



PROGRAMME QUALITY HANDBOOK 2019 – 20

FdA Graphic Design with Interactive Multimedia

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Welcome and Introduction to the FdA Graphic Design with Interactive Multimedia

Welcome to the FdA Graphic Design with Interactive Multimedia delivered at City of Bristol College.

- Bristol has a vibrant and diverse graphic communication and interactive media industry. The programmes have been developed in consultation with a range of local media professionals and so reflects the current needs, skills and professional practices in the industry.
- Graphic Design and Digital Creativity professionals will be integral to the delivery of the course providing master classes, workshops, mentoring, lectures and feedback on project work.
- The programmes will provide you with opportunities to collaborate with outside agencies as well as possibilities of paid or unpaid commissions from external sources. There may be work experience opportunities with local companies.
- This is a practically-based course, encouraging self-development, creativity and building a professional portfolio.
- You are given a broad skills based in the first year with the opportunity to specialise in year two.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - available on the [Higher Education](#) Moodle page
- Your Teaching, Learning and Assessment Handbook
 - available on the [Higher Education](#) Moodle page
- Plymouth University's Student Handbook
 - available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

PROGRAMME SPECIFICATION

Programme Title: FdA Graphic Design with Interactive Multimedia

Partner Delivering Institution: City of Bristol College

Start Date: September 2006

First Award Date: Fd.A full-time July 2008; part-time July 2009

Date(s) of Revision(s) to this Document: July 2014

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes.

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	City of Bristol College
Accrediting Body:	NA
Language of Study:	English ¹
Mode of Study:	Full time/Part time
Final Award:	FdA FdSc
Intermediate Award:	Cert HE
Programme Title:	FdA Graphic Design with Interactive Multimedia
UCAS Code:	BCBC B77 E290, FdA/GD
JACS Code:	
Benchmarks:	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014 Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) 2010 QAA Subject Benchmarks Art & Design at intermediate level.

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

Date of Programme Approval: 10/8/06

PS2. Brief Description of the Programme

The Foundation degree FdA Graphic Design with Interactive Multimedia programme covers design outcomes across a range of media, exploring vocational concepts including Advertising, Branding and Packaging, Corporate Identity and Digital design. The emphasis is on creative practical projects that create a design portfolio that students can use to present to potential employers or continue with their higher education pathway. Students will work to create cutting edge print and digital design outcomes.

Students are encouraged to examine and develop a creative identity as a graphic design and digitally creative practitioner. Contemporary visual culture and awareness are key themes that inform the programme content.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

None

PS5. Programme Aims

The programme will deliver:

1. To provide a range of graphic and digital design experiences which facilitate the acquisition of an aesthetic sensitivity, appropriate knowledge, understanding and the essential transferable creative and technical skills that will prepare students for progression to a honours degree and /or professional practice and continuing professional development.
2. To support the learner's (personal) self-development towards independent study in developing critical thinking and communication skills to enable learners to become reflective practitioners and to value self-reflection and self-evaluation as part of the learning process.
3. To provide appropriate study experiences which provide opportunities for teamwork and the commensurate skills of leadership, delegation and task/role allocation.
4. To deliver a programme of study that informs the design process through social, cultural, historical, ethical, environmental, political, economic, technological and theoretical contexts. This programme will be flexible and develop appropriately in response to relevant, emerging technologies that have an impact on art and design.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. Demonstrate an aesthetic sensitivity, creativity, comprehensive knowledge, cognitive and technical skills in the production of graphic and multimedia artefacts.
2. Evaluate and select from the available skills, tools, technologies and knowledge to create or propose feasible solutions to design problems.
3. Evaluate and communicate ideas and information effectively to a range of audiences using the most appropriate means.
4. Work effectively as a member of a team or as an individual in the context of a graphic design or multimedia project.
5. Form considered judgements about the aesthetic, cultural, ethical, environmental, technological and social qualities of a work of art or design, including own work.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

1. The programme structure combines both Graphic Design and Digital design skills, the programme;
 - a. addresses the design process, visual language, contextual studies, communication and developing ideas through drawing.
 - b. allows students to acquire basic skills in interactive, motion and emerging technologies, while incorporating interactive information design, compositing, visual effects, Web authoring, storyboarding and screen-based presentation.
 - c. allows students to develop design skills in layout, composition, typography and drawing and print.
2. The digital modules will also give students the opportunity to develop the necessary skills to design and produce digital media and interactive outcomes.
3. The Graphic Design modules will give the students the knowledge and understanding of print and reproduction technologies to enable the production of professional print specifications.

4. Work-based learning opportunities will be encouraged and supported, with employers contributing to these activities. Students will have the opportunity to work in cross-disciplinary teams.
5. The programme will encourage collaborative projects between students on Stage 1 and Stage 2.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage: 5

Target student numbers per stage: 10

Maximum student numbers per stage: 15

PS9. Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

BA Digital Media Design BA Graphic Communication with Typography

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	Level 2 qualifications in Maths and English Normally maths and English
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers:	To have achieved at least 140 UCAS points in a course related subject Access Diploma
Work Experience:	None required
Other HE qualifications / non-standard awards or experiences:	Can be considered on individual merit
APEL / APCL² possibilities:	APL will be considered as per Plymouth University Regulations
Interview / Portfolio requirements:	All applicants will be interviewed A portfolio is required
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Yes: to be paid for by applicant/student No

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): All of this programme's modules are covered by a single EE, who is appointed according to the Plymouth University regulations.

Additional stakeholders specific to this programme:

Student Representatives are engaged in quality and standards through participation in Programme Committee meetings, City of Bristol College HE Board and Academic partnerships Joint Board of Studies.

Employers are involved in programme delivery and through employer forums

PS12. Programme Structure³

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: 4 For: FdA Graphic Design with Interactive Multimedia Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits A/S/All	Module
GDMM101	Autumn	Core	20	Visual Language & Culture
GDMM102	Autumn	Core	20	Graphic Design Principles
GDMM103	Autumn	Core	20	Multimedia Principles
GDMM106	Spring	Core	20	Developing Graphic Concepts
GDMM107	Spring	Core	20	Editorial Design
GDMM108	spring	Core	20	Typography

FHEQ level: 4 For: : FdA Graphic Design with Interactive Multimedia Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
GDMM101	Autumn	Core	20	Visual Language & Culture
GDMM102	Autumn	Core	20	Graphic Design Principles
GDMM103	Autumn Y2	Core	20	Multimedia Principles
GDMM106	Spring Year 1	Core	20	Developing Graphic Concepts
GDMM107	Spring	Core	20	Editorial Design
GDMM108	Spring Year 2	Core	20	Typography

FHEQ level: 5 For: FdA Graphic Design with Interactive Multimedia Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits A/S/All	Module
GDMM201	All year	Core	20	Visual Culture
GDMM202	Autumn	Core	20	Branding & Packaging
GDMM203	Autumn	Core	20	Advertising
GDMM204	Autumn	Core	20	Corporate Identity
COBC2092	All year	Core	20	Digital Creativity
COBC2110	Spring	Core	20	Professional Brief

FHEQ level: 5 For: FdA Graphic Design with Interactive Multimedia Part Time				
P/T Route Year	When in Year? (i.e. Autumn,	Core or Option Module	Credits	Module

	Spring etc)			
GDMM201	Autumn Y2	Core	20	Visual Culture
GDMM202	Autumn Y3	Core	20	Branding & Packaging
GDMM203	Autumn Y2	Core	20	Advertising
GDMM204	Autumn Y3	Core	20	Corporate Identity
COBC2092	All Year	Core	20	Digital Creativity
COBC2110	Spring Y3	Core	20	Professional Brief

The previous table is a mandatory requirement of the approval process. An additional structure diagram may be added here, to further clarify the design and operation of the awards proposed. A suggested simplified diagram has been inserted below; this should be deleted if not used.

Level 4				Level 5			
Module Code	Module Title	No. of Credits	Core / Optional	Module Code	Module Title	No. of Credits	Core / Optional
GDMM101	Visual Language & Culture	20	Core	GDMM201	Visual Culture	20	Core
GDMM102	Graphic Design Principles	20	Core	GDMM202	Branding & Packaging	20	Core
GDMM103	Multimedia Principles	20	Core	GDMM203	Advertising	20	Core
GDMM106	Developing Graphic Concepts	20	Core	GDMM204	Corporate Design	20	Core
GDMM107	Editorial Design	20	Core	COBC2092	Digital Design	20	Core
GDMM108	Typography	20	Core	COBC2110	Professional Brief	20	Core

Level 4			
Module Code	Module Title	No. of Credits	Core / Optional
GDMM101	Visual Language & Culture	20	Core
GDMM102	Graphic Design Principles	20	Core
GDMM106	Developing Graphic Concepts	20	Core
GDMM107	Editorial Design	20	Core

Level 4 & 5			
Module Code	Module Title	No. of Credits	Core / Optional
GDMM201	Visual Culture	20	Core
GDMM103	Multimedia Principles	20	Core
GDMM203	Advertising	20	Core
COBC2092	Digital Creativity	20	Core
GDMM108	Typography	20	Core

Level 5			
Module Code	Module Title	No. of Credits	Core / Optional
GDMM201	Visual Culture	20	Core
GDMM202	Branding & Packaging	20	Core
GDMM204	Corporate Design	20	Core
COBC2110	Professional Brief	20	Core

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁴

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

These tables in PS13 and PS 14 have been informed by reference to:

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014

Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) 2010

- QAA Subject Benchmarks Art & Design at intermediate level.Foundation Degree Qualification Benchmark 2010

FHEQ level: 4.					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations 	GDMM101 GDMM102 GDMM103 GDMM106

⁴ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<ol style="list-style-type: none"> 1. The historical, contemporary, ethical, theoretical and contextual dimensions of art and design and the linked related interdisciplinary fields of Graphic Design with Interactive Multimedia and Interactive Multimedia with Graphic Design. 2. The appropriate methods technologies and materials to use in response to changing nature of contemporary culture in the production of graphic and multimedia artefacts and communication systems. 3. The designer's relationship with clients, markets, audiences, consumers and users 4. Key concepts and principles of visual communication and multimedia. 5. The implications and potential for their discipline presented by key developments in emerging media and technologies, and in interdisciplinary approaches to contemporary practice. 6. The ethical, social and cultural complexities related to self-development and creative practice. 	<ul style="list-style-type: none"> • Practical studio-based assignments • Directed independent study • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 		<ul style="list-style-type: none"> • Coursework/groupwork on practical studio-based assignments 	<p>GDM107 GDM108</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme:</p>				

Teaching and learning will be delivered in a variety of ways to develop the specified knowledge and understanding through method appropriate to a vocational subject such as graphic design. Assessment modes will be varied and include blogs, journals, essay professional report, reflective journal.

Cognitive and Intellectual Skills:

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

1. Knowledge of the main methods of enquiry and the ability to evaluate critically the appropriateness of different approaches to solving problems within their field of study and in a work context.
2. Generate ideas, concepts, proposals, solutions or arguments in response to set briefs or self-initiated activity.
3. Employ both convergent and divergent thinking in the process of observation, investigation, speculative inquiry, visualisation or making.
4. Synthesise information from a range of sources to gain a coherent understanding of theory and practice

Primary

- Design and problem solving, studio based assignments
- Tutorial/seminar discussions
- Feedback via coursework assessment process (essays etc)

Secondary

- Study skills sessions

1,2,3,4

1,2,3,4,5

- Assessed discussions
- Essays/projects /dissertations
- Coursework/groupwork on practical studio-based assignments

GDMM101
GDMM102
GDMM103
GDMM106
GDMM107
GDMM108

An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:

Teaching and learning will be delivered in a variety of ways to maximise the development of a range of cognitive and intellectual skills as is required by a vocational subject such as graphic design. Assessment mode will be varied and include studio assessment, practical submissions, presentation, essay, diaries and blogs.					
<p>Key Transferable Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</p> <p>The ability to undertake further training and develop new skills within a structured and managed environment.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	GDMM101 GDMM102 GDMM103 GDMM106 GDMM107 GDMM108
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways maximise the development of the key transferrable skills that are intrinsic to this programme. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs all of which develop these skills.					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The qualities and transferable skills</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions 	GDMM101 GDMM102 GDMM103 GDMM106

<p>necessary for employment requiring the exercise of some personal responsibility.</p>	<ul style="list-style-type: none"> • Practical studio-based assignments • Directed independent study • Learning from work experience <p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 			<ul style="list-style-type: none"> • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM107 GDMM108</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the effectiveness of the embedded employment related skills. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs.</p>					
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ol style="list-style-type: none"> 1. Employ appropriate materials, methods, technologies and techniques in a creative manner, relating to the discipline, whilst maintaining good working practices. 2. Realise intentions through the development and articulation of ideas and responses in appropriate visual and 	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience 	<p>1,2,3,4</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM101 GDMM102 GDMM103 GDMM106 GDMM107 GDMM108</p>

spatial forms 3. Present work, ideas and concept to an audience or client in a professional manner 4. Present written communication in an appropriate format to an audience or client. 5. Understand the requirements of professional practice and apply appropriate skills to support own practice and the practice of others.	<p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 				
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will be carried out so as to maximise the effectiveness of embedding practical skills in a vocational subject such as graphic design. Practical assessment, studio assessment, practical submissions, presentation, websites are all to be used as learning methods.</p>					

FHEQ level: 5.					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
Knowledge / Understanding:					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ol style="list-style-type: none"> 1. The historical, contemporary, ethical, theoretical and contextual dimensions of art and design and the linked related interdisciplinary fields of Graphic Design with Interactive Multimedia and Interactive Multimedia with Graphic Design. 2. The appropriate methods technologies and materials to use in response to changing nature of contemporary culture in the production of graphic and multimedia artefacts and communication systems. 3. The designer's relationship with clients, markets, audiences, consumers and users 4. Key concepts and principles of visual communication and multimedia. <p>The implications and potential for their discipline presented by key developments in emerging media and technologies, and in interdisciplinary approaches to contemporary practice. A knowledge and critical understanding of the well-established principles of their area(s) of study, and</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Design and problem solving, studio based assignments • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc) <p>Supervised time in studio External visits Placement Guided independent study</p>	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 COBC2110</p>
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of the way in which those principles have developed					
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to develop the specified knowledge and understanding through method appropriate to a vocational subject. Assessment modes will be varied and include					
<p>Cognitive and Intellectual Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>A knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</p> <p>An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Design and problem solving, studio based assignments • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc) 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 COBC2110

<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the development of a range of cognitive and intellectual skills as is required by a vocational subject such as graphic design. Assessment mode will be varied and include studio assessment, practical submissions, presentation, essay, diaries and blogs.</p>					
<p>Key Transferable Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</p> <p>The ability to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 COBC2110
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the development of the key transferrable skills that are intrinsic to this programme. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs all of which develop these skills.</p>					
<p>Employment Related Skills:</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 COBC2110
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the effectiveness of the embedded employment related skills. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs.</p>					
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>6. Employ appropriate materials, methods, technologies and techniques in a creative manner, relating to the discipline, whilst maintaining good working practices.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 COBC2110

<p>7. Realise intentions through the development and articulation of ideas and responses in appropriate visual and spatial forms</p> <p>8. Present work, ideas and concept to an audience or client in a professional manner</p> <p>9. Present written communication in an appropriate format to an audience or client.</p> <p>10. Understand the requirements of professional practice and apply appropriate skills to support own practice and the practice of others.</p>	<p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 				
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will be carried out so as to maximise the effectiveness of embedding practical skills in a vocational subject such as graphic design. Practical assessment, studio assessment, practical submissions, presentation, websites are all to be used as learning methods.</p>					

PS14. Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Chis Malbon (Illustrator) Editorial Design Boneshaker – briefs set & workshops IP3 Hooper Award Internship at Bristol Post Mr B & Friends Six Design Penny Delmon (Mammal Create0)	studio gallery visits guest speaker end of year show M Shed – Audio Visual Techniques Viral commercial project Stanley Hooper Award Graphic Design Principles Mini-brief Typography & grenade brief	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Coursework/groupwork on practical studio-based assignments 	GDMM102 GDMM106 GDMM107 GDMM108
<p>An explanation of this map: Teaching, learning and assessment are aligned to specifically embed WBL so that students will develop graphic design outcomes across a range of media, exploring vocational concepts. The emphasis is on creative practical projects that create a digital design portfolio that students can use to present to potential employers or continue with their higher education.</p> <p>Teaching, learning and assessment are aligned to specifically embed WBL to ensure that the requirements of work based learning align with the foundation degree qualification benchmark. To ensure staff provide appropriate opportunities to students to understand and evaluate their development of graduate skills. To ensure adequate and appropriate oversight of student placement opportunities at programme and College level.</p>					

FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Chris Malbon Freelance Illustrator Visiting lecturer, mentor & brief set (Advertising) Gary Thomas Visiting lecturer Independent film maker Penny Delmon Workshops & Mentoring Pervasive Media Zubr Virtual Reality	studio gallery visits guest speaker end of year show Digital Imaging Module Branding & Packaging/Info Design Advertising	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Coursework/groupwork on practical studio-based assignments 	
<p>An explanation of this map: Teaching, learning and assessment are aligned to specifically embed WBL so that students will develop graphic design outcomes across a range of media, exploring vocational concepts. The emphasis is on creative practical projects that create a digital design portfolio that students can use to present to potential employers or continue with their higher education.</p> <p>Teaching, learning and assessment are aligned to specifically embed WBL to ensure that the requirements of work based learning align with the foundation degree qualification benchmark. To ensure staff provide appropriate opportunities to students to understand and evaluate their development of graduate skills. To ensure adequate and appropriate oversight of student placement opportunities at programme and College level.</p>					

PS15. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment⁵

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

These tables in PS13 and PS 14 have been informed by reference to:

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014
Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) 2010
- QAA Subject Benchmarks Art & Design at intermediate level.Foundation Degree Qualification Benchmark 2010

FHEQ level: 4.					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations 	GDMM101 GDMM102 GDMM103 GDMM109 GDMM110

⁵ For programmes containing more than one FHEQ level of study, i.e. a bachelor programme with levels 4, 5 & 6, a separate map must be provided for each level. The table should be copied and pasted to enable this.

<p>7. The historical, contemporary, ethical, theoretical and contextual dimensions of art and design and the linked related interdisciplinary fields of Graphic Design with Interactive Multimedia and Interactive Multimedia with Graphic Design.</p> <p>8. The appropriate methods technologies and materials to use in response to changing nature of contemporary culture in the production of graphic and multimedia artefacts and communication systems.</p> <p>9. The designer's relationship with clients, markets, audiences, consumers and users</p> <p>10. Key concepts and principles of visual communication and multimedia.</p> <p>11. The implications and potential for their discipline presented by key developments in emerging media and technologies, and in interdisciplinary approaches to contemporary practice.</p> <p>12. The ethical, social and cultural complexities related to self-development and creative practice.</p>	<ul style="list-style-type: none"> • Directed independent study • Learning from work experience <p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 		<ul style="list-style-type: none"> • Coursework/group work on practical studio-based assignments 	GDMM111
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to develop the specified knowledge and understanding through method appropriate to a vocational subject such as interactive multimedia. Assessment modes will be varied and include blogs, journals, essay professional report, reflective journal.</p>				

<p>Cognitive and Intellectual Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>5. Knowledge of the main methods of enquiry and the ability to evaluate critically the appropriateness of different approaches to solving problems within their field of study and in a work context.</p> <p>6. Generate ideas, concepts, proposals, solutions or arguments in response to set briefs or self-initiated activity.</p> <p>7. Employ both convergent and divergent thinking in the process of observation, investigation, speculative inquiry, visualisation or making.</p> <p>8. Synthesise information from a range of sources to gain a coherent understanding of theory and practice</p>	<p style="text-align: center;">Primary</p> <ul style="list-style-type: none"> • Design and problem solving, studio based assignments • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc) <p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Study skills sessions 	<p style="text-align: center;">1,2,3,4</p>	<p style="text-align: center;">1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM101 GDMM102 GDMM103 GDMM109 GDMM110 GDMM111</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:</p> <p>Teaching and learning will be delivered in a variety of ways to maximise the development of a range of cognitive and intellectual skills as is required by a vocational subject such as interactive multimedia. Assessment mode will be varied and include studio assessment, practical submissions, presentation, essay, diaries and blogs.</p>					
<p>Key Transferable Skills:</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</p> <p>The ability to undertake further training and develop new skills within a structured and managed environment.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p>1.1.1.</p> <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM101 GDMM102 GDMM103 GDMM109 GDMM110 GDMM111
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways maximise the development of the key transferrable skills that are intrinsic to this programme. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs all of which develop these skills.</p>					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM101 GDMM102 GDMM103 GDMM109 GDMM110 GDMM111

	<p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 				
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the effectiveness of the embedded employment related skills. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs.</p>					
<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>11. Employ appropriate materials, methods, technologies and techniques in a creative manner, relating to the discipline, whilst maintaining good working practices.</p> <p>12. Realise intentions through the development and articulation of ideas and responses in appropriate visual and spatial forms</p> <p>13. Present work, ideas and concept to an audience or client in a professional manner</p> <p>14. Present written communication in an appropriate format to an audience or client.</p>	<p style="text-align: center;">Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/group work on practical studio-based assignments 	GDMM101 GDMM102 GDMM103 GDMM109 GDMM110 GDMM111

15. Understand the requirements of professional practice and apply appropriate skills to support own practice and the practice of others.					
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Teaching, learning and assessment will be carried out so as to maximise the effectiveness of embedding practical skills in a vocational subject such as interactive multimedia. Practical assessment, studio assessment, practical submissions, presentation, websites are all to be used as learning methods.</p>					

FHEQ level: 5.					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>5. The historical, contemporary, ethical, theoretical and contextual dimensions of art and design and the linked related interdisciplinary fields of Graphic Design with Interactive Multimedia and Interactive Multimedia with Graphic Design.</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Design and problem solving, studio based assignments • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc) Supervised time in studio External visits 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/groupwork on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 GDMM211 GDMM212 COBC2109

<p>6. The appropriate methods technologies and materials to use in response to changing nature of contemporary culture in the production of graphic and multimedia artefacts and communication systems.</p> <p>7. The designer's relationship with clients, markets, audiences, consumers and users</p> <p>8. Key concepts and principles of visual communication and multimedia.</p> <p>The implications and potential for their discipline presented by key developments in emerging media and technologies, and in interdisciplinary approaches to contemporary practice. A knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</p>	<p>Placement Guided independent study</p>				
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to develop the specified knowledge and understanding through method appropriate to a vocational subject. Assessment modes will be varied and include</p>					
<p>Cognitive and Intellectual Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: An ability to apply underlying concepts and principles outside the</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Design and problem solving, studio based assignments 	<p>1,2,3,4</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations 	<p>GDMM201 GDMM202 GDMM203 GDMM204 GDMM205</p>

<p>context in which they were first studied, including, where appropriate, the application of those principles in an employment context</p> <p>A knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</p> <p>An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p>	<ul style="list-style-type: none"> • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc) 			<ul style="list-style-type: none"> • Coursework/group work on practical studio-based assignments 	GDMM207 GDMM208 GDMM209 GDMM210 GDMM211 GDMM212 COBC2109
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways to maximise the development of a range of cognitive and intellectual skills as is required by a vocational subject such as interactive multimedia. Assessment mode will be varied and include studio assessment, practical submissions, presentation, essay, diaries and blogs.</p>					
<p>Key Transferable Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience 	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 GDMM211

<p>The ability to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</p>	<p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 				<p>GDMM212 COBC2109</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Teaching and learning will be delivered in a variety of ways maximise the development of the key transferrable skills that are intrinsic to this programme. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs all of which develop these skills.</p>					
<p>Employment Related Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>	<p style="text-align: center;">Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p style="text-align: center;">Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	<p>1,2,3,4</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 GDMM211 GDMM212 COBC2109</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:</p>					

Teaching and learning will be delivered in a variety of ways to maximise the effectiveness of the embedded employment related skills. Assessment mode will be varied and include portfolio building to include reflective evaluation of practical submissions, presentation, diaries and blogs.

<p>Practical Skills:</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>16. Employ appropriate materials, methods, technologies and techniques in a creative manner, relating to the discipline, whilst maintaining good working practices.</p> <p>17. Realise intentions through the development and articulation of ideas and responses in appropriate visual and spatial forms</p> <p>18. Present work, ideas and concept to an audience or client in a professional manner</p> <p>19. Present written communication in an appropriate format to an audience or client.</p> <p>20. Understand the requirements of professional practice and apply appropriate skills to support own practice and the practice of others.</p>	<p>Primary</p> <ul style="list-style-type: none"> • Lectures, seminars and tutorials • Practical studio-based assignments • Directed independent study • Learning from work experience <p>Secondary</p> <ul style="list-style-type: none"> • Case studies • Peer learning • Individual and group research 	<p>1,2,3,4</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects /dissertations • Coursework/group work on practical studio-based assignments 	<p>GDMM201 GDMM202 GDMM203 GDMM204 GDMM205 GDMM207 GDMM208 GDMM209 GDMM210 GDMM211 GDMM212 COBC2109</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
Teaching, learning and assessment will be carried out so as to maximise the effectiveness of embedding practical skills in a vocational subject such as interactive multimedia. Practical assessment, studio assessment, practical submissions, presentation, websites are all to be used as learning methods.

PS16. Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Chris Malbon (Illustrator)	studio gallery visits guest speaker end of year show				GDMM102
Orla Joan Handley Freelance animator, film maker	M Shed – Audio Visual Techniques Viral commercial project	1,2,3,4	1,2,3,4,5	<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Coursework/groupwork on practical studio-based assignments 	GDMM110

An explanation of this map:
Teaching, learning and assessment are aligned to specifically embed WBL so that students will develop multimedia outcomes across a range of platforms, exploring vocational concepts. The emphasis is on creative practical projects that create a digital design portfolio that students can use to present to potential employers or continue with their higher education.

Teaching, learning and assessment are aligned to specifically embed WBL to ensure that the requirements of work based learning align with the foundation degree qualification benchmark.
To ensure staff provide appropriate opportunities to students to understand and evaluate their development of graduate skills.
To ensure adequate and appropriate oversight of student placement opportunities at programme and College level.

FHEQ level: 5

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Chris Malbon Freelance Illustrator</p> <p>Taxi Studio Tom Gasson Freelance 3D animator</p> <p>Stuff Advertising Visiting lecturer, mentor & brief set (Advertising)</p> <p>Darren Worrall Visiting lecturer Independent animator</p>	<p>studio gallery visits guest speaker end of year show</p>	<p>1,2,3,4</p>	<p>1,2,3,4,5</p>	<ul style="list-style-type: none"> • Assessed discussions • Essays/projects/dissertations • Coursework/groupwork on practical studio-based assignments 	<p>GDMM203 GDMM207 GDMM208 GDMM209</p>

An explanation of this map:

Teaching, learning and assessment are aligned to specifically embed WBL so that students will develop multimedia outcomes across a range of platforms, exploring vocational concepts. The emphasis is on creative practical projects that create a digital design portfolio that students can use to present to potential employers or continue with their higher education.

Teaching, learning and assessment are aligned to specifically embed WBL to ensure that the requirements of work based learning align with the foundation degree qualification benchmark.

To ensure staff provide appropriate opportunities to students to understand and evaluate their development of graduate skills.

To ensure adequate and appropriate oversight of student placement opportunities at programme and College level.

2. Module Records

MODULE CODE: GDMM101		MODULE TITLE: Visual Language and Culture			
CREDITS: 20		FHEQ LEVEL: 1		JACS CODE: W290	
PRE-REQUISITES: none		CO-REQUISITES: none		COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: Students will investigate the cultural and ethical issues that inform contemporary art and design. Students will be introduced to the practice of research to develop a theoretical and critical awareness of visual language that will inform their own work, through experimentation with both traditional and digital art and design processes.					
.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: NA					
MODULE AIMS:					
To enable students to:					
<ul style="list-style-type: none"> develop students' awareness of visual language 					

- use visual language to effectively communicate ideas, information and emotion.
- investigate the use of visual language in the work of professional artists and designers
- investigate the influences which have shaped contemporary visual culture and present findings
- practice cognitive and generic skills, such as critical reasoning.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. demonstrate a knowledge and understanding of visual language through practice
2. critically evaluate and develop own work using a range of both traditional and digital media and processes
3. undertake primary and secondary research using a range of methods with appropriate outcomes.
4. demonstrate an understanding of the influences that have informed contemporary visual culture
5. develop communication skills through writing, presenting findings and participation in tutorials/seminars.
6. manage own study and workload with appropriate use of ICLT.

DATE OF APPROVAL: 25/06/00

FACULTY: Academic Partnerships

DATE OF IMPLEMENTATION: 01/09/06

PARTNER: COBC

DATE(S) OF APPROVED CHANGE:

TERM: T1,2,3

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 135
MODULE LEADER: Joshua Cooper		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Visual language – clarification and utilisation of visual coding and decoding, formal elements and personal and/or emotional response. Art and Design software applications. • Evaluate and analyse outcomes. • Visual culture –historical movements, modern practitioners, contemporary cultural contexts and influences, electronic resources, paper-based sources, exhibitions, collections, museums. • Presentation of findings - oral, illustrated, written presentation. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops	30	
Supervised time in studio/workshop	144	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study		

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Portfolio Presentation Essay	50% 20% 30%	All LO

Updated by: Daryl Codrington Date: 21/11/14	Approved by: Celia Williams Date: 25/3/13
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM102		MODULE TITLE: Graphic Design Principles	
CREDITS: 20		FHEQ LEVEL: 1	JACS CODE: W210
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: This module aims to develop learners' knowledge, understanding and skills in graphic communication and typography, through studio-based assignments. The contemporary context of Graphic Design will be investigated.			
.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]			
WRITTEN EXAMINATION		COURSEWORK	PRACTICE

E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: NA					
<p>MODULE AIMS: To enable students to:</p> <ul style="list-style-type: none"> • be introduced to the visual communication potential of Graphic Design and Typography • develop knowledge, understanding, aesthetic sensitivity and practical skills in producing graphic concepts • introduce typographic terminology, techniques and an acquaintance with typefaces • reflect on contemporary Graphic Design with reference to own work 					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. use practical skills, knowledge and techniques to solve graphic communication and typographic problems 2. identify the cultural contexts which determine the effectiveness of ideas in context 3. apply typographic skills, knowledge and understanding 4. evaluate their own work in relation to contemporary graphic design 					

DATE OF APPROVAL: 25/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T1,2
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 135
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Design methodology, design process. • Introduction to Typography – DTP software. • Graphic design basics – grids, layout, hand-rendered visuals. • Contemporary Graphic Design. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Studio based assignment	100%	All LO
Practice	P_			
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/3/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM103		MODULE TITLE: Multimedia Principles	
CREDITS: 20		FHEQ LEVEL: 1	JACS CODE: G450
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: This module aims to introduce learners to the potential of multimedia and to widen appreciation of the genre for communication purposes. Learners will use and produce multimedia products. The importance of the design process in the creation of multimedia applications will be highlighted.			

.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: NA					
MODULE AIMS: To enable students to:					
<ul style="list-style-type: none"> • be introduced to the potential of Multimedia across a range of platforms • develop their knowledge, understanding, aesthetic sensitivity and practical skills in producing Multimedia products. • reflect on contemporary Multimedia with reference to own work 					
ASSESSED LEARNING OUTCOMES: (additional guidance below)					
At the end of the module the learner will be expected to be able to:					
<ol style="list-style-type: none"> 1. use cognitive and practical skills, knowledge and techniques to solve multimedia design problems 2. analyse the requirements for the production of a interactive multimedia product 3. evaluate own work with reference to contemporary Multimedia 4. design and assemble an interactive presentation 					

DATE OF APPROVAL: 25/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T1,2
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 135
MODULE LEADER: Orla Handley		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Uses of Multimedia – information, kiosks, games, simulation, point of sale, B2B, future developments etc. • Media types – file formats, data compression. • Interactive presentation – design methodology, storyboards, animation concepts, concept of interaction, interface design, programming features. • Multimedia authoring – asset production, authoring software, delivery platforms/systems, Health and Safety. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Practical Presentation	80% 20%	All LO
Practice	P_			
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/3/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM106		MODULE TITLE: Developing Graphic Concepts	
CREDITS: 20		FHEQ LEVEL: 1	JACS CODE: W900
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: Students will be required to generate and develop ideas to fulfil complex graphic communication objectives involving commercial constraints. This will involve adapting ideas to a range of different			

applications and working with others to develop ideas. Concepts will be developed for a professional presentation.

.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To enable students to:

- experiment with ideas generation techniques
- create and adapt ideas to suit a range of design applications involving commercial constraints
- develop students' visualisation skills
- develop ideas for presentation

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. use a range of ideas generating techniques
2. originate ideas which to fulfil graphic communication objectives involving commercial constraints

3. apply appropriate techniques for developing ideas on paper using drawing techniques	
4. prepare ideas for presentation	
DATE OF APPROVAL: 25/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T2,3
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 135
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Design methodology, design process, target audience, commercial constraints, cultural constraints. • Investigating media, image sources, imagery techniques. • Presentation techniques. • Rendering techniques. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Practical Essay	80% 20%	All LO
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/3/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM107		MODULE TITLE: Editorial Design		
CREDITS: 20		FHEQ LEVEL: 1	JACS CODE: P590	
PRE-REQUISITES: none		CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: This module will give students the fundamental principles of handling text material, using appropriate skills to complement and inform digital editorial design. Students will explore ideas in structuring and presenting text and imagery to produce solutions which communicate effectively in a range of editorial design contexts.				
.LEMENTS OF ASSESSMENT [Use HESA KIS definitions]				
WRITTEN EXAMINATION		COURSEWORK		PRACTICE

E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Graphic Design with Interactive Multimedia					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: To enable students to:					
<ul style="list-style-type: none"> • gain confidence in the innovative use of typography in editorial design • experiment with style and layout using appropriate techniques • be aware of how type style and meaning affects communication • investigate editorial design contexts 					
ASSESSED LEARNING OUTCOMES: (additional guidance below)					
At the end of the module the learner will be expected to be able to:					
<ol style="list-style-type: none"> 1. identify and demonstrate a clear understanding of text typographic tools 2. use a range of skills and techniques to present illustrated textual material 3. research and evaluate a range of editorial design contexts 4. demonstrate the importance of colour in the production of editorial design 5. demonstrate an understanding of developing ideas for print production 					
DATE OF APPROVAL: 25/05/06			FACULTY: Academic Partnerships		
DATE OF IMPLEMENTATION: 01/09/06			PARTNER: COBC		
DATE(S) OF APPROVED CHANGE:			TERM: T3		
Additional notes (for office use only):					

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 30
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Presentation techniques for representing illustrated text material. • Typographic text tools, use of colour and images. • Indexing, referencing, pagination. • Design solutions – contexts, audience, print production. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Portfolio	100%	All LO
Practice	P_			

Updated by: Daryl Codrington Date: 21/11/14	Approved by: Celia Williams Date: 25/3/13
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM108		MODULE TITLE: Typography	
CREDITS: 20	FHEQ LEVEL: 1	JACS CODE: W211	
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: (max 425 characters)			
<p>This module will extend the understanding of typographic design by addressing the relationship between design, communication and meaning, in both traditional and contemporary practice. It will also focus on the relationship between typographic form, style, legibility and the requirements of display and text applications.</p>			

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To enable students to:</p> <ul style="list-style-type: none"> • experiment with typographic forms to alter communication and meaning • investigate traditional and contemporary typographic practice • select and use appropriate typefaces for appropriate context • have an awareness of current print technology 					
<p>ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. use typographic design experimentally to alter or influence meaning 2. apply and develop typographic design skills and knowledge to a range of communication contexts and print technologies 3. evaluate typographic practice and own typographic work 4. explore the creative potential of letterforms as image 					

DATE OF APPROVAL: 25/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T2,3
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 135
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Typographic practice – traditional and contemporary practice – fashion. • Letterforms – use to create visual imagery. • Style and legibility – formal elements – applications. • Technology - print technology. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Practical	100%	All LO
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/3/13	

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: GDMM201		MODULE TITLE: Visual Culture			
CREDITS: 20		FHEQ LEVEL: 5		JACS CODE: W290	
PRE-REQUISITES: none		CO-REQUISITES: none		COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module explores issues and concepts that emerge from contemporary art and design through lectures, tutorials and individual research to encourage debate and analysis. It provides opportunities for learners to evaluate these references in the context of their specialism and engage with a range of methodologies.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1		P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Graphic Design with Interactive Multimedia	
Professional body minimum pass mark requirement: N/A	
MODULE AIMS: To enable students to: <ul style="list-style-type: none"> • encourage and develop critical thinking and analysis of contemporary issues in their specialist area • evidence a broader range of reference and depth of understanding within their studio practice • give students the opportunity to investigate the context of their chosen studio specialism • introduce a range of methodological approaches to research, writing and presentation of findings 	
ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. demonstrate a deeper knowledge of their specialism, using appropriate cognitive, generic and communication skills 2. explore and understand controversial issues and draw conclusions 3. apply methodologies effectively to a chosen area of study 4. work independently on a chosen area of interest to present findings 	
DATE OF APPROVAL: 26/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T4,5
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 33
MODULE LEADER: Rebecca Goddard		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Contemporary context of Graphic Communication, Typography, Interactive Media. Photography, Illustration, Cinema, Animation, Sound and Fine Art. • Research methods - electronic resources, paper-based sources, exhibitions, collections, museums. • Methodologies as applied to art and design practice – post-modernism, consumerism, identity, etc. • Presentation of findings - oral, illustrated, written presentation. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	
Seminar		

Tutorial	4	
Project Supervision	2	
Demonstration		
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Essay	70%	All LO
		Presentation	30%	
Practice	P_			

Updated by: Daryl Codrington Date: 21/11/14	Approved by: Celia Williams Date: 25/03/13
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.

MODULE CODE: COBC2092		MODULE TITLE: Digital Creativity			
CREDITS: 20		FHEQ LEVEL: 5		JACS CODE: W210 HECOS CODE: 100061 (Graphic Design) 100636 (Interactive and electronic design)	
PRE-REQUISITES: none		CO-REQUISITES: none		COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> This module provides the opportunity for students to explore emerging digital media technologies, gaining understanding and skills to create interactive or motion design outcomes. Students explore practical and creative processes in digital and interactive media, developing a critical understanding of their work in a contemporary context. Students experiment with interactivity, game, narrative, interface and experience.					
ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment					
E1 (Examination)	NA	C1 (Coursework)	100%	P1 (Practical)	NA
E2 (Clinical Examination)	NA	A1 (Generic assessment)	NA		
T1 (Test)	NA				

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Graphic Design with Interactive Multimedia

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

To enable students to:

- develop their knowledge and understanding of current and emerging design technologies
 - explore methods of storytelling, interactivity and crafting a user experience
- identify the major area of design they wish to study

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. work imaginatively to explore a range of digital design practices	1. Demonstrate an aesthetic sensitivity, creativity, comprehensive knowledge, cognitive and technical skills in the

<ul style="list-style-type: none"> 2. design and create a coherent user experience using appropriate methods and language 3. demonstrate an understanding of current and emerging design technologies 4. evaluate their use of digital design technologies in context 	<p>production of graphic and multimedia artefacts.</p> <ul style="list-style-type: none"> 2. Evaluate and select from the available skills, tools, technologies and knowledge to create or propose feasible solutions to design problems. 3. Evaluate and communicate ideas and information effectively to a range of audiences using the most appropriate means. 4. Work effectively as a member of a team or as an individual in the context of a graphic design or multimedia project. 5. Form considered judgements about the aesthetic, cultural, ethical, environmental, technological and social qualities of a work of art or design, including own work.
DATE OF APPROVAL: 9 January 2019	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2019	SCHOOL/PARTNER: City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1 & 2

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2019-20
MODULE LEADER: Orla Handley

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Alastair Myers

Summary of Module Content

History and context of emerging digital media technologies. Motion, interface and user experience design

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	12	
Seminar	10	
Project Supervision	9	Including support for defining self directed study
Demonstration	10	
Practical Classes & Workshops	5	Software
Fieldwork	80	
Independent study	74	Including support for defining self directed study
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Practical assessment	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Practical	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Orla Handley Date: 17/12/18	Approved by: David Williamson Date: 23/01/19

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: GDMM202	MODULE TITLE: Branding & Packaging
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CREDITS: 20		FHEQ LEVEL: 5		JACS CODE: N560	
PRE-REQUISITES: none		CO-REQUISITES: none		COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: Packaging is used as a starting point for gaining knowledge and confidence in producing 3D graphic and branding concepts. The module encourages learners to experiment with ideas, images, materials, technology and typography while still considering practical, cosmetic and environmental issues to ensure effective design and branding solutions					
.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1		P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Graphic Design with Interactive Multimedia					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: To enable students to: <ul style="list-style-type: none"> • manipulate a range of materials into 3D forms suitable for packaging • demonstrate the use of graphics and branding applied to 3D packaging in innovative ways to solve specific communication problems • select appropriate materials for packaging, showing an awareness for technical, ethical and environmental issues • distinguish between the aesthetic and functional considerations in packaging a range of branded products 					

ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:	
5. demonstrate a deeper knowledge of their specialism, using appropriate cognitive, generic and communication skills	
6. explore and understand controversial issues and draw conclusions	
7. apply methodologies effectively to a chosen area of study	
8. work independently on a chosen area of interest to present findings	
DATE OF APPROVAL: 26/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T4,5
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 27
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Copy writing techniques – headlines, straplines, body copy, scripts. • Visual concepts. • Development and production. • Historical and contemporary advertising. • Advertising industry - agencies, objectives, strategies, campaigns, market research.. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Practical assessment	100%	All LO
Practice	P_			
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/3/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM203		MODULE TITLE: Advertising	
CREDITS: 20		FHEQ LEVEL: 5	JACS CODE: N561
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: This module deals with the communication problems set by the production of advertising materials. Students will gain an insight into the strategies of advertising campaigns, the role of copywriting and market research.			

.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To enable students to:</p> <ul style="list-style-type: none"> • appreciate the power and importance of words and language in advertising • develop an understanding of the role of advertising agencies, marketing and advertising campaign strategies • examine the role of product and market research. • examine the role of copy writing • produce advertising materials for a range of applications 					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. demonstrate the use of creative words, language and imagery in producing visual concepts for advertising materials 2. evaluate current trends in advertising and marketing 3. demonstrate an awareness of the functions of advertising agencies and the planning process involved in producing advertisements 4. devise advertisements for application across a range of media 					

DATE OF APPROVAL: 26/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T4,5
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 27
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Copy writing techniques – headlines, straplines, body copy, scripts. • Visual concepts. • Development and production. • Historical and contemporary advertising. • Advertising industry - agencies, objectives, strategies, campaigns, market research. 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weightin g	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Coursework 1	100%	All LO
Practice	P_			
Updated by: Daryl Codrington Date: 27/11/14			Approved by: Celia Williams Date: 25/03/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: GDMM204		MODULE TITLE: Corporate Identity	
CREDITS: 20		FHEQ LEVEL: 5	JACS CODE: N590
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: (max 425 characters)			
In this module students acquire and develop the necessary skills to create a functional corporate identity through an understanding of the relevant historical origins, philosophy and			

contexts. Students gain practical experience in creating and applying effective solutions through logotypes, symbols and methods of presenting the corporate message.

.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To enable students to:

- develop and apply design principles to corporate identity through an understanding of the historical origins, philosophy and contexts
- experiment in developing creative, effective solutions to corporate identity
- study the implementation and practice of corporate identity across a range of organisations, media and applications

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

1. investigate the historical origins of corporate identity and investigate its evolution
2. explore and produce visual statements to communicate a corporate message
3. use visualising skills to create imaginative concepts for corporate identity
4. identify and communicate the Core values of an organisation through corporate identity
5. demonstrate the ability to apply an identity across a range of media and applications

DATE OF APPROVAL: 26/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T5
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE: 27
MODULE LEADER: Alastair Myers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Historical origins – nature of identity, features of corporate image, cultural context, semiotics, symbolism, heraldry, religious and tribal utilitarianism, military insignia, brand/product/service recognition, socio-economic factors • Visual statements – marks, devices, abstract and literal images • Communication – symbolic, Core values, mission statements • Corporate philosophy, values, desired image, audience and audience perceptions, • Core values – service, innovation, customer satisfaction, mission, desired perceptions 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	

Total		200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)	
Category	Element	Component Name	Component weightin g	Comments Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Coursework 1	100%	All LO
Practice	P_			
Updated by: Daryl Codrington Date: 21/11/14			Approved by: Celia Williams Date: 25/03/13	

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: COBC2110		MODULE TITLE: Professional Brief	
CREDITS: 20		FHEQ LEVEL: 5	JACS CODE: not available
PRE-REQUISITES: none	CO-REQUISITES: none	COMPENSATABLE: Y	
SHORT MODULE DESCRIPTOR: In this module a student will undertake a professional brief for a 'client'. It provides an opportunity for the student to work in a particular area of graphic design that most interests them. The student will interact professionally with the 'client' and endeavour to meet the client's requirements. The brief will be negotiated with the Module Leader before approval.			

.ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Interactive Multimedia with Graphic Design					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To enable students to:</p> <ul style="list-style-type: none"> • identify the major area of design they wish to study • engage in a professional capacity with a client • record the design process and interaction with client • produce work that meets the client's brief 					
<p>ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. confirm the area of study that best suits their talents, strengths and ambitions 2. demonstrate their ambition through the completion of the project to a high standard and that meets the client's requirements 3. demonstrate high standards of professional practice in engaging with the client 4. record and critically evaluate the design process 5. evaluate standards of professional practice, strengths, weaknesses and areas requiring further development as part of the continuing Personal Development Plan (PDP) 					

DATE OF APPROVAL: 26/05/06	FACULTY: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/06	PARTNER: COBC
DATE(S) OF APPROVED CHANGE:	TERM: T6
Additional notes (for office use only):	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
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• **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2019-20		NATIONAL COST CENTRE:
MODULE LEADER: AlastairMyers		OTHER MODULE STAFF:
Summary of Module Content		
<ul style="list-style-type: none"> • Professional practice • Business practice as applied to design, project management 		
SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	
Seminar		
Tutorial	4	
Project Supervision	2	
Demonstration	5	
Practical Classes & Workshops		
Supervised time in studio/workshop	100	
Fieldwork		
External visits	5	
Workbased learning		
Independent Study	74	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weightin	Comments s Include links to learning objectives
Written exam	E_			
	T_			
Coursework	C_	Presentation: presentation of Design product to 'client' Report Project: completed client brief	15% 25% 60%	All LO
Practice	P_			
Updated by: Alastair Myers Date: 18/12/18			Approved by: Celia Williams Date: 25/3/13	