# University of Huddersfield

# Programme Specification

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| 1 | Awarding institution/body | University of Huddersfield |
| **2** | **Teaching institution University** | **University of Huddersfield** |
| **3** | **School and Department** | School of Arts and Humanities  Department of Design and the Built Environment |
| **4**  **5** | **Course accredited by:**  **Mode of Delivery** | **Full Time or sandwich** |
| 6 | Final Award | **BA(Hons) Graphic Design**  **BA(Hons) Graphic Design and Animation** |
| 7 | Course title | **Graphic Design and Animation** |
| 8 | UCAS code | W610 |
| **9** | **Subject benchmark statement** | Art & Design December 2019 |
| 10 | Date of Programme Specification | July 2023 |

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| **11** | Educational Aims of the Course |
| The course offers a professionally orientated framework for degree awards in either Graphic Design, or in Graphic Design and Animation. The courses prepare the student for contemporary practice in each of these areas through a hybrid theory and practice oriented pedagogic model within the Design and Built Environment Department. The courses develop the rich theoretical territory that graphic design and animation have independently occupied drawing on their respective strengths and shared concerns. It introduces the student to the historic emergence of the disciplines of graphic design and animation, explores their overlaps with the development of the practices of film, motion graphics and interactivity, and reflects upon these in contemporary practice.  Each of the two Graphic Design awards are grounded in and constantly reflect upon this heritage whilst adapting in the context of rapid technological change. This provides a rich intellectual framework to underpin practice-based work and also provides a pivotal focus for consideration of the relationship with old, new and emerging media as they shape, form, reflect and mediate our increasingly networked world. Fundamentally, the two named awards are interested in the function of contemporary practice and the ways in which this playfully frames our capacity to design culture and to craft visual expression with students engaging in particular disciplinary practices, exploring their expansion and convergence by increasingly focusing on one of the two final awards. | |
| The course aims to ensure that for each final award the student achieves the academic and practitioner standards as laid out in the QAA Benchmark Statement relevant to Art & Design. All theoretical knowledge is coupled with high levels of technical competency and understanding which provides the student with an exceptionally stimulating, productive and relevant contemporary learning environment. Central to our ethos is the setting of projects that are led by staff under thematic briefings, student self-initiated guided by and negotiated with staff as well as addressing contexts of production, use, display and circulation. Research and concept development will precede a broadly conceptualized creative process. Outputs may be abstract, experimental, commercial, artistic or documentary in style aiming for commercial adoption, exhibition, festival release. | |
| The student will similarly focus on the emergence of graphic design in the area of visual culture and the histories of time-based media. Each of these are considered as unique disciplines, as well as in their convergence as a cross-disciplinary field and, through an engagement with thematic content and context, students will be opened to interdisciplinary practices but will always be grounded in a disciplinary approach. The discipline of Graphic Design is seen as distinct and foundational to their respective final award titles but are also seen to be expanded by the incorporation of ‘motion graphics’ in the Graphic Design and Animation final award. | |
| Students will increasingly specialise in developing images, photographs, books, websites, moving brands, idents, trailers, advertisements, music videos and title sequences for films and games, as well as storyworlds and animated shorts and will appreciate these as areas ‘expanding’ from their disciplinary base. The student will be engaged in producing visionary content for commercial, alternative and emerging platforms. The student will acquire professional craft skills in graphic design, graphic illustration, digital/interactive media, digital animation, motion graphics and kinetic media processes, and will be encouraged to make novel works for professional contexts. | |
| The student will also consider the impact of publishing, screen-based media, and advertising, as well as non-linear and interactive media, examining graphic design, animation and motion graphics in interface design, dynamic and web-driven databases, live data feeds, information design, mobile computing, tangible media and physical computing. The student will increasingly gain the knowledge and technical abilities to become a graphic designer, motion graphic artist, creative animator or VFX artist in a rapidly evolving field. | |
| The course therefore introduces the student to the breadth of contemporary digital practices within a stimulating and challenging studio environment. The course places emphasis on students achieving focus, resolution, independence, and professional standing in their practice. Students will be made aware of professional orientation in relation to career development. The ethos of the ‘Design’ subject area is to enable the student to become a contemporary practitioner, well versed in the use of technologies and ready to enter their profession. The student should therefore be committed to professional development and the pursuit of practice at the highest level. | |
| The course recognises that professionals in contemporary graphic design,also now encompass the areas of motion graphics, time-based, lens-based and interactive forms of media. As future practitioners, graduates will be generally working within a complex and changing cultural infrastructure. As networks are embedded deeper into the structures of our society, as mobile technologies allow us to access content ‘anywhere’, as we become both consumers and producers in varying contexts, students must be able to adapt to these challenges. The course thus supports students in developing skills to reflect upon their own practice, and adapt in relation to a contemporary context. It teaches them to become group participants and independent learners, confident in offering solutions that have conceptual and technical validity, creative endeavour and are appropriate to contemporary needs. | |
| The course will nurture students for a sustained and successful career as specialists in their field. The course curriculum is organised around the interrelationship of studio, high levels of technical craft, professional orientation and critical reflection to form a broad yet comprehensive experience that relates to current graphic design and motion-based practice. Students will be equipped with knowledge that will enable them to reflect upon and test methods of production, reception and mediation and present their ideas with a professional orientation. We have therefore included within modules preparation of students for industry and include an optional ‘sandwich’ year experience with support for freelance working. | |
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| The Graphic Design and Animation course differentiates itself from other courses by virtue of the unique way it links the expertise of staff with the ‘interdisciplinary’ nature of contemporary practice. We have an interdisciplinary ‘network’ of staff expertise, that is grounded in professional creative practice, as exhibiting designers, animators, artists, technologists and published theoreticians. The subject area of Design within the Department of Design and the Built Environment supports this course. This Subject Area has an established culture that fosters new and innovative approaches to media that conceptualise the art and communication as a medium to foster new ways of seeing, doing and consuming.  The courses make connections within an expanded field of Art and Communication practices and approaches to Graphic Design and Animation, examining contemporary image-making, production techniques, technical manipulation and dissemination of work through contemporary environments and platforms. | |
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| The educational aims of the course are:   * To develop students’ academic, conceptual, technical and creative skills by addressing the demands relevant to working in graphic design, graphical illustration, time-based media, animation, motion graphics, interactive and electronic media. * To provide flexibility within each module to stimulate and foster aesthetic, technical, creative and professional awareness within chosen areas of specialism. * To develop a knowledge and understanding of the contemporary contexts for production and consumption of graphic design and to foster a professional ethos and attitude towards them. | |

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| **12** | **Intended Learning Outcomes** |
| The student will gain knowledge and understanding of the nature and professional environment of graphic design / and animation and the theoretical and practical breadth of the Design department. The student will develop a range of theoretical, conceptual and practical skills, as well as expertise relating to contemporary practice. | |
| The student will integrate skills, knowledge and understanding across all modules in pursuit of a deep and comprehensive understanding of their subject specialism and to gain transferable skills and sensibilities. Course learning outcomes are embedded in more than one module. See Appendix 5 for module mapping. | |
| This Graphic Design and Animation programme specification outlines requirements for students to demonstrate knowledge and understanding, skills, aesthetic qualities and other attributes in the following areas: | |

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| ***A*** ***Knowledge and Understanding*** |
| 1 Conceptual understanding of the discourse surrounding graphic design, typography, illustration,  animation, motion graphics and digital media design and its relationship to professional practice. (F,I,H)   1. Appreciate the relationship between the development of individual practical and theoretical skills and qualities of professional practice. (F,I,H) 2. Determine social and cultural issues associated with graphic design, typography, illustration, animation, motion graphics and digital media design. (F,I,H) 3. Knowledge of the processes and technologies through which image, text, interactive and time-based content are developed. (F,I,H) 4. An awareness and cultural understanding of subject specific practices in the context of national and international perspectives. (F,I,H) 5. The multi-disciplinary nature of graphic design, typography, illustration, animation, motion graphics and digital media design and the necessity of team interactions. (F,I,H)   7 The way that users interact with and respond to graphic design, typography, illustration, animation,  Motion graphics and digital media design in a global context. (F,I,H)   For the award of BA(Hons) Graphic Design:  8a Conceptual and critical understanding, evidenced through studio practice, of historic and contemporary  practice relating to the development of the image in relation to graphic design, motion graphics,  audiovisual, interactive content and interfaces (F,I,H)  For the award of BA(Hons) Graphic Design & Animation:  8b Conceptual and critical understanding, evidenced through studio practice, of historic and contemporary  practice relating to the development of graphic design and animation in relation to its various traditions  including their convergence in motion graphics and contemporary audiovisual practices.(F,I,H) |
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| ***B* Intellectual Abilities** |
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| 1. Apply individual skills and critically evaluate aesthetic qualities of studio practices, workshop activities and related professional activities. (F,I,H) 2. Employ a wide variety of digital techniques and processes. (F,I,H) 3. Exercise a rigorous intellectual process within the creative processes of graphic design illustration, animation, motion graphics and digital media design practice. (F,I,H) 4. Possess a personal and creative methodology for the development of practical skills, techniques and outcomes. (F,I,H) 5. Critically synthesise and select in pursuit of solutions for, or in order to problematise, a situation or issue. (I,H) 6. Apply industry standard tools and emerging technologies, techniques and processes for designing and developing images, combining image and text, time-based and interactive resources and content. (F,I,H) 7. Generate and select appropriate media resources to incorporate into a variety of platforms and devices. (F,I,H)   For the award of BA(Hons) Graphic Design:  8a Conceptual and technical understanding, evidenced through studio practice, of historic and  contemporary practice relating to the development of the image in relation to graphic design, motion  graphics, audiovisual, interactive content and interfaces (F,I,H)  For the award of BA(Hons) Graphic Design & Animation:  8b Conceptual and technical understanding, evidenced through studio practice, of historic and  contemporary practice relating to the development of graphic design and animation in relation to its  various traditions including their convergence in motion graphics and contemporary audiovisual  practices. (F,I,H) |

| ***C Professional Practical Skills*** |
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| 1. Deploy a variety of techniques, methods and processes with virtuosity in the development of graphic design, animation, motion graphics and digital media design outcomes. (F,I,H) 2. Devise creative ideas and digital artifacts through engagement with module techniques and processes. (F,I,H) 3. Formulate a personal and original language. (F,I,H) 4. Record and conceptualise contemporary animation, motion graphics and digital media for reflective practice and contextual study. (F,I,H) 5. Understand the role of commercial studio processes with respect to commercial, artistic and experimental endeavor. (F,I,H)   6 Understand professional production processes for the development of the moving image in relation to  graphic design, interactive content and interfaces (F,I,H)  For the award of BA(Hons) Graphic Design:  7a Understand professional production processes, evidenced through studio practice, of historic and  contemporary practice relating to the development of the image in relation to graphic design, motion  graphics, audiovisual, interactive content and interfaces (F,I,H)  For the award of BA(Hons) Graphic Design & Animation:  7b Understand professional production processes, evidenced through studio practice, of historic and  contemporary practice relating to the development of graphic design and animation in relation to its  various traditions including their convergence in motion graphics and contemporary audiovisual  practices (F,I,H) |

| ***D Transferable/Key Skills*** |
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| The ability to: |
| 1. Study independently, set goals, manage workloads and meet deadlines. (F,I,H) 2. Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation. (F,I,H) 3. Formulate reasoned responses to the critical judgements of others. (F,I,H) 4. Identify personal strengths and needs. (F,I,H) 5. Interact effectively with others, for example through collaboration, collective endeavour and negotiation. (F,I,H) 6. Articulate ideas and information comprehensibly in visual, digital, oral and written forms. (F,I,H) 7. Present ideas and work to audiences in a range of situations. (F,I,H) 8. Select and employ communication and information technologies. (F,I,H) 9. Understand successful strategies for branding and distributing ideas. (F,I,H) |

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| **13** | **Course Structures and Requirements, Levels, Modules, Credits and Awards:** |
| The structure of the course is a period of three or four years full-time study (with placement). Upon satisfactory conclusion of all modules (a total of 360 credit points), the student will be eligible for either the award of :  BA (Hons) Graphic Design and Animation, or  BA (Hons) Graphic Design  The course is intended to be taken on a full-time basis leading to a degree with honours, but those who have successfully accumulated the requisite number of credits may, if they wish, terminate their studies at exit points with the corresponding named awards (see table 1). | |
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| **Progression** | |
| The main progression points on the course will be at the end of Year 1 and 2. The student will not normally be allowed to progress until all the modules in Years 1 and 2 respectively have been passed. | |
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| **Year 1 (120 credits):** All three modules are at Foundation level and are 40 credits each. The modules provide students with time for evolutionary creative development in order to build on skills and techniques acquired in pre-undergraduate study. Year one will focus on projects which introduce the student to the breadth of 2D and 3D Design practices and will be taught at various points in the term alongside the BA Product Design programme. The module Design Theory and Context 1 provides a broad contextual and cultural perspective, and relates to Design Studio and Design Process modules, in that themes and ideas are interchanged between the practical and contextual modules. The aim is to achieve a healthy integration of practice, process and theory/context, ensuring that students develop confidence in articulating their practice, and in understanding how it sits within a broad context of visual culture. Students will then be able to make informed decisions about the potential direction they wish to follow in year 2 of the course.  **Year 2 (120 credits):** All three modules are at Intermediate level and are 40 credits each. All modules build on the experience gained in year 1, and allows the student to continue to explore potential directions for their practice. Intermediate studio projects are set to be both thematically driven and commercially/artistically relevant and include opportunity for ‘live’ projects and competition entry, allowing the student to test their practice within a range of contexts; this will allow for a greater sense of individual direction to be carried forward in the final year. Theory as Practice 2 assesses themes and concepts from a breadth of positions emphasizing issues of time and the image in contemporary practice; it also mirrors the studio and process modules in promoting the student’s consideration of their practice within a range of potential contexts.  At the end of the Year students make final decisions regarding the named award. This is a guided process with students and staff reflecting on the students’ studio practice – Studio Practice being the key differentiator between the areas of practice covered by the course as a whole.  Year 3 (120S credits): An optional 48 week, with a minimum of 36 weeks, period of supervised work experience will be possible for those students who wish to consolidate the skills and knowledge acquired during the first two years of study. This will enable students an experience that might consist of working as part of a team and contributing to the operation of the host company/institution or to undertake a managed work experience as agreed by the Course Leader or Placement Tutor (eg development of own business). It is possible that an 'appropriate placement' might be made up from a variety of experiences that amounts to a total of 48 weeks, with a minimum of 36 weeks, between years 2 & 3 of the courses. The sandwich year provides students with direct experience of the employability prospects beyond graduation.  The Enterprise Placement Year (EPY).  This gives students an opportunity to set up a business within their placement year. Run with support from The Enterprise Team, students are provided with a mentor and support in order to test out a business idea. They will have the opportunity to carry out product development, test marketing, write a business plan, pitch their ideas and so on.  **Year 4 (120 credits):** All of the modules in the final year are at Honours level. The Honours stage of the course emphasises the rigour required to develop work to Honours standard. The Research module (40 credits) aims to test appropriate methodologies/approaches in preparation for the Major Project module (40 credits), in which students produce a coherent body of work. The intention of the Theory module (40 credits) is that of a critical and diagnostic tool with which to examine practice, via a process of reflection, research and critical analysis. | |
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|  | **TABLE 1: Credits and Awards:**  **BA(Hons) GRAPHIC DESIGN AND ANIMATION** | |  |
| **Year** | **Modules** | **Credits** | **Award** |
| **1** | TFD1220 Design Process and Production 1  TFD1221 Design Studio 1  TFD1222 Design Theory and Context 1 | 40  40  40 | 120 credits: Certificate of Higher Education in Graphic Design and Animation |
| **Year** | **Modules** | **Credits** | **Award** |
| **2** | TID1421 Intermediate Studio Practice  TID1462 Process and Production  TID1423 Theory as Practice 2 | 40  40  40 | 240 credits: Diploma of Higher Education in Graphic Design and Animation / or  Graphic Design / or  ~~Animation~~ |
| **Year** | **Modules** | **Credits** | **Award** |
| **3** | TST1525 School of Art, Design and Architecture Work Placement  TST1530 Enterprise Placement | 120S  120S |  |
| **Final Year** | THD1435 Advanced Studio  THD1434 Advanced Research and Development  THD1433 Theory as Practice 3 | 40  40  40 | **300 credits: Bachelors Degree**  BA Graphic Design and Animation / or  BA Graphic Design  **360 credits: Honours Degree**  BA (Hons) Graphic Design and Animation  BA (Hons) Graphic Design  **480 Credits: Honours Degree Sandwich Award**  BA (Hons) Graphic Design and Animation  BA (Hons) Graphic Design |

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| The mode of study is full time commencing September with the Main Course Assessment Board taking place in June. For students taking a Sandwich year, marks will go to a Course Assessment Board after the opportunity for a minimum of a 36-week placement has been concluded.  Assessment regulations are as detailed in the University of Huddersfield Handbook of Regulations for Awards and Student Handbook of Regulations.  <https://www.hud.ac.uk/registry/regulationsandpolicies/awards/>  <https://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>  There are no compulsory modules, all modules are core. | |
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| **14** | **Teaching, Learning and Assessment** |
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| The course provides a clear sequence of interrelated modules, which utilise core themes of research, analysis, technical development, application of creative ideas and a synthesis of technology. The student will be encouraged to develop a working practice through the cross-over and interrelationship of theory, process and practice throughout, however Studio modules provide the major integrative component of each year of study. Competitions, festivals and collaborative work inside and outside of the University will offer an Honours Degree rich in aesthetic and intellectual experience, producing graduates who can make mature decisions about practice in order to compete in national and international environments. | |
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| In the first year of the course the student will be introduced to the breadth of graphic design, typographic, illustration animation, motion graphics and digital media design practices through staff-led projects and schemes of work, practical workshops, technical craft-specific tutorials, lectures and seminars and external study visits. A sense of rigour and reflection is introduced as a fundamental discipline. The technical processes, fundamental to an understanding of contemporary Graphic Design and Animation, are taught in a 40 credit module. Imaginative exploration forms the core of the year, which together with the potential for research and development towards specific outcomes, is then developed and extended with increased technical knowledge. Studio modules are designed to intertwine with theory, technical ability and professional development across all three years. The course structure and delivery encourages interconnections across all modules, and ensures that, across all three years, modules are interrelated in a clear pedagogical ladder.  This set of modules is delivered in conjunction with staff and students enrolled into BA Product Design. It is intended that the module specifications will allow for both cross-disciplinary and subject specific teaching and learning as and where is deemed appropriate. The module handbook will clearly state where subject specialism and cross-disciplinary sessions are delivered. | |
| The transition from a broad educational experience in Year 1 to a more focused in-depth approach will occur in the second year when the student will begin to locate their practice in a professional context and within the requirements of their specialist interests within Graphic Design, Graphic Design and Animation. In the second year of the course a greater sense of critical reflection provides the base for testing ideas conceptually and critically and this is coupled with a greater understanding of the technologies underpinning the student’s specific area of expertise and specialism. At the same time all students in the subject area are expected to maintain a good working knowledge, which encompasses the breadth of digital practices to assist them in their creative endeavor. With the accrued knowledge students are increasingly expected to form an individual approach to their practice, which is supported by thorough research and development. Our students are all introduced to the expanded ‘post-digital’ field and through this they can appreciate and understand the broader implications of the Subject Area and where their individual specialism might be focused. In the latter part of the course in the second year, through the optional industry placement, and moving into the final year the student will take greater responsibility for their own particular area of development, professional and personal aspirations and practice orientation. | |
| In the Honours Level modules the student will be able to negotiate an identified strategic approach to their expanded practice, which will allow them the opportunity to develop a stronger personal focus and expand upon self-development through negotiation and identification of career orientation and demonstrate their creative control of the medium. In this respect all Honours work will be devoted to a highly personalised methodology and production strategy, which illustrates the ability to analyse, evaluate and reflect on knowledge from experience and scholarship. | |
| Work undertaken in the Honours level modules will be used as vehicles for the student to demonstrate the consolidation of understanding, knowledge and skills through the production of a final body of work and by rigorous research and evaluative commentary upon previous study. Teaching, learning and assessment methods are designed to enable the student to acquire the knowledge, understanding and skills that the contemporary graphic designer, animation motion graphics and digital/interactive practitioner will require. Most of the work undertaken is practice based. The Theory module combines theoretical study alongside specialist investigation of technique and process. Final year teaching continues to be responsive to differing learning styles and experiences that the student may have had. Teaching is delivered through a variety of tutorials, including group and one-to-one, collaborative work, formal and informal lectures, tutor-led and student-led seminars, visiting speakers, optional study visits, workshops and supporting group activities. | |
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| Assessment methods on the course include the production of portfolios in the studio, research and developmental work, professional presentations, printed and online artefacts, showreels, technical resource development and technical production, developmental written work for contextual analysis and associated exhibitions/presentations of studio production and portfolio reviews. Assessment also involves written assignments, verbal and illustrative presentations, self-assessment and evaluation. Modules span two terms and include an iterative cycle of continuous development of assignments with formal formative feedback on pieces of work that can be further developed and submitted as part of the summative assessment of the module. | |

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| **15** | **Support for Students and their Learning** |
| The University of Huddersfield provides a range of central facilities to support students and their learning as appropriate.  Course Team Structure:  Subject Leader  Course Leader  Year Tutors/Personal Academic Tutors: These are assigned at the start of each academic year and correspond to the following Year 1, Year 2, Placement Year, Year 3/4.  Admission Tutor | |
| Module Leaders are as indicated in the Module Specification Document.  The School of Arts and Humanities is responsible for all tuition which will be co-ordinated by the Course Leader in consultation with the Subject Leader. Guidance and counselling of students will be provided through a personal academic tutor system. | |
| Learning Strategies  All modules are taught by a team of tutors appointed by the School of Arts and Humanities. Visiting practitioners are invited for in-campus talks and seminars to complement a dynamic course so that students will be provided with an enriching artistic and intellectual environment that encourages the creative reflective graphic design animation, and contemporary practitioner. Learning modes will be guided towards practice-led research and development, which is supported by tutorials, practical workshops and student-centred group critiques. Taught theory and studio-based modules are conducted through lectures, seminars or tutorials.  Students will encounter a range of learning methods on this course. These will include lectures where key material will be delivered and supported by readings, screenings and optional visits, seminar discussion and group tutorials. Seminars will be based on student research for assignments as well as staff led content, with peer group discussion used to disseminate information and develop judgement and debating skills.  The learning strategy is one of learning by doing. Project work is centred on the student’s own practice and is studio based. Group tutorials and individual tutorials will require that students discuss their work openly with their peers and others and respond to tutors.  Most of the learning is organized around themes. These are developed by tutors around which course specific tutor groups will be formed, the core purpose of these groups is to respond to studio themes from a particular area of contemporary practice (graphic design, interaction, animation, photography, motion) and to instill in students a critical sense of self-awareness and to provide diagnostic sessions to help them establish a working methodology and iterative development of proposals. Seminars and presentations promote debate and reflection. Workshops will provide creative and technical support. | |
| Facilities  The School of Arts and Humanities is equipped with appropriate studios including the Graphic Design Studio, Media Lab, the Photography Studio. Digital print workshop facilities and a hard materials workshop are also located within the School and will support BA(Hons) Graphic Design and Animation. All studios and classrooms are currently located within the main university campus. The university library provides the necessary resource for research work and contextual study support. Each year group will be assigned a studio space where they can carry out studio practice and for tutors to conduct individual and group tutorials. Periodically there will also be activities and optional study visits organised beyond the main campus facilities, such as student exhibitions, festival visits, site-specific activities and public lectures. Within the surrounding region there are a range of facilities to support students and staff alike, and students are directed towards these as appropriate. | |
| The main University facilities and resources that support student learning include:   * Learning Centre (library and computing facilities) provides induction and ongoing support for all students; * A distributed network of learning support units that are open to all students; * Student services provides specialist advice and support in the areas of careers, pastoral care, local child care facilities, counselling, welfare and immigration and disability and runs the University Faith Centre. Where applicable and appropriate thee services are extended to distance learning students. * International Office provides help and support for all overseas students. | |
| Course Level Support   * Induction packs sent to students prior to arrival at University followed by an induction programme for orientation and introducing study skills at the beginning of term. * Student handbook via VLE and on-line module guides. * Studio Culture and Workshop facilities. * Fieldtrips (optional) * Specialist PC, CAD and CGI facilities, both apple and windows operating systems are supported. Resource lists including software are included as part of the resource statement. * Virtual learning environment, VLE is used to hold all module outlines, course assignments, notices and updates. In addition other social networks and tools are employed within the subject area. Students are inducted into these tools as part of course and module introductions to cover bespoke and generic approaches. * Learning Resources Bureau * Personal Academic Tutor System. * Academic Skills Tutor | |
| **Personal Development Planning**  The subject area has embedded PDP within each module as part of progression reviews and in the production of reflective digital and paper based sketchbooks in relation to studio practice. The personal academic tutor for each year holds a progression review with each student as part of PDP handover and progression planning at the end of each stage (ie. Progression meetings are held with year 1 and year 2 personal academic tutors. Year 1 students meet the year 2 tutor and reflect on their progress. Progression meetings are held with year 2 and placement/final year personal academic tutors. Year 2 students meet and present their work to the placement /final year tutors at the end of year 2. Placement students receive a visit from the placement tutor. Final year students meet the final year tutor and subject area leader as part of graduation progression PDP).  Equal Opportunities  In admitting students, and in teaching and assessing them, the course operates in conformity with the University and School of Art, Design and Architecture’s policies on equal opportunities.  Equality Act 2010  In admitting students, and in teaching and assessing them, the course operates in conformity with Section 3 of the UK Quality Code for Students with Disabilities. | |

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| 16 | Criteria for Admission |
| Minimum entry requirements fall within the University Regulations. Students will normally apply for the courses through UCAS (Universities & Colleges Admissions Service).  Minimum entry requirements:  1) Satisfactory completion of an interview, and  2) Submission of a portfolio of design work, and  3)  (a) Passes in five subjects at GCE/ A levels/GCSE which must include a minimum of 12 units of  120-104pts with at least 2 A levels    And/or (b) Satisfactory completion of a diploma in foundation studies in (Art and Design).  And/or (c) A Scottish Certification of Education with passes in 5 subjects including passes in four subjects at the higher level  And/or (d) National Diploma awarded by Ed Excel Foundation (formerly BTEC) in relevant subject area – Distinction, Distinction, Merit  And/or (e) The Irish Leaving Certificate with grades BBCC in 4 subjects at higher level  And/or (f) An European Baccalaureate  And/or (g) An International Baccalaureate  And/or (h) Qualifications deemed equivalent to the above And/or (i) A national certificate awarded by Ed Excel Foundation (formerly BTEC) in relevant subjectarea Distinction or above and 1 A-level at grade B or above. | |
| Mature students with no, or few, formal qualifications will be considered for admission but will be expected to show their aptitude and suitability for the course.  Applicants with prior learning or prior experiential learning will be considered individually by the School APLA/APEL panel (a student seeking credit within the structure of the course may claim accreditation for prior learning (APLA) and/or prior experiential learning (APEL) which is equivalent to that arising from the relevant modules of study). The School APLA/APEL panel will look at each applicant individually to assess whether the applicant has acquired the necessary skills and knowledge deemed appropriate to be granted credit where applicable on the Courses.  Holders of an EdExcel/BTEC Higher National Diploma (or equivalent) may be considered for entry to year two with a specific credit. Students seeking entry via this route may be given directed studies in certain subjects.  Holders of a Foundation Degree may be considered for entry to advanced stages of the course with a specific credit. Students seeking entry via this route may be given directed studies in certain subjects.  Exceptionally, the Admissions Panel may admit an applicant whose qualifications do not conform to the above requirements.  **Mature and Overseas Students (considered on an individual basis)**  Students whose first language is not English will need to meet the minimum requirements of an English Language qualification. The minimum for IELTS is 6.0 overall with no element lower than 5.5, or equivalent will be considered acceptable. | |
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| **17** | **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning** |
| Full details of the methods for evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at:   * <http://www.hud.ac.uk/registry/regulationsandpolicies/qa/> | |

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| **18** | **Regulation of Assessment** |
| Full details of the regulations of assessment can be found in the University of Huddersfield’s Students’ Handbook of Regulations. This can be viewed online at:  <http://www.hud.ac.uk/registry/regulationsandpolicies/studentregs/>  <http://www.hud.ac.uk/registry/regulationsandpolicies/awards/> | |
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| **19** | **Indicators of Quality and Standards** |
| Course validated by the University of Huddersfield May 2013 | |
| Professional Body reviews: No | |
| Full details of the methods of evaluating and improving the quality and standards of learning and teaching can be found in the University of Huddersfield’s Quality Assurance Procedures for Taught Courses handbook. This can be viewed online at:  <http://www.hud.ac.uk/registry/regulationsandpolicies/qa/> | |

**Please note: This specification provides a concise summary of the main features of the Course and the 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 learning outcomes, content and teaching, learning and assessment methods of each module can be found in the study module guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Key sources of information about the course can be found in:**

* http://www.hud.ac.uk/

**BA (Hons) Graphic Design and Animation / BA(Hons) Graphic Design / BA(Hons) Animation**

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| --- | --- | --- | --- | --- |
| **First Year** |  | **Second Year** |  | **Final Year** |
|  |  |  |  |  |
| TFD1220  Design Process and Production 1  40 Credits |  | **TID1421**  Intermediate Studio Practice  40 Credits |  | **THD1435**  Advanced Studio  40 Credits |
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| TFD1221  Design Studio 1  40 Credits |  | **TID1462**  Process & Production  40 Credits |  | **THD1434**  Advanced Research & Development  40 Credits |
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| TFD1222  Design Theory and Context 1  40 Credits |  | **TID1423**  Theory as Practice 2  40 Credits |  | **THD1433**  Theory as Practice 3  40 Credits |
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| **Mapping Learning Outcomes and Modules** |  |  |  |  |  |  |  |  |  |  |
| **BA(Hons) Graphic Design & Animation / Graphic Design** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
| **A: Knowledge and Understanding** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| A1 Conceptual understanding of the discourse surrounding graphic design, typography, illustration, animation, motion graphics and digital media design. (F,I,H) |  | • | • |  | • | • |  |  | • | • |
| A2 Appreciate the relationship between the development of individual practical and theoretical skills and qualities of professional practice. (F,I,H) | • | • | • | • | • | • |  | • | • | • |
| A3 Determine social and cultural issues associated with graphic design, typography, illustration, animation, motion graphics and digital media design. (F,I,H) | • |  | • | • |  | • |  | • | • | • |
| A4 Knowledge of the processes and technologies through which image, text, interactive and time-based content are developed. (F,I,H) | • | • |  | • | • |  |  | • |  | • |
| A5 An awareness and cultural understanding of subject specific practices in the context of national and international perspectives. (F,I,H) | • |  | • | • |  | • | • | • | • | • |
| A6 The multi-disciplinary nature of graphic design, typography, illustration, animation, motion graphics and digital media design and the necessity of team interactions. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| A7 The way that users interact with and respond to graphic design, typography, illustration, animation, motion graphics and digital media design in a global context. (F,I,H) | • | • | • | • | • | • | • | • | • | • |

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| **A: Knowledge and Understanding (cont.)** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/TST1530** | **THD1435** | **THD1434** | **THD1433** |
|  |  |  |  |  |  |  |  |  |  |  |
| For the award of BA(Hons) Graphic Design:  8a Conceptual and critical understanding, evidenced through studio practice, of historic and contemporary practice relating to the development of the image in relation to graphic design, motion graphics, audiovisual, interactive content and interfaces (F,I,H) | • |  |  | • |  |  |  | • | • | • |
|  | • |  |  | • |  |  |  | • | • | • |
| For the award of BA(Hons) Graphic Design & Animation:  8b Conceptual and critical understanding, evidenced through studio practice, of historic and contemporary practice relating to the development of graphic design and animation in relation to its various traditions including their convergence in motion graphics and contemporary audiovisual practices.(F,I,H) | • |  |  | • |  | • |  | • | • | • |

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|  | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
| **B: Intellectual Abilities** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| B1 Apply individual skills and critically evaluate aesthetic qualities of studio practices, workshop activities and related professional activities. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| B2 Employ a wide variety of digital techniques and processes. (F,I,H) | • | • |  | • | • |  |  | • | • | • |
| B3 Exercise a rigorous intellectual process within the creative processes of graphic design illustration, animation, motion graphics and digital media design practice. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| B4 Possess a personal and creative methodology for the development of practical skills, techniques and outcomes. (F,I,H) | • | • |  | • | • |  | • | • | • | • |
| B5 Critically synthesise and select in pursuit of solutions for, or in order to problematise, a situation or issue. (I,H) |  |  |  | • | • | • | • | • | • | • |
| B6 Apply industry standard tools and emerging technologies, techniques and processes for designing and developing images, combining image and text, time-based and interactive resources and content. (F,I,H) | • | • |  | • | • |  | • | • | • | • |
| B7 Generate and select appropriate media resources to incorporate into a variety of platforms and devices. (F,I,H) | • | • | • | • | • | • | • | • | • | • |

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| **B: Intellectual Abilities (cont.)** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
|  |  |  |  |  |  |  |  |  |  |  |
| For the award of BA(Hons) Graphic Design:  B8a Conceptual and technical understanding, evidenced through studio practice, of historic and contemporary practice relating to the development of the image in relation to graphic design, motion graphics, audiovisual, interactive content and interfaces (F,I,H) | • |  |  | • |  | • |  | • | • | • |
| For the award of BA(Hons) Graphic Design & Animation:  8b Conceptual and technical understanding, evidenced through studio practice, of historic and contemporary practice relating to the development of graphic design and animation in relation to its various traditions including their convergence in motion graphics and contemporary audiovisual practices. (F,I,H) | • |  |  | • |  |  |  | • | • | • |

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|  | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
| **C: Professional Practical Skills** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| C1 Deploy a variety of techniques, methods and processes with virtuosity in the development of graphic design, animation, motion graphics and digital media design outcomes. (F,I,H) | • | • |  | • | • |  | • | • | • | • |
| C2 Devise creative ideas and digital artifacts through engagement with module techniques and processes. (F,I,H) | • | • |  | • | • |  | • | • | • | • |
| C3 Formulate a personal and original language. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| C4 Record and conceptualise contemporary animation, motion graphics and digital media design for reflective practice and contextual study. (F,I,H) | • |  | • | • |  | • | • | • | • | • |
| C5 Understand the role of commercial studio processes with respect to commercial, artistic and experimental endeavor. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| C6 Understand professional production processes for the development of the moving image in relation to graphic design, interactive content and interfaces (F,I,H) | • | • |  | • | • |  | • | • | • | • |

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| **C: Professional Practical Skills (cont.)** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525**  **/TST1530** | **THD1435** | **THD1434** | **THD1433** |
|  |  |  |  |  |  |  |  |  |  |  |
| For the award of BA(Hons) Graphic Design:  C7a Understand professional production processes, evidenced through studio practice, of historic and contemporary practice relating to the development of the image in relation to graphic design, motion graphics, audiovisual, interactive content and interfaces (F,I,H) | • |  |  | • |  |  |  | • | • | • |
| For the award of BA(Hons) Graphic Design & Animation:  C7b Understand professional production processes, evidenced through studio practice, of historic and contemporary practice relating to the development of graphic design and animation in relation to its various traditions including their convergence in motion graphics and contemporary audiovisual practices (F,I,H) | • |  |  | • |  |  |  | • | • | • |

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|  | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/TST1530** | **THD1435** | **THD1434** | **THD1433** |
| **D: Transferable/Key Skills** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| D1 Study independently, set goals, manage workloads and meet deadlines. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D2 Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D3 Formulate reasoned responses to the critical judgements of others. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D4 Identify personal strengths and needs. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D5 Interact effectively with others, for example through collaboration, collective endeavour and negotiation. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D6 Articulate ideas and information comprehensibly in visual, digital, oral and written forms. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D7 Present ideas and work to audiences in a range of situations. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D8 Select and employ communication and information technologies. (F,I,H) | • | • | • | • | • | • | • | • | • | • |
| D9 Understand successful strategies for branding and distributing ideas. (F,I,H) | • | • | • | • | • | • | • | • | • | • |

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| **Benchmark Statement** |  |  |  |  |  |  |  |  |  |  |
| **Art & Design December 2019** |  |  |  |  |  |  |  |  |  |  |
| available at http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/ |  |  |  |  |  |  |  |  |  |  |
| **BA(Hons) Graphic Design & Animation / Graphic Design / Animation** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/TST1530** | **THD1435** | **THD1434** | **THD1433** |
| **4 Subject knowledge and understanding, attributes and skills:** |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 4.1 The principal aim of undergraduate education in art and design is to facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the essential skills which will equip and prepare students for continuing personal development and professional practice. |  |  |  |  |  |  |  |  |  |  |
| 4.2 The emphasis given to the following learning outcomes will vary according to the main discipline(s) studied and the aims of the specific programme, while individual levels of achievement will be reflected in the classification of the award. At the typical level of achievement, students graduating with an honours degree in art and design should be able to: |  |  |  |  |  |  |  |  |  |  |
| 4.2.1 articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment | • | • | • | • | • | • | • | • | • | • |
| 4.2.2 apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of art and design. | • | • | • | • | • | • | • | • | • | • |

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| **Subject-specific knowledge and understanding, attributes and skills** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
|  |  |  |  |  |  |  |  |  |  |  |
| 4.3 These are considered to be fundamental to the study and practice of the student's chosen discipline(s). Many are also potentially transferable to other contexts. At the typical level of achievement, these will be evidenced in a body of work which demonstrates the graduate's ability to: |  |  |  |  |  |  |  |  |  |  |
| 4.3.1generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity | • | • |  | • | • |  |  | • | • | • |
| 4.3.2 employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making | • | • | • | • | • | • | • | • | • | • |
| 4.3.3 select, test and make appropriate use of materials, processes and environments | • | • |  | • | • |  | • | • | • |  |
| 4.3.4 develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts | • | • | • | • | • | • |  | • | • | • |
| 4.3.5 manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination | • | • | • | • | • | • |  | • | • | • |
| 4.3.6 be resourceful and entrepreneurial. | • | • | • | • | • | • | • | • | • | • |

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| 4.4 Graduates in art and design will have developed skills in communication and expression through visual and plastic forms and, typically, will be able to use visual languages to investigate, analyse, interpret, develop and articulate ideas and information. Their work will be informed by and will inform professional practice in their discipline(s), including: | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/**  **TST1530** | **THD1435** | **THD1434** | **THD1433** |
| 4.4.1 the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general |  |  | • |  |  | • |  | • | • | • |
| 4.4.2 the artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators | • | • | • | • | • | • | • | • | • | • |
| 4.4.3 the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design. | • | • | • | • | • | • | • | • | • | • |
| 4.5 An honours degree in an art and design discipline also confirms that the holder has acquired relevant technical knowledge and practical skills, and will be able to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination while observing good working practices, and professional/legal responsibilities relating to the subject. | • | • | • | • | • | • | • | • | • | • |

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| **Generic knowledge and understanding, attributes and skills** | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/TST1530** | **THD1435** | **THD1434** | **THD1433** |
|  |  |  |  |  |  |  |  |  |  |  |
| 4.6 These are normally integrated into the subject curriculum but are neither specific nor unique to art and design. They have applications in a wide range of contexts. Typically, holders of an honours degree in an art and design discipline(s) will have demonstrated the following. |  |  |  |  |  |  |  |  |  |  |
| 4.6.1 **Self-management** - students will have the ability to: |  |  |  |  |  |  |  |  |  |  |
| 4.6.1a)study independently, set goals, manage their own workloads and meet deadlines | • | • | • | • | • | • | • | • | • | • |
| 4.6.1b) anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. |  |  |  | • | • | • | • | • | • | • |
| 4.6.2 **Critical engagement** - students will have the ability to: |  |  |  |  |  |  |  |  |  |  |
| 4.6.2 a) analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation |  |  |  | • | • | • | • | • | • | • |
| 4.6.2b) source and research relevant material, assimilating and articulating relevant findings | • | • | • | • | • | • | • | • | • | • |
| 4.6.2c) formulate reasoned responses to the critical judgements of others | • | • | • | • | • | • | • | • | • | • |
| 4.6.2d) identify personal strengths and needs, and reflect on personal development. | • | • | • | • | • | • | • | • | • | • |
| 4.6.3 **Group/team working and social skills** - students will have the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation. |  |  |  |  | • |  | • | • | • |  |
| 4.6.4 **Skills in communication and presentation** - students be able to: |  |  |  |  |  |  |  |  |  |  |
| 4.6.4a) articulate ideas and information comprehensibly in visual, oral and written forms | • | • | • | • | • | • | • | • | • | • |
|  | **TFD1221** | **TFD1220** | **TFD1222** | **TID1421** | **TID1462** | **TID1423** | **TST1525/TST1530** | **THD1435** | **THD1434** | **THD1433** |
| 4.6.4b) present ideas and work to audiences in a range of situations | • |  |  | • | • | • | • | • | • | • |
| 4.6.4c) use the views of others in the development or enhancement of their work. | • | • | • | • | • | • | • | • | • | • |
| 4.6.5 **Information skills** - students will have the ability to: |  |  |  |  |  |  |  |  |  |  |
| 4.6.5a) source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources | • | • | • | • | • | • | • | • | • | • |
| 4.6.5b) select and employ communication and information technologies. | • | • | • | • | • | • | • | • | • | • |
| 4.6.6 **Personal qualities** - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it. | • | • | • | • | • | • | • | • | • | • |

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|  | **THD1435** | **THD1434** | **THD1433** |
| **Threshold standards** |  |  |  |
|  |  |  |  |
| **Subject-specific knowledge and understanding, attributes and skills** |  |  |  |
|  |  |  |  |
| 6.3 On graduating with an honours degree in art and design, students should be able to: |  |  |  |
| 6.3.1present evidence that demonstrates some ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity |  | • |  |
| 6.3.2 demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making | • | • | • |
| 6.3.3 develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments | • | • | • |
| 6.3.4 make connections between intention, process, outcome, context, and methods of dissemination. | • | • | • |
| 6.4 At the threshold standard, a student's work will have been informed by aspects of professional practice in their discipline(s). This will be evidenced by some knowledge and understanding of: |  |  |  |
| 6.4.1 the broad critical and contextual dimensions of the student's discipline(s) | • | • | • |
| 6.4.2 the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants | • | • | • |
| 6.4.3 major developments in current and emerging media and technologies in their discipline(s) | • | • | • |
| 6.4.4 the significance of the work of other practitioners in their discipline(s). |  | • | • |
|  | **THD1435** | **THD1434** | **THD1433** |
| 6.5 At the threshold standard, an honours degree in art and design confirms that the holder has acquired technical knowledge and practical skills. The student will be able to use materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied, and will be familiar with good working practices. | • | • | • |
| 6.6 On graduating with an honours degree in art and design at the threshold level, students will have demonstrated that they have some ability to: |  |  |  |
| 6.6.1 exercise self-management skills in managing their workloads and meeting deadlines | • | • | • |
| 6.6.2 accommodate change and uncertainty | • | • | • |
| 6.6.3 analyse information and experiences, and formulate reasoned arguments | • | • | • |
| 6.6.4 benefit from the critical judgements of others and recognise their personal strengths and needs | • | • | • |
| 6.6.5 apply interpersonal and social skills to interact with others | • | • | • |
| 6.6.6 communicate ideas and information in visual, oral and written forms | • | • | • |
| 6.6.7 present ideas and work to their audiences | • | • | • |
| 6.6.8 apply information skills to navigate, retrieve, and manage information from a variety of sources | • | • | • |
| 6.6.9 select and employ communication and information technologies. | • | • | • |

Notes: Whilst this is not specifically mapped above. It is recognised that the University and School approach to PDP also provides a valuable measure of knowledge, understanding and abilities against this benchmark statement.

**PERSONAL DEVELOPMENT PLANNING**

**BA (Hons) Graphic Design and Animation / Graphic Design**

**Modules that deliver Practice and reflective, integrative and synthesising content**

Year 1   
TFD1221 Design Studio 1

Year 3 or 4 THD1435

Advanced Studio

Year 2 TID1421

Intermediate Studio Practice

**YEAR OUT**

|  |  |  |
| --- | --- | --- |
| Design Development Portfolio and sketchbooks as reflective journal  **Design Studio 1 connects all modules in Year 1 and award specific learning outcomes** | Integrated Design  Development Portfolio and sketchbooks as reflective journal.  **Intermediate Studio connects all modules in Year 2 and award specific learning outcomes** | Professionally presented portfolio, Showreel or website and CV |

Progression interview at end of stage 1 and 2 Peer presentations to outgoing placement students by returning sandwich year cohort

**Modules that inculcate a praxis orientation toward process and contexts of production and map to digital skills agendas**

Year 1   
TFD1220 Design Process & Production 1

Year 2 TID1462

Process & Production

Year 3 or 4 THD1434

Advanced Research and Development

**Modules that deliver Theoretical and contextual material as a part of contemporary practice**

Year 1 TFD1222

Design Theory and Context 1

Year 3 or 4 THD1433

Theory as Practice 3

**BA (Hons) Graphic Design & Animation / BA(Hons) Graphic Design**

Year 2 TID1423

Theory as Practice 2

**Module Assessment Schedule**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***9*** | ***10*** | ***11*** | ***12*** | ***13*** | ***14*** | ***15*** | ***16*** | ***17*** | ***18*** | ***19*** | ***20*** | ***21*** | ***22*** | ***23*** | ***24*** | ***Revision*** | ***Assessment*** | ***Assessment*** | ***Assessment*** | ***Marking / Moderation*** |
| **Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TFD1221 | Design Studio 1 |  |  |  |  |  | F1 |  |  |  |  |  | S1  50% |  |  |  |  |  | F2 |  |  |  |  |  | S2 |  | 50% |  |  |  |
| TFD1220 | Design Process and Production 1 |  |  |  |  |  | F1 |  |  |  |  |  | S1 50% |  |  |  |  |  | F2 |  |  |  |  |  | S2 |  | 50% |  |  |  |
| TFD1222 | Design Theory and Context 1 |  |  |  |  |  |  |  |  |  |  |  |  | F1 |  |  |  |  |  |  |  |  |  | S1 |  |  | 100% |  |  |  |
| **Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TID1421 | Intermediate Studio Practice |  |  |  |  |  | F1 |  |  |  |  |  |  |  |  |  |  |  | FF2 |  |  |  |  |  | S |  |  | 100% |  |  |
| TID1462 | Process & Production |  |  |  |  |  | F | F1 |  |  |  |  | S |  |  |  |  |  | F2 |  |  |  |  |  |  |  | 100% |  |  |  |
| TID1423 | Theory as Practice 2 |  |  |  |  |  |  |  | F1 |  |  |  | F/S |  |  |  |  |  | F2 |  |  |  |  | S | 50%/50% |  |  |  |  |  |
| **Year Three** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| THD1434 | Advanced Research and Development |  |  |  |  |  |  | F1 |  |  |  |  | F |  |  |  |  |  |  |  |  |  |  |  | 100S% |  |  |  |  |  |
| THD1433 | Theory as Practice 3 |  |  |  |  |  |  | F1 |  |  |  |  | F | 70% |  |  |  |  |  | F2 |  |  |  | S |  |  | 30% |  |  |  |
| THD1435 | Advanced Studio |  |  |  |  |  |  | F1 |  |  |  |  | F |  |  |  |  |  |  | F2 |  |  |  |  | S |  |  |  | 100% |  |

F1 = First Formative Assessment and Feedback

F2 = Second Formative Assessment and Feedback

% = weighting of summative assessment submitted

| **Model** | **Mode of Study** | **Course Start Month** | **Length before Main CAB** | **Expected Month for Main CAB** |
| --- | --- | --- | --- | --- |
| A | UGT FT | September | 9 months | June |

**University of Huddersfield Graduate Attribute (HGA) Mapping to Modules**

**PSD Appendix**

| Module code | HGA 1  Self-motivated | HGA 2  Commercially aware | HGA 3  Enterprising | HGA 4  Resilient | HGA 5  Effective collaborator | HGA 6  Confident leader | HGA 7  Globally & socially aware | HGA 8  Plans personal development & growth |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TFD1220 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| TFD1222 | Yes | Yes | Yes |  | Yes | Yes | Yes |  |
| TFD1221 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | yes |
| TID1421 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | yes |
| TID1462 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | yes |
| TID1423 | Yes | Yes | Yes |  | Yes | Yes | Yes |  |
| THD1434 | Yes | Yes | Yes | Yes | Yes |  | Yes |  |
| THD1433 | Yes | Yes | Yes | Yes | Yes |  | Yes |  |
| THD1435 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | yes |