University of Hertfordshire UH

School of Creative Arts

Title of Programme: Graphic Design and Illustration

Programme Code: CTSNGDI

For Collaborative: Franchise at Interactive Design Institute (Edinburgh)

Programme Specification

This programme specification is relevant to students entering:
 01 September 2019

Associate Dean of School (Academic Quality Assurance):
 Barbara Brownie

Signature

potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification Graphic Design and Illustration

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	Interactive Design Institute, Edinburgh
University/partner campuses	Interactive Design Institute, Edinburgh
Programme accredited by	Not applicable
Final Qualification	BA (Hons)
All Final Award titles	Graphic Design
(Qualification and Subject)	Illustration
FHEQ level of award	6
UCAS code(s)	Not applicable
Language of Delivery	English

A. Programme Rationale

The programme is taught by the Interactive Design Institute, working in partnership with the University of Hertfordshire.

The Interactive Design Institute (IDI) was established in 2004 with the main aim of delivering visuals arts and design subjects online, primarily for those who may be unable to access face to face study within a University. IDI became a collaborative partner of the University of Hertfordshire in 2008. The first IDI students enrolled on UH programmes in September 2008. IDI have adapted the University of Hertfordshire's curriculum for online delivery. Students are registered with the University of Hertfordshire. IDI is responsible for all teaching, assessment and student support that takes place online. Collaborative Partnership Leaders and External Examiners are appointed by the University of Hertfordshire to moderate the work of IDI students and ensure parity with students who are attending the university. The University of Hertfordshire also conduct the necessary module and exam boards and award the appropriate certification.

The Interactive Design Institute's online learning environment is carefully designed to be secure, reliable and user friendly. Programmes are carefully structured and learning materials are presented in a clear and logical way. Students undertake a variety of practical activities in their own time and record their work as they progress, for example through photographs, screen grabs, scanned images, word files or pdfs. Students interact with their tutors on a one to one basis within a secure, personal online studio where they can also view and download their course materials, upload and store images of their work and communicate with their tutors on a one to one basis within module discussions. They can also interact with their tutors and fellow students through the forums.

The aim of the programme is to educate designers who are creative thinkers and who are aware of the commercial applications of the discipline. Students will be registered for a programme of study, either:

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BA (Hons) in Graphic Design _or_ BA (Hons) In Illustration

Graphic Designers and Illustrators shape our understanding of stories, ideas and information. Their work should inform, educate, engage and entertain. In an era of information saturation the need for effective visual communication has never been more acute, nor indeed have the possibilities for effective communication been so wide open. We aim to equip students with the necessary skills and intellectual qualities sufficient to find gainful employment within the fields of graphic design and illustration.

The programme offers students an introduction to both Graphic Design and Illustration within the first Visual Communication module, providing students with a unique and necessary insight into both disciplines at the start of their studies.

The programme recognises the fact that the visual communications industry has undergone and continues to undergo, something of a revolution in terms of the output and medium for the client's message. It is vital that designers and illustrators have not only a grounding in core design and communication principles, skills, knowledge, craft and media, but also in the wealth of digital platforms that are so much a part of modern life. With this in mind, the programme aims to support and encourage the development of contemporary digital/screen design that are built upon a primary education in core design principles.

A characteristic of the programme is its breadth in terms of the range of media, processes and approaches to problem solving it encourages. It acknowledges the fact that designers of the future will need to possess multi-disciplinary skills as well as the ability and confidence to collaborate with others. We aim to provide our students with a 'tool box' of visual languages, thinking skills and contextual knowledge to help them solve complex design problems and to communicate their ideas effectively. At the time of graduation students will have developed an individual approach to the fields of graphic design or illustration, be confident in their own content-orientated and aesthetic judgements and they will have the skills to market themselves and their work to employers within the creative industries.

Graphic design and illustration, although from a common stable, are rather different professional activities. In this programme the first semester of Level 4 is a common, shared experience during which students are given the time to explore and develop the common aspects of these two disciplines, as well as providing a sound grounding in the differences so as to allow students to make an informed choice about their pathway direction. This first semester is characterised by activities and briefs with a focus on visual communication, narrative, story-telling, research, basic layout and 2D composition and documentation. In addition, support materials and activities set out to explore the two disciplines and the professional worlds of work. The second creative practice module focuses on the student's chosen discipline and is characterised by a set of discipline specific activities, supported by appropriate creative briefs that test the knowledge, understanding and skills acquired. The principle aim is to address the core, essential principles of either graphic design or illustration, in preparation for advanced and continued study at Level 5.

Level 5 continues with further discipline-specific activities and creative project briefs, building on learning at Level 4. There is an increasing focus on the professional world that flows throughout Level 5 characterised by regular reference to contemporary professional practitioners, project briefs, constraints and timescales that are typical of industry, together with opportunities for collaborative work in the module forums and negotiated live briefs where appropriate. Level 5 comprises of a further two practical modules, one of which (Professional Development) is focused on all matters relating to the student's learning, progress and growing interests as a student designer/illustrator as well as their hopes and aspirations for the future. The module also covers aspects of self-promotion and portfolio development. The other module allows opportunities to develop work in response to national and international design competitions or other industry equivalent set briefs. It is the programme's aim that by the end of Level 5 students should have an established design process that allows for appropriate research, editing, analysis and selection; idea generation and development; communication skills, to present ideas and to take on board, and adapt to feedback; and sufficient knowledge of visual languages, aesthetic flair and technical skills to execute their ideas to the satisfaction of the brief.

Level 6 is considered the 'portfolio year' and is largely concerned with the development of a high quality graduate portfolio of design/illustration work. The portfolio of work, traditionally a literal hard-copy folder, but these days also a number of other digital/virtual outcomes, is still the primary means of graduates securing employment. Given the professional nature of the programme, the Level 6 curriculum is designed to allow students the opportunity to work on a wide variety of visual communication problems that will be recognised, understood and appreciated by potential employers. Summative assessment briefs will be either set by the academic team or drawn from the wide range of externally set competition briefs available each year. In relevant modules, self-initiated briefs may be developed, so long as these take place within the parameters of tutor and student negotiation.

Level 6 students are likely to be juggling several projects at once and as such they are expected to demonstrate high levels of personal responsibility in the day to day management of their time. Alongside continuing to develop as designers and illustrators, Level 6 students will also develop as project managers, organisers, team players and communicators. As mentioned, students will have a number of opportunities to enter competition briefs and compete with students from across the UK and many other international institutions. In the second creative practice module at Level 6, students will engage in a number of projects including a single, large Final Major Project and a comprehensive self-promotion and portfolio development exercise.

Upon graduation students are aiming for employment within the graphic design and illustration industries. Employment opportunities lie within established design consultancies, advertising agencies, as freelance designers and/or illustrators and a number of other related professional practices. Postgraduate study is also encouraged and promoted.

Programme Delivery and Assessment

A week prior to beginning their studies, students are asked to complete the Induction programme in which they are familiarised with the programme, its structure and teaching methods, university regulations, IDI procedures, the learning and teaching environment (online studio) and of course their fellow students and tutors.

Formative and Summative Assessment

Both Formative and Summative Assessments are used to structure, manage and appraise student learning and achievement. Students are required to complete the stated assessed elements to a minimum pass standard in order to complete the module. Formative Assessments do not contribute to the grade awarded for a module. Summative Assessments are those pieces of student work which when assessed contribute to the grade awarded for the module.

Multiple Assessments in a Module

Within each module there are several component projects and activities which are used for Summative Assessment. How these components contribute to the final module mark varies. In some modules all components are required to be passed and are used to calculate the mark. Elsewhere it may be that one or more components may be failed individually and the calculation of the mark overall must attain at least a minimum pass. The details of this are included in each DMD and in the published briefing notes for each module and the individual assignments.

What will it feel like to study online?

Learning, Teaching and Assessment

Learning and teaching are delivered in an innovative way via the Interactive Design Institute's bespoke online study environment. The study environment is carefully designed to be secure, reliable and user friendly. All students have access to a secure, personal online studio where all of their module learning materials are stored and where communication with their tutors and fellow students takes place.

Programmes are carefully structured so that the knowledge and understanding of the processes needed to design successful product solutions are delivered effectively. The main focus of the delivery is through project based work where students learn through the act of engagement in a variety of set activities. Support materials that supplement this project work are provided throughout. Students record their work in a variety of ways; these can for example, include photographs, scanned images, screen grabs, Word files or PDF documents. As they progress through the activities students are required to upload examples of their work to folders within their online studio, notifying their tutor by posting a message in the module discussion area each time they upload.

Tutors provide critical advice and feedback to students on a one to one basis within separate private module discussions. Students interact with tutors and fellow students within online forums, where they can share images and explore a range of issues which may include: communication, design aesthetics, user needs and aspirations, employability, materials and processes, human factors, design for manufacture and issues surrounding preparation for the world of work. The learning experience is further enhanced through a series of formal Critical and Cultural Studies modules, which provide a context for the students' research and practice.

Study Modes

The programme is offered in a part-time study mode only and requires a commitment of 15 to 20 hours per week for directed activities. Students should also consider the time needed to read support materials and other resources, upload work to the IDI-Study site, communicate with tutors and interact with their peers in the forums.

Delivery Plans

Students are provided with carefully structured delivery plans, which help them to manage their learning. In Level 4, tutors guide and support students through the module learning paths. As they progress through their studies, the student's learning becomes increasingly self-directed. The design of the online activities and the associated one-to-one student-tutor communication encourage this personal development.

Assessment

Students develop confidence and communication skills through participation in self and peer based assessment of their work and the work of their fellow students within structured online forum activities. Students have the opportunity to create online exhibitions of their creative work within IDI's online gallery. This is supplemented with a blogging facility where students can comment freely on their work and describe the thinking and research behind their creative process.

Students are assessed through a combination of formative activities designed to help to develop and consolidate their learning and set Summative Assessments, which contribute to their module grades. Students are made aware of their Summative Assessments submission dates at the start of the semester. Students must complete a self-evaluation section in the module assessment area and submit this along with a selection of work as appropriate. Work selected for assessment is uploaded into named folders within an assessment folder. Where practical modules are concerned this work would normally cover research, development and outcome. IDI tutors assess the work submitted and IDI carries out moderation and then the UH Collaborative Partnership Leader also moderates the assessments, assessment feedback and grades to ensure parity. Following scheduled Module or Examination Boards student results are formally released on StudyNet.

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Time management

Students manage their own learning within the constraints of the semester start dates and Summative Assessment submission dates. They work to suggested delivery plans which indicate where they should be within each module learning path at any given point. All activities and briefs within the learning paths contain suggested time allocations. Throughout Levels 4 and 5, students are able to discuss their progress in relation to their delivery plan with their tutors, who offer advice and support relating to time management, they can also discuss this freely with their fellow students within forums. However, as they progress, students must be self-motivated in order to keep up with their studies. Course Coordinators have an overview of this activity and ensure that any issues to do with time management are quickly identified and support strategies are put in place.

Online Course Materials

Course materials take many forms. They can include flat pages of text, visual step-by-step guides, videos, documents, PDFs, links to online resources including galleries, journals and other relevant publications, as well as links to useful websites.

Within their online studio, students:

- Access Student Handbook, Academic Year Schedules, Programme Specifications and Materials and Reading lists on their course homepage
- Access Definitive Module Documents, Module Guides and Summative Assessments on their module homepage
- Access comprehensive learning materials within the Learning Paths
- Receive announcements from their tutors or IDI Course Coordinators and Student Support Communicate with their tutors and fellow students through module discussions and forums
- Access their personal assessment area where they complete their self-evaluations for submission to tutors prior to assessment
- Receive Formative Assessment feedback prior to exam boards and confirmation of results within StudyNet

StudyNet

In addition students have a direct link to StudyNet within their online studio, where they are able to access digital resources specific to their subject specialism.

Students can study at home, in their own time, with help and support available from fully qualified, experienced tutors. The tutor's role is to guide students throughout their studies and provide critical advice and feedback in order to assist with the development of their work. This support can happen on a daily basis. Tutors are in turn supported by IDI Course Coordinators who liaise with University of Hertfordshire staff to ensure the quality of the student experience. Students can communicate with their tutors at any time and as often as they need to. The tutors are the students' main point of contact throughout their learning; however they may also contact the Student Support Advisors for any other issues.

Team Working

Students interact in group forums within a controlled online environment. The forums provide a valuable method of contact that allows students to interact as a group thus developing a strong 'class community'.

Positive growth in class community is reflected through a sense of camaraderie with other students and an increased number of meaningful conversations between students. This in turn can enforce a general sense of students' studies being valuable and appropriate to their needs.

Potential benefits of regular online forum participation are:

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- The opportunity for intellectual exchanges
- Learning new ideas and refining old ones
- Enjoying community membership
- Learning about other cultures
- Peer feedback
- Building personal relationships
- Keeping up with current events / trends / exhibitions

Course Forum

This is an open forum for all students studying on the same course at the same level. These forums are open for general discussion throughout their studies and can provide a useful opportunity for students to introduce each other, get to know their fellow students and communicate informally as their studies progress. Student Support Advisors monitor the course forums on a daily basis.

Module Forum

In addition, each module has its own forums. Tutors monitor the module forums. Tutors refer to points made on the forums to enrich general discussion and to acknowledge thoughtful ideas. They may address the whole group within the forums, reflecting a real studio situation. Tutors also participate in group critiques that encourage peer feedback, where they encourage students to value evaluation and reflection when they receive comments on their work from their peers.

IDI students are expected to use the forums regularly and productively.

Within a module learning path, students will be directed to participate in the forum for that module. This kind of forum activity is not optional and it may form or contribute to part of an assessment. Some modules may include group work activities and these would be completed within the forum. Where forum participation forms part of an assessment, this will be clearly indicated within the summative assessment brief document and the module learning path.

Students will also be expected to participate in the discussions on topics relating to their course materials and will be prompted to do this within the learning path. Forum activities are indicated within the module guides; with the name of the forum discussion and the week in which they occur.

Online Studio

Evidence of all practical, written and research work, is securely stored within folders in the students' online studio. Each activity has a separate folder for students to upload their work to. In addition, a complete record of the communication that has taken place between student and tutor per module can be readily accessed for the purposes of evaluating student experience.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

Additionally this programme aims to:
- enable students to initiate, develop and realise distinctive, creative and commercially viable work in the fields of graphic design and/or illustration;
- provide students with a detailed knowledge and comprehensive understanding of key historical and contemporary developments in graphic design and/or illustration, including social, historical and professional contexts;
- develop in students an ability to communicate effectively to a range of audiences, to work with others, to listen, discuss and negotiate and to develop self-reflective practices;
- enable students to develop a range of personal and entrepreneurial skills which will equip them with the ability to respond to current and future career challenges.

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and for the award of Graphic Design

- develop an awareness of the vital importance of core typography, layout/composition skills along with idea generation techniques and the ability to craft and execute visual ideas to a high professional standard.

and for the award of Illustration

- promote the vital importance of all forms of drawing and mark-making along with other traditional and also contemporary craft/technology skills.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding	Teaching and learning methods	Assessment strategy
A1-historical and current developments in the disciplines of graphic design and illustration; A2-cultural, historical and professional contexts; A3-visual languages appropriate to the practice of graphic design and illustration in relation to problems, markets and audiences; A4-materials, techniques and processes relating to graphic design and illustration; A5-a process of project development and design realisation to standards of professional competence; A6-audiences and requirements of professional practice in the visual communication industries.	Acquisition of knowledge and understanding is through a combination of online resources, (A1) online project work, (A2-A3) online tutoring, (A6) forum discussions (A5) and practice activities. (A4) Learning is instigated largely by set projects with regular online tutorial support. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including design reports, evaluations and Critical and Contextual Studies essays. There is an extended essay at level 6. Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.	Knowledge and understanding are assessed through a combination of in-course assessments typically including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects.

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Intellectual skills	Teaching and learning methods	Assessment strategy
B1-exercise, in a creative design process, thorough research, analysis, selection and critical judgement; B2-demonstrate a confidence and ability in the generation of ideas and approaches to solving visual communication problems, present arguments fluently and draw conclusions independently; B3-demonstrate a willingness to explore visual languages, materials and techniques; B4-develop levels of critical analysis and self-reflection in response to research and ideas; B5-present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects; B6-make informed aesthetic, functional and intellectual judgements relative to the appropriate realisation of design ideas.	Intellectual skills are developed at all levels of the programme through the methods and strategies outlined in section A above. Throughout, the learner is encouraged to develop intellectual skills further by independent study which has an increasing emphasis as the student progresses through the programme. At level 6 for example, students are expected to be capable of working independently throughout, with only occasional support and guidance delivered through presentations and forum discussions. (B4, B6) A student's Intellectual skills will be evident in a design process which demonstrates creative thinking, problem solving, analysis and judgement in the development, realisation and ultimate presentation of solutions. (B1, B2, B3, B5) by independent study.	Intellectual skills are assessed through a combination of in-course assessments typically including the submission of workshop outcomes and practical assignments, essay submissions and research materials generated for projects. Design projects are supported by on-going tutorials, student-led presentations and project critiques, providing constant opportunities to gain formative feedback.
Practical skills	Teaching and learning methods	Assessment strategy
C1-produce design and imagery to a professional standard using a range of materials for various audiences/contexts; C2-demonstrate professional competence in the realisation, presentation and communication of design ideas and concepts in the field of visual communication;	Practical skills are developed through a series of practice activities and projects intended to test skills acquired. (C1, C2, C3, C4) Online tutoring and forum discussions provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented. Practice activities are provided so that students can work independently to consolidate their knowledge and grasp of practical	Practical skills are evidenced in the realisation and execution of design solutions and the quality of production values of module work. They are assessed through workshop outcomes, project work, portfolio submissions and presentations.

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C3-demonstrate professional competence in drawing and other core mark-making techniques, skills and mediums and be able to use these to convey meaning;	skills. Again, this is particularly emphasised at level 6 of the programme.	
C4-demonstrate professional competence in typography, layout, composition, word and image juxtaposition, choice and use of paper, print processes, finishes and formats.		
Transferable skills	Teaching and learning methods	Assessment strategy
D1-research, edit, organise and present information effectively to a range of audiences both traditionally and digitally;	Transferable skills are developed throughout the programme. The skills of research, presentation, self-reflection and communication (D1, D2, D3, D4) are essential to all modules and are increasingly developed as the student progresses throughout the programme.	Transferable skills are assessed through a range of assignments built into the curriculum. In-module assessment is by submission of a portfolio, presentations and written work.
D2-demonstrate a high level of personal responsibility and initiative in the management of self-learning;		
D3-identify personal strengths and learning needs through reflection and evaluation;	Modules in levels 4 and 5 provide opportunities for team-working skills to be developed. (D5) Much of levels 5 and 6 provides opportunities for entrepreneurial skills to be developed and tested. (D8)	
D4-argue rationally and communicate effectively, both orally and in writing;	As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to feedback from a variety of audiences, as well as to manage increasingly large workloads. (D6, D7)	
D5-work effectively within a team in a variety of roles;		
D6-respond flexibly to discussions, recommendations and change;		
D7-demonstrate responsibility with regards to time and project management;	Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.	
D8- effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.		

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The assessment of each module is based on the fulfilment of the module aims, as evidenced by the student's ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

Assessment methods are designed to reflect the learning undertaken within the course and the requirements outlined within the learning outcomes. Specific requirements are described in the DMDs.

Formative Assessments – at regular points throughout each module, students' progress is monitored and reviewed by tutors. Work in progress is presented and discussed and feedback is given in the student's private online studio and the module forums.

Summative Assessments - assessment that directly contributes to module grade. Within each module, specified elements of coursework are presented and marked.

Summative assessment normally takes place when a selected portfolio of work is submitted for scrutiny. Students will be asked to provide a rationale for the work presented which forms the basis of a self-evaluation, alongside the tutor assessment and written feedback is given.

Teaching and Learning strategies at each level are designed to enable students to progress through their programme of study effectively.

Assessments on the programme serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate arrangements for the submission of work for assessment.

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part time (12 semesters) mode, and leads to the awards of:

BA with Honours in Graphic Design
BA with Honours in Illustration

Entry is normally at Level 4 but is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher education experiences that are equivalent to the earlier levels of the programme (APCL) or through APEL where appropriate.

With prior permission through an APL application, the Level 5 C&CS module 5FTC1257, C&CS Level 5 Graphic Design and Illustration - IDI, is optionally available over a single semester period for direct entrants who are able to enter L6, but are required to undertake this module only.

Intake is possible at semesters A, B and C.

Professional and Statutory Regulatory Bodies
No accreditation.

Programme Structure
The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

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Table 1a Outline Programme Structure

Mode of study Distance
Entry point Semester A, B, C

Pattern(s) of Study

Part-time study: Part-time students study four consecutive semesters from the point of entry before moving on to the next level.

Note: to accommodate this pattern of study, all modules can be delivered in any semester.

Level 4

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Visual Communication - IDI	4FTC1195	45	English	0	100	0	AB, BC, CA
C&CS L4 Graphic Design and Illustration - IDI	4FTC1205	30	English	0	100	0	AB, BC, CA

Before the start of Semester 2 students are required to choose either Graphic Design Essentials Part 1 or Illustration Essentials Part 1. The support materials and activities are carefully designed to enable students and staff to diagnose the appropriate award choice. One-to-one communication between students and their tutors is also in place to discuss the student's strengths and future ambitions.

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design Essentials Part 1A – IDI	4FTC1414	15	English	0	100	0	A, B, C
Graphic Design Essentials Part 1B – IDI	4FTC1416	30	English	0	100	0	A, B, C
Illustration Essentials Part 1A – IDI	4FTC1413	15	English	0	100	0	A, B, C
Illustration Essentials Part 1B – IDI	4FTC1415	30	English	0	100	0	A, B, C

Level 5

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
GRAPHIC DESIGN							
Graphic Design Essentials Part 2 - IDI	5FTC1240	45	English	0	100	0	AB, BC, CA
Graphic Design Professional Development - IDI	5FTC1242	15	English	0	100	0	A, B, C
Graphic Design Live Projects - IDI	5FTC1244	30	English	0	100	0	AB, BC,CA

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ILLUSTRATION

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Illustration Essentials Part 2 – IDI	5FTC1241	45	English	0	100	0	AB, BC, CA
Illustration Professional Development – IDI	5FTC1243	15	English	0	100	0	A, B, C
Illustration Commissions - IDI	5FTC1245	30	English	0	100	0	AB, BC, CA

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
C&CS L5 Graphic Design and Illustration - IDI	5FTC1257	30	English	0	100	0	AB, BC, CA

Level 6

Compulsory (Award Specific) Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
GRAPHIC DESIGN							
Graphic Design Advanced Practice Part 1 – IDI	6FTC1183	30	English	0	100	0	A, B, C
Graphic Design Advanced Practice Part 2 - IDI	6FTC1185	60	English	0	100	0	AB, BC, CA
ILLUSTRATION							
Illustration Advanced Practice Part 1 - IDI	6FTC1184	30	English	0	100	0	A, B, C
Illustration Advanced Practice Part 2 - IDI	6FTC1186	60	English	0	100	0	AB, BC, CA

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Graphic Design and Illustration L6 Degree Essay – IDI	6FTC1187	30	English	0	100	0	A, B, C

Progression to levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at level 6 including the final degree project.

Table1b (below) details the minimum requirements for all awards.

Part Time pattern of study over 12 semesters
(120 credits per level of study / 30 credits per semester)

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LEVEL 4

Semester 1	Semester 2
Visual Communication 4FTC1195 45 credits	
	C&CS L4 Graphic Design and Illustration 4FTC1205 30 credits – covering 15 credits

Semester 3	Semester 4
C&CS L4 Graphic Design and Illustration 4FTC1205 30 credits – covering **15 credits**	**Graphic Design Essentials Part 1B** 4FTC1416 30 credits **OR** **Illustration Essentials Part 1B** 4FTC1415 30 credits
Graphic Design Essentials Part 1A 4FTC1414 15 credits **OR** **Illustration Essentials Part 1A** 4FTC1413 15 credits	

LEVEL 5

Semester 5	Semester 6
Graphic Design Essentials Part 2 5FTC1240 45 credits **OR** **Illustration Essentials Part 2** 5FTC1241 45 credits	
	Graphic Design Professional Development 5FTC1242 15 credits **OR** **Illustration Professional Development** 5FTC1243 15 credits

Semester 7	Semester 8
C&CS L5 Graphic Design and Illustration 5FTC1257 30 credits	
Graphic Design Live Projects 5FTC1244 30 credits **OR** **Illustration Commissions** 5FTC1245 30 credits	

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LEVEL 6

Semester 9	Semester 10
Graphic Design Advanced Practice Part 1 6FTC1183 30 credits **OR** **Illustration Advanced Practice Part 1** 6FTC1184 30 credits	**Graphic Design and Illustration L6 Degree Essay** 6FTC1187 30 credits
Semester 11	**Semester 12**
Graphic Design Advanced Practice Part 2 6FTC1185 60 credits **OR** **Illustration Advanced Practice Part 2** 6FTC1186 60 credits	

Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in UPR AS14, Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
BA (Hons)	Graphic Design or Illustration	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6	All programme learning outcomes (see Table 2)

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
University Certificate		45 credit points at level 4	4	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm
Certificate of Higher Education		120 credit points at level 4	4, 5	A4, A5 B1, B3, B4, B6 C1, C2 D1, D3, D6, D7

Programme-specific assessment regulations

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The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

- Module 6FTC1187 Graphic Design and Illustration L6 Degree Essay **cannot** be substituted with equivalent credits from any level to improve the degree classification of the award BA (Hons) Graphic Design or BA (Hons) Illustration.

Course Code	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTSNGD	BA (Hons) Graphic Design	6FTC1187 – Graphic Design and Illustration L6: Degree Essay	Yes
CTSNIL	BA (Hons) Illustration	6FTC1187 – Graphic Design and Illustration L6: Degree Essay	Yes

Further points of clarification and interpretation relevant to this specific programme are given below:

- A pass grade in the final degree project is required for an award at Honours.
- The maximum period within which a part time student may gain an award on the programme is 8 years from the date of registration.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

Other information relevant to the programme

The Interactive Design Institute works in partnership with the University of Hertfordshire and delivers this programme on behalf of the School of Creative Arts.

- **Copyright:** Students retain the Intellectual Property Rights, including copyright, in their films, images and other artefacts. Unless specifically notified by the student, the student grants the University the right to use any of their material for non-commercial academic use including the promotion of the Programme, School of Creative Arts and the University. The student may withdraw this consent at any time by contacting their programme leader or the School Admin. Office.

E. Management of Programme & Support for student learning.

Management

The programme is managed and administered through:
- An Academic Director.
- The Head of Academic Quality.
- A Course Manager who has delegated responsibility for the programme.
- A Student Support Advisor.
- A Programme Team Leader.
- Module Tutors who are responsible for individual modules.

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- An Admissions Tutor.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes student representatives, contributing tutors, the Programme Team Leader, the Course Manager and the programme administrator.

Support

Students are supported by:

- Admissions Advisors to manage student entry and admissions queries.
- A bespoke Online Learning Area, providing access to teaching resources, personal studios and forums.
- StudyNet.
- An IDI Student Handbook.
- Module delivery information provided online within module guides.
- An Academic Year Calendar.
- Module delivery plans.
- Discussion groups within forums.
- Student representation and feedback within Programme Committees and SFQs.
- Dedicated tutors who offer one-to-one tutoring and group support.
- Course Managers to provide regular pastoral guidance and support.
- Student Support to provide day-to-day support with managing their learning.
- A Student Administrator to deal with day-to-day administration associated with the programme.
- Web manager and Technical assistant to provide technical support.

Pre Entry Guidance

Admissions advice is given by an Admissions Advisor. On receipt of an application the student is given access to a secure online studio, where they can communicate with their Admissions Advisor. They will be asked to submit their academic transcripts and for all students whose first language is not English, evidence of English language ability must be provided. They will also be asked for a personal statement and references are also requested. Students are asked to upload images of their creative work as appropriate. All students are given individual feedback on their application.

Admissions Advisors ensure students are made aware of:

- Course fees and methods of payment.
- Full time and part time study routes.
- Study time commitments.
- Essential programme resources and associated costs.

The student will be offered a place or not as appropriate. The formal offer of a place includes:

- IDI offer of place letter.
- List of essential programme resources.

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On accepting an offer of a place, students are asked to complete the University of Hertfordshire application form online within the IDI-Study website.

Induction
One week prior to the start of the semester students are given access to an online induction programme. This programme allows the student to become familiar with their individual online studio and all of its functions and how teaching and learning takes place. Students are directed to where they will find student handbooks, delivery plans, module guides, assessment procedures, an introduction to the concept and process of self -evaluation and also their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are also advised of the function of StudyNet. They are also provided with support in managing their studies and all the support functions that are available to them while they are studying.

On the Programme
Throughout their studies students are supported by their Tutor(s) to help guide them through and to understand the module(s). They have access to their tutor for both academic support and guidance. Students also have a designated Course Manager, Student Support Advisor and Programme Administrator to deal with other student enquiries and issues.

Pastoral support
Students are provided with on-going pastoral support. Their first point of contact for this is their tutor, but IDI Course Managers also support students with study and non-study related issues.

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:
- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The Ask Herts website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: http://www.herts.ac.uk/secreg/upr/. In particular, UPR SA07 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147

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G. Entry requirements

Admission to the BA (Hons) programme is normally through one of the following specified routes or equivalent:
- foundation year of art and design study;
- school study showing a good academic profile, including ability in art and design subjects, equivalent to UK level 3 study;
- professional experience equivalent to a pre-degree year of study.

All students must have an IELTS score of 6 or equivalent. Selection is usually by interview and portfolio inspection. Candidates for should be able to show evidence of:
- a portfolio of work demonstrating a broad-based approach to visual language and media handling;
- visual communications and problem-solving skills;
- an open-minded and questioning attitude to ideas and issues;
- a desire to engage in contextual debate in relation to practice within the student's chosen programme;
- written and verbal communication skills.

You are also normally expected to provide evidence of previous study within art and design through a range of the following:

- Evidence of an awareness of the chosen area of study.
- Evidence of the ability to develop visual ideas.
- Use of processes towards subject specific conclusions.
- Evidence of the ability to develop visual ideas from an observational basis.
- 2D work such as drawing, painting, technical drawing, design, media experimentation, photography.
- 3D work evidenced by photograph, models, prototypes.
- Commitment to the chosen area of study and an awareness of the professional contexts of your chosen career.
- A clear indication of ability in English Language.

Returning to study
We consider all applications on an individual basis and welcome applications from those with non-standard qualifications and from a variety of backgrounds. If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account. It may also enable advanced entry to your chosen programme.

For example, if you have an HND in an appropriate subject and you are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and Level 5 studies. You may also be awarded credit for relevant prior learning such as previous courses studied, industrial, or professional experience.

English language
All applicants from non-majority English speaking countries need to provide proof of English language proficiency.

- GCSE English language grade A-C
- IELTS 6.0 (with no less than 5.5 in any band)

Additional Notes for International Students

- International students are eligible to enrol on this programme of study however they must study in their own country of residence, as the University will not sponsor International Students to obtain a Tier 4 student visa for this programme.

Advanced Entry

Entry is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other Higher education experiences that are roughly equivalent to the earlier levels of the programme (APCL), or through APEL where appropriate. This means that if you have an HND or equivalent qualification and professional experience, you may be able to study part-time to 'top-up' to an honours degree in as little as two years.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact:

School of Creative Arts, University of Hertfordshire

Telephone: 01707 285300
Email: ctaadmin@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

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BA (Hons) Graphic Design / BA (Hons) Illustration

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

	Module Title	Module Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8
Level 4	Visual Communication – IDI	4FTC1195					X		X	X		X		X	X	X			X		X					
Level 4	Graphic Design Essentials 1A – IDI	4FTC1114				X	X		X		X			X				X						X		
Level 4	Illustration Essentials 1A – IDI	4FTC1113				X	X		X		X	X		X			X							X		
Level 4	Graphic Design Essentials 1B – IDI	4FTC1116				X	X		X		X			X	X	X		X						X		
Level 4	Illustration Essentials 1B – IDI	4FTC1115				X	X		X		X	X		X	X	X	X							X		
Level 4	C&CS L4 Graphic Design and Illustration – IDI	4FTC1205	X	X					X			X							X		X	X		X	X	
Level 5	Graphic Design Essentials 2 – IDI	5FTC1240	X			X		X	X	X		X		X	X	X		X			X			X		
Level 5	Illustration Essentials 2 – IDI	5FTC1241			X	X	X		X	X	X	X	X	X	X	X	X		X							
Level 5	Graphic Design Live Projects - IDI	5FTC1244			X	X	X		X	X	X	X	X	X	X	X		X		X		X	X	X	X	
Level 5	Illustration Commissions – IDI	5FTC1245	X	X	X			X		X	X				X	X	X			X	X	X		X	X	
Level 5	Graphic Design Professional Development – IDI	5FTC1242	X	X				X				X				X		X	X	X	X	X	X	X	X	X
Level 5	Illustration Professional Development – IDI	5FTC1243	X	X	X		X	X		X			X	X	X	X	X		X		X	X	X	X		X
Level 5	C&CS L5 Graphic Design and Illustration – IDI	5FTC1257	X	X					X		X		X						X	X	X				X	
Level 6	Graphic Design Advanced Practice 1 – IDI	6FTC1183			X	X	X		X	X		X	X	X	X	X		X	X	X				X	X	
Level 6	Illustration Advanced Practice 1 – IDI	6FTC1184			X	X	X		X	X	X	X	X	X	X	X	X		X	X				X	X	X
Level 6	Graphic Design Advanced Practice 2 – IDI	6FTC1185	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		X	X	X
Level 6	Illustration Advanced Practice 2 – IDI	6FTC1186	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X
Level 6	Graphic Design and Illustration L6 Degree Essay - IDI	6FTC1187	X	X	X			X	X	X		X		X					X	X	X	X			X	X

Programme Learning Outcomes (as identified in section 1 and the following page)
- A1–A6: Knowledge & Understanding
- B1–B6: Intellectual Skills
- C1–C4: Practical Skills
- D1–D8: Transferable Skills

Key: Learning Outcome which is assessed as part of the module ☒

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KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1. Historical and current developments in the disciplines of graphic design and illustration.

A2. Cultural, historical and professional contexts.

A3. Visual languages appropriate to the practice of graphic design and illustration in relation to problems, markets and audiences.

A4. Materials, techniques and processes relating to graphic design and illustration.

A5. A process of project development and design realization to standards of professional competence.

Intellectual Skills

B1. Exercise, in a creative design process, thorough research, analysis, selection and critical judgement.

B2. Demonstrate a confidence and ability in the generation of ideas and approaches to solving visual communication problems, present arguments fluently and draw conclusions independently.

B3. Demonstrate a willingness to explore visual languages, materials and techniques.

B4. Develop levels of critical analysis and self-reflection in response to research and ideas.

B5. Present an appropriate range of solutions to design problems in critical response to set briefs and/or negotiated projects.

B6. Make informed aesthetic, functional and intellectual judgements relative to the appropriate realization of design ideas.

Practical Skills

C1. Produce, design and imagery to a professional standard using a range of materials for various audiences/contexts.

C2. Demonstrate professional competence in the realization, presentation and communication of design ideas and concepts in the field of visual communication.

C3. Demonstrate professional competence in drawing and other core mark-making techniques, skills and mediums and be able to use these to convey meaning.

C4. Demonstrate professional competence in typography, layout, composition, word and image juxtaposition, choice and use of paper, print processes, finishes and formats.

Transferable Skills

D1. Research, edit, organize and present information effectively to a range of audiences both traditionally and digitally.

D2. Demonstrate a high level of personal responsibility and initiative in the management of self-learning.

D3. Identify personal strengths and learning through reflection and evaluation.

D4. Argue rationally and communicate effectively, both orally and in writing.

D5. Work effectively within a team in a variety of roles.

D6. Respond flexibly to discussions, recommendations and change.

D7. Demonstrate responsibility with regards to time and project management.

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D8. Effectively deploy a range of personal and entrepreneurial skills to meet their career aspirations.

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Section 2

Programme management

Relevant QAA subject benchmarking statements

Art and Design

Type of programme	Undergraduate
Date of validation/last periodic review	October 12
Date of production/ last revision of PS	March 2019 / *March 2018*
Relevant to level/cohort	Level 4 entering from October 2019
Administrative School	School of Creative Arts

Table 3 Course structure

Course details		
Course code	Course description	JACS / HECOS
CTSNGD	**BA (Hons) Graphic Design (IDI)**	**W210 / 100061**
CTSNIL	**BA (Hons) Illustration (IDI)**	**W220 / 100062**

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE:	4FTC1195	**Academic Session:** 2019	**Version:** 1

2. LONG TITLE: Visual Communication - IDI

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 45

5. DATE FIRST OFFERED: 01-OCT-16

6. LEVEL: 4

7. LOCATION: Interactive Design Institute

8. Module Aims:

The aims of this module are to enable students to...

Consider the importance of and develop skills in researching.

Develop an ability to document and organise sourced and self-generated material.

Consider narrative and story-telling as core elements within graphic design & illustration.

Develop an exploratory, experimental, conceptual and analytical approach to problem solving.

Acquire a knowledge of graphic design and illustration practice, and their own individual strengths such that students can make an informed decision about which pathway to study.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have a knowledge and understanding of:

- How to analyse, select, edit and utilise research. (B1, D1)
- How to combine word and image in ways which evidence a narrative / story. (B6, C2)
- How to generate content and to connect ideas, themes and facts.(B2)

9b. Skills and Attributes:

Successful students will typically:

be able to:

- Use digital image and layout software to a basic level. (C1)
- Demonstrate an ability in gathering, arranging and presenting visual material. (A5, B6, D1)
- Demonstrate an awareness through critical reflection of their abilities, strengths and weaknesses as designers or illustrators.(B4, D3)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	*Hours*
1.Classroom based lectures	0

Activity	*Hours*
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, w orkshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldw ork, external visits and w ork based learning	0
6.Online directed independent study	300
7.Other directed independent study	0
8.Self-directed independent study	150
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**450**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module comprises of a series of creative projects and supporting materials and activities aimed at introducing research, narrative / story-telling and content as core components of visual communication. Students w ill be required to research, gather, edit and analyse found and self-generated content and develop skills in arranging and presenting visual material. Support materials w ill introduce students to the w orlds of graphic design and illustration, along w ith projects in illustration and graphic design, (typical of the aw ards), thus providing the information and opportunity to allow students to make an informed decision about their future aw ard choice. Activities s in areas such as draw ing, typography, photography, design softw are and idea generation w ill give students key skills required for future w ork on the aw ards.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Research skills and story-telling are crucial to the w ork of designers and illustrators. Visual communicators are in the business of telling stories in both the literal and abstract sense. Clients look to designers and illustrators to provide the means by w hich their information can be effectively and appropriately delivered to their audiences. This delivery, w hich comprises tw o inseparable parts – the content and the visual presentation, w ill alw ays vary from project to project. It is the job of the visual communicator to determine the content and the appropriate visual package. In so doing students are expected to author, research, edit and compile stories.

Students w ill be introduced to various research methods and w ill engage in projects that demand the gathering and synthesis of primary and secondary research. Equally, students w ill be required to develop a broad aw areness of the w ays in w hich information can be recorded and presented, sometimes sequentially and at other times holistically. Finally students w ill be introduced to basic design and layout skills such that they can effectively organise, present and display the ideas and stories w ithin their project w ork. The module is characterised by an innovative approach to and understanding of, the constantly changing w orld of communication and emerging technologies. As such, students are encouraged to be open minded and experimental in the realisation of their ideas, narratives and stories.

The module guide w hich may be review ed and updated as necessary, contains a more detailed description of module content. How ever, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: Weighting:

Coursew ork 1   1

12b. Compulsory Information and Further Details:

Coursew ork 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student / tutor interaction.

This module consists of a number of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module,

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Level 4 1st Sitting Jan (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

4FCC0032 and 4FCC0034

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 4FTC1205   **Academic Session:** 2019   **Version:** 1

2. LONG TITLE: C&CS L4 Graphic Design and Illustration - IDI

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 30

5. DATE FIRST OFFERED: 01-OCT-16

6. LEVEL: 4

7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

- become familiar with a selection of contemporary Graphic Design and Illustration practices and debates and understand their role in contemporary culture.
- explore a variety of theoretical, historical, professional, cultural and critical perspectives relating to these practices.
- develop their study and enquiry skills.
- take responsibility for their own learning and development.
- develop skills in critical analysis and apply these skills to their discipline practice.
- communicate ideas clearly in a variety of forms using the conventions of academic reference.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- key works, individuals and practices that have contributed to Graphic Design and Illustration and some of the ways in which Graphic Design and Illustration has been produced and consumed in different traditions and contexts.
- some of the theories and critical approaches contributing to an informed understanding and analysis of Graphic Design and Illustration.
- some of the ways in which the student's own practice can be informed by Graphic Design and Illustration practices, theory and criticism.

9b. Skills and Attributes:
Successful students will typically:

be able to:

- demonstrate personal responsibility for their studies including management of engagement and participation, study workloads, setting goals and meeting deadlines in response to set briefs and self initiated study.
- undertake appropriate research strategies including observation and the formulation of questions for enquiry; generate independent critical analysis based on evidence and respond to the critical judgements of others.
- manage the processes of enquiry and undertake research using print, on-line, museum, archive and media resources to gather material, evaluate sources, document findings and develop a line of reasoning.
- communicate effectively in written and visual forms with due consideration for register, vocabulary and academic conventions of reference.

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	200
7.Other directed independent study	0
8.Self-directed independent study	100
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module aims to encourage students to see critical and cultural aspects of graphic design and illustration as integral to the development of their practice and a vital component of innovative, well informed, professional work. A combination of access to support materials, forums and online discussions with tutors, will introduce the history of graphic design and illustration and some of the ways in which key movements and individuals have shaped contemporary design practice and debate. Indicative module content may include: artisanship; industrialisation and reactions to it; consumption and retail; modernism and post modernity and how design is shaped by aesthetic, social, political, economic, cultural, ecological, digital and professional contexts. The module will enable students to explore the relationship of these issues and contexts to their own practice and begin to locate their practice within a wider contextual and professional framework. To complement discipline specific studies, this module aims to provide students with a repertoire of study skills of research, presentation, reviewing, critical analysis and communication.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module aims to encourage students to see critical and cultural aspects of graphic design and illustration as integral to the development of their practice and a vital component of innovative, well-informed, professional design and illustration. A combination of access to support materials, forums and online discussions with tutors, will introduce the history of design and some of the ways in which key movements and individuals have shaped contemporary design practice and debate. Indicative module content may include: consumption; modernism and post modernity and how design is shaped by aesthetic, social, political, economic, cultural, ecological, digital and professional contexts. The module will enable students to explore the relationships of these histories and contexts to their own practice within a wider contextual and professional framework. This module is assessed by 100% course work. Centered on a study of artefacts that relate to their studio practice, students are required to write a 1500 – 2000 word essay or equivalent seminar presentation and on an aspect of recent contemporary graphic design/illustration/visual culture and make a critical examination of the various historical and cultural ideas which inform them. You are also required to produce a 1500 – 2000 critical study/review on a recent design/illustration text (exhibition, book, collection). To complement discipline-specific studies this module aims to provide students with a repertoire of study skills of research and enquiry, critical analysis of both artefacts and ideas and communication including the protocols of academic reference.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework: 100%

Typically assessment might consist of a visual essay, weighted 20% in Semester 1 and one formal academic essay, weighted 80% in Semester 2. Reference should be made to the Module Guide for a more detailed description.

Assessment rationale: All the coursework relating to this module is subject to assessment based on the fulfilment of the Module Aims, as shown by the student's ability to demonstrate the Learning Outcomes appropriate to this level of study.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

4FTC1094

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 4FTC1413   **Academic Session:** 2019   **Version:** 1

2. LONG TITLE: Illustration Essentials Pt 1A

3. SCHOOL/DEPARTMENT: Creative Arts

4. CREDITS: 15

5. DATE FIRST OFFERED: 01-SEP-19

6. LEVEL: 4

7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

- Begin to acquire core skills in illustration
- Begin to understand fundamental principles of drawing and image making in various forms.
- Acquire a growing knowledge and appreciation of historical and contemporary illustration that begins to inform their own practice.
- To explore, develop and embed the design process.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

1. How materials, techniques, processes and technologies can aid in the development of ideas (A4, B3, C2).
2. How research, understanding and thinking contributes towards the development of ideas (A5, B1).

9b. Skills and Attributes:
Successful students will typically:

3. Explore a range of materials, processes, technologies and techniques appropriate to the field of illustration (A4, B6).

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	0
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	100
7. Other directed independent study	0
8. Self-directed independent study	50
9. Placement	0
10. Year Abroad	0
TOTAL HOURS	**150**

11. Module Content:

11a. Module Content: (for publication, max 150 words)
This module is intended to embed students on the illustration pathway and will introduce core skills and

knowledge in drawing, image-making, experimental practices, problem solving and software. There is a strong emphasis on research, idea generation, narrative and story-telling in the development of ideas for later realization in Illustration Essentials 1B. Through skills-based activities we encourage an experimental approach to thinking, idea generation and development and mark making.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module introduces students to the core skills needed by illustrators, with a focus on sketchbooks and generation of ideas through research and experimentation. Students conclude the module with a body of research and experimentation, usually in the form of sketchbook portfolio.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of one sketchbook or research portfolio, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of activities and support materials designed to build the skills and understanding required for the Summative Assessment and to prepare the student for Illustration Essentials Pt 1B. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1414	**Academic Session:** 2019	**Version:** 1

2. LONG TITLE: Graphic Design Essentials Pt 1A

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 15

5. DATE FIRST OFFERED: 01-SEP-19

6. LEVEL: 4

7. LOCATION: Interactive Design Institute

8. Module Aims:

The aims of this module are to enable students to...

- Begin to acquire core skills in graphic design for print.
- Begin to understand fundamental principles of typography, layout, and print.
- Acquire a growing knowledge and appreciation of historical and contemporary graphic design that begins to inform their own practice.
- To explore, develop and embed the design process.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. How typography and layout can aid in the organisation and presentation of information (B3, B6, C4).
2. Core design software, techniques and processes in relation to typography practice (C1).

9b. Skills and Attributes:

Successful students will typically:

3. Explore a range of materials, processes, technologies and techniques appropriate to the field of graphic design (A4, B6).

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	100
7.Other directed independent study	0
8.Self-directed independent study	50
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**150**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module is intended to embed students on the graphic design pathway and will introduce core skills and

know ledge in typography and layout. There is a strong emphasis on creative and technical processes that may be used in the development of a design for print. Alongside the rigours of core practice w e encourage an experimental approach to design for print, including the integration of digital and handmade content. A series of support materials and activities based on developing typography and design layout skills w ill lead to the design of editorial items or posters.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module introduces students to the core skills needed by graphic designers, w ith particular emphasis on typography, layout, and the creative and technical processes that may be used to produce design for print. A portfolio of a set of related design projects, typically posters or editorial items, provide students w ith the opportunity to demonstrate skills in organising and presenting their w ork, and producing mock-ups, test pieces and prototypes to a good standard.

The module guide w hich may be review ed and updated as necessary, contains a more detailed description of module content. How ever, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: Weighting:

 Coursew ork 1   1

12b. Compulsory Information and Further Details:

Coursew ork 100%

Summative assessment w ill typically consist of a set of related designed outcomes for print, typically posters or editorial items, full details of w hich are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of activities and support materials designed to build the skills and understanding required for the Summative Assessment and to prepare the student for Graphic Design Essentials Pt 1B. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student w ill have passed the module.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____

ADAQ

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1415	**Academic Session:** 2019		**Version:** 1

2. LONG TITLE: Illustration Essentials Pt 1B

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 15

5. DATE FIRST OFFERED: 01-SEP-19

6. LEVEL: 4

7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

- Continue to acquire the core skills in illustration, including how to refine, realize, and present ideas.
- Understand fundamental principles of drawing and image making in various forms.
- Develop a confidence in experimentation and accidental approaches to image making.
- To explore, develop and embed the design process.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

1. How materials, techniques, processes and technologies can aid in the application and realisation of ideas (A4, B3, C2).
2. How research, understanding and thinking contributes towards the development of ideas (A5, B1, B4, B6).

9b. Skills and Attributes:
Successful students will typically:

3. Use a range of materials, processes, technologies and techniques appropriate to the refining and realisation of ideas (A4, B6, C1, C2, C3).

4. Exercise judgement and decision making as part of the design process, as well as consultative practices with peers and tutors (B1, B6, D6).

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	*Hours*
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	200
7.Other directed independent study	0
8.Self-directed independent study	100
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module is intended to establish core skills and know ledge in idea development, realization and presentation, the application of ideas for the field of illustration, including the application of appropriate softw are skills. There is a strong emphasis on the development and realisation of appropriate visual outcomes. The idea that students are w orking to brief and that they are also in pursuit of a personal visual language is embedded early on. Alongside the rigours of core practice, skills-based activities w ill dovetail w ith appropriate illustration projects designed to test and embed key skills.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module tests the know ledge and creative application of core skills and approaches through a series of short projects. Both the skills development activities and illustration projects are carefully composed and aligned to ensure that they complement each other. Project w ork also reinforces core skills from previous modules such as research, narrative and presentation. Students conclude the module w ith a portfolio of illustrations, contextualised images, and the visual outcomes of experimental activities. Students w ill also be expected to develop skills in organising and presenting their w ork and producing mock-ups, prototypes and test pieces to a good standard.

The module guide, w hich may be review ed and updated as necessary, contains a more detailed description of module content. How ever, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: Weighting:

 Coursew ork 1   1

12b. Compulsory Information and Further Details:

Coursew ork 100%

Summative assessment w ill typically consist of one or more projects, full details of w hich are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student w ill have passed the module.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Head of Sch/Dep   _____ _____

Fac Reg   _____ _____

ADAQ   _____ _____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

Definitive Module Document

1. MODULE CODE:	4FTC1416	**Academic Session:** 2019	**Version:** 1
2. LONG TITLE:	Graphic Design Essentials Pt 1B		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-SEP-19		
6. LEVEL:	4		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:
The aims of this module are to enable students to...

- Continue to acquire the core skills in graphic design for digital environments.
- Understand fundamental principles of typography for screen and interaction design.
- Develop a confidence in the processes of developing, refining, and realizing design ideas.
- To explore, develop and embed the design process.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

1. How typography and layout can aid in the organisation and presentation of information in a screen-based environment (B3, B6, C4).
2. Core design software, techniques and processes in relation to graphic design practice (C1).

9b. Skills and Attributes:
Successful students will typically:

3. Use a range of development processes, digital technologies and techniques appropriate to the development and realisation of ideas (A4, B6, C1, C2).

4. Deploy visual research and a design development process to generate ideas and design solutions, responding positively to feedback where appropriate (A5, B1, D6).

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	200
7.Other directed independent study	0
8.Self-directed independent study	100
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module is intended to further develop knowledge in typography, layout, software and problem solving, with emphasis on designing for screen-based and interactive environments. There is a strong emphasis on research, idea generation and problem solving that leads to the development and realisation of design solutions. Alongside the rigours of core practice we encourage an experimental approach to thinking, idea generation and development and narrative. A series of support materials and activities based on developing typography and design layout skills will dovetail with a mid-length digital design project such as the design of navigable or interactive design with editorial and typographic components.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module introduces students to the core skills needed by graphic designers operating in a digital environment and tests the knowledge and creative application of them through a series of linked activities. Both the activities and design projects are carefully composed and aligned to ensure that they complement each other. The design projects also reinforce core skills from previous modules such as research, narrative and presentation. Students conclude the module with a portfolio of digital graphic design artefacts. In order to achieve this, students will also be expected to develop skills in organising and presenting their work, and producing mock-ups, test pieces and prototypes to a good standard.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

 Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of one or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of activities and support materials designed to build the skills and understanding required for the Summative Assessment project submission. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

 Signatures

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE: 5FTC1240   **Academic Session:** 2019   **Version:** 1
2. LONG TITLE: Graphic Design Essentials Pt 2 - IDI
3. SCHOOL/DEPARTMENT: Creative Arts
4. CREDITS: 45
5. DATE FIRST OFFERED: 01-OCT-16
6. LEVEL: 5
7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

Develop, enhance and build upon core skills in graphic design.

Understand fundamental principles of graphic design for screen.

Develop skills in core related digital design software.

Acquire a growing knowledge and appreciation of historical and contemporary graphic design that begins to inform their own practice.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- How core design principles can be applied to the development of digital/screen based solutions. (A1, A6, C1)
- Core design software in relation to digital graphic design. (A1, A4, C1)

9b. Skills and Attributes:
Successful students will typically:

be able to:

- Critically reflect on their design practice and develop an increasingly confident language in support of the presentation of their work. (B2, D4, D6)
- Confidently exercise judgement and decision making as part of their design process. (B6)
- Develop a wide range of diverse and appropriate ideas through research, development and reflection, in response to set briefs.(B1, B2, B4, C2, C4)

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0

Activity	Hours
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	300
6.Online directed independent study	0
7.Other directed independent study	150
8.Self-directed independent study	0
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**450**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module aims to both reinforce core skills, knowledge and creative application, whilst introducing students to new essential skills and technologies such as web design and other screen applications. Skills are delivered via a series of support materials and activities and these are tested through appropriately professionally focused projects. There is an increasing focus on idea generation and the skills necessary to gather, edit and utilise content. Activities, support materials and project briefs will reinforce core skills in typography and layout whilst focusing on digital design and emerging digital media platforms that form the bulk of most professional design studios' workload.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Students are encouraged to realise that their role extends far beyond that of simple visual arrangement. The entire programme and this module in particular, demands of its students a willingness to embrace a wide range of subject concerns and the acquisition of the practical and intellectual skills capable of successfully conveying information and ideas to the satisfaction of the needs and interests of various audiences and users. A growing ability to exercise critical thinking, analysis and reflection as part of the design process is strongly encouraged and nurtured through tutor support and peer critiques in the module forums. In tandem with this, students develop skills in articulating arguments in support of their work and the necessary qualities required to take on board and respond to critical advice and feedback.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:

Assessment Type	Weighting
Coursework 1	1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated

mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jan (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FCC0029 and 5FCC0028

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 5FTC1241   **Academic Session:** 2019   **Version:** 1

2. LONG TITLE: Illustration Essentials Pt 2 - IDI

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 45

5. DATE FIRST OFFERED: 01-OCT-16

6. LEVEL: 5

7. LOCATION: Interactive Design Institute

8. Module Aims:

The aims of this module are to enable students to...

Develop and utilise advanced technical skills in a range of techniques and processes.

Further understand and implement the design process in order to produce effective, creative and professional artwork.

Effectively generate and develop ideas to solve problems.

Demonstrate an individual approach to image making.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have knowledge and understanding of:

- Techniques, technologies, crafts and materials appropriate to illustration. (A4, B3, C1)
- How exploration, trial and accident can aid the development of a personal visual language. (A5, B1)

9b. Skills and Attributes:

Successful students will typically:

be able to:

Present work that demonstrates increasing competence, individuality and proficiency in communicating ideas within the context of a brief. (A3, B2, B5, C1, C2, C3, D1)

- Demonstrate a growing confidence in self reflection and the critical analysis of their own work such that they can make informed judgements as to the aesthetic and functional merits of their work. (B4, B6)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0

Activity	Hours
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	300
7.Other directed independent study	0
8.Self-directed independent study	150
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**450**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

The primary purpose of this module is to build on the first Level 4 illustration pathway module, encouraging a deeper knowledge and understanding of key practical skills essential to a developing effective and creative visual communication.

As with Illustration Essentials Pt.1, this is a practical module exposing students to a wide and varied platform for image making equipping them with a more advanced visual 'toolbox'.

With an emphasis on the creative 'journey', through exploration of a wide variety of media and materials; experimentation of processes, techniques and methodologies, students will develop a personal and competent visual language.

Students will be introduced to aspects of the industry forming the foundation for further and deeper investigation.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Students will be encouraged to critically reflect on their work throughout the practical activities as well as the work of their peers. Learning path activities combine practical creative activities with opportunities for forum presentation, discussion, reflection and critique relating to the quality of the work being produced, as well as contextual issues surrounding the subject matter. The experience is designed to make students reflect on their own image making skills, ensuring they understand the need to acquire adequate individuality, style, skill and quality.

Activities will cover skills such as advanced drawing, exploration and experimentation of media, materials and software skills. In addition support materials and tutor support provide guidance for experiential activities and forum engagement. This builds learning towards the Summative Assessment project briefs designed to test the skills acquired in the activities. Support materials will introduce topics germane to the individual's practice and the wider illustration industry. Further investigation of the industry will be encouraged through discussion and debate within the module forums.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

 Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jan (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FCC0029 and 5FCC0028

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 5FTC1242   **Academic Session:** 2019   **Version:** 1
2. LONG TITLE: Graphic Design Professional Development - IDI
3. SCHOOL/DEPARTMENT: Creative Arts
4. CREDITS: 15
5. DATE FIRST OFFERED: 01-OCT-16
6. LEVEL: 5
7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

Understand their developing practice as learners and designers.

Consider the importance of the presentation of their work in various portfolio formats.

Consider ideas and issues in relation to self-promotion.

Further develop an increasingly intimate knowledge of contemporary graphic design practice, the industry and the professional environment, and employability factors.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- Professional practice, be that freelance or within established studios/consultancies – how these operate, the opportunities within them and how these relate to their own practice. (A1, A2, A6)

- Their own strengths and weaknesses as learners and student designers, and how to articulate, develop and focus upon their learning needs. (B4, D2, D3)

9b. Skills and Attributes:
Successful students will typically:

be able to:

- Employ tenacity, resourcefulness and entrepreneurial skills in relation to self promotion and employability. (D4, D6, D7, D8)

- Successfully promote and market oneself with a view to opening a dialogue with graphic design employers. (A6, C2, C4, D1)

- Work effectively within a team, demonstrating good communication skills. (D4, D5)

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	90
7.Other directed independent study	0
8.Self-directed independent study	60
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**150**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

The module addresses the key issues and concerns in self-promotion with a view to preparing students for employment within the contemporary graphic design industry. There is a strong focus within Level 5 and in this module in particular, that all practice is done in relation to professional practice contexts. Support materials, tutor guidance, activities and forum dialogue help to support student understanding of professional practice in contemporary graphic design.

Students will be asked to carefully consider their portfolio in a number of physical and digital formats as well as other core aspects of self-promotion such as personal stationery and the design and creation of printed and/or digital portfolios. Students are asked to consider their work as a marketable product and in so doing they are required to consider how to record, photograph, annotate and present it.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

An additional component of the module aims to allow students an insight in to the world of graphic design via reflective research that explores the individual's 'state of learning' and investigates leading contemporary design practices. The written research work addresses a number of professionally related themes and encourages students to reflect on their developing thoughts, opinions, beliefs and professional aspirations as emerging designers.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment- the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

Students are expected to submit realised design work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FCC0012

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE:	5FTC1243	**Academic Session:** 2019	**Version:** 1
2. LONG TITLE:	Illustration Professional Development - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	15		
5. DATE FIRST OFFERED:	01-OCT-16		
6. LEVEL:	5		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:

The aims of this module are to enable students to...

Develop a knowledge of business and industry structures and roles in order to identify suitable and appropriate career paths.

Develop an understanding of the illustration industry and commissioning process including aspects of self promotion and marketing; receiving and answering a brief; business and law; copyright and ownership of artwork.

Work effectively as a group and to explore the potential of collaborative practices.

Understand and implement methods of self promotion and marketing with a view to establishing contacts, maximising exposure and gaining work experience.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have knowledge and understanding of:

- Aspects of historical, current, social, cultural and professional/legal issues that inform and relate to their individual practice and the visual communications industry. (A1, A2, A6)

- The methods and processes used to successfully promote creative design work against competition and to professional audiences. (A3, C1, D1)

9b. Skills and Attributes:

Successful students will typically:

be able to:

- Successfully generate ideas, concepts and proposals both independently and collaboratively in response to set briefs and negotiated study. (A5, B2, B5, C2, C3, D5)

- Work effectively within a team, demonstrating good communication skills. (D4, D5)

- Produce work and identify actions in response to input and feedback from a variety of sources, including critical self reflection, and demonstrate a range of personal and entrepreneurial skills. (B6, D3, D6, D8)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	90
7.Other directed independent study	0
8.Self-directed independent study	60
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**150**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module provides contextual knowledge and experience relating to professional practice in the visual communications industry, both nationally and internationally. The objective is to equip students with first hand knowledge of the professional life of an illustrator and the experience of how artwork is commissioned. It aims to make highly aware of the contemporary illustration industry and the working practices of professionals and practitioners in the field, in order to gain experience of the ways in which their artwork may be used in professional contexts.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Students will be taken through the process of responding to realistic briefs, with all the constraints of professional practice. The briefs will be based on industry equivalent assignments and delivered, administered and assessed by those working in the field of illustration. It is thereby hoped students will gain greater understanding of interaction that takes place between client and illustrator.

Working both individually and in groups, students will be set a series of challenging entrepreneurial activities and briefs in order to understand, explore and experience the potential and possibility related to self promotion, marketing and exposure. By collaborating with peers on the module forums and sharing their individual skills appropriately, students will develop their professional practice with the intention of raising their professional profiles.

Through support materials with industry practitioner examples, together with interaction with tutors with experience of the illustration industry, students will gain greater understanding of their role within the field of illustration. It is hoped they will use this knowledge to reflect critically on their work and consider strategies to improve their employability and increase audiences for their work.

The experience is designed to make students reflect on their own image making skills in a professional context, ensuring they understand the need to acquire adequate individuality, style, skill and quality to be employed professionally.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:　　　　　　　　　　　　　**Weighting:**

　Coursework 1　　　　　　　　　　　　　　　　　1

12b. Compulsory Information and Further Details:

　Coursework 100%

　Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment- the brief document.

　Formative Assessment is provided on a regular basis through student/tutor interaction.

　Students are expected to submit realised illustration work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs.

　The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module

13. Pre and Co Requisites further comments:

　None

14. Module Board:

　Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

　5FCC0012

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

　None

Definitive Module Document

1. MODULE CODE:	5FTC1244	**Academic Session:** 2019	**Version:** 1

2. LONG TITLE: Live Projects - IDI
3. SCHOOL/ DEPARTMENT: Creative Arts
4. CREDITS: 30
5. DATE FIRST OFFERED: 01-OCT-16
6. LEVEL: 5
7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

Work in a highly realistic manner for external professional competition or set briefs, solving real design problems.

Realise the academic standards required for national competition briefs and Level 5 work.

Realise the potential of working collaboratively in an online design environment.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- The application of research methods, idea generation and visual languages, materials and techniques in pursuit of appropriate, high quality design solutions. (A3, A4, B2, B3, B5, C1, C2)

- How to successfully plan and independently manage a programme of work both independently and collaboratively in order to meet specified outcomes and deadlines. (A5, D2, D5, D7)

9b. Skills and Attributes:
Successful students will typically:

be able to:

- Develop a vocabulary in support of their work, take on board input from a range of audiences and respond professionally. (B2, D4, D6)

- Demonstrate a growing confidence with the design process including thorough research, idea generation, self reflection and the critical evaluation of ideas and solutions (A5, B1, B2, B4, B6, C4, D3).

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	*Hours*
1.Classroom based lectures	0

Activity	Hours
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	180
7.Other directed independent study	0
8.Self-directed independent study	120
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module provides a crucial opportunity to put into practice all of the skills, understanding and knowledge acquired thus far on the programme. Key activities will be focused on one or more practical design briefs drawn from the various national and international design competitions. Examples include national competitions such as Design & Art Direction (D&AD), Young Creative's Network (YCN) and International Society of Typographic Designers (ISTD), as well as other appropriate competitions or equivalent live or set briefs, These projects are designed to significantly raise the students' working efforts and standards in preparation for producing professional and competition standard work. Project work might typically include areas such as branding and identity design, packaging, typography, advertising, editorial and digital/web/screen design.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Competition briefs and live projects demand a great deal from the student. They are the ultimate test of a student's acquired learning, and they will demand an original and unique approach to problem solving. Skills in research, editing, idea generation and development, as well as the technical skills required to realise and implement ideas will all be put to the test. Students will be encouraged to critically reflect on their work throughout the activities, as well as the work of their peer group. Activities will also require students to engage with their peers in the forums, participating in critiques to develop confidence in articulating their ideas and their presentation skills in general.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

 Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative Assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

Students are expected to submit realised design work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups,

experiments and finished portfolio standard visuals and/or photographs.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FCC0032 and 5FCC0031

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 5FTC1245   **Academic Session:** 2019   **Version:** 1

2. LONG TITLE: Commissions - IDI

3. SCHOOL/DEPARTMENT: Creative Arts

4. CREDITS: 30

5. DATE FIRST OFFERED: 01-OCT-16

6. LEVEL: 5

7. LOCATION: Interactive Design Institute

8. Module Aims:

The aims of this module are to enable students to...

- Put acquired knowledge and skills into practice via a number of professionally realistic set briefs including competitions and live briefs.

- Realise the academic standards required of national competition briefs and Level 5 work.

- Understand the commissioning process and interaction with clients.

- Bring awareness and understanding to their work through critical analysis, reflection and aesthetic judgement.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have knowledge and understanding of:

1. Key aspects of professional illustration practice and how these relate to the production of creative work for specified audiences. (A1, A6, B2)

2. The illustration industry, its practitioners, sectors, markets and audiences. (A1, A2)

9b. Skills and Attributes:

Successful students will typically:

be able to:

3. Successfully generate ideas, concepts and proposals both independently and collaboratively in response to industry realistic briefs and comment, criticism and feedback from a variety of sources. (B2, C2, D5, D6)

4. Demonstrate a growing confidence in the development and application of a personal visual language, recognising their strengths and weaknesses as learners and communicators. (A3, B3, C1, C2, C3, D3)

5. Develop arguments in support of their work, take on board input from a range of audiences, and respond professionally in terms of project development, studentship, organisation and personal responsibility. (D4, D6, D7)

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1. Classroom based lectures	0
2. Classroom based seminars and tutorials	0
3. Classroom based practical classes, workshops, studios or demonstrations	0
4. Scheduled online activities (ie online versions of the above)	0
5. Scheduled external learning activities - fieldwork, external visits and work based learning	0
6. Online directed independent study	200
7. Other directed independent study	0
8. Self-directed independent study	100
9. Placement	0
10. Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

Level 5 brings with it an increasing emphasis on the professional world, and as such projects within this module will be closely modelled on realistic industry commissions. Briefs will follow industry protocol introducing and installing good professional practice. Projects will cover a broad range of areas to encourage personal, individual expression and allow students to explore and map out the potential landscape of the world of professional illustration. Project work might typically include editorial illustration, illustration for all forms of publishing and the creation of illustrated books.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

As well as staff-set briefs, other projects may be drawn from various national competition schemes and live projects. Students build upon previously acquired technical, practical and transferable skills encouraging a deeper knowledge and understanding of the essential tools required by the developing visual communicator and the ability to utilise them within a professional context.

The experience is designed to make students reflect on their own image making skills, ensuring they understand the need to acquire adequate individuality, style, skill and quality to be employed professionally.

At all times there is an increased level of professionalism expected of the students with regards their handling of project work, the quality and depth of the research and thinking, the ideas generated, the presentation of work and the way in which they manage their time and conduct themselves as students and learners.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type:	**Weighting:**
Coursework 1	1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

Students are expected to submit realised illustration work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions. The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FCC030 and 5FCC0027

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 5FTC1257   **Academic Session:** 2019   **Version:** 1

2. LONG TITLE: C&CS L5 Graphic Design and Illustration - IDI

3. SCHOOL/ DEPARTMENT: Creative Arts

4. CREDITS: 30

5. DATE FIRST OFFERED: 01-OCT-16

6. LEVEL: 5

7. LOCATION: Interactive Design Institute

8. Module Aims:

The aims of this module are to enable students to...

- develop critical insight into a range of Graphic Design and Illustration practices and debates and locate their own practice within a wider cultural context.

- understand how cultural, aesthetic, theoretical, social, economic and professional forces may inform contemporary practice and use those insights to reflect upon their own practice.

- extend their study and enquiry skills, evaluating sources and experiences.

- show self-reliance, taking responsibility for their own learning and development.

- develop skills in critical analysis which inform their discipline practice.

- communicate ideas clearly in a variety of forms using the conventions of academic reference.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have knowledge and understanding of:

- recent and contemporary Graphic Design and Illustration practices and the cultural, commercial, professional and institutional forces that shape them.

- some of the histories, theories and critical issues and debates that inform recent and contemporary Graphic Design and Illustration practice.

- some of the ways in which critical and cultural issues can be used as a tool to interrogate and develop their own practice.

9b. Skills and Attributes:

Successful students will typically:

be able to:

- study in a self-reliant manner by setting goals, managing their own learning , coordinating workloads, engaging with tutors and peers and meeting deadlines in response to set briefs or self initiated study.

- develop further skills in critical analysis including an ability to identify appropriate questions for enquiry; formulate independent judgements; articulate reasoned arguments and respond to the critical views of others.

- manage the processes of enquiry using a variety of resources to gather material, evaluate sources and experiences, document findings and develop a line of reasoning supported by evidence.

- communicate effectively in written and visual forms with due consideration for register, vocabulary and academic conventions of reference.

10. Modes of Delivery:

The following represents the mode and associated learning activities.

10a. Delivery Mode:

Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	180
7.Other directed independent study	0
8.Self-directed independent study	120
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module encourages students to see critical and cultural studies as a vital tool for innovative and well informed practice. It offers students the opportunity to explore a range of theoretical positions that inform recent and contemporary practice. Students will be asked to use the findings to reflect critically upon their own work and to locate their practice within the context of historical, social, cultural, digital and professional currents. Indicative themes will include the various cultural perspectives that have shaped design practice in industrial, post industrial and international contexts, issues of representation, gender, globalisation; class; theories and debates surrounding production, circulation and consumption. Students will be required to write an essay of between 2000 – 2500 words or an equivalent presentation demonstrating research and communication skills, academic writing conventions such as references and links with studio practice and a 2000-2500 word essay detailing the theoretical/historical/cultural influences upon/context of their design practice.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

This module encourages students to view critical and cultural studies as a tool for innovative and well-informed practice. A combination of access to support materials, forums and online discussions with tutors will equip students to examine a range of theoretical positions that inform recent and contemporary practice. Students are asked to use relevant debates to reflect critically upon their own work and to locate their practice within the context of historical, social, cultural and professional currents. Content will address the various cultural perspectives that have shaped design practice in industrial, post-industrial and digital contexts, issues attendant upon the production, circulation and consumption of artefacts such as representation, gender, age, class, globalisation and sustainability. In addition to the discipline specific content, the module will invite students to develop generic, transferable skills of analysis, and written and spoken communication.

Students will submit work for assessment at two points. The first submission comprises an in-depth study of a specific area of design practice and culture, which demonstrates a contextual understanding of their chosen subject and informs their studio work. The second assessment will be an essay detailing the theoretical/historical/cultural influences upon/context of your work as a practicing designer. This second assessment invites students to relate their studio practice to the ideas, theories and histories previously explored. Both assessments will take the form of an essay of between 2000-2500 words or equivalent presentation demonstrating skills of research and communication including conventions of academic reference and links with studio practice.

12. Assessment: (weighting hend compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework: 100%

Typically assessment might consist of a piece of Critical Analysis, weighted 30% in Semester 1 and a formal academic essay, weighted 70% in Semester 2. Reference should be made to the Module Guide for a more detailed description.

Assessment rationale: All the coursework relating to this module is subject to assessment based on the fulfilment of the Module Aims, as shown by the student's ability to demonstrate the Learning Outcomes appropriate to this level of study.

13. Pre and Co Requisites further comments:

14. Module Board:

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

5FTC1100

17. Any Other Comments:

18. Language of Delivery and Assessment:

Delivery - English; Assessment - English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE:	6FTC1183	**Academic Session:** 2019	**Version:** 1
2. LONG TITLE:	Graphic Design Advanced Practice Pt 1 - IDI		
3. SCHOOL/ DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-16		
6. LEVEL:	6		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:
The aims of this module are to enable students to...

Develop high level abilities and confidence in the design process, the critical analysis of their w ork, and their verbal and physical presentation techniques.

Respond to design competitions or set briefs at a national and international level.

Extend to an advanced level their know ledge, understanding, practice and skills in graphic design.

Gain confidence in taking a bold, confident and risk-taking approach to their w ork.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students w ill typically:

have know ledge and understanding of:

- Visual languages, materials, techniques and technology to an advanced level w ithin graphic design. (A3, A4, C1)

- How to generate highly effective, original and appropriate ideas, concepts and approaches to problem solving. (A5, B2, B5, C2)

- Concepts, professional practices and processes in the creative and cultural industries related to their main discipline of study.

- Positioning their individual practice in relation to a range of appropriate professional contexts.

- A range of relevant specific professional contexts including the 'business environment', professional standards and stakeholder perceptions.

9b. Skills and Attributes:
Successful students w ill typically:

be able to:

- Identify the strengths and w eaknesses w ithin their design w ork, such that they can independently modify, amend and improve their proposals through a process of critical evaluation and through external discussion and recommendations. (B1, B4, B6, D2, D6)

- Demonstrate an advanced level of ability in the creation, realisation, presentation and communication of their w ork, alongside a highly professional approach to the organisation of their w orking efforts, time and project

planning. (C2, C4, D1, D7)

Demonstrate:
*Practical skills in their discipline related to a professional context.
*Self-management skills to include setting and meeting goals, managing workloads, self-reflection.
*Group / teamworking / collaborative dialogue skills including responding to others.
*Presentation skills – presenting work and ideas constructively and effectively in a professional manner.
*Resourcefulness and enterprise including taking initiative, demonstrating ownership, building professional networks and working flexibly.

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	160
7.Other directed independent study	0
8.Self-directed independent study	140
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This first module at Level 6 aims to provide the learning and skills required to allow students to confidently complete national and international competition briefs or other appropriate set briefs to advanced standards. Examples of suitable briefs include Design & Art Direction (D&AD), Young Creative's Network (YCN), International Society of Typographic Designers (ISTD) and other appropriate set briefs. The briefs will be drawn from these schemes as well as from programme staff, and all will pose a serious challenge to the students' acquired knowledge, understanding, skills and abilities. Project briefs will cover a wide range of discipline areas within graphic design such as branding and identity design, packaging, editorial layout, book design, advertising campaigns and digital/screen design.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Delivery of this module involves support materials and activities with tutor support, guidance and encouragement, together with opportunities for peer discussion on the module forums. This aims to help students achieve professional standards, to produce advanced professional work equivalent to national and international design competition standards and to meet personal employment ambitions. Alongside guided work, students at this level are also expected to work with a high degree of independence and personal initiative. Critiques held in the module forum offer students to chance to see the work of their peer group and to gain advice and input from their peers. Students are encouraged to discuss their ideas and progress and engage in constructive conversation with their tutor and peers about how their work may be developed in line with the exacting standards of briefs at this level of study. Where appropriate support materials may include

examples from successful graduates and contemporary professional practitioners.Students are expected to produce high quality work displaying excellent execution and professional standards in presentation.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1   1

12b. Compulsory Information and Further Details:

Coursework 100%

Summative assessment will typically consist of two or more projects, full details of which are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

Students are expected to submit realised design work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs. At level 6 students are expected to include a project rationale and analytical evaluation within their supporting work.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jan (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6FTC1053

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE:	6FTC1184	**Academic Session:** 2019		**Version:** 1
2. LONG TITLE:	Illustration Advanced Practice Pt 1 - IDI			
3. SCHOOL/ DEPARTMENT:	Creative Arts			
4. CREDITS:	30			
5. DATE FIRST OFFERED:	01-OCT-16			
6. LEVEL:	6			
7. LOCATION:	Interactive Design Institute			

8. Module Aims:

The aims of this module are to enable students to...

Extend their knowledge of the contexts, aesthetics, applications and presentation of their work.

View their work in national and international contexts alongside students working at an equivalent level at other institutions.

Extend to an advanced level their knowledge, understanding, practice and skills in illustration.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

have knowledge and understanding of:

- Visual languages, materials, techniques and technologies to an advanced level in illustration. (A3, A4, B3, C1, C3)

- Advanced levels of craftsmanship and realisation in the creation and presentation of visual communication. (A5, B4, B6, C2)

- High quality research and generation of concepts and ideas in relation to their illustration practice. (B1, B2, B4, B5)

- Concepts, professional practices and processes in the creative and cultural industries related to their main discipline of study.

- Positioning their individual practice in relation to a range of appropriate professional contexts.

- A range of relevant specific professional contexts including the 'business environment', professional standards and stakeholder perceptions.

9b. Skills and Attributes:

Successful students will typically:

be able to:

- Plan, manage, and present projects in an increasingly professional way. (C2, D1, D6)

- Demonstrate high levels of resourcefulness and independence that adhere to the requirements of professional practice. (D2, D7, D8)

Demonstrate:
*Practical skills in their discipline related to a professional context.
*Self-management skills to include setting and meeting goals, managing workloads, self-reflection.

*Group / teamworking / collaborative dialogue skills including responding to others.
*Presentation skills – presenting work and ideas constructively and effectively in a professional manner.

*Resourcefulness and enterprise including taking initiative, demonstrating ownership, building professional networks and working flexibly.

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	160
7.Other directed independent study	0
8.Self-directed independent study	140
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This module places increased emphasis on preparing students for professional practice. Completing briefs set in national and international design and illustration competitions ensures that students are aware of the requirements of industry, the standards of work of graduating students from the UK and abroad and that they are being competitive in a challenging professional environment. Among the potential organisers of competitions are: Penguin Books, The Folio Society, Young Creative's Network (YCN) and Design & Art Direction (D&AD). Equally professional and challenging briefs are written by the Academic Leaders, providing a wide range of opportunities to students working in all areas of illustration including, moving image, packaging, publishing and print.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Delivery of this module involves support materials and activities with tutor support, guidance and encouragement, together with opportunities for peer discussion on the module forums. This aims to help students achieve professional standards and personal employment ambitions. Alongside guided work, students at this level are also expected to work with a high degree of independence and personal initiative.

A series of support materials and activities encourage students to discuss their ideas and progress and engage in constructive conversation with their tutors within the studio area and their peers within the module forums about how their work may be developed in line with the exacting standards of briefs at this level of study. Individual and forum based activities encourage students to present and share their work in order to enhance the learning experience and discuss issues relating to the briefs.

The module guide w hich may be review ed and updated as necessary, contains a more detailed description of module content. How ever, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

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12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursew ork 1   1

12b. Compulsory Information and Further Details:

Coursew ork 100%

Summative assessment w ill typically consist of tw o or more projects, full details of w hich are on the Summative Assessment - the brief document.

Formative Assessment is provided on a regular basis through student/tutor interaction.

Students are expected to submit realised illustration w ork w hich may consist of digital and/or physically created and documented artefacts, along w ith selected research, development w ork, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs. At level 6 students are expected to include a project rationale and analytical evaluation w ithin their supporting w ork.

The module consists of a series of project briefs, activities and support materials designed to build the skills and understanding required for the Summative Assessment project submissions, The module grade is derived from an aggregate of the individual Summative Assessment project grades. Provided that this final aggregated mark is above 40, the student w ill have passed the module.

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13. Pre and Co Requisites further comments:

None

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14. Module Board:

Design Levels 5 and 6 1st Sitting Jan (MB)

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15. Programmes on which this module is offered:

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16. Previous Module and Syllabus:

6FTC1053

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17. Any Other Comments:

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18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass

grade be achieved.

None

Definitive Module Document

1. MODULE CODE: 6FTC1185   **Academic Session:** 2019   **Version:** 1
2. LONG TITLE: Graphic Design Advanced Practice Pt 2 - IDI
3. SCHOOL/ DEPARTMENT: Creative Arts
4. CREDITS: 60
5. DATE FIRST OFFERED: 01-OCT-16
6. LEVEL: 6
7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

Develop advanced abilities and confidence in the design process, the critical analysis of their work, and their verbal and physical presentation techniques.

Develop to a highly professional standard a series of projects that will form the bulk of their portfolio.

Manage and successfully deliver a workload comprising a number of projects of varying scale and complexity.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- Key aspects of their discipline including histories, contexts and contemporary practice to an advanced level, which are at the forefront of graphic design practice. (A1, A2)

- How to generate highly effective, original and appropriate ideas, concepts and approaches to problem solving through project development and exploration. (A5, B2, B3, B5, C2,)

9b. Skills and Attributes:
Successful students will typically:

be able to:

- Exercise a high level of independent judgement, decision making and critical evaluation within all stages of a design project. (B1, B2, B4, B6, D2)

- Demonstrate advanced skills in production, presentation, negotiation, discussion and communication, appropriate for employment within the graphic design industry. (A4, A6, C1, C2, C4, D1, D4, D6, D8)

- Successfully manage a number of tasks of varying size, complexity and timescales. (D2, D7)

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	320
7.Other directed independent study	0
8.Self-directed independent study	280
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**600**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

This final module on the programme is also the largest. It contains a number of different project briefs of varying scale and complexity and as such it demands high levels of energy, commitment, passion, time and project management skills. Students will complete a Final Major Project along side at least two other projects, one of which will be a piece of comprehensive self-promotion. Within the range of briefs there is scope and potential for students to select projects that give a particular shape and direction to their portfolio.

Tutors will work closely with students to push their ideas, design development and execution to the highest possible levels. Work produced within this module will form the bulk of a student's final graduating portfolio and as such tutors and staff are committed to high levels of support. In turn, students are expected to push themselves and their work to new professional standards.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Students' final major project will typically emerge from a set or self negotiated brief. This project (and component of the module) constitutes the single largest design project undertaken on the programme. In addition, students can elect to complete a further brief from the various competition schemes or negotiate a self-initiated project with their tutor. A self-promotion exercise completes the module, during which students will consider self-branding and the presentation of their work in various printed and digital formats. This important work is intended to help students launch themselves into a career within graphic design.

Students are expected to participate within the forums, discussing their work, seeking advice, inputting and receiving critical support and guidance from their peers. Collaborative dialogue is encouraged and at all times students are encouraged to remember that their peers form a major source of input and inspiration. To facilitate advanced practice, support materials include case studies and examples from the work of professional practitioners.

Peer critiques will take place regularly within the module forum. Students are constantly reminded that the ultimate aim of all Level 6 work is the creation of a portfolio with a view to gaining employment. As such there is a very high expectation as to the quality of the ideas, the excellence of the execution and the professional standards of the presentation.

The module guide which may be reviewed and updated as necessary, contains a more detailed description of module content. However, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: **Weighting:**

Coursework 1 1

12b. Compulsory Information and Further Details:

Assessment within the module will normally involve three pieces of practical coursework, requiring students to demonstrate where and how successfully they have met the Learning Outcomes.

Practical creative briefs will typically cover the Final Major Project, together with a self-promotional project and a third design project which may be based on a competition brief, appropriate set brief, or a self-negotiated brief.

Students are expected to submit realised design work which may consist of digital and/or physically created and documented artefacts, along with selected research, development work, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs. At level 6 students are expected to include a project rationale and analytical evaluation within their supporting work.

The Final Major Project is weighted at 50%, and the other two projects are weighted at 25% each. The module grade is derived from an aggregate of the three individual project grades, taking into account the weightings. Provided that this final aggregated mark is above 40, the student will have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6FTC1051, 6FTC1050, 6FTC1052, 6FTC1116 and 6FTC1117

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None.

Definitive Module Document

1. MODULE CODE:	6FTC1186	**Academic Session:** 2019		**Version:** 1	

2. LONG TITLE: Illustration Advanced Practice Pt 2 - IDI
3. SCHOOL/ DEPARTMENT: Creative Arts
4. CREDITS: 60
5. DATE FIRST OFFERED: 01-OCT-16
6. LEVEL: 6
7. LOCATION: Interactive Design Institute

8. Module Aims:
The aims of this module are to enable students to...

Create a portfolio of work to present in pursuit of illustration commissions, employment in creative industry, or further study.

Develop advanced skills in and understanding of, the illustration process and the confidence to apply the knowledge in a professional environment.

Independently negotiate, manage and deliver a range of illustration projects to an advanced level.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- Illustration practice at an advanced level, including professional application and contemporary and historical contexts. (A1, A2, A3)
- Visual languages, materials, techniques and processes in the field of illustration and appropriate for employment in the visual communication industry. (A4, A6, B3, C1, D8)

9b. Skills and Attributes:
Successful students will typically:

be able to:

- Exercise high levels of independent judgement with regard to production, presentation and communication of ideas in the context of illustration assignments, as well as the ability to evaluate and respond appropriately and professionally. (B1, B2, B4, B6, D2, D4, D6)
- Effectively deploy appropriate and compelling ideas, solutions and visual languages based on thorough and relevant research and independent enquiry. (B5, C1, C2, C3, D1)
- Successfully manage a number of projects of varying size, complexity and timescales. (D2, D7)

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
Distance

10b. Activities:

Activity	*Hours*
1.Classroom based lectures	0

Activity	Hours
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, w orkshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldw ork, external visits and w ork based learning	0
6.Online directed independent study	320
7.Other directed independent study	0
8.Self-directed independent study	280
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**600**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

The final module of the programme offers several projects that reflect the diversity of professional practice. As w ell as encouraging students to attain the highest standards of aesthetic realisation and judgement, the module requires them to prepare their w ork in readiness for professional scrutiny and identify their place in the business of illustration. Students w ill be required to demonstrate high levels of initiative, invention and proficiency and in the course of answ ering briefs, discover means by w hich their skills may be show cased in a professional environment.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

A selection of briefs that include self generated, set, live or competition briefs w ill be offered throughout the module, all addressing aspects of the illustration industry. The importance of demonstrating a unique and compelling style of illustration, executed to a very high level w ill be a major component of this module. Students w ill be given direction of how to show case their individual skill to prospective clients and gain publicity for their w ork, how to market themselves and how to generate professional interest in their portfolio

Collaborative dialogue is encouraged and at all times students are encouraged to remember that their peers form a major source of input and inspiration. To facilitate advanced practice, support materials include case studies and examples from the w ork of professional practitioners..

Another component of the module w ill identify the issues surrounding image ow nership and copyright. As w ell underlining the importance of self–promotion, students w ill be encouraged to identify appropriate destinations for their w ork and how to create their ow n markets and opportunities. The module w ill be delivered through a series of support materials and activities, Tutors w ill offer one to one guidance as w ell as encouraging self initiated learning and peer critique in the module forum.

The module guide w hich may be review ed and updated as necessary, contains a more detailed description of module content. How ever, the learning outcomes of the module are supported through regular one to one tutor guidance, support materials, activities and forums.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: Weighting:

Coursew ork 1   1

12b. Compulsory Information and Further Details:

Assessment w ithin the module w ill normally involve three pieces of practical coursew ork, requiring students to demonstrate w here and how successfully they have met the Learning Outcomes. Practical creative briefs w ill typically cover the Final Major Project, together w ith a self-promotional project and a third illustration project

w hich may be based on a competition brief, appropriate set brief, or a self-negotiated brief.

Students are expected to submit realised illustration w ork w hich may consist of digital and/or physically created and documented artefacts, along w ith selected research, development w ork, sketchbook scans, mockups, experiments and finished portfolio standard visuals and/or photographs . At level 6 students are expected to include a project rationale and analytical evaluation w ithin their supporting w ork.

In this module project submissions are not w eighted equally. The Final Major Project is w eighted at 50% and the other tw o projects are w eighted at 25% each. The module grade is derived from an aggregate of the three individual project grades, taking into account the w eightings. Provided that this final aggregated mark is above 40, the student w ill have passed the module.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6FTC1051, 6FTC1050, 6FTC1052, 6FTC1116 and 6FTC1117

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep			_____	_____
Fac Reg			_____	_____
ADAQ			_____	_____

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None.

UNIVERSITY OF HERTFORDSHIRE

Published (visible)

Definitive Module Document

1. MODULE CODE:	6FTC1187	**Academic Session:** 2019	**Version:** 1
2. LONG TITLE:	Graphic Design and Illustration L6 Degree Essay - IDI		
3. SCHOOL/DEPARTMENT:	Creative Arts		
4. CREDITS:	30		
5. DATE FIRST OFFERED:	01-OCT-16		
6. LEVEL:	6		
7. LOCATION:	Interactive Design Institute		

8. Module Aims:
The aims of this module are to enable students to...

Negotiate, research and present an honours degree level essay / technical report or negotiated equivalent that presents an in depth critical or technical examination of a topic germane to their own practice.

Consolidate and extend their knowledge and understanding of some of the ways in which histories, theories, cultural, social, technical or ecological issues inform contemporary professional design practice and can be used as creative resources to develop and gain insight into the student's own design practice.

Develop research and communication skills to a level appropriate for a university graduate.

Improve their prospect of employment and ability to undertake further learning.

9. Intended Learning Outcomes:

9a. Knowledge and Understanding:
Successful students will typically:

have knowledge and understanding of:

- Some of the ways in which social, economic, cultural, technical, institutional and aesthetic theories and issues inform contemporary design practice. (A2, A1)

- A selection of commercial practices including the interaction between manufacturer, market, client and retail contexts which shape contemporary design practice. A1, A6)

- Some of the ways in which histories, theories and issues can be used as a creative resource to develop and gain insight into students' own design practice. (D2, A2)

- Some of the main primary and secondary sources germane to their design discipline. (A1, A3)

9b. Skills and Attributes:
Successful students will typically:

- Negotiate and undertake a critical enquiry into an appropriate topic of study germane to their own practice. (B4, D1, D6)

- Manage their own learning; study independently; identify personal strengths and needs; set goals; manage workloads and meet deadlines. (D2, D3, D7)

- Locate, evaluate and synthesise information from a variety of sources using appropriate strategies for enquiry and information technologies. (B1, D1, D6)

- Describe and analyse both visual and textual sources; frame appropriate questions for enquiry and devise a sustained and substantiated argument. (B1, B2, B4, D4)

- Demonstrate the ability to communicate information and ideas in an appropriate form, whether visual, verbal or in writing using appropriate academic protocols and essay conventions. (B2, B6, D1, D4)

10. Modes of Delivery:
The following represents the mode and associated learning activities.

10a. Delivery Mode:
　Distance

10b. Activities:

Activity	Hours
1.Classroom based lectures	0
2.Classroom based seminars and tutorials	0
3.Classroom based practical classes, workshops, studios or demonstrations	0
4.Scheduled online activities (ie online versions of the above)	0
5.Scheduled external learning activities - fieldwork, external visits and work based learning	0
6.Online directed independent study	160
7.Other directed independent study	0
8.Self-directed independent study	140
9.Placement	0
10.Year Abroad	0
TOTAL HOURS	**300**

11. Module Content:

11a. Module Content: (for publication, max 150 words)

Designers need to be informed practitioners who engage critically with their discipline, its history, the ideas which inform it and how it is likely to evolve in the future. This module will enable students to conduct an in depth enquiry of an aspect of design culture with an emphasis on the analysis of appropriate social, cultural, economic, technical, historical and aesthetic issues germane to students chosen topic and their studio work.

The content of the module will be student-generated in that each student will bring their identified interests to their work. Independent learning will be supported through a programme of support materials and activities which will enable students to develop skills in research, organisation and planning, critical analysis, constructing an argument, studentship (independent learning processes) and presentation including academic protocols. The assessed element of this module consists of a 6000 word essay/report or negotiated equivalent.

11b. Further Details: (supporting Learning Outcomes, max 250 words)

Designers need to be able to present themselves as informed practitioners who engage critically with their discipline, its history the ideas which inform it and how it is likely to evolve in the future. This module will enable students to conduct an in-depth and critical enquiry of one or more aspects of design/visual culture. Emphasis will be placed on the analysis of appropriate social, cultural, technical, economic, historical and aesthetic issues which shape contemporary design practice and debate and to the development of sustained and critically well-informed arguments that are germane to students chosen topic and their studio work. The content of the module will be student-generated in that each student will bring their identified interests to the sessions.

Independent learning will be supported through a programme of support materials and activities which will enable students to negotiate an essay/report topic, frame their area of enquiry. ask questions, locate the relevant sources and develop and apply critical skills to their area of interest. The module programme is designed to enable students to develop the following skills: research methods (gathering and selection of

information), organisation and planning, critical analysis, constructing an argument and studentship (independent learning processes), The assessed element of this module consists of a 6000 w ord essay/report or negotiated equivalent.

12. Assessment: (weighting and compulsory information, max 50 words)

12a. Assessment Type: Weighting:

 Coursew ork 1   1

12b. Compulsory Information and Further Details:

Assessment Rationale: Students may be required to undertake Formative Assessment tasks as w ell as Summative Assessment tasks. All assessment is based on evidence from submitted coursew ork show ing that the Learning Outcomes have been demonstrated to an appropriate standard.

6FTC1187 Graphic Design and Illustration L6 Degree Essay Report cannot be substituted w ith equivalent credits from any level to improve the degree classification of the aw ard.

13. Pre and Co Requisites further comments:

None

14. Module Board:

Design Levels 5 and 6 1st Sitting Jun (MB)

15. Programmes on which this module is offered:

16. Previous Module and Syllabus:

6FTC1035

17. Any Other Comments:

18. Language of Delivery and Assessment:

English

Circumstances may require the University to vary the module content, mode of delivery and assessment methods.

Signatures

Post	Name	Date	Signature	Date
Head of Sch/Dep				
Fac Reg				
ADAQ				

Admin Information:
List clearly any assessments that can be failed (e.g. "CW", "CW or EX", "None", etc) and, still, an overall pass grade be achieved.

None