FALMOUTH
UNIVERSITY

CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

BA (HONS) GRAPHICS & ILLUSTRATION

AWARD DOCUMENT 2017-18

 LEVELS 4, 5 & 6

Student Administration

VERSION CONTROL

VERSION NUMBER	PURPOSE/CHANGE	AUTHOR	DATE
0.1	Pre approval first draft etc.	Course development team	16/12/2016
0.2	Response to conditions and recommendations etc.	Course development team	03/03/2017
1.0	First approved award document etc.	Student administration	20/02/2017

Award Map – BA (Hons)

Level 4

Study Block 1	Study Block 2
Creative Process 40 credits	Creative Generation 40 credits
Visual Language 20 credits	Engagement 20 credits

Level 5

Study Block 1	Study Block 2
Creative Direction 40 credits	Creative Expression 40 credits
Preparation 20 credits	Negotiated Application 20 credits

Level 6

Study Block 1	Study Block 2
Informed Practice 40 credits	Major Project 60 credits
Dissertation 20 credits	

FALMOUTH UNIVERSITY

AWARD INFORMATION FORM (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to the Guidance notes on completing Award Information Forms _before_ completing the details below.

SECTION 1 - General Award Information

Qualification (award type)	BA (HONS)
Award Title	Graphics & Illustration
Intermediate Qualification(s)	Certificate of Higher Education Diploma of Higher Education
Awarding Institution	Falmouth University
Location of Delivery *(Penryn or Falmouth)*	Cambridge (CSVPA)
Duration of Award	3 years
Professional, Statutory and Regulatory Body accreditation	
Accreditation Renewal Date (Month and Year)	
Route Code (SITS)	
UCAS Course Code	W990
Relevant External Benchmarking	Subject benchmark Statement: 'Art and Design' **QAA 238 03/08**

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

Entry Requirements

CSVPA recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. Please follow the links below for additional information on our entry requirements along with the specific requirements of the course as well as information on fees and funding.

http://www.csvpa.com/art-and-design/ba-hons-graphics-and-illustration/course-details/entry-requirements.htm#menu

http://www.csvpa.com/art-and-design/ba-hons-graphics-and-illustration/course-details/student-finance.htm#menu

http://www.csvpa.com/art-and-design/ba-hons-graphics-and-illustration.htm

Student Support

At CSVPA we are here to support you through your studies in every way we can. Support is confidential, student-centred, and will grow and adapt to meet student needs. Even if we can't help we'll know someone who can.

Our welfare team provide free, confidential help and advice with any problem, large or small. Services include accessibility, counselling, academic skills, living support, access to health services, and a multi-faith room. We can also signpost you to other people who can help. Please follow the links below to find out more about the services CSVPA provides.

Student Services offer a range of support and information to enhance the student experience. They are here to help with any questions the student may have. Students will meet and register with Student Services when they first arrive at the college as part of their Induction programme. They can provide the student with documents to confirm their student status when required, such as a Certificate of Enrolment, a Bank Letter or a Council Tax Exemption letter. For Tier 4 students they provide them with a CAS for their visa application and will assist them with the Police registration process on arrival. For students applying for a Tier 4 student visa, they can offer help and guidance on the application process. Their door is always open and they are the first port of call should a student have a general query and are unsure to whom to direct it.

Students with disabilities

We welcome applications from disabled students (e.g. physical, sensory, mental health) and those with learning difficulties (e.g. dyslexia). We encourage anyone with a disability or learning difficulty to describe your needs on your application form. This will not affect your application but will help us to plan your support.
Further details of our support services for students with disabilities can be found via the link below.

Distinctive Features

CSVPA is a multi-cultural institution, which offers creative individuals the opportunity to develop their skills and knowledge in a wide and diverse cultural environment. As communication development opens up the world to new markets and potential clients, it is increasingly important to understand cultural influences and differences. Within the department we encourage students to explore their own cultural interests whilst appreciating the different approaches that other nationalities bring to design solutions. Teamwork plays an important role within the professional industry and collaboration between students occurs within and across all levels.

The BA (Hons) Graphics & Illustration course at CSVPA focuses on design through the development of individual awareness and creativity. Emphasis is placed on individual authorship, initiative and collaboration, encouraging and supporting students as they identify and follow their own individual pathway. Students are exposed to communication theory and principles, balanced with an understanding of how design interacts with society. Students will engage beyond visual literacy and technique, embracing the discipline, as they are encouraged to develop intellectual curiosity and innovation in the field of visual communication.

The course is taught primarily through studio based design projects of increasing complexity across the three levels. These maybe individual, group, self-directed or live, depending on the level and individual specialism of each student. Lectures and seminars in Contextual Studies provide the context and knowledge base, which underlies decision-making. Skills and techniques such as photography, printmaking, and the use of relevant moving image and graphic arts software support project work. Students have dedicated studio access all week, with designated desk space and computer. Tutor contact is daily, where small year groups allow for individual needs, support and advice to be met.

Industry connections are fundamental to the learning experience. Professional practice prepares the individual for life after university and informs the development of a personal career 'pathway' within the broad spectrum of the discipline. This is supported by a strong visiting lecturer series, which attracts many of the leading practitioners in the industry. Students have the opportunity to join lectures and participate in workshops consisting of small groups or one-to-one sessions with visiting lecturers. Live projects are made available to provide a broader professional context for delivering creative design solutions.

The award prepares students for careers in the communication arts industry, related areas and postgraduate study. The programme is structured to maximise the progressive development of the individual's intellectual and creative potential and to advance the ability to develop ideas within the dynamic of a group. Today's creative image-maker has the opportunity to move into uncharted territory as the traditional boundaries of the graphic designer, illustrator, and artist become increasingly blurred. We aim to support, develop and encourage every student to achieve their full potential in a friendly, busy working environment tailoring the support and advice to individual needs.

Future Career/Education

Career opportunities may include, but are not limited to:

- Freelance illustration
- Publishing
- Animation
- Graphic design
- Concept artist

- Advertising
- Editorial design
- Art direction
- Web-design
- Photography
- Branding
- Film making
- Packaging design

Further study:

- Post graduate study (related subjects)

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

BA (Hons) Graphics & Illustration has the following aims:

- To foster the creative and imaginative use of graphics &/or illustration to the best potential of each student.

- To equip students to pursue their chosen specialisms in visual communication through professional practice, related employment or further study.

- To encourage the development of co-operation, self-reliance and critical judgement.

- To prepare students with the strategies, techniques and understanding necessary for the creation of a body of work that reflects effective creative responses to visual communication problems.

Learning Outcomes

Upon successful completion of this award, you should be able to:

01 – Research

- Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.

02 – Analysis

- Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.

03 - Conceptual creativity & innovation

- Evidence individuality of thought in the development and production of creative solutions.

04 – Technical competence

- Demonstrate an understanding of selection, application and production methodologies.

05 – Working with others

- Demonstrate an ability to engage with others, accommodating their views and ideas.

06 – Communication

- Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.

07 – Presentation

- Show an ability to present visual solutions to an appropriate standard using appropriate technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.

08 – Professional practice

- Demonstrate commitment and engagement in the approach to a professional creative practice.

Teaching Strategy

The award aims to develop student independence, self-reliance and group co-operation within the field of visual communication.

Daily contact between staff and students, either formal or informal, provides the platform for critical debate and reflection around individual progression in all areas of study. Assignments form the basis of learning, whether given, self-initiated, individual, group or live and offer the student the opportunity to create their own unique pathway towards life as a professional practitioner. Group crits enable students to develop confidence in sharing ideas, both visual and verbal, developing presentation skills, promoting a collaborative approach to learning.

Individual tutorials offer further opportunity for reflective learning and provide pastoral support where appropriate. An extensive visiting lecturer programme is designed to extend the contextualisation of the subject, particularly within a professional framework, combining to meet student's needs as they progress on their chosen pathway. Workshops provide practical instruction in digital software or other technical related interests.

Students develop their skills and knowledge through studio directed study in response to assignments, whilst independent study supports this, increasing through the award as students begin to determine their own individual interests within the subject.

There is an overall increase in the proportion of student-managed work as the levels unfold, with a planned progression from tutor-led to student-led studies. At level 4 students engage in group co-operation, delegation, collaboration and engagement with the professional world. By level 5 students are encouraged to begin to initiate, direct and monitor the progress of their own work, pursuing issues of interest, using methods best suited to a successful outcome. Whist at Level 6 students will be expected to use the skills and knowledge acquired in previous levels to plan, manage and produce work following their own individual work pattern.

Assessment Strategy

The teaching of the award takes a holistic approach to learning; that is to say, success is not purely measured by the quality of a design outcome. Students are not only taught to understand design conventions but to take risks and explore new insights into communication strategies, whether through conceptual thinking, alternative visual approaches or through technology. In order for this to occur, students are encouraged to understand that all aspects of their design process and their supporting communication skills are important. From identifying needs and information gathering within the discovery phase, idea generation and critical reflection, project management and the ability to work with others. The design or written proposal is a manifestation of all the encompassing creative endeavours. Future employers will anticipate these talents and qualities as central themes to furthering professional skills and new learning within or outside the design industry.

Importantly the assessment criteria reflect these central themes and underpin all aspects of the course. They are written to guide learning, encourage levels of performance and broaden the themes of self and peer critique, and evaluation at the beginning, during and end of assignments.

Summative assessment occurs at the end of each Study Block, within each stage of the award. Assignment deadlines are clearly identified at the briefing stages and the process of assessment is made explicit (whether through individual or group presentation of work, portfolio submission or essay hand in).

Feedback occurs weekly on studio work within learning teams, formative assessment occurs at the conclusion of assignments or at predetermined review points as appropriate.

Formative / Summative assessment

On completion of a module the module leader responsible confirms that all assignments set have been completed and demonstrate the satisfactory attainment of module learning outcomes.

Year tutors and supporting staff are responsible for monitoring student progress through the stages of the award and maintaining files of assessment decisions. Review points within the levels support the monitoring of progress and offer formative feedback in the form of group crits, peer reviews, group and individual tutorials. Summative assessment takes place at the end of each module.

The Assessment Board will discuss and confirm all summative assessment decisions for progression and agree final classifications. All marks and grades discussed at tutorials remain provisional and subject to confirmation by this Assessment Board.

Curriculum Structure, Assessment Methods and Learning Outcomes

Module Code	Level	Module Name	Credit	Study Block 1 or 2	Compulsory (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (**T**), Practised (**P**) and/or Assessed (**A**))							
							01	02	03	04	05	06	07	08
	4	Creative Process	40	1	C	PO	TPA	TP	TPA	TPA	PA		TPA	
	4	Visual Language	20	1	C	PO	TPA	TPA		TPA		TPA		TP
	4	Creative Generation	40	2	C	PO	TPA	TPA		TPA	PA		TPA	
	4	Engagement	20	2	C	ES	TPA	TPA		TPA		TPA		
	5	Creative Direction	40	1	C	PO	TPA	TPA	TP	TPA		TPA	TPA	
	5	Preparation	20	1	C	ES	TPA	TPA		TPA		TPA		TPA
	5	Creative Expression	40	2	C	PO	PA	TPA	TPA	TPA		TPA	TPA	
	5	Negotiated Application	20	2	C	PO	PA	PA	TPA	TPA		TPA	TPA	TPA
	6	Informed Practice	40	1	C	PO	PA	PA	TPA	PA		TPA	TPA	TPA
	6	Dissertation	20	1	C	DI, PR	PA	PA		TPA		PA	TPA	TPA
	6	Major Project	60	2	C	PO	PA	PA	PA	TPA	PA	PA	TPA	TPA

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary):-			
AR	Artefact	OR	Oral
CB	Computer-based	PC	Practical
CE	Critical evaluation	SP	Studio practice
CS	Case study	PR	Presentation
DI	Dissertation	PO	Portfolio
ES	Essay	PR	Presentation

Skills Development Strategies

The development of skills on the award fall broadly into two categories; *subject specific* i.e. those that that have a direct bearing and correlation to the subject of graphics & illustration and *generic* i.e. those that may apply to a wide range of contexts potentially outside of the subject of graphics & illustration (transferable skills).

The progressive attainment of skills (both subject specific and generic) evolves from introductory levels through intermediate, to advanced levels as the student moves from one module to the next.

Focus is placed on continual awareness of how these skills connect with future employment opportunities.

Subject specific

Level 4 is a fast moving year with experience in a mixture of skills based workshops, designed to improve practical knowledge and skills. Followed by set projects designed to challenge thinking and any pre-conceived ideas there are about what is or is not possible within the subject. By the end of the year a typical student should have been exposed to both disciplines (graphics & illustration) and should begin to have a clearer idea of the pathway they wish to follow.

The pace quickens at Level 5, with a greater emphasis on "given" projects. Students are now not only assessed on the work they produce in the form of a traditional portfolio but also on work they select as best representing their strengths, by means of an online portfolio. At this stage a student probably knows if they are a designer or illustrator, or even a hybrid of the two, but within each discipline are subdivisions that the student needs to explore and possibly specialize deeper (children's illustration for example). By the end of the year each student should be at a point where they know exactly what they wish to explore at Level 6 and are excited at the prospect.

Level 6 offers the student the possibility of exploring themes and ideas that interest them personally. Initially through given projects, ultimately a student will write their own brief, leading to a significant body of work to create their professional portfolio and display at the end of year show.

Generic

Strategies for the development of transferable skills are integrated into the subject curriculum. These skills are not unique to the subject of graphics and illustration and have a relationship to a wide variety of contexts.

To help with the development of these skills the student is required to embed within relevant modules a consideration of: self-management (independent study, time management), critical engagement (analysis of information, reasoned arguments through reflection), research skills (assimilating and articulating relevant findings), group/ team work (see below), presentation (articulate ideas and information coherently in oral and written forms), Information skills (select and employ appropriate communication and information technologies).

Team Working

The realisation of any visual communication project will include the involvement of others. Even if working independently and in its most limited form, it is likely to involve a client (or clients) and end with the critical support of production specialists, (whether print or digital). More often, the process of design and realisation will involve a team of individuals. Therefore the notion of 'working with others' is a critical skill to develop and why it is one of core learning outcomes on the award. It will demand good communication skills, the ability to negotiate, work within unfamiliar situations and present ideas clearly within a variety of different situations - visually, verbally and in written form.

Team based projects of varying duration are introduced throughout the award, some initiated by students and negotiated with staff or through the demands of live or external projects, potentially delivering the opportunity to work with other specialists as required. For assessment, the students' individual roles within collaborative projects would need to be made explicit and evaluated accordingly.

Improving Learning and Performance

Additional to the feedback mechanisms of tutorials, students will complete crit sheets at the end of projects or at timely review points within a module. This supports the continual process of critical reflection and evaluation of learning. Written formative feedback from staff provides a commentary on student performance against the learning outcomes. Review points provide one-to-one tutorials to consolidate feedback and through discussion, identify areas for further development.

Students are introduced to the variety of learning approaches that exist and they are encouraged to recognise their own styles of learning. Each student will have a pastoral tutor and the opportunity to discuss any related issues.

Although independent study will be a feature at all stages of the award, it becomes a natural development of progression that students will take increasing ownership of the direction of their studies. Individual tutorials and review points become increasingly important points of negotiation with staff to ensure the individual study interests are supported and are relevant to the awards aims and learning outcomes.

Career Management Skills

Approaches to the management of career skills on the award are wide ranging and focus on one of the award's main imperatives: to produce graduates that are employable within the visual communication industries upon graduation.

The substantial engagement with external contacts via visiting speakers, visits, live projects, designer led workshops etc., provide critical points of reference for the potential career paths students may consider within visual communication. The self-initiated nature of some modules reinforces the breadth of possibilities and increased sense of ownership and responsibility students need to take to manage their experience.

Level 4 is by nature a prescribed phase and is designed to expose students to the breadth of possibilities available within the world of graphics and illustration, including group co-operation and engagement with working professionals.

In Level 5, students will experience a transition from the 'prescribed' to the 'negotiated' phase of the course. This will enable students to control the direction of their visual language and the potential area of the industry that they might engage with.

Level 6 requires students to clarify areas of the industry that both inspire them while at the same time provide the strongest connection with the body of work that is in development. This body of work will form a professional portfolio, the creation of which becomes the focus of the academic year.

Professional practice lectures begin at Level 6, providing students with core knowledge of how to approach self-promotion, marketing, business skills, how to approach clients, cold calling, networking, the role of agencies, book keeping, invoicing, credit control, copyright law etc.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for

those modules. The transcript is normally issued on completion of studies at the University. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector.

Professional Standards

We expect students to adopt professional standards. This includes, but is not limited to:

- Arriving punctually and attending all scheduled sessions properly equipped and prepared.
- Organising time and commitments in order to meet all deadlines.
- Communicating with us in an appropriate manner in all cases of inability to attend or meet a deadline, explaining causes such as illness or other mitigating circumstances.
- Regularly checking College emails and the Learning Space to ensure awareness of any updates affecting the course.
- Updating us if there is a change to mobile numbers or term-time or home address.
- Taking the initiative and being proactive in the face of problems.
- Respecting the studio environment and the working space of others by keeping it clean, dealing with materials and equipment appropriately.
- Developing professional level presentation and communication skills.
- Maintaining an up-to-date knowledge of contemporary practice and design issues.
- Developing an understanding of intellectual property rights and issues surrounding it such as plagiarism, respecting the intellectual property of others at all times.

BA (Hons) Graphics & Illustration

ASSESSMENT CRITERIA

Learning Outcome	1 (70+)	2.1 (60-69)	2:2 (50-59)	3 (40-49)	F (Below 39)
01 Research Demonstrate appropriate gathering techniques in the acquisition of **research material, using a wide range of sources.**	In-depth research methodologies are employed across all aspects of work, using a wide range of sources. Continuous critical inquiry informs work at all stages.	Broad use of research methodologies across major aspects of work, using a variety of sources.	Competent gathering of research material across many areas, using more than a single source.	Basic research undertaken in a number of areas, using a limited number of sources.	Ineffective research evident, using only isolated sources.
02 Analysis Show clear evidence of evaluation and depth of thinking, informing critical **judgement in the generation of concepts, which underpin assignment development.**	In-depth exploration of ideas and concepts. Breadth of analysis challenges conventional thinking and ideas are critically articulated against intentions.	Effective inquiry enabling focused exploration of ideas and concepts. The range of ideas reflects the creative response to the intended outcomes.	Competent methodologies evidenced that inform a range of ideas. Some guidance required formulating adequate inquiry leading to solutions.	Limited inquiry enabling a number of ideas in response to expected outcomes. Ideas are evidenced to a basic level.	Insufficient evidence of inquiry hampering effective development of ideas.
03 Conceptual creativity & Innovation Evidence individuality of thought in the development and production **of creative solutions.**	Excellent use of visual solving strategies employed in the generation of solutions in a variety of contexts.	Thorough use of creative strategies in the generation of visual solutions in a range of contexts.	Competent use of visual problem solving strategies has been employed in the generation of specific creative solutions.	A basic use of visual problem solving strategies has been employed in the generation of a number of creative solutions.	Work lacks problem solving strategies and shows a lack of conceptual creativity.
04 Technical competence Demonstrate an understanding of selection, application and production **methodologies.**	An outstanding command of visual language, employing strong production values, with strong attention to detail. Work evidences an articulate understanding of professional and cultural contexts.	A broad use of visual language, employing good production values, and good attention to detail is evident. Work evidences some understanding of professional and cultural contexts.	Visual language/s are used appropriately. A competent application of design skills and some attention to detail is evident. Work evidences some understanding of professional and cultural contexts.	Some basic understanding of visual language and design skills are demonstrated. Work evidences a limited understanding of professional and cultural contexts.	Work lacks sufficient understanding of visual language and design skills. Work evidences a lack of understanding of professional and cultural contexts.

05 **Working with others** Demonstrate an ability to engage with others, accommodating their views and ideas.	Communication is confident and articulate informing ideas, arguments and initiatives that challenge conventional thinking. Excellent, highly valued contribution to collective learning.	Effective communication skills evidenced, informing ideas, arguments and initiatives. Positive contribution to collective learning.	Adequate methods of communication lead to engagement with others. Adequate contribution to collective learning.	With some guidance, a basic engagement and presentation of ideas with others. Basic contribution to collective learning.	Communication lacks structure and focus, leading to ineffective delivery of information. Inadequate contribution to collective learning.
06 **Communication** Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	Excellent understanding of the requirements of the market, evidenced through imaginative use of visual language. Conventions challenged and uncertainty embraced.	Thorough understanding of the requirements of the market, evidenced through effective use of visual language. Broad thinking encourages creative risk.	Adequate understanding of the requirements of the market, evidenced through competent use of visual language. Evidence of creative risk.	Basic understanding of the requirements of the market, evidenced through limited use of visual language. Some evidence of creative risk.	Insufficient understanding of the requirements of the market, evidenced through a lack of visual language.
07 **Presentation** Show an ability to present visual solutions to an appropriate standard using appropriate technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	Confident engagement with audience. Visually imaginative in a variety of scenarios, enhancing work to an excellent level. Verbally articulate, engaging an audience in a self-assured manner.	Effective engagement with audience. Visually engaging in a number of scenarios, elevating work. Verbally expressive, when relating to an audience.	Audience is adequately engaged with competent use of visual and verbal skills.	Limited engagement with audience. Basic use of visual and verbal skills.	Ineffective engagement with audience. Use of visual methodologies lacks focus and structure. Verbal skills lacking and hesitant.
08 **Professional practice** Demonstrate commitment and engagement in the approach to a professional creative practice.	Evidence of an excellent understanding of professional practices in relation to the industry. Confident independent learning is initiated and implemented.	Evidence of effective understanding of professional practices in relation to the industry. Independent learning is initiated and implemented.	Evidence of adequate understanding of professional practices in relation to the industry. Adequate independent learning.	Evidence of some understanding of professional practices in relation to the industry. Some evidence of independent learning.	Lack of understanding of professional practices in relation to the industry. Lack of independent learning.

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MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Creative Process
Module Code *SRIT to establish coding protocol*	
Credit Value	40 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 4, Study Block 1
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Ann Sun
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Workshops: 100 hours Studio Practice: 75 hours Tutorials: 12 hours Lectures: 12 hours Independent Study: 201 hours
Summary Module Description	The module will be delivered through a series of practical workshops and assignments. It will introduce students to a number of fundamentals used in the development of a visual toolbox. Students will typically have the opportunity to experiment with basic elements of visual communication, such as printmaking, photography, drawing, mark-making, digital image making and typography. This will include both in-studio and outside activities, individual, group and team working, appropriate to the task, exposing students to new working methods and how they may enhance their creative solutions to assignments in the discipline of Graphics and illustration.

Aims Maximum of 3	• To expose students to new working methods and how they may enhance their solutions to assignments in the discipline of Graphic Design & Illustration. • To develop knowledge and understanding of design processes in the development of design ideas. • To develop and extend basic levels of technical skill in a range of design methods and techniques.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Understand the core components of the brief, responding to the requirements in general terms. • Show evidence of primary and secondary research in the development of work.
03	Evidence individuality of thought in the development and production of creative solutions.	• Show emerging evidence of an ability to accommodate uncertainty. • Evidence of individuality of approach, appropriate to the intended process.
05	Demonstrate an ability to engage with others, accommodating their views and ideas.	• Show ability to negotiate and share resources with peers. • Demonstrate emerging appreciation to self and peer critique.
04	Demonstrate an understanding of selection, application and production methodologies.	• Evidence of the use of a range of skills, where work shows aspects of care and control.

07	Show an ability to present visual solutions to an appropriate standard using appropriate technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Demonstration of clear visual and verbal communication of ideas. • Evidence of adequate engagement in the presentation to others.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific: • An understanding of choice and effective use of media • Basic design skills in image and text manipulation: composition, colour, tone, form, texture. • Introduction to design principles. • Introduction to the fundamental stages of the design process • Introduction to printmaking, photography, software skill development • The development of observation drawing skills. Generic: • Introduction to research methodologies • Introduction to importance of project management skills • Problem solving • Group work
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of a presentation portfolio. Research, development work and reflective notes form part of the submission.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100			•		•	•		•	Compulsory

*The following codes for assessment methods apply *(additional codes can be proposed through this process, if necessary)*:-			
AR	artefact	PC	practical
CB	computer-based	PF	performance

CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay	SP	studio practice

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge. Bang, M. (2000) *Picture This: How Pictures Work*. London, Seastar. Berger, J. (1972) *Ways of Seeing*. London, Penguin. Fletcher, A. (2001) *The Art of Looking Sideways*. London, Phaidon. Wigan, M. (2007) *Thinking Visually*. Lausanne, AVA Publishing. Ambrose, G. (2006) *Typo: The fundamentals of typography*. Lausanne, AVA Publishing.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Visual Language
Module Code *SRIT to establish coding protocol*	
Credit Value	20 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 4, Study Block 1
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Ann Sun
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio Practice: 100 hours Tutorials: 12 hours Independent Study: 88 hours
Summary Module Description	The module initiates an exploration of visual language where students will have the opportunity to develop skills and knowledge in a number of themed projects. It will provide an opportunity to experiment with a range of materials, methods and techniques appropriate to the assignment, building on elements associated with workshops undertaken. Students will look at methods of research and analysis in the development of creative solutions, engage in critical thinking, finalising work within a given context. Assignments vary in length and may involve both individual and group work.
Aims *Maximum of 3*	- To foster curiosity and open-minded attitudes in exploring a range of design methodologies - To demonstrate the importance of a development process in design practice - To explore the scope of the field of graphic design and illustration

Learning Outcomes

LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Understand the core components of the brief, responding to the requirements in general terms. • Show evidence of primary and secondary research in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Demonstration of critical judgment when applied to development and finalisation of work. • Creation of sketchbooks and reflective journals that demonstrate visual development.
04	Demonstrate an understanding of selection, application and production methodologies.	• Selection and employment of a range of media appropriate to the finished work.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Evidence of a personal approach to the communication of concepts, ideas and the development of creative practice.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • An understanding of the range of contexts and applications that apply to visual communication. • Basic design skills in image and text manipulation. • Idea generation techniques.

	Generic • Development of research methodologies. • Development of project management skills. • Introduction to visual problem solving, creative thinking, independent thinking. • Development of presentation skills. The importance of working with others
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of presentation portfolio. Research, development work and reflective notes form part of the submission.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100	•	•		•		•			Compulsory

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary):-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay	SP	Studio practice

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge. Ambrose, G. & Harris, P. (2010) *Design Thinking*. Lausanne, AVA Publishing. Ingledew, J. (2011) *The A-Z of visual ideas.* UK. Laurence King Publishers. Brereton, R. (2009) *Sketchbooks: The hidden art of designers, illustrators & creatives.* UK. Laurence King

Publishers.

Zeegan, L. (2005) *The fundamentals of illustration*. Lausanne, AVA Publishing.

Ambrose, G. (2008) *The fundamentals of graphic design*. Lausanne, AVA Publishing.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Creative Generation
Module Code *SRIT to establish coding protocol*	
Credit Value	40 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 4, Study Block 2
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Simon Emery
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge

Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Workshops: 50 hours Studio practice: 150 hours Tutorials: 24 hours Lectures: 12 hours Independent study: 164 hours
Summary Module Description	This module builds upon a wide range of previous learning experiences and introduces some new tools. Assignments are designed to develop critical thinking skills, design development and will focus on helping students select a pathway within graphic design or illustration. Students will be encouraged to stretch their perceptions of creative thinking and creative practice. The module will typically culminate in a group project where professional management skills are introduced.
Aims *Maximum of 3*	• To act as a synthesis of previous work, building on skills and knowledge. • To stretch critical thinking and introduce working methodologies associated with creative practice. • To enable the selection of creative pathway

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Understand the core components of the brief, responding to the requirements in general terms. • Employ independent research in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Demonstration of critical judgment when applied to development and finalisation of work. • Creation of sketchbooks and reflective journals that demonstrate visual development.

04	Demonstrate an understanding of selection, application and production methodologies.	• Selection and employment of a range of media appropriate to the finished work. • Demonstration of an ability to create a visual language.
05	Demonstrate an ability to engage with others, accommodating their views and ideas.	• Ability to accommodate the views of others and response to critical judgment. • Roles and responsibilities are met.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ides.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • An increased understanding of choice and effective use of media • Development of design skills in image and text manipulation: composition, colour, tone, form, texture. • Development of the fundamental stages of the design process • The continued development of drawing skills. • An increased understanding of the range of contexts and applications that apply to visual communication. • Development of design skills in image and text manipulation. • Idea generation techniques. Generic • Development of research methodologies. • Development of project management skills. • Development of visual problem solving, creative thinking, independent thinking. • Development of presentation skills.

| | | | | The importance of working with others. | | | | | | | | | |

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		• The importance of working with others.
Assessment Strategy		Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of a presentation portfolio. Research, development work and reflective notes form part of the submission.

No	Assessment Assessment Method	Description of Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100	•	•		•	•		•		Compulsory

*The following codes for assessment methods apply *(additional codes can be proposed through this process, if necessary)*:-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay	SP	studio practice

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge. Muller-Brockman, J. (1981) *Grid systems*. Verlag Niggli. Ambrose, G. & Harris, P. (2007) *The Layout book*. Lausanne, AVA Publishing. Hall, A. (2011) *Illustration.* UK. Laurence King Publishers. McAlhone, B. (1998) *A smile in the mind.* UK, Phaidon Press Ltd; New Ed. Bang, M. (2000) *Picture This: How Pictures Work*. London, Seastar.

Ambrose, G. & Harris, P. (2010) *Design Thinking*. Lausanne, AVA Publishing.

Lupton, E. (2004) *Thinking with Type: A critical guide for Designers, Writers, Editors & Students*. Princeton Architectural.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Engagement
Module Code *SRIT to establish coding protocol*	
Credit Value	20 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 4, Study Block 2
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	

Named Module Leader	Mike Alsford
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Lectures: 30 hours Seminars: 30 hours Tutorials: 9 hours Independent study: 131 hours
Summary Module Description	The purpose of this component is to stimulate and engage, to draw students into the breath and complexity of the visual communication world. The module will encourage students to explore the cultural context of art and design by analysing a wide range of creative products drawn typically from illustration, graphic design, film, TV, animation, gaming and graphic novels. The primary focus of the module will be on identifying the "situatedness" of created products, their status as value laden objects that derive their significance from the interaction between the author who places them within a particular time and space and audiences who perceive them from their own unique location.
Aims *Maximum of 3*	• To demonstrate how practice relates to a broader context of visual communication. • To encourage an enquiring and reflective approach to practice. • To engage students in the production of a written assignment.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Employ independent research in the development of work.

02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Demonstration of critical judgment when applied to development and finalisation of work.
04	Demonstrate an understanding of selection, application and production methodologies.	• Basic facts and theory are evident and a single viewpoint has been adopted.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Construction of a coherent argument, demonstrating an understanding of the practical, theoretical, historical contexts in which visual communication operates.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • Contextual understanding of designer's role within consumer culture • An understanding and knowledge of the range of contexts and applications for visual communication. Generic • Critical writing skills • Managing and evaluating information from a variety of unfamiliar sources. • Development of research methodologies • Development of time management skills.
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block. Students will submit a written piece of work of an appropriate word count, including all relevant references.

No	Assessment Method	Description of Assessment Method	%			1	2	3	4	5	6	7	8	Compulsory or Compensatable Or Compulsory
					Learning Outcomes Assessed									
1	ES	Essay	100			•	•		•		•			Compulsory

*The following codes for assessment methods apply *(additional codes can be proposed through this process, if necessary)*:-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay		

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.
Lupton, E. and Miller, A. (1999) *Design Writing Research*. London, Phiadon.
Eskilson, S. J. (2007) *Graphic Design: A New History*. UK. Laurence King Publishing.
Meggs, P. B. (1998) *A History of Graphic Design*. New York, John Wiley & Sons.
Beirut, M. (1994) *Looking Closer: Critical Writings on Graphic Design*. New York, Allworth Press.
Crow, D. (2006) *Left to Right: The Cultural Shift from Words to Pictures*. Lausanne, AVA Publishing.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration

Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Creative Direction
Module Code *SRIT to establish coding protocol*	
Credit Value	40 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 5, Study Block 1
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Mandy Doyle
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio practice: 192 hours Lectures: 12 hours Tutorials: 12 hours Independent study: 184 hours
Summary Module Description	This module will further develop a range of professional practical skills and approaches to Graphic Design and Illustration practice. Projects offer the opportunity to pursue areas of interest where students are introduced to advanced skills and techniques. Projects will support a transition period of study and will aid development of particular skills as students focus on individual areas of interest;

	projects offered will enable selection and progression to elected specialist activity; focus is placed on students developing skills related to a chosen specialism.
Aims *Maximum of 3*	- To support students in identifying and establishing areas of individual creative exploration within the field of graphics & illustration. - To extend and develop curiosity and open-minded thinking in the exploration of a range of design methodologies. - To develop advanced knowledge and understanding of design processes in the development of design ideas.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	- Understand the core components of the brief, responding to the requirements in general terms. - Employ effective independent research in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	- Create a visual archive that demonstrates personal visual development showing lines of clear progression. - Extend and capitalize on critical judgment when applied to finished work.
04	Demonstrate an understanding of selection, application and production methodologies.	- Selection and employment of an extended range of media appropriate to the finished work. - Demonstration of an ability to create a visual language.

06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Demonstrate a personal approach to the communication of concepts, ideas and the development of creative practice. • Recognise and demonstrate appropriate layout/composition.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ideas.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • A good understanding and knowledge of the range of contexts and applications for visual communication. • An understanding of the relationship between the designer/illustrator, the commissioner and the audience. • Layout/composition skills. Generic • Source and analyse relevant material independently. • Study independently, set goals, manage workloads and meet deadlines. • Identifying personal strengths and reflecting on personal development.
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of a presentation portfolio. Research, development work and reflective notes form part of the submission.

No	Assessment	Description of	%	Learning Outcomes Assessed	Compulsory or

	Method	Assessment Method		1	2	3	4	5	6	7	8	Compensatable
1	PO	Portfolio	100	•	•		•		•	•		Compulsory

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.   Haslam, A. (2006) *Book Design.* UK, Lawrence King Publishers.   Salisbury, M. (2004) *Illustrating Children's Books.* London, A&C Black.   Heller, S. (Ed.) (1998) *The education of a graphic designer.* NY. Allworth Press.   Heller, S. (Ed.) (2000) *The education of an illustrator.* NY. Allworth Press.   Kane, J. (2011) *A type primer.* UK, Laurence King Publishers.   Hall, S. (2012) *This means this, this means that: A user's guide to semiotics.* UK, Laurence King Publishers.   Male, A. (2007) *Illustration: A theoretical and contextual perspective.* Lausanne, AVA Publishing.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Preparation
Module Code *SRIT to establish coding protocol*	
Credit Value	20 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 5, Study Block 1
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Mike Alsford
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Lectures: 30 hours Seminars: 30 hours Tutorials: 9 hours Independent study: 131 hours
Summary Module Description	The purpose of this component will be to provide students with an insight into research methodologies and their application to the creative industries. If we utilise a useful breakdown of the design research terrain by identifying three interconnected approaches. Research in – the study of past and current practitioners and theorists, Research through – experimenting and prototyping and Research for – research linked to specific problem solving exercises'. Each of these 3 are clearly related and it could be argued that 1 and 2 are always subservient to 3. This component will encourage students to not only explore and analyse their own practice and the practice of others, but gain an appreciation that the success of a creative product is seldom accidental; art and design are deliberate acts. The intentions here operate at both a macro and a micro level providing students with a valuable wider employability insight into the importance of preparatory research and prototyping while also bringing them to a point where they can complete a research brief for their final year dissertation in the form of a written report. Work developed here will lead directly into

	(but not tie them to) the students objectives set in the dissertation module (Level 6).
Aims *Maximum of 3*	• To develop effective practice in relation to research methodologies. • To engage with a range of communication skills adopting an inquiring and reflective approach preparatory to a wider employability context. • To prepare for the dissertation.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Employ effective independent research from a variety of sources in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Evaluate information and issues, formulating an independent critical judgement.
04	Demonstrate an understanding of selection, application and production methodologies.	• Employ academic protocols in essay writing.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Construction of a coherent argument, demonstrating an understanding of the practical, theoretical, historical context in which visual communication operates.

08	Demonstrate commitment and engagement in the approach to a professional creative practice.	• Demonstrate an independent attitude of exploration when applied to practice, managing workload to meet deadlines.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • Increased contextual understanding of the designer's role within consumer culture. • Increased understanding and knowledge of the range of contexts and applications for visual communication. Generic • Development of critical writing skills. • Managing and evaluating information from a variety of unfamiliar sources. • Development of research methodologies. • Development of time management skills.
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block. Students will submit a written piece of work of an appropriate word count, including all relevant references.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	ES	Essay	100	•	•		•		•		•	Compulsory

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary):-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio

EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay		

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources

The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.

Collins, H. (2010) *Creative Research: Theory & Practice of Research for the Creative Industries*. Lausanne, AVA Publishing.

Noble, I. & Bestley, R. (2005) *Visual Research: An Introduction to Research Methodologies in Graphic design*. UK, Fairchild Books.

Armstrong, H. (2009) *Graphic Design Theory – Readings from the field*. US, Princeton Architectural Press.

Bierut, M. Hefland, J. Heller, S. & Poyner, R. (1999) *Looking Closer 3: Critical writings on Graphic Design.* UK, Allworth Press

De Bono, E. (1970) *Lateral thinking*. N.Y. Harper Collins

Male, A. (2007) *Illustration: A Theoretical & Contextual Perspective*. Lausanne, AVA Publishing.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Creative Expression
Module Code *SRIT to establish coding protocol*	
Credit Value	40 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 5, Study Block 2
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Mandy Doyle
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio practice: 192 hours Lectures: 12 hours Tutorials: 6 hours Independent study: 190 hours
Summary Module Description	This module is concerned with the continued development of conceptual ability, explorative thinking and creative communication. The module will establish ways of building a body of work and individual approach to graphic design and illustration practice. It supports the exploration of the potential for communication through a wide range of media and in diverse contexts. In fulfilling project work, students will be encouraged to employ technical skills developed in other modules. Students will document project development work, from concept to final design solution, and national and international competitions may form the basis for project briefs.

Aims *Maximum of 3*	- To further develop a critical approach to analytical thinking in the creation of design solutions - To establish knowledge and understanding of studio and professional practices within their chosen field. - To extend the knowledge and understanding of self-selection in relation to best work.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	- Understand the core components of the brief, responding to the requirements in general terms. - Employ effective independent research in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	- Create a visual archive that demonstrates personal visual development showing lines of clear progression. - Extend and capitalize on critical judgment when applied to finished work.
03	Evidence individuality of thought in the development and production of creative solutions.	- Evidence of an ability to accommodate uncertainty. - Clear evidence of individuality of approach, appropriate to the intended outcomes. Identify options in the generation of finished work.
04	Demonstrate an understanding of selection, application and production methodologies.	- Selection and employment of an extended range of media appropriate to the finished work. - Demonstration of an ability to create a visual language.

06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Demonstrate a personal approach to the communication of concepts, ideas and the development of creative practice. • Recognise and demonstrate appropriate design layout.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ideas.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • An increasingly good understanding and knowledge of the range of contexts and applications for visual communication. • A good understanding of the relationship between the designer/illustrator, the commissioner and the audience. • Development of layout/composition skills. Generic • Source and analyse relevant material independently. • Study independently, set goals, manage workloads and meet deadlines. • Identifying personal strengths and reflecting on personal development. • Development of presentation skills
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of presentation portfolio. Research, development work and reflective notes form part of the submission.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100	•	•	•	•		•	•		Compulsory

*The following codes for assessment methods apply			
(additional codes can be proposed through this process, if necessary):-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay	SP	Studio practice

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.   Haslam, A. (2006) Book Design, London. Lawrence King   Publishing.   Zeegan, L. & Roberts, C. (2014) *Fifty years of illustration*. UK. Laurence King Publishers.   Heller, S. (Ed.) (1998) *The education of a graphic designer*. NY, Allworth Press.   Heller, S. (Ed.) (2000) *The education of an illustrator*. NY. Allworth Press.   Kane, J. (2011) *A type primer*. UK, Laurence King Publishers.   Bell, R. (2005) *Pictures and words: New comic art and narrative illustration*. NY, Lasgo Books.   Ingledew, J. (2016) *How to have great ideas*. UK, Laurence King Publishing.

Section 4 – Administrative Information

Department	CSVPA

Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Negotiated Application
Module Code *SRIT to establish coding protocol*	
Credit Value	20 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 5, Study Block 2
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Mandy Doyle
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio Practice: 100 hours Tutorials: 6 hours Independent Study: 94 hours
Summary Module Description	The module explores the notion of designer/illustrator as instigator or 'author' and involves the establishment of an individual direction of creative enquiry. Students will develop a project through negotiation that will enable them to stretch their critical thinking skills developed in earlier modules. Self/peer-evaluation plays a critical role in project development. The module is designed to provide students with experience of professional presentation skills and the development of key knowledge and skills involved in creative career management.

Aims *Maximum of 3*	• To continue to develop critical skills and thinking in the development of chosen specialism. • To establish knowledge and understanding of studio and professional practices necessary to gain employment in their chosen field. • To establish the notion of designer/illustrator as instigator or 'author'.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Ability to structure and frame the requirements of a brief. • Employ effective independent research in the development of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Create a visual archive that demonstrates personal visual development showing lines of clear progression. • Extend and capitalise on critical judgment when applied to finished work.
03	Evidence individuality of thought in the development and production of creative solutions.	• Identify options in the generation of work. • Clear evidence of individuality in the development of concepts and intended outcomes.
04	Demonstrate an understanding of selection, application and production methodologies.	• Selection and employment of an extended range of media appropriate to the finished work. • Evidence of an ability to create a personal visual language.

06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Demonstrate a personal approach to the communication of concepts, ideas and the development of creative practice. • Recognise and demonstrate appropriate layout/composition.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ideas.
08	Demonstrate commitment and engagement in the approach to a professional creative practice.	• Demonstrate independent visual curiosity. • Demonstrate an independent attitude of creative exploration when applied to visual practice. • Exercise personal responsibility in project management.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • Brief writing skills. • The generation of ideas, concepts, proposals and solutions independently in response to self-initiated activity. • An increasingly advanced understanding and knowledge of the range of contexts and applications for visual communication. Generic • A good ability to source and analyse relevant material independently. • A good ability to study independently, set goals, manage workloads and meet deadlines. • Identifying personal strengths and reflecting on personal development. • Continued development of presentation skills.
Assessment Strategy	

				Learning Outcomes Assessed								
No	Assessment Method	Description of Assessment Method	%	1	2	3	4	5	6	7	8	Compulsory or Compensatable
1	PO	Portfolio	100	•	•	•	•		•	•	•	Compulsory

*The following codes for assessment methods apply			
(additional codes can be proposed through this process, if necessary):-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay		

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources

The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.

Ingledew, J. (2016) *How to have great ideas*. UK, Laurence King Publishing.

Roberts, C. (2015) *Graphic design visionaries*. UK. Laurence King Publishers.

Hyland, A. (2010) *The picture book: Contemporary illustration*. UK. Laurence King Publishers.

O'Reilly, J. (2002) *No Brief: Graphic designer's Personal Briefs*. US, Rotovision.

Phillips, P. (2004) *Creating the Perfect Brief: How to manage Design for Strategic Advantage*. US, Allworth Press.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Informed Practice
Module Code *SRIT to establish coding protocol*	
Credit Value	40 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 6, Study Block 1
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Andrew Foster
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge

Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio practice: 192 hours Lectures: 12 hours Tutorials: 6 hours Independent study: 190 hours
Summary Module Description	This module is concerned with the exploration, development and synthesis of conceptual, theoretical and practical skills to create compelling communication solutions, which communicates individual voice and point of view. The module presents a series of set and self-initiated assignments that support a critical, individual and imaginative approach to visual communication. Normally between 2 to 5 projects involving different levels of commitment, scope and ranges of media are undertaken.
Aims *Maximum of 3*	• To successfully implement a range of professional processes in individual creative practice. • To engage in a wide range of personally directed work, which reflects prospective future goals. • To identify the impact of social, ethical and financial considerations when developing visual solutions.

Learning Outcomes		
LO	**Learning Outcome**	**Assessment Criteria** *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Understand the requirements and possibilities of a brief. • Employ focused and in-depth research in the development of a body of work.
02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Analyse the contact and impact of social and ethical considerations in the field of visual communication. • Extend and capitalise on critical judgment when applied to finished work.

03	Evidence individuality of thought in the development and production of creative solutions.	• Identify options in the generation of work. • Clear evidence of individuality in the development of concepts and intended outcomes.
04	Demonstrate an understanding of selection, application and production methodologies.	• Selection and employment of an extended range of media appropriate to the finished work. • Demonstration of an ability to create a visual language.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Present a coherent content, showing imagination and proficient resolutions. • Recognise and demonstrate appropriate visual solutions.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ideas.
08	Demonstrate commitment and engagement in the approach to a professional creative practice.	• Demonstrate independent visual curiosity. • Demonstrate a confident, coherent and individual approach to professional practice. • Exercise personal responsibility in project management.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • An increasingly advanced understanding and knowledge of the range of contexts and applications for visual communication. • An advanced understanding of the relationship between the designer/illustrator, the commissioner and the audience.

	• Developing digital, print and material craft skills intrinsic to the discipline. • Developing visual language skills across a range of media. • Developing conceptual thinking skills across a range of media. Generic • Motivational skills to sustain independent practice. • The ability to study independently, set goals, manage own workloads and meet deadlines.	
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of a presentation portfolio. Research, development work and reflective notes form part of the submission.	

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100	•	•	•	•		•	•	•	Compulsory

*The following codes for assessment methods apply *(additional codes can be proposed through this process, if necessary)*:-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay	SP	Studio Practice

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites,

magazines, exhibitions and gallery visits to enhance knowledge.

Shaughnessy, A. (2005) *How to be a Graphic Designer without losing your soul*. UK, Laurence King Publishing.

Ingledew, J. (2011) *The A-Z of Visual Ideas: How To Solve Any Creative Brief*. UK, Lawrence King Publishing.

Rees, D. (2008) *How to Be an Illustrator*. London, Lawrence King Publishing.

Kottas, D. (2012) *New graphic design: Art creativity graphics.* Spain, Link Books.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	The Dissertation
Module Code *SRIT to establish coding protocol*	
Credit Value	20 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 6, Study Block 1

Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Mike Alsford
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge
Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Seminars: 36 hours Studio practice: 36 hours Reading week: 30 hours Tutorials: 8 hours Independent study: 90 hours
Summary Module Description	The dissertation is undoubtedly a valuable component of an undergraduate provision and the skills it helps develop are highly prized from an employability perspective. The module requires students' work independently; to exercise and deploy knowledge and skills acquired in earlier stages of the programme; to focus in depth on a specific topic in a given field; to develop and sustain a thesis, within an appropriate theoretical framework. At Level 6, students will build on the research brief developed in the previous module (Preparation), exploring ways to define and refine research questions, identify and employ appropriate texts in the formulation and support of arguments, critically analysing texts and artefacts, assessing the value of sources, and structuring their own responses. To frame their intensions students will prepare a presentation at an early stage, outlining their area of chosen interest; explain their findings to-date and their future development objectives.
Aims *Maximum of 3*	• To engage students in a piece of self-determined and sustained research. • To develop and sustain thinking within a theoretical context and framework. • To enhance presentation skills within a chosen topic.

Learning Outcomes		
LO	**Learning Outcome**	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Employ focused and in-depth research to a chosen area of study.

02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development.	• Develop a detailed and logical argument within a frame of reference.
04	Demonstrate an understanding of selection, application and production methodologies.	• Formulate and pursue a topic of choice, utilising academic protocols.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Construction of a coherent argument, demonstrating an understanding of the practical, theoretical, historical contexts in which visual communication operates.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Evidence of engagement with the presentation of ideas to others. Accommodating the views of others, responding sufficiently to critical judgements.
08	Demonstrate commitment and engagement in the approach to a professional creative practice.	• Organise work effectively and independently over a period of time.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific
	• Informed understanding of critical, contextual, historical,

		conceptual and ethical dimensions of the discipline.
	• Developing an informed written argument and personal viewpoint.
	• Ability to present an argument in visual and verbal terms.

Generic

- Sourcing and researching relevant material, assimilating and articulating relevant findings.
- Study independently, set goals, manage own workloads and meet deadlines.
- Presentation skills
- Communication skills to articulate ideas and information in visual, oral and written form.

Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the beginning (presentation) and end of the Study Block where students will submit a written piece of work of an appropriate word count, including all relevant references.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	DI	Dissertation	70	•	•		•		•	•	•	Compulsory
2	PR	Presentation	30				•		•	•		Compensatable

*The following codes for assessment methods apply *(additional codes can be proposed through this process, if necessary)*:-				
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay		

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources
Bibliographical resources will differ according to the subject and research methodologies chosen, and will

be subject to discussion between student and supervisor.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory

MODULE INFORMATION FORM (MIF)

THE MIF PROVIDES ESSENTIAL INFORMATION TO STUDENTS, COURSE TEAMS AND OTHERS ON A PARTICULAR MODULE.

Section 1 – Changes made to Section 1 of the MIF will require Departmental Board approval. Before making any changes to a MIF consult with QST for advice.

Module Name	Major Project
Module Code *SRIT to establish coding protocol*	
Credit Value	60 credits
Level and Study Block *e.g. Level4, Study Block 2*	Level 6, Study Block 2
Pre and Co-requisites *Insert name, codes will be inserted once created by SRIT*	
Named Module Leader	Andrew Foster
Location of Delivery *e.g. Penryn or Falmouth*	Cambridge

Mode(s) of Delivery *e.g. 1x2hr seminar, weekly for 13 weeks*	Studio practice: 252 hours Lectures: 12 hours Tutorials: 24 Independent study: 312
Summary Module Description	This module will offer the opportunity for students to develop a self-initiated project that showcases their own area of interest. The projects enables students to foreground their specialist development in design research, whilst demonstrating their capacity for creative visual resolution. The work developed and finalised in this module will become the driving force of work exhibited at the end of year show, enabling the student to showcase their oeuvre to a wider audience. This module is concerned with the research and development of professional practice and the understanding of a range of routes and roles possible within design practice; students are required to develop and present a professional portfolio, which shows understanding of how best to promote and present their work, and skills, to potential clients within design practice. The content of the portfolio will come from negotiated projects; students define project work relevant to the practice of Graphic Design or Illustration (or both). The module includes professional practice talks by industry specialists and recent graduates from across the spectrum of communication design to support individual research, initiative and evaluation in the development of specific and relevant career routes and personal goals.
Aims *Maximum of 3*	• To enable the student to explore areas of personal interest within their chosen field. • To extend specialist abilities in a range of professional creative applications relevant to their chosen specialism. • To produce a professional portfolio and website suitable for the promotion and presentation of student's work.

Learning Outcomes		
LO	Learning Outcome	Assessment Criteria *[Assessment Criteria detailed against the learning outcome can be tailored to the requirements of individual modules]*
01	Demonstrate appropriate gathering techniques in the acquisition of research material, using a wide range of sources.	• Employ a wide-ranging and detailed research in the development of creative solutions.

02	Show clear evidence of evaluation and depth of thinking, informing critical judgement in the generation of concepts, which underpin assignment development	• Demonstrate critical and selective visual judgment.
03	Evidence individuality of thought in the development and production of creative solutions.	• Identify options in the generation of work. • Clear evidence of individuality in the development of concepts and intended outcomes.
04	Demonstrate an understanding of selection, application and production methodologies.	• Capitalise on individual approach in the generation of finished work. • Select and utilise appropriate technologies for professional reproduction and display of work. • Demonstration of an ability to create a visual language.
05	Demonstrate an ability to engage with others, accommodating their views and ideas.	• Evidence of accommodation of the views of others and response to critical judgment. • Roles and responsibilities are met.
06	Show an understanding of audience and the relevance of market. Demonstrate an ability to communicate ideas visually, verbally and/or written in the generation of work.	• Evidence a professional awareness in the generation of work. • Recognise and demonstrate appropriate design layout.
07	Show an ability to present visual solutions to an appropriate standard using relevant technologies, materials and methods. Evidence visual and verbal effectiveness in the presentation of work.	• Compose and construct a relevant portfolio, website and show in a professional context. • Employ a range of skills in the origination of imagery. • Demonstration of clear visual and verbal communication of ideas.

08	Demonstrate commitment and engagement in the approach to a professional creative practice.	• Demonstrate a confident, coherent and individual approach to professional practice. • Evaluate career options and develop personal goals. • Exercise personal responsibility in project management.

Section 2 - Any changes made to Section 2 of the MIF will normally require Department Board approval. Before making any changes to a MIF consult with QST for advice.

Skills Development	Subject specific • An increasingly advanced understanding and knowledge of the range of contexts and applications for visual communication. • An increasingly advanced understanding of the relationship between the designer/illustrator, the commissioner and the audience. • A good understanding of digital, print and material craft skills intrinsic to the discipline. • Development of a personal visual language across a range of media. • A good ability to think conceptually across a range of media. • Development of presentation/promotional skills in the form of portfolio/website/show. Generic • Motivational skills to sustain independent practice. • The ability to study independently, set goals, manage own workloads and meet deadlines. • Professional/business development skills • Presentation skills
Assessment Strategy	Formative assessment takes place at strategic review points, typically at the end of assignments and consists of peer, group and/or individual feedback. Summative assessment occurs at the end of the Study Block, where students will be expected to present all work undertaken during the module in the form of presentation portfolio and a selection of considered best work presented in a professional portfolio, website and end of year show. Research, development work and reflective notes form part of the submission.

No	Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed								Compulsory or Compensatable
				1	2	3	4	5	6	7	8	
1	PO	Portfolio	100	•	•	•	•	•	•	•	•	Compulsory

*The following codes for assessment methods apply			
(additional codes can be proposed through this process, if necessary):-			
AR	artefact	PC	practical
CB	computer-based	PF	performance
CS	case study	PL	placement
DI	dissertation or project	PO	portfolio
EX	exam	PR	presentation
GR	group report	RE	individual report
IT	in-Module test	OR	oral
LR	literature review	OT	other
ES	essay		

Section 3 - Once initial approval of the Module has been given, the Subject Leader may make changes to this section, following appropriate consultation.

Indicative list of Resources

The resources below represent a core list of books that may provide helpful information appropriate to the module. We do suggest that students do not limit themselves to this selection but include relevant websites, magazines, exhibitions and gallery visits to enhance knowledge.

Stern, S. (2008) *The Illustrator's Guide to Law & Business Practice*. London, AOI Walton, R(ed).

Ambrose, G. & Harris, P. (2008) *The production Manual – A Graphic Design Handbook*. Lausanne, AVA Publishing.

Gatter, M. (2010) *Production for Print*. UK, Laurence King Publishing.

Mason, D. (2007) *Materials, Process, Print*. UK, Laurence King Publishing.

Taylor, F. (2010) *How to Create a Portfolio & Get Hired*. UK, Laurence King Publishing.

Gerber, A. (2006*) Influences: A lexicon of Contemporary Graphic Design Practice.* Die Gestalten Verlag.

Male, A. (2014) *Illustration: Meeting the brief*. London, Bloomsbury Publishing.

Stern, S. (2008) *The illustrator's guide to law and business practice*. UK, AOI.

Reading Lists will to an extent be self-initiated according to the intentions, direction and subject chosen by each individual student.

Section 4 – Administrative Information

Department	CSVPA
Subject	Graphics & Illustration
Version	
Date of production of MIF (dd/mm/yyyy)	16/12/2016

Named Awards – Indicate below all Courses where this is a Compulsory or Option Module (*delete as appropriate)	
BA (Hons) Graphics & Illustration	Compulsory