

MODULE SPECIFICATION PROFORMA

Module Code:	ARD529
---------------------	--------

Module Title:	Enquiry / Process
----------------------	-------------------

Level:	5	Credit Value:	20
---------------	---	----------------------	----

Cost Centre(s):	GADC	JACS3 code:	W211
		HECoS code:	100630

Faculty:	Arts, Science and Technology	Module Leader:	Pauline Amphlett
-----------------	------------------------------	-----------------------	------------------

Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) / MDes Graphic Design	X	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 01/05/18 .

Version no: 1

With effect from: 01/09/19

Date and details of revision:

Version no:

Module Aims

Provide an appreciation of the broader directions within which creative practice can take place.
 Develop aspects of current research through advanced means of creative practice.
 Investigate an appreciation of the uncertainty, ambiguity and limits of knowledge.
 Manage own learning and make use of original materials and critical reflection appropriate to the direction of study.
 To make connections between intention, process, outcome, context and methods of dissemination.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Explore the broader directions in which their design practice can take place.	KS1	KS2
		KS3	KS4
		KS5	KS6
		KS9	
2	Critically evaluate issues, assumptions, abstract concepts and make judgments in identifying and solving problems.	KS1	KS2
		KS3	KS6
3	Develop personal research and extend their creative practice within selected areas	KS1	KS3
		KS6	

Transferable skills and other attributes

Develop written, oral and communication skills
Have the ability to work as an individual and collaborate as a team member, developing their networking skills
Develop their creativity and their problem solving skills
Learn to learn independently (managing their personal self development)

Derogations

None

Assessment:

Indicative Assessment Tasks:

Formative discussions and informal assessment of work will take place regularly within group feedback sessions. All students will receive individual assessment and feedback of all the work produced for the module at the end of period.

Attendance and participation in all module activity will be taken into account during the review of assignment work for this module.

During the assessment of the module learning outcomes, a number of factors will be taken into consideration:

- Recognition of the processes involved within design methodologies.
- Develop an appreciation of personal innovation, risk taking and independent enquiry through the making process.
- Demonstrate proficiency in observation, investigation, enquiry, visualisation and making.
- Exploration and appraisal of a variety of media and presentation skills.

Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process. Self and peer-evaluation constitute an important part of the assessment of work as well as formative and summative assessment points.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 3	Coursework	100	Course work	N/A

Learning and Teaching Strategies:

The pedagogy is discursive with an emphasis on student presentations, peer group learning, workshops, demonstrations and group critique. Both individual and group tutorials are an important approach, providing a supportive environment for the student and encouraging reflective learning.

Providing material for students via Moodle to prepare and reflect on before class and then using class time to encourage deeper cognitive thinking via peer interaction and instructor challenge in studio and location based environments and workshops.

Syllabus outline:

This module opens up the extensive nature of the design industry, in order to increase the understanding of the role of their practice.

Methods and processes provide a fluid, exploratory and open-minded working experience for those wishing to locate innovative and unconventional communication practices within workshop environments. This theme sits at the core of visual communication, and in turn informs and re-informs, developing a core understanding of the practice while extending and evolving its future role in the discipline of graphic communication.

Students working in this area are expected to understand the interconnectivity of their work with a broad scope of proposed situations.

Workshops cover a range of skills, which build upon the previous year in alignment with their future studies at level 6. Offering workshops such as interactive design, moving image, digital prototyping and graphic communication.

Indicative Bibliography:**Essential reading**

Shaughnessy, A. (2009), *Studio Culture: The secret life of the graphic design studio*. Unit Editions.

Bringhurst, R. (2013), *Elements of Typographic Style*. 4th ed. Hartley & Marks Publishers.

Ambrose, G. (2017), *The Production Manual*. 2nd ed. Bloomsbury.

Other indicative reading

Kane, J. (2011), *A Type Primer*. 2nd ed. Laurence King Publishing.

Samara, T. (2017), *Making & Breaking the Grid*. 2nd ed. Rockport.

Lupton, E. (2010), *Thinking with Type*. Princeton Architectural Press.

Periodicals and Weblinks:

Creative Review, Centaur Communications.

WIRED, Wired UK, <http://www.wired.com>