industries. It also has the potential to encourage collaboration by students within different art and design specialist disciplines within live projects, (event based learning). From this perspective, students may develop their work in a broader way, expanding beyond the traditional boundaries of their discipline, identifying areas of common concern between disciplines which have a relevance to their evolving creative practice.

Each programme has specificity, but where practicable has been aligned with a cognate group of programmes where some modular content can be shared. These cognate groups are in part overlapping and interactive in their contribution to the development of individual practitioners. Students can explore the perceived limits of their own field without feeling constrained by its traditional boundaries. This helps students gain an understanding of their frame of reference within a context other than traditional, material specific terms.

Visual research and specialist studio practice are conducted against a backdrop of sustained theoretical and critical debate. Students are given the opportunity to place processes, perspectives and genres explored in the studio within a theoretical and critical context through the thematic linking of studio activity to lectures and seminars. Through this, students foster an awareness of contemporary issues and attitudes and how they impact on contemporary creative practice.

The proposed generic modules will equip graduates with a broad inter-disciplinary base of art design and creative media skills and knowledge that will also allow them to function effectively in a range of future roles within the creative industries. Students will be able to specialise within the indicative content of modules that provide a broad spectrum of applicable skills and techniques. The programmes consist of combined areas of arts, design and creative media production.

Student Experience of their Programme and Level Progression

The programmes have been designed to make incremental developments in learning as the student moves toward being an autonomous learner and advanced

practitioner in their field of practice. The levels are described below, but the ultimate descriptor of each level of activity can be summarised as follows:

Level 4 Breadth

- the student gathers the fundamental skills to operate and looks for practical, material knowledge and experience

Level 5 Depth

- the student learns to practice skills within the context of application, and to analyse the effectiveness of their design

Level 6 Independence

- the student identifies and analyse design problems and devise solutions in discussion with tutors

Level 7 Entrepreneurial Practice

- The student consolidates previous experiences and applies their knowledge to originating designs with a view to market or activate their personal development plan for employability. (see P80)

Level 4 introduces the fundamental skills for all students studying in the subject area of art and design. This will include communication through drawing, research and art and design methodologies, conceptualisation, media, techniques and technology. Work will be viewed periodically during modules and critically analysed through group discussion. The emphasis is on individual learning. Students will receive a varied learning experience of individual and team assignments within a broad range of subject disciplines. These will analyse and explore the language of art and design, principles and processes, forms of communication and media techniques in staged progression through the first year.

Level 5 modules enable students to consolidate and extend their learning with more advanced techniques and processes that challenge students to experiment with a variety of media and methods of communication. Within the practical modules students will extend their art and design practice, thinking more about art and design in the community, 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 philosophy of the programmes, 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 are undertaken. In shared sessions, they will pitch their ideas to tutors and peer group and establish a learning contract that specifies their intended aims and learning outcomes. Presenting work in this way helps students to gain confidence in communicating their ideas. Students will then manage their time and work to timescales in achieving a body of work that fulfils their objectives. This is closely monitored through regular critiques, seminars and tutorials.

Level 7 modules on the Integrated Master's programmes enable students to acquire deeper practice-based skills, while furthering their vocational experience of working on professional pieces of work, exhibition projects and commissions. The programme challenges students in the way they think about their practice and how they may embrace new opportunities, collaborate with others, take risks, solve problems and adapt to different and innovative ways of working professionally in the creative industries arena

28 Work based/placement learning statement

As per the University Modular Curriculum Framework, the proposal incorporates 20 credits of learning focusing on employability through vocational activity, incorporating direct contact with potential employers, business people and various "start-up" enterprises. Although this activity is embedded throughout the series of 3 levels of Creative Futures in the curriculum, it is Creative Futures Professional Practice where the greatest emphasis is on business skills, client projects, commissions or competition entry. For students taking the MDes year the work and professional opportunities are incorporated into the subject disciplines of Practice & Application Modules (40 credits) reflecting the emphasis of business skills and employability in Level 7.

29 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

30 Assessment strategy

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 continuous assessment enhances opportunities for student success.

There are formative feedback events at key points before Christmas and before Easter which provides time for students to reflect on their progress. 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 that they can put into practice in advance of summative assessment points.

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 and at module launch.

After a formative assessment students receive verbal feedback on their performance with pointers on areas of good practice, areas that need to be addressed with further work etc. The student is asked to record the feedback themselves to ensure they understand the nature of the feedback. This is followed by tutorials where actions

are agreed along with more detailed written assessment feedback within 21 days, normally. This assessment practice of staff and students working together to improve the overall learning experience has led students to see assessment as a constructive process and an opportunity to learn how to improve. Final module performance is assessed at the summative assessment points, where the objective is to determine a percentage grade for the student to accurately reflect levels of attainment to communicate to the university records.

External examiners have found the current assessment process full and fair in their assessment decisions and processes, following appropriate regulations and guidelines, commensurate with good practice in the sector.

Modules in Level 4

| Module | Assessment type and weighting | Assessment loading | Indicative submission date |
|---|--------------------------------------|-----------------------------|-----------------------------------|
| History and Context | 50% Presentation 50% Essay | Presentation 1,500 words | Mid December |
| Creative Futures 1 | 100% Coursework | Reflective Journal | Early May |
| Principles of Animation | 100% Coursework | Assignments | Mid January |
| Compositing Fundamentals | 100% Coursework | Assignments | Mid January |
| Visual Communication | 100% Coursework | Assignments | Mid December |
| Media & Techniques | 100% Coursework | Assignments | Mid December |
| Print and Production | 100% Coursework | Assignments | Mid May |
| Ideas & Concepts | 100% Coursework | Assignments | Mid April |
| Creative Writing for Visual Narrative | 100% Coursework | Assignments | Mid April |
| Media & Motion | 100% Coursework | Assignments | Mid May |
| Sketch to Sculpt | 100% Coursework | Assignments | Mid April |
| Animation for Visual Effects | 100% Coursework | Assignments | Mid May |
| Craft Processes | 100% Coursework | Assignments | Mid April |
| Games Industry & Agile Production Methodologies | 100% Portfolio | 4000 words | Mid May |
| Games Environments & Narrative Design | 100% Coursework | Assignments - 4000 words | Mid May |
| Game Asset Development | 100% Portfolio | 4000 words | Mid January |
| Game Design & Interaction | 50% Coursework 50 Group Project | 2000 words 2000 words | Mid January |

Modules in Level 5

| Module | Assessment type and weighting | Assessment loading | Indicative submission date |
|--|--------------------------------------|--------------------------------------|-----------------------------------|
| Critical thinking | 50% Coursework 1 50% Coursework 2 | Assignments 1500 words 1500 words | Mid December Year 2 |
| Creative Futures: Making a Living | 100% Coursework | Reflective Journal | Early May Year 2 |
| Characters in Context | 100% Coursework | Assignments | Mid January Year 2 |
| Matte Painting and Environments for VFX | 100% Coursework | Assignments | Mid January Year 2 |
| Art Practice | 100% Coursework | Assignments | Mid January Year 2 |
| Illustration in Action | 100% Coursework | Assignments | Mid January Year 2 |
| Writing for Children | 100% Coursework | Assignments | Mid January Year 2 |
| Scriptwriting and Storytelling | 100% Coursework | Assignments | Mid January Year 2 |
| Character Animation | 100% Coursework | Assignments | Mid January Year 2 |
| Environment Modelling | 100% Coursework | Assignments | Mid January Year 2 |
| Specialist Study (Surface Design) | 100% Coursework | Assignments | Mid May Year 2 |
| Conceptual Illustration | 100% Coursework | Assignments | Mid April Year 2 |
| Picture Books | 100% Coursework | Assignments | Mid April Year 2 |
| Making Comics | 100% Coursework | Assignments | Mid April Year 2 |
| Experimental Animation | 100% Coursework | Assignments | Mid April Year 2 |
| Virtual Reality: Level design and creation | 100% Coursework | Assignments | Mid April Year 2 |
| CGI Animation for VFX | 100% Coursework | Assignments | Mid April Year 2 |
| Print and Publishing | 100% Coursework | Assignments | Mid May Year 2 |
| Animation for Society | 100% Coursework | Assignments | Mid May Year 2 |
| VFX for Games | 100% Coursework | Assignments | Mid May Year 2 |

| | | | |
|-------------------|-----------------|-------------|----------------|
| Design Context 1 | 100% Coursework | Assignments | Mid January 2 |
| Design Context 2 | 100% Coursework | Assignments | Mid January 2 |
| Enquiry / Process | 100% Coursework | Assignments | Mid May Year 2 |

Modules in Level 6

| Module | Assessment type and weighting | Assessment loading | Indicative submission date |
|---|--------------------------------------|---------------------------|-----------------------------------|
| Dissertation | 100% Coursework | 5000 words | Mid December Year 3 |
| Negotiated Practice | 100% Coursework | Assignments | Mid January Year 3 |
| Creative Futures: Professional Practice | 100% Coursework | Assignments | Mid May Year 3 |
| Surface Design Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Illustration Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Children's Publishing Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Comics Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Animation Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Game Art Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| VFX Degree Project | 100% Coursework | Assignments | Mid May Year 3 |
| Graphic Design Degree Project | 100% Coursework | Assignments | Mid January 3 |

Modules in Level 7

| Module | Assessment type and weighting | Assessment loading | Indicative submission date |
|--------------------------------|--------------------------------------|---------------------------|-----------------------------------|
| Locating Practice | 100% Coursework | Assignments | Mid Dec Year 4 |
| Practice & Application | 100% Coursework | Assignments | Mid January Year 4 |
| Advanced Professional Practice | 100% Coursework | Assignments | Mid May Year 4 |

31 **Assessment regulations**

Regulations for Initial Undergraduate Modular Degrees, Diplomas, Certificates and Foundation Degrees / Integrated Masters Degrees

Derogations

N/A

Non-credit bearing assessment

None

All modules comprising the programmes are credit bearing.

Borderline classifications (for undergraduate programmes only)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the substantial module is within the higher classification.

In the case of BA (Hons) Awards at level 6 the 40 credit subject specialist degree project that is the substantive project, namely:

- Comics Degree Project 40 credits
- Children's Books Degree Project 40 credits
- Illustration Degree Project 40 credits
- Graphic Design Degree Project 40 credits
- Surface Design Degree Project 40 credits
- Animation Degree Project 40 credits
- Visual Effects Degree Project 40 credits
- Game Art Degree project 40 credits

In considering borderline cases for Integrated Masters programmes the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 7 fall within the higher classification.
- All level 7 modules must have been passed at the first attempt.

Restrictions for trailing modules (for taught masters programmes only)

N/A

32 Programme Management

Programme Leaders

Dan Berry – BA (Hons) MDes Comics
Yadzia Williams – BA (Hons) MDes Illustration
Susan Thornton – BA (Hons) MDes Children’s Books
Marta Madrid - BA (Hons) MDes Animation
Steve Jarvis – BA (Hons) MDes Game Art
Steve Jarvis – BA (Hons) MDes Visual Effects
Pauline Amphlett – BA (Hons) MDes Graphic Design
To be appointed – BA (Hons) MDes Surface Design

Module Leaders

Cerys Alonso
Pauline Amphlett
Dan Berry
Adam Cooke
Steve Jarvis
Paul Jones
Marta Madrid
Dan Pope
Sue Thornton
Yadzia Williams
Richard Hebblewhite
Nathan Roberts

Link to Staff Profiles

<https://www.glyndwr.ac.uk/en/Faculties/FacultyofArtsScienceandTechnology/Meetourstaff/ArtandDesign/>

Technical Demonstrators

Wayne Clark
Lisa Evans
Brian Duffy
Simon Hall
David Jones
Julie Mellor
Dave Merrilees-Kelly
Colin Salisbury

33 Quality Management

The internal and external mechanisms for ensuring and enhancing the quality of the Design programmes comply with University procedures as detailed in the Academic Quality Handbook. Programme leaders have responsibility for the annual monitoring of programmes and formulation of action plans, as well as ensuring that External Examiner reports have been responded to with action plans – updated mid-year. Programme Leaders have responsibility for the writing and updating of Programme Handbooks and shared responsibility for module literature ensuring these are posted on the relevant programme areas on the VLE. The VLE includes Student Evaluations of Modules to gather views and opinions from students about their learning experiences which augments the Student Voice Forums that are used to inform discussions with the student body and academic staff. These processes feed into the university Quality and Standards mechanisms.

All assessment decisions that contribute to the awards are available to external examiners prior to reporting through the university's boards. There is a cycle of reports and actions arising that relate to the external testing of quality and standards of validated programmes.

34 Research and scholarship activity

All Design staff members are engaged in on-going research and/or scholarly activity. Staff regularly attend relevant conferences and seminars (i.e. CHEAD, GLAD, CLTAD, Design & Art Direction network and the Design Council) in addition to Glyndŵr University development days, all of which feed into the programme teams development of the current curriculum.

The aim of the Faculty of Arts, Science and Technology is to increase the capacity, profile and impact of research across all subject areas and work to ensure that delivery of the curriculum is underpinned by relevant research and professional practice.

Qualifications recently undertaken by a number of the programme team have been at Master's, MPhil and Doctorate level. Several staff have also had work published and create a range of artefacts that are exhibited nationally and internationally.

There are regular research talks delivered by staff based on their research activity and these have also been beneficial for postgraduate students. All staff are involved in thrice annually Professional Development Reviews to set objectives and monitor progress, including research activity.

Four Art and Design staff hold doctoral awards, with a number of others working towards completing either PhD or Professional Doctorates. The majority of the programme team hold Master's degrees. A large number of the programme team are engaged with professional practice in their subject through forms of engagement such as: exhibitions; publication of books and artistic works; collaborative projects and consultancy with industry, external commissions.

The Faculty of Arts, Science and Technology has links with outside clients such as the Wrexham Museum, Library, Council, Partnerships with the Big Hand Brewing Company based in Wales, Morgan's Tea, etc. have a significant impact on the quality of the learner experience, better preparing them for the problems of dealing with live briefings, feeding back to clients etc.

35 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare

- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

Faculty support for students

All students at Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Programme specific support for students

Academic Study Skills support

The Academic Study Skills Team can offer advice, suggest learning strategies for improving student's assignments and help to develop skills in academic writing and referencing. The team is available throughout the academic year for one-to-one sessions, small group tutorials, workshops or seminars.

The Academic Study Skills Team are also available at Regent Street at set times in the week for students to see them for one-off meetings to discuss a particular assignment. They are otherwise based within the library on the ground floor of the Edward Llwyd Building. Students are advised to check the VLE for new resources and workshop dates.

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'.

Supporting Additional Needs & Learning Difference

The university offers a range of additional support services to support students who have declared a disability or learning difference, such as dyslexia. It aims to provide equality of opportunity for all our students and will do their best to provide the resources and learning opportunities that are needed by students with specific learning support needs. Some students may be eligible to receive support due to a recognised physical or mental medical condition. There are also nominated people who act as disability co-ordinators within each subject area.

The service is confidential and they do not contact any third parties without the student declaring consent. The services are based within in the Edward Llwyd Centre at Plas Coch and a representative is periodically placed in the Regent Street campus.

Library and IT resources

The library and IT resources at Plas Coch offer Art and Design students a range of books, journals, DVD's and IT learning facilities. General information on the library is available on the Glyndŵr University website. 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 computers located around the campuses at Plas Coch and Regent Street. These can be used for a number of activities including

word processing and presentations, browsing the web and e-mail. There are also a range of specialist Art and Design specific computer applications and facilities based in the Centre for Creative Industries building at Plas Coch and on the Regent Street site. All Glyndŵr University students are given a username to enable them to access e-mail, the internet and a range of software and other network services.

Equipment and specialist resources

There is a variety of equipment and specialist resources located at Regent Street. These consist of ceramics and jewellery/metal workshops, a kiln room, a sculpture room, a photographic studio, an animation studio, two print rooms, open access computers and projection facilities in three rooms.

There is an equipment store that houses a variety of cameras for the still and moving image, tripods, lighting and sound facilities and there is a small sound recording room for voice recordings.

The Creative Industries Building has a broadcast standard television studio and associated control room and post-production facilities. The building also benefits from industry standard, media production software, facilitated in two computer suites: the IT Workshop and Media Training Facility.

Art & Design Shop

The Creative Art shop is based at the Regent Street campus and is normally open 9.30am to 1.00pm. It provides both the basics and specialised materials. Staff in each specialist discipline has a network of suppliers to stock the shop and provide you with necessary materials at competitive rates. There is also a shop on the ground floor in the library at Plas Coch.

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Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (<http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile.64499.en.pdf>), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

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 students 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.