

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**HND/BA (Hons) Graphic and Digital Design
BA (Hons) 3D Digital Design & Animation**

STUDENT HANDBOOK

2011-2012



**UNIVERSITY
of
GREENWICH**

PREFACE

Welcome to the School of Architecture, Design & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

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Disclaimer:

The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.

It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programme and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.

You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.

1. INTRODUCTION

Welcome to the Graphic & Digital Design Programme

The field of graphic design continues to grow in new and exciting ways. Graphic designers need to be problem solvers, visual thinkers, typographers, artisans, animators and above all, experience agents. Our programme reflects the changes and developments of industry by adopting a broad-based approach to the subject of graphic communication and problem solving. Over the next three years you will develop an excellent understanding of all areas of graphic and digital design and will develop basic design skills in idea generation, creativity, visualization and problem solving. The programme offers you interrelated areas of study in typography and graphic design, branding and advertising, information and interaction design and photography and moving image. Uniquely balancing design creativity with technology.

Our aim is to provide you with an atmosphere of enquiry allowing you to explore a variety of media in the realisation of design problems. We encourage you to develop specialist skills as you progress, in line with your own ideas and ambitions. The programme team includes professional practitioners who provide a vital link between education and industry and ensure you graduate well prepared for the challenging and competitive design marketplace.

Welcome to the 3D Digital Design & Animation Programme

3D digital design is one of the most rapidly expanding areas of creativity and technical development. Computer Generated Imagery (CGI), modelling and special effects used in film, animation, television, computer games, advertising, architectural and medical industries are some of the most visible products of this exciting field of design. The explosive growth of the animation, digital media and computer arts industries has created global demand for qualified and talented 3D digital designers and animators.

The 3D Digital Design & Animation Programme focuses on creative design and production, and aims to give the student a broad base of skills in current digital design and 3D modelling and animation design techniques, software/hardware skills, and processes. Conceptual thinking and design remains a core value to the course, and students are encouraged to think and work primarily as designers working within the digital realm.

2. PROGRAMME DETAILS

Award	Title	Approved Mode of Study	Programme Banner Code	UCAS code
<i>BA Hons</i>	Graphic & Digital Design	FT	P10458	W210
<i>HND</i>	Graphic & Digital Design	FT	P10345	012W
<i>BA Hons</i>	3D Digital Design & Animation	FT	P10018	GW42

3. PROFESSIONAL ACCREDITATION

No professional accreditation is applicable to these programmes.

4. PROGRAMME TEAM

Head of Communication Media for Design Department: Nickie Hirst

Programme Leader: Nickie Hirst

Senior Lecturer: Mark Ingham

Senior Lecturer: Anastasios Maragiannis

Senior Lecturer: David Watson

Senior Lecturer: Alan Powers

Visiting Lecturer: Liz McQuiston

Visiting Lecturer: Miriam Sorrentino

Visiting Lecturer: Malcolm Southward

Visiting Lecturer: Manos Kanellos

Visiting Lecturer: Justin Coombes

For Courses taken at The School of Computing & Mathematical Sciences (CMS) – this applies to 3D Digital Design & Animation programme only.

Programme Leader: Tony Ackroyd
Senior Lecturer: Jesmond Lewis
Senior Lecturer: Darren Lloyd Gent
Senior Lecturer: Matthew Pritchard
Senior Lecturer: Nigel Newbutt
Senior Lecturer: Nick Sowden

5a. PROGRAMME SPECIFICATION: HND/BA HONS Graphic & Digital Design

1. Awarding Institution/Body: University of Greenwich	2. Teaching institution: University of Greenwich	3. Accredited by:	4. Final Award: Bachelor of Arts Honours Degree (BA Hons) Higher National Diploma (HND)	5. Programme Title/Department HND/Honours Degree BA (Hons) Graphic & Digital Design	6. UCAS Code: W210 E210 (Route B) 012W 012E (Route B)	7. QAA Benchmarking Gp (s): Art & Design
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8a. Educational aims of the programme:

The BA Hons/HND in Graphic & Digital Design is an undergraduate programme designed for students interested in the field of graphic and visual communication. The programme encourages students to think about visual communication in a diverse and interdisciplinary way and provides a rich and varied environment for them to develop their individual creative and aesthetic sensibilities. Creative process is central to the teaching of this programme, combined with an emphasis on the development of craft and technical skills. Students will also acquire the knowledge and understanding of the critical and cultural dimensions of their discipline, master communication and informational skills, and develop the critical awareness required to articulate their learning in this area. Graphic & Digital Design graduates can look forward to careers in print and editorial design, advertising, branding, television, animation or film and special effects design consultancies in the UK and abroad. Some graduates will successfully build their own freelance practices, while others will move on to postgraduate courses.

8b. Summary of Student Skills Development within the Programme:

In addition to the specific design skills related to Graphic & Digital Design, the programme develops the following skills:

Self-management - students will have developed the ability to: - study independently, set goals, manage their own workloads and meet deadlines - anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

Critical engagement - students will have developed the ability to: analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation - source and research relevant material, assimilating and articulating relevant findings - formulate reasoned responses to the critical judgements of others - identify personal strengths and needs, and reflect on personal development.

Group/team working and social skills - students will have developed the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.

Skills in communication and presentation - students will be able to: articulate ideas and information comprehensibly in visual, oral and written forms - present ideas and work to audiences in a range of situations - use the views of others in the development or enhancement of their work.

Information skills - students will have developed the ability to: source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources - select and employ communication and information technologies.

Personal qualities - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.

The programme also develops graduates who:

- Have an informed understanding of their discipline, and the ability to question its principles, practices and boundaries
- Think independently, analytically and creatively and engage imaginatively with new areas of investigations
- Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them
- Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience.
- Recognise and create opportunities, and respond effectively to unfamiliar situations or problems
- Generate new ideas and develop creative solutions or syntheses
- Communicate clearly and effectively, in a range of forms, taking into account of different audiences
- Make use of familiar and emerging Information & Communication Technologies
- Size and shape the opportunities open to them on leaving university
- Engage effectively in groups whose members are from diverse backgrounds
- Appreciate the importance of behaving sustainably
- Move fluently between different cultural, social and political contexts

9. The programme provides opportunities for learners to achieve the following outcomes:

10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:

A Knowledge and understanding of:

1. How to generate and articulate ideas, concepts, solutions and arguments for a specific project brief;
2. The visual communication theories and methodologies of graphic design;
3. The fundamental practical and technical design skills required of a designer – drawing, understanding colour, manipulation of media (both hand applied and digitally-generated), the use of two-

A Teaching and learning:

- Lectures and presentations
- Seminars and group discussions run by course lecturers and visiting professionals
- Individual tutorials
- Group critiques
- Active learning through project-based enquiry;
- Demonstrations, workshops and studio activities

<p><u>dimensional, three-dimensional form and time-based media, materials and processes;</u></p> <ol style="list-style-type: none"> 4. The <u>historical</u> and <u>theoretical</u> dimensions of art and design; 5. The <u>critical</u> and <u>contextual dimensions</u> of the design discipline and the designer's relationship to current social, cultural and political issues; 6. The major developments in current and emerging media and technologies. 	<p>A Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment is achieved by design projects (group critiques and portfolio presentations) coursework (seminar presentations, and written essays) and dissertations.
<p>B Intellectual (thinking) skills – able to:</p> <ol style="list-style-type: none"> 1. Analyse and interpret issues and requirements of a set problem/project/brief for a specific audience. 2. Employ both <u>convergent</u> and <u>divergent</u> thinking in the realisation of the above; 3. Develop unique processes of <u>observation, investigation, enquiry and visualisation</u>; 4. Take increasing responsibility for the content and direction of their creative work and to be critically self-aware; 5. Conduct research using visual and textual sources, analyse material, evaluate theories and write or construct an essay; 6. Benefit from the critical judgment of others. 	<p>B Teaching and learning:</p> <ul style="list-style-type: none"> • Intellectual skills are developed through the teaching and learning activities outlines above. <p>B Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment methods such as group critiques place great emphasis on the acquisition of skills 1-6. • Project-based enquiry requires the development of reflective methodology and skills 1-4. • Workbooks/sketchbooks, reflective journals, essays and dissertations.
<p>C Subject practical skills – able to:</p> <ol style="list-style-type: none"> 1. Generate ideas, concepts, proposals and arguments independently or collectively in response to a set brief or activity; 2. Develop methodologies of observation, investigation, speculative enquiry, visualisation and making; 3. Express and communicate ideas using the relevant and appropriate visual language and form; 4. Develop key industry led computer and software skills. 	<p>C Teaching and learning:</p> <ul style="list-style-type: none"> • Subject practical skills are developed in a coordinated and progressive manner throughout the three levels of the programme. At level one the emphasis is on the acquisition of basic skills. Level two and three are characterised by independent enquiry, professional practice and the exploration of specific graphic disciplines. • Practical skills are developed through problem-based project work, studio demonstrations and activities, workshops and computer units, <p>C Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment of conceptual thinking and practical ability is achieved through <u>individual/group critiques</u> and <u>portfolio presentation</u>.

	<ul style="list-style-type: none"> • The development of the students reflective design practice is assessed through evidence provided in sketchbook or journals.
<p>D Transferable/ key skills – able to:</p> <ol style="list-style-type: none"> 1. Structure and communicate ideas/arguments effectively - through visual, oral and written form; 2. Present ideas and work to specific/target audiences; 3. Manage time and resources effectively and work to deadlines; 4. Participate constructively in groups and develop interpersonal and social skills; 5. Develop independent learning and reflective practice; 6. Behave professionally. 	<p>D Teaching and learning:</p> <ul style="list-style-type: none"> • Presentations and group critiques • Seminars and group discussions run by course lecturers and visiting professionals • Tutorials <p>D Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment of conceptual and practical skills is done through critiques and portfolio presentations) coursework (presentations and written papers), and written or visual dissertations.

<p>11. Programme Structure, Levels, Modules and Credits The programme is offered in three years full-time and four years part-time study modes. The programme is designed as a series of 15 credit courses with full-time students accrediting a total of 120 credits every year and part-time students accrediting a total of 90 credits every year.</p>		<p>12. Awards, Credits and Progression of Learning Outcomes (shown in Field 9) Honours degree classifications relate to the QAA subject benchmark standards as follows:</p>	
3	<p>TERM 1 COURSES All courses are compulsory Design Dissertation DESI1103 (30 credits)</p> <p>Major Graphic Design Project DESI1042 (30 credits)</p> <p>Design Studies DESI 1197 (30 credits)</p> <p>Being Digital DESI1109 (15 credits)</p>	<p>TERM 2 COURSES All courses are compulsory Design Dissertation DESI1103 (30 credits)</p> <p>Major Graphic Design Project DESI1042 (30 credits)</p> <p>Design Studies DESI 1114 (30 credits)</p> <p>Advanced Representation ENVT1010 (15 credits)</p>	<p>HONS BA Hons = 360 credits</p>
2	<p>TERM 1 COURSES All courses are compulsory Contemporary Graphic Practice DESI1117 (30 credits)</p> <p>Brand Communications DESI 1195 (30 credits)</p> <p>Design for Interaction DESI 1113 (15 credits)</p> <p>Narrative & Sequence DESI 1108 (30 credits)</p>	<p>TERM 2 COURSES All courses are compulsory Contemporary Graphic Practice DESI1117 (30 credits)</p> <p>Brand Communications DESI 1195 (30 credits)</p> <p>Design for Print DESI 1196 (15 credits)</p> <p>Narrative & Sequence DESI 1108 (30 credits)</p>	<p>Dip. HE Pass / Proceed = 240 credits HND Graphic & Digital Design Students satisfactorily completing Level 2 of the BA programme but unable to proceed to Level 3, will be entitled to the award of Diploma of Higher Education in Graphic & Digital Design. Students satisfactorily completing Level 2 of the HND programme will be awarded the HND Graphic & Digital Design.</p>

1	<p>TERM 1 COURSES All courses are compulsory</p> <p>Design & Communication 1 ARCT1016 (15 credits)</p> <p>Art & Design in Context DESI 1109 (30 credits)</p> <p>Graphic Design Principles DESI 1198 (30 credits)</p> <p>Typographic Studies DESI 1200 (30 credits)</p>	<p>TERM 2 COURSES All courses are compulsory</p> <p>Design & Communication 2 ARCT1003 (15 credits)</p> <p>Art & Design in Context DESI 1109 (30 credits)</p> <p>Graphic Design Principles DESI 1198 (30 credits)</p> <p>Typographic Studies DESI 1200 (30 credits)</p>	<p>Cert. HE Pass / Proceed = 120 credits Students satisfactorily completing Level 1 of the programme but unable to proceed to Level 2, will be entitled to the award of Certificate of Higher Education in Graphic & Digital Design. Students registered to the HND programme are not entitled to the award of Certificate of Higher Education.</p>
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5b. PROGRAMME SPECIFICATION: BA HONS 3D Digital Design & Animation

8. Awarding Institution/Body: University of Greenwich	9. Teaching institution: University of Greenwich	10. Accredited by:	11. Final Award: Bachelor of Arts Honours Degree (BA Hons)	12. Programme Title/Department Honours Degree BA (Hons) 3D Digital Design & Animation	13. UCAS Code: GW42	14. QAA Benchmarking Gp (s): Art & Design
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8a. Educational aims of the programme and potential career destinations for graduates:

The BA Hons 3D Digital Design & Animation is an undergraduate programme designed for students interested in the field of 3D digital design and animation. The programme encourages students to think about the design and creation of 3D environments, character design and the use of CGI and moving image in a diverse and interdisciplinary way and provides a rich and varied environment for them to develop their individual creative and aesthetic sensibilities. Creative process is central to the teaching of this programme, combined with an emphasis on the development of craft and technical skills. Students will also acquire the knowledge and understanding of the critical and cultural dimensions of their discipline, master communication and informational skills, and develop the critical awareness required to articulate their learning in this area. 3D Digital Design & Animation graduates can look forward to a career in publishing, film & special effects, media and design or games consultancies in the UK and abroad. They may also work within the fields of architectural and medical visualisation. Some graduates will successfully build their own freelance practices, while others will move on to postgraduate courses.

8b. In addition to the specific design skills related to 3D Digital Design & Animation, the programme develops the following skills:

Self-management - students will have developed the ability to: - study independently, set goals, manage their own workloads and meet deadlines - anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

Critical engagement - students will have developed the ability to: analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation - source and research relevant material, assimilating and articulating relevant findings - formulate reasoned responses to the critical judgements of others - identify personal strengths and needs, and reflect on personal development.

Group/team working and social skills - students will have developed the ability to interact effectively with others, for example through collaboration, collective endeavour and negotiation.

Skills in communication and presentation - students be able to: articulate ideas and information comprehensibly in visual, oral and written forms - present ideas and work to audiences in a range of situations - use the views of others in the development or enhancement of their work.

Information skills - students will have developed the ability to: source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources - select and employ communication and information technologies.

Personal qualities - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.

The programme also develops graduates who:

- Have an informed understanding of their discipline, and the ability to question its principles, practices and boundaries
- Think independently, analytically and creatively and engage imaginatively with new areas of investigations
- Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them
- Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience.
- Recognise and create opportunities, and respond effectively to unfamiliar situations or problems
- Generate new ideas and develop creative solutions or syntheses
- Communicate clearly and effectively, in a range of forms, taking into account of different audiences
- Make use of familiar and emerging Information & Communication Technologies
- Size and shape the opportunities open to them on leaving university
- Engage effectively in groups whose members are from diverse backgrounds
- Appreciate the importance of behaving sustainably
- Move fluently between different cultural, social and political contexts

<p>9. The programme provides opportunities for learners to achieve the following outcomes:</p>	<p>10. The following teaching, learning and assessment methods are used to enable learners to achieve and demonstrate these outcomes:</p>
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 7. How to generate and articulate ideas, concepts, solutions and arguments for a specific project brief; 8. The visual <u>communication theories</u> and methodologies of 3D digital design and animation; 9. The fundamental practical and technical design skills required of a 3D designer – drawing, form, surface, modelling, understanding colour and texture, environments, architecture, animation, character design, storytelling, storyboarding, sound creation, interaction, manipulation of media (both hand applied and digitally-generated), the use of <u>two-dimensional, three-dimensional form and time-based media, materials and processes</u>; 10. The <u>historical</u> and <u>theoretical</u> dimensions of art, design, film and animation; 11. The <u>critical</u> and <u>contextual dimensions</u> of the digital design discipline and the designer’s relationship to current social, cultural and political issues; 12. The major developments in current and emerging media and technologies. 	<p>A Teaching and learning:</p> <ul style="list-style-type: none"> • Lectures and presentations • Seminars and group discussions run by course lecturers and visiting professionals • Individual tutorials • Group critiques • Active learning through project-based enquiry; • Demonstrations, workshops and studio activities <p>A Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment is achieved by design projects (group critiques and portfolio presentations) coursework (seminar presentations, and written essays) and dissertations.
<p>B Intellectual (thinking) skills – able to:</p> <ol style="list-style-type: none"> 7. Analyse and interpret issues and requirements of a set problem/project/brief for a specific audience. 8. Employ both <u>convergent</u> and <u>divergent</u> thinking in the realisation of the above; 9. Develop unique processes of <u>observation, investigation, enquiry and visualisation</u>; 10. Take increasing responsibility for the content and direction of their creative work and to be critically self-aware; 11. Conduct research using visual and textual sources, analyse 	<p>B Teaching and learning:</p> <ul style="list-style-type: none"> • Intellectual skills are developed through the teaching and learning activities outlines above. <p>B Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment methods such as group critiques place great emphasis on the acquisition of skills 1-6. • Project-based enquiry requires the development of reflective

<p>material, evaluate theories and write or construct an essay; 12. Benefit from the critical judgment of others.</p>	<p>methodology and skills 1-4.</p> <ul style="list-style-type: none"> • Workbooks/sketchbooks, reflective journals, essays and dissertations.
<p>C Subject practical skills – able to:</p> <ol style="list-style-type: none"> 5. Generate ideas, concepts, proposals and arguments independently or collectively in response to a set brief or activity; 6. Develop methodologies of observation, investigation, speculative enquiry, visualisation and making; 7. Express and communicate ideas using the relevant and appropriate visual language and form; 8. Develop key industry led computer and software skills. 	<p>C Teaching and learning:</p> <ul style="list-style-type: none"> • Subject practical skills are developed in a coordinated and progressive manner throughout the three levels of the programme. At level one the emphasis is on the acquisition of basic skills. Level two and three are characterised by independent enquiry, professional practice and the exploration of specific graphic disciplines. • Practical skills are developed through problem-based project work, studio demonstrations and activities, workshops and computer units, <p>C Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment of conceptual thinking and practical ability is achieved through <u>individual/group critiques</u> and <u>portfolio presentation</u>. • The development of the students reflective design practice is assessed through evidence provided in sketchbook or journals.
<p>D Transferable/ key skills – able to:</p> <ol style="list-style-type: none"> 7. Structure and communicate ideas/arguments effectively - through visual, oral and written form; 8. Present ideas and work to specific/target audiences; 9. Manage time and resources effectively and work to deadlines; 10. Participate constructively in groups and develop interpersonal and social skills; 11. Develop independent learning and reflective practice; 12. Behave professionally. 	<p>D Teaching and learning:</p> <ul style="list-style-type: none"> • Presentations and group critiques • Seminars and group discussions run by course lecturers and visiting professionals • Tutorials <p>D Assessment Methods:</p> <ul style="list-style-type: none"> • Assessment of conceptual and practical skills is done through critiques and portfolio presentations) coursework (presentations and written papers), and written or visual dissertations.

<p>11. Programme Structure, Levels, Modules and Credits The programme is offered in three years full-time and four years part-time study modes. The programme is designed as a series of 15 credit courses with full-time students accrediting a total of 120 credits every year and part-time students accrediting a total of 90 credits every year.</p>		<p>12. Awards, Credits and Progression of Learning Outcomes (shown in Field 9) Honours degree classifications relate to the QAA subject benchmark standards as follows:</p>
3	<p>TERM 1 COURSES All courses are compulsory Design Dissertation DESI1103 (30 credits)</p> <p>3D Digital Design Project DESI1044 (30 credits)</p> <p>Advanced 3D Animation COMP1627 (30 credits)</p> <p>Being Digital DESI1109 (15 credits)</p>	<p>TERM 2 COURSES All courses are compulsory Design Dissertation DESI1103 (30 credits)</p> <p>3D Digital Design Project DESI1044 (30 credits)</p> <p>Advanced 3D Animation COMP 1627 (30 credits)</p> <p>Web Standards Representation COMP 1652 (15 credits)</p>
2	<p>TERM 1 COURSES All courses are compulsory Digital Media Production COMP 1597 (30 credits)</p> <p>3D Animation COMP 1628 (30 credits)</p> <p>Sound Design DESI 1199 (15 credits)</p> <p>Design Process: Animation DESI 1085 (15 credits)</p>	<p>TERM 2 COURSES All courses are compulsory Digital Media Production COMP 1597 (30 credits)</p> <p>3D Animation COMP 1628 (30 credits)</p> <p>Art & Design in Context 2 HART 1007 (15 credits)</p> <p>Digital Landscapes ENVT 1008 (15 credits)</p>
		<p>HONS BA Hons = 360 credits</p> <p>Dip. HE Pass / Proceed = 240 credits Students satisfactorily completing Level 2 of the BA programme but unable to proceed to Level 3, will be entitled to the award of Diploma of Higher Education in 3D Digital Design & Animation.</p>

1	<p>TERM 1 COURSES All courses are compulsory Design & Communication 1 ARCT1016 (15 credits)</p> <p>Art & Design in Context 1 DESI 1115 (15 credits)</p> <p>Digital Media Foundations COMP 1595 (30 credits)</p> <p>Digital Media Computing & Programming COMP 1314 (30 credits)</p>	<p>TERM 2 COURSES All courses are compulsory Design & Communication 2 ARCT1003 (15 credits)</p> <p>Basic Design <i>ARCT 0011 (15 credits)</i></p> <p>Digital Media Foundations COMP 1595 (30 credits)</p> <p>Digital Media Computing & Programming COMP 1314 (30 credits)</p>	<p>Cert. HE Pass / Proceed = 120 credits Students satisfactorily completing Level 1 of the programme but unable to proceed to Level 2, will be entitled to the award of Certificate of Higher Education in 3D Digital Design & Animation.</p>
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6. PROGRAMME STRUCTURE

Programme: BA (Hons) Graphic and Digital Design
Programme Leader: Nickie Hirst
Programme Banner Code: P10458

Department: Communication Media for Design
Head of Department: Nickie Hirst
Mode: Full-time

Stage 1		Stage 2		Stage 3	
Term 1	Term 2/3	Term 1	Term 2/3	Term 1	Term 2/3
Design & Communication 1 ARCT1016 (15 Credits) G.Daniell	Design & Communication 2 ARCT1003 (15 Credits) G.Daniell	Brand Communications DESI 1195 (30 Credits) N.Hirst/M.Sorrentino		Design Dissertation DESI 1103 (30 Credits) M.Ingham/L.McQuiston	
Art & Design in Context DESI1109 (30 Credits) M.Ingham/A.Powers		Contemporary Graphic Practice DESI1117 (30 Credits) N.Hirst/A.Maragiannis		Major Design Project DESI1042 (30 Credits) N.Hirst/A.Maragiannis	
Graphic Design Principles DESI 1198 (30 Credits) A,Maragiannis		Narrative & Sequence DESI1108 (30 Credits) A,Maragiannis/M.Kanellos		Being Digital DESI1099 (15 Credits) M.Kanellos	Web Standards Representation COMP 1652 (15 Credits) D.Watson
Typographic Studies DESI 1200 (30 Credits) M.Southward		Design for Interaction DESI1185 (15 Credits) G.Closuit	Design for Print DESI 1196 (15 Credits) M.Southward	Design Studies DESI 1197 (30 Credits) N.Hirst	

Programme: BA (Hons) Graphic and Digital Design
Programme Leader: Nickie Hirst
Programme Banner Code: P10458

Department: Communication Media for Design
Head of Department: Nickie Hirst
Mode: Part-time

Stage 1		Stage 2	Stage 3		Stage 4	
Term 1	Term 2/3	Term 1, 2 & 3	Term 1	Term 2/3	Term 1	Term 2/3
Design & Communication 1 ARCT1016 (15 Credits) G.Daniell	Design & Communication 2 ARCT1003 (15 Credits) G.Daniell	Contemporary Graphic Practice DESI1117 (30 Credits) N.Hirst/A.Maragiannis	Design for Interaction DESI1185 (15 Credits) G. Closuit	Design for Print DESI1196 (15 Credits) M.Southward	Being Digital DESI1099 (15 Credits) M.Kanellos	Web Standards Representation COMP 1652 (15 Credits) D.Watson
Art & Design in Context DESI1109 (30 Credits) M.Ingham/A.Powers		Typographic Studies DESI1200 (30 Credits) M.Southward	Design Dissertation DESI 1103 (30 Credits) M. Ingham/L.McQuiston		Major Design Project DESI1042 (30 Credits) N.Hirst/A.Maragiannis	
Graphic Design Principles DESI1198 (30 Credits) A.Maragiannis		Brand Communications DESI1195 (30 Credits) N.Hirst/M.Sorrentino	Narrative & Sequence DESI1108 (30 Credits) A.Maragiannis		Design Studies DESI1197 (30 Credits) N.Hirst	

Programme: HND Graphic and Digital Design
Programme Leader: Nickie Hirst
Programme Banner Code: P10345

Department: Communication Media for Design
Head of Department: Nickie Hirst
Mode: Full-time

Stage 1		Stage 2	
Term 1	Term 2/3	Term 1	Term 2/3
Design & Communication 1 ARCT1016 (15 Credits) G.Daniell	Design & Communication 2 ARCT1003 (15 Credits) G.Daniell	Brand Communications DESI1195 (30 Credits) N.Hirst/M.Sorrentino	
Art & Design in Context DESI1109 (30 Credits) M.Ingham/A.Powers		Contemporary Graphic Practice DESI1034 (30 Credits) N.Hirst/A.Maragiannis	
Graphic Design Principles DESI1198 (30 Credits) A,Maragiannis		Narrative & Sequence DESI1108 (30 Credits) A,Maragiannis/M.Kanellos	
Typographic Studies DESI1200 (30 Credits) M.Southward		Design for Interaction DESI1185 (15 Credits) G.Closuit	Design for Print DESI1196 (15 Credits) M.Southward

Programme: BA (Hons) 3D Digital Design and Animation
Programme Leader: Nickie Hirst
Programme Banner Code: P12241

Department: Communication Media for Design
Head of Department: Nickie Hirst

Stage 1		Stage 2		Stage 3	
Term 1	Term 2/3	Term 1	Term 2/3	Term 1	Term 2/3
Design & Communication 1 ARCT1016 (15 Credits) G.Daniell	Design & Communication 2 ARCT1003 (15 Credits) G.Daniell	Digital Media Production COMP1597 (30 Credits) J.Lewis		Design Dissertation DESI 1103 (30 Credits) M.Ingham/L.McQuiston	
Digital Media Computing & Programming COMP1314 (30 Credits) T.Ackroyd		3D Animation COMP1628 (30 Credits) M.Kanellos		3D Digital Design Project DESI1044 (30 Credits) N.Hirst/A.Maragiannis	
Digital Media Foundations COMP1595 (30 Credits) M.Kanellos		Sound Design DESI1199 (15 Credits)	Art & Design in Context 2 HART1007 (15 Credits) M.Ingham/A.Powers	Advanced 3D Animation COMP1627 (30 Credits) A/Hill M.Kanellos	
Art & Design in Context 1 DESI1115 (15 Credits) M.Ingham	Basic Design ARCT0011 (15 Credits) M.Kanellos	Design Process: Animation DESI1085 (15 Credits) A.Maragiannis	Digital Landscapes ENVT1008 (15 Credits) D.Watson	Being Digital DESI1099 (15 Credits) M.Kanellos	Web Standards Representation COMP 1652 (15 Credits) D.Watson

7. PERMITTED LENGTH OF TIME TO COMPLETE THE PROGRAMME

Title	Mode	Normal Duration (years)	Normal Maximum Period of Duration (years) (i)
BA Hons Graphic & Digital Design	FT	3 years	5 years
BA Hons Graphic & Digital Design	PT	4 years	7 years
HND Graphic & Digital Design	FT	2 years	3 years
HND Graphic & Digital Design	PT	3 years	4 years
BA Hons 3D Digital Design & Animation	FT	3 years	5 years

8. ENTRY REQUIREMENTS

For the September 2011 intake, the entry requirements for the will be:

- For the BA (Hons) **Graphic & Digital Design** 240 UCAS points or equivalent. There must be at least 200 points from A level or from BTEC National.
- For the BA (Hons) **3D Digital Design & Animation** 250 UCAS points or equivalent. There must be at least 200 points from A level or from BTEC National.
- For the HND: 180 UCAS points or equivalent. At least one A'level.
- For all:
 - C minimum in English and Maths at GCSE
 - C minimum at Art or in an Art & Design subject at GCES or equivalent is preferable.
 - At least 2 A levels, BTEC National or DVCE (not inc. Key Skills), Diploma in FD Studies in Art & Design.
 - 1 A level or DVCE in Art/Art & Design/Design&Tech if not at GCSE level already.
 - If applicant has BTEC Art & Design or Design Tech 240 UCAS points (for the BA) /180 UCAS (for the HND) as appropriate is sufficient.
 - Applicants will be asked to send a portfolio of creative and visual work and will be asked to come for an interview if they are in the UK.
 - IELTS at 6.0 or equivalent for students whose mother tongue is not English.

9. ASSESSMENT

9.1 Assessment Schedule

Programmes are made up of courses. The specification for each course is given in Appendix A of this document. They can also be viewed via Banner Web or via the university portal. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the course co-ordinator at the start of each course.

9.2 General Assessment Regulations

The programmes will be assessed in accordance with the University's Academic Regulations (Academic Regulations for Taught Awards; Academic Regulations for Research Awards) which are available on the website of The Office of Student Affairs/Information and Publication

9.3 Assessment Loading Diagrams

Assessment Loading Diagram – HND/BA Hons Graphic & Digital Design

Session 2011/12

Mode: Full time Year: 1

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Design Studies 1		CRIT		CRIT	PR	CRIT		CRIT	PR
Design Studies 2		CRIT		CRIT	PR				PR
Design & Communication 1& 2	SPA	SPA	SPA	SPA	PR	SPA	SPA	SPA	PR
Art & Design in Context		P		E/ PR			P		E

Mode: Full time Year: 2

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Design Studies 3		CRIT		CRIT		CRIT		CRIT	PR
Design for Interaction		CRIT		CRIT					
Narrative & Sequence		CRIT		CRIT		CRIT		CRIT	PR
Contemporary Graphic Practice		P	P	E		P	P	E	
Design Studies 4						CRIT		CRIT	PR

Mode: Full Time Year: 3

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Design Dissertation			DissD	DissF					
Being Digital		CRIT		CRIT					
Advanced Representation							P		PR
Design Studies 5		CRIT		CRIT		CRIT		CRIT	PR
Major Design Project		SPA		SPA		SPA	CRIT	SPA	FMS

Key: (examples)

SPA - Studio Project Assessment

TCA - Time Constraint Assessment

CW - Coursework

DissD - Dissertation Draft hand-in

PR - Portfolio review

DissF - Dissertation Final hand-in

Crit - Critique/presentation of work

WE – Written exam

T - Time constraint short test

E - Essay

P - Presentation

FMS – Final Major Show

Assessment Loading Diagram – BA (Hons) 3D Digital Design & Animation

Session 2011/12

Mode: Full time

Year: 1

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Basic Design						CRIT	CRIT	CRIT	PR
Digital Media Foundations	CW	CW	CW	CW	CW	CW	CW	CW	CW
Digital Media Computing & Programming	CW	CW	CW	CW	T	CW	CW	CW	WE
Design & Communication 1& 2	SPA	SPA	SPA	SPA	PR	SPA	SPA	SPA	PR
Art & Design in Context		P		E/ PR			P		E

Mode: Full time

Year: 2

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
3D Animation		CRIT	CRIT	CRIT		CRIT	CRIT	CRIT	PR
Computers & Music		CW	CW	T					
Digital Media Production		CW	CW	CW	T	CW	CW	CW	WE
Digital Landscapes						CRIT	CRIT	CRIT	PR
Design Process Animation						CRIT	CRIT	CRIT	PR
Art & Design in Context							P		E

Mode: Full Time

Year: 3

Course	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Advanced 3D Animation		CRIT		CRIT		CRIT		CRIT	PR
Design Dissertation			DissD	DissF					
Being Digital		CRIT		CRIT					
Major 3D Project						SPA	CRIT	SPA	FMS
Advanced Representation							P		PR

Key: (examples)

SPA - Studio Project Assessment

CW - Coursework

PR - Portfolio review

Crit - Critique/presentation of work

T - Time constraint short test

P - Presentation

TCA - Time Constraint Assessment

DissD - Dissertation Draft hand-in

DissF - Dissertation Final hand-in

WE - Written exam

E - Essay

FMS – Final Major Show

10. WHAT NEXT? CAREER/JOB/FURTHER STUDIES

Graphic & Digital Design graduates can look forward to a careers in print and editorial design, advertising, branding, television, animation or film and special effects design consultancies in the UK and abroad. Some graduates will successfully build their own freelance practices, while others will move on to Postgraduate courses.

3D Digital Design & Animation graduates can look forward to a career in publishing, film & special effects, media and design or games consultancies in the UK and abroad. They may also work within the fields of architectural and medical visualisation. Some graduates will successfully build their own freelance practices, while others will move on to postgraduate courses.

APPENDIX A

Course Specifications and Reading Lists

Programme(s):

HND/BA (Hons) Graphic & Digital Design

BA (Hons) 3D Digital Design & Animation

3D Animation	COMP 1628
3D Digital Design Project	DESI 1044
Advanced 3D Animation	COMP 1627
Web Standards Representation	COMP1652
Art & Design in Context	DESI 1109
Art & Design in Context 1	DESI 1115
Art & Design in Context 2	HART 1007
Basic Design	ARCT 0011
Being Digital	DESI 1099
Brand Communications	DESI 1195
Contemporary Graphic Practice	DESI 1117
Design & Communication 1	ARCT 1016
Design & Communication 2	ARCT 1003
Design Dissertation	DESI 1103
Design for Interaction	DESI 1185
Design Process: Animation	DESI 1085
Design for Print	DESI 1196
Design Studies	DESI 1197
Digital Landscapes	ENVT 1008
Digital Media, Computing and Programming	COMP 1314
Digital Media Foundations	COMP 1595
Digital Media Production	COMP 1597
Graphic Design Principles	DESI 1198
Major Graphic Design Project	DESI 1042
Narrative & Sequence	DESI 1108
Sound Design	DESI 1199
Typographic Studies	DESI 1200

COURSE SPECIFICATION

Course Code: COMP 1628	School: Architecture, Design & Construction
Course Title: 3D Animation	Credit: 30
Level: 5	Course Coordinator: Manos Kanellos
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

The increasing use of computer based, and assisted, animation techniques drives a demand for competent users of the technology who can guide commercial applications of this technology as well as be developers of solutions using these methods. This course is designed to provide an overview of the methods and systems of 3D animation and computer animation in general. The hands-on nature of the course is supported by the use of 3D Studio MAX although other packages and methods will be used.

Aims:

- To be able to demonstrate basic scene making and design using 3DS with lights and cameras.
- To be able to design, develop and implement a short 3D animation movie.
- To be able to demonstrate an ability to export and import features, clips and integrate sound into animations built using 3DS.
- To understand and evaluate the limitations of current packages in the light of the demands of the animations requested.
- To understand and evaluate the needs of procedures in making use of these technologies.

Learning Outcomes:

At the end of the course the student will be able to:

- Implement a short 3D animation using Inverse Kinematics to produce mechanical movement.
- Design and develop scenes and objects both with 3DS and by appropriate use of import and making use of surface textures and materials.
- Investigate the challenges of animal and human movement.
- Undertake an exercise in the design and development of 'characters' using basic 3DS features and, where appropriate, the 'character studio' system.
- Investigate and use in producing a simple short movie the use of lighting and camera effects.
- Investigate and use the basic path controller and dummy features with forward (normal) kinematics.

Indicative Content:

Investigate appropriate computer hardware.

Develop story boarding and general design techniques.

Review, compare and contrast commercial animated shorts and movies as part of an examination of character design, scenes, camera techniques and other methods used by companies like 'Pixar' for movies and games makers for the games end of the market.

Develop surfaces and materials and investigate mapping of surfaces.

Develop simple mechanical systems movements using the Inverse Kinematics system with 3DS.

Investigate the challenges of character building in a computer-based environment.

Conduct an overview of NURBS technology.

Investigate and review the needs of producers and commissioning editors and businesses in making use of computer-based animation.

Learning and Teaching Activities:

The course will be taught using lectures and seminars supplemented by a closely structured and integrated practical workshops in the use of relevant software. Students are also expected to conduct directed unsupervised learning in the software. Students will need to work in groups and to be able to present their ideas and project work at design critiques.

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Continuous Assessment		%	40%	40%	N/A	Practical projects
Portfolio	✓	%	60%	40%	N/A	Digital portfolio

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
1904705383	Danaher, S	2004	The Complete Guide to Digital 3D Design	ILEX
0240806700	White, T	2006	Animation from Pencils to Pixels: Classical Techniques for the Digital Animator	Focal Press
2940373027	Wells, Paul	2006	The Fundamentals of Animation	Crans-près-Céligny: AVA
0240809327	Autodesk	2007	Autodesk 3ds Max 9 : MAXScript Essentials	Oxford: Focal Press
0500512086	Weishar, P	2004	Moving Pixels: Blockbuster Animation, Digital Art and 3D Modelling Today	Thames & Hudson

COURSE SPECIFICATION

Course Code: DESI 1044	School: Architecture, Design & Construction
Course Title: 3D Digital Design Project	Credit: 30
Level: 6	Course Coordinator: Nickie Hirst
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

3d designers need the challenge of a major project. This course brings together the fundamental issues, which have been taught in their first and second year and further developed and expanded in the second and third year. This is a self-initiated piece of work, produced in agreement with their specialism tutors and in line with their creative ability and aspirations.

Students will be encouraged to develop a number of strategic deliverables for their major project, illustrating their ability to manage a project of this length and adding weight to their final portfolio. This is a substantial body of work. This project needs to be underpinned by contextual theory and students should also provide evidence of their understanding of the strategic influences of industry and the role of the digital designer.

This course culminates in a Final Exhibition. Students are required to design and co-ordinate an exhibition of their best works with their peers at a London location of their choosing.

Aims:

- To consolidate the strengths of the particular student.
- To develop a portfolio of works that will enable him or her to gain employment in the workplace.
- To launch their career with an exhibition in London.

Learning Outcomes:

On completing the course students will:

- Be able to prepare a portfolio for employment.
- Show evidence that he/she has been able to develop a strong, personal approach to a project brief.
- Communicate their ideas successfully and have researched and understood the requirements of the client and audience.
- Show evidence of their sophisticated understanding and original use of 3D media.

Indicative Content:

Project based.

An exhibition of the student's best work.

Learning and Teaching Activities:

Research workshops,

Studio tutorials,
 Self initiated visits,
 Critiques and presentations,
 Major exhibition.

Assessment Details:

Methods of Assessment	Please identify the last item of assessment a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
Portfolio		%	75%	40	Final 3D Digital Design Project.
Exhibition and portfolio	✓	%	25%	40	Exhibition and portfolio of best project/s presented within a defined space.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

Students will compile a booklist of specialist texts appropriate to their Major Project and specialist interests.

COURSE SPECIFICATION

Course Code: COMP 1627	School: Architecture, Design & Construction
Course Title: Advanced 3D Animation	Credit: 30
Level: 6	Course Coordinator: Manos Kanellos
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

The increase in the power of 3D software/hardware means it is now possible to simulate natural phenomena and real world physics within the virtual environment on the average desktop PC. Computer generated smoke, clouds, fog; fire can be created using particle systems, while dynamics allow 3D objects to react to forces such as gravity, wind, and turbulence within the virtual world. By exploring the characteristics of the four elements, their influences and their environmental interaction this course gives students an introduction and understanding of the special effects that can be created using these new capabilities.

Students will look also explore the use of 3D modelling and visualisation within architecture and science (medicine, physics, biology) and will be encouraged to enter awards and competitions. The development of a professional portfolio of works or 'showreel' is key to this course and will demonstrate their creative ability and their understanding of the processes within an industry context.

Aims:

- To gain an understanding of the way in which particles/dynamics are implemented within 3D software (Maya/3D Studio).
- To be able to design and implement a short 3D animation which utilises particles and dynamics.
- To gain an understanding of the role particle/dynamics play in creating special effects for film/TV/architecture/medicine and the production pipeline.
- To contextually underpin their work with appropriate research and practice.

Learning Outcomes:

At the end of the course the student will be able to:

- Implement a short animation that makes use of particles/dynamics within a short 3D animation.
- Investigate the way in which particles can replicate natural phenomena.
- Understand how 3D technologies expand the boundaries of film, interaction design and advertising.
- Design and implement a 'special effects' film, using 3D particles/dynamics.
- Create work for a professional show reel.

Indicative Content:

Research into the special effects used within film and animation. In particular the study of relevant DVD 'making of' documentaries to investigate production processes and techniques where particles/dynamics have been applied in movies to create.

Research into real world phenomena e.g. Steam/smoke/fire, through photography and videography.

Research into architecture and medicine modelling and animation.

Learning and Teaching Activities:

Lectures and seminars.

Workshops in the use of relevant software.

Studio based tutorials.

Presentation and critiques.

Assessment Details:

Methods of Assessment	Please identify the last item of assessment a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
Portfolio presentation	✓	%	100%	40	3D animation projects and portfolio of works.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0735713189	Boardman, T.	2002	3ds Max 5 Fundamentals	New Riders
1894893344	Wavefront, A.	2003	Learning Maya 5: Foundation	John Wiley & Sons
0201771381	Riddell, D. & Britt, A.	2001	Maya 4 for Windows and Macintosh (Visual Quickstart Guides)	Peachpit Press
1584502266	Kennedy, S.	2003	3ds Max: Advanced Animation Techniques	Charles River Media
1562059548	Birn, J.	2000	Digital Lighting & Rendering	New Riders
0735709181	Demers, O.	2001	Digital Texturing & Painting	New Riders
0735712581	Ablan, D.	2002	Digital Cinematography & Directing	New Riders
1894893131	Alias Wavefront	2002	Art of Maya: An Introduction to 3D Computer Graphics	John Wiley & Sons

COURSE SPECIFICATION

Course Code: DESI 1109	School: Architecture, Design & Construction
Course Title: Art & Design in Context	Credit: 30
Level: 4	Course Coordinator: Mark Ingham
Department: Communication Media for Design	Pre-requisites: None

Aims:

The Art & Design in Context Course aims to enable you to comprehend critically the contexts in which art and design has been produced, both historically and with today's continually developing technologies. This course will inform and broaden your studio design practice and will strengthen your design ideas and critical reflections. It will enhance your creative intelligences.

Design is a discipline that involves everything from print to architecture, along with new media and new technologies. Designers need a broad understanding of the histories of art and design and the issues of visual culture in order to remain relevant. Advertisements, posters, logos, magazines, websites and films are signposts of artistic, commercial and technological achievement and should be preserved and studied for their historical, cultural and contextual relevance. This course introduces you to the field of inquiry and further develops your design literacy skills.

Learning Outcomes:

On completing the course, you will have:

- A good knowledge of the history of art and design.
- A working knowledge of specialised aspects of the subject area.
- A thorough insight into social, political and global design issues.
- Developed a high level of skill in design literacy, critical analysis and comment.
- A reflective online presence that will act as a critical log of your work.
- Developed strong research skills enabling you to deepen your understanding of design.

Content:

In addition to a general overview of art and design, specialised studies will include:

- Overview of design history
- The Bauhaus and Constructivism and its relevance to today's designers
- International design since 1945
- Ideas and theories of photography, film, painting and virtual spaces
- Art movements of the '60s and conceptualism and consumerism
- Design with social conscience
- Postmodernism/Deconstructivism/Post-structuralism
-

Learning and Teaching Activities:

Along with lectures and seminars there will be gallery and museum visits. There will be individual work and group work in addition to essays and presentations. Each student will create an on-line presence. This will be the focal point for all the group and individual activities and act as a reflective log of their learning.

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentations		%	50%	40%	N/A	Using an on-line presence to communicate ideas.
Written and visual texts	✓	%	50%	40%	Min 2000 x2	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts: (list information in the table)

ISBN Number	Author	Date	Title	Publisher
050020270	Hollis.R	2000	Graphic Design: A Concise History	T & H
3906700895	Müller.L	2000	Josef Müller Brockman: Pioneer of Swiss Graphic Design	Lars Müller
9780714838519	Luton, E. Miller, A	2008	Design Writing Research	Phaidon
2940361878	Newark, Q	2002	What is Graphic Design?	Roto Vision
1856694372	Baines, P.	2005	Type and Typography: Portfolio Series	Laurence King
2940373205	Noble, I. Bestley, R.	2007	Visual Research: An Introduction to Research Methodologies in Graphic Design	AVA Publishing
0714834491	Flethcer, A	2001	The Art of Looking Sideways	Phaidon
1856692299	Poynor, R	2003	No More Rules: Graphic Design and Postmodernism	Laurence King
0099529750	Barthes, R	2009	Mythologies	Vintage Classics
0415351111	<i>Chandler, D</i>	2002	Semiotics: the basics http://www.aber.ac.uk/media/Documents/S4B/semiotic.html	Routledge

COURSE SPECIFICATION

Course Code: DESI 1115	School: Architecture, Design & Construction
Course Title: Art & Design in Context 1	Credit: 15
Level: 4	Course Coordinator: Mark Ingham
Department: Communication Media for Design	Pre-requisites: None

Aims:

The Art & Design in Context Course aims to enable you to comprehend critically the contexts in which art and design has been produced, both historically and with today's continually developing technologies. This course will inform and broaden your studio design practice and will strengthen your design ideas and critical reflections. It will enhance your creative intelligences.

Design is a discipline that involves everything from print to architecture, along with new media and new technologies. Designers need a broad understanding of the histories of art and design and the issues of visual culture in order to remain relevant. Advertisements, animations, logos, magazines, websites and films are signposts of artistic, commercial and technological achievement and should be preserved and studied for their historical, cultural and contextual relevance. This course introduces you to the field of inquiry and further develops your design literacy skills.

Learning Outcomes:

On completing the course, students will have:

- A good knowledge of the history of art and design.
- Knowledge of specialised aspects of the subject area.
- An insight into social, political and global design issues.
- Developed initial skills in design literacy, critical analysis and comment.
- A reflective online presence that will act as a critical log of your work.
- Developed research skills enabling you to deepen your understanding of design.

Content:

In addition to a general overview of art and design, specialised studies will include:

- Overview of design history
- International design since 1945
- Ideas of photography, film, sculpture, installation art and virtual spaces
- Art movements of the '60s and conceptualism and consumerism
- Design with social conscience
- Film, animation and 3D digital design

Learning and Teaching Activities:

Along with lectures and seminars there will be gallery and museum visits. There will be individual work and group work in addition to essays and presentations. Each student will create an on-line presence. This will be the focal point for all the group and individual activities and act as a reflective log of their learning.

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentation		%	50%	40%	N/A	Using an on-line presence to communicate ideas.
Written and visual texts	✓	%	50%	40%	Min 2000	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
1904705383	Danaher, S	2004	The Complete Guide to Digital 3D Design	ILEX
0679762906	Negroponte, N	2000	Being Digital http://archives.obs-us.com/obs/english/books/nn/bdcont.htm	Vintage Books
9780714838519	Luton, E. Miller, A	1996 2008	Design Writing Research	Phaidon
0262134721	Maeda, J	2006	The Laws of Simplicity (Simplicity: Design, Technology, Business, Life) http://lawsofsimplicity.com/	MIT Press
0240806700	White, T	2006	Animation from Pencils to Pixels: Classical Techniques for the Digital Animator	Focal Press
0415351111	<i>Chandler, D</i>	2002	Semiotics: the basics http://www.aber.ac.uk/media/Documents/S4B/semiotic.html	Routledge
0500512086	Weishar, P	2004	Moving Pixels: Blockbuster Animation, Digital Art and 3D Modelling Today	Thames & Hudson

COURSE SPECIFICATION

Course Code: HART 1007	School: Architecture, Design & Construction
Course Title: Art & Design in Context 2	Credit: 15
Level: 4	Course Coordinator: Mark Ingham
Department: Communication Media for Design	Pre-requisites: None

Aims:

The Art & Design in Context Course aims to enable you to comprehend critically the contexts in which art and design has been produced, both historically and with today's continually developing technologies. This course will inform and broaden your studio design practice and will strengthen your design ideas and critical reflections. It will enhance your creative intelligences.

Design is a discipline that involves everything from print to architecture, along with new media and new technologies. Designers need a broad understanding of the histories of art and design and the issues of visual culture in order to remain relevant. Advertisements, animations, logos, magazines, websites and films are signposts of artistic, commercial and technological achievement and should be preserved and studied for their historical, cultural and contextual relevance. This course introduces you to the field of inquiry and further develops your design literacy skills.

Learning Outcomes:

On completing the course, students will have:

- A good knowledge of the history of art and design.
- Knowledge of specialised aspects of the subject area.
- An insight into social, political and global design issues.
- Developed initial skills in design literacy, critical analysis and comment.
- A reflective online presence that will act as a critical log of your work.
- Developed research skills enabling you to deepen your understanding of design.

Content:

In addition to a general overview of art and design, specialised studies will include:

- The Bauhaus and Constructivism and its relevance to today's designers
- International design since 1945
- Ideas of photography, film, sculpture, installation art and virtual spaces
- Art movements of the '60s and conceptualism and consumerism
- Design with social conscience
- Postmodernism/Deconstructivism/Post-structuralism
- Film, animation and 3D digital design

Learning and Teaching Activities:

Along with lectures and seminars there will be gallery and museum visits. There will be individual work and group work in addition to essays and presentations. Each student will create an on-line presence. This will be the focal point for all the group and individual activities and act as a reflective log of their learning.

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentation		%	50%	40%	N/A	Using an on-line presence to communicate ideas.
Written and visual texts	✓	%	50%	40%	Min 2000	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
-----------------------------------------------------------------------------------------	--------

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
1904705383	Danaher, S	2004	The Complete Guide to Digital 3D Design	ILEX
0262633299	Mosco, V	2005	Digital Sublime: Myth, Power and Cyberspace See also: http://mitpress.mit.edu/catalog/item/default.asp?type=2&tid=10067	MIT Press
9780714838519	Luton, E. Miller, A	1996 2008	Design Writing Research	Phaidon
0262134721	Maeda, J	2006	The Laws of Simplicity (Simplicity: Design, Technology, Business, Life) See also: http://lawsofsimplicity.com/	MIT Press
Web-site	<i>Unver, E</i>	2010	http://www.3ddigital.org.uk/	University of Huddersfield,
0099529750	Barthes, R	2009	Mythologies	Vintage Classics
0415351111	<i>Chandler, D</i>	2002	Semiotics: the basics http://www.aber.ac.uk/media/Documents/S4B/semiotoc.html	Routledge

COURSE SPECIFICATION

Course Code: ARCT 0011	School: Architecture, Design & Construction
Course Title: Basic Design	Credit: 15
Level: 4	Course Coordinator: Manos Kanellos
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

Designers require a basic foundation in the design process. This course introduces students to the universal principles of 3 dimensional design and their relationship with the task of designing both real and virtual forms.

The courses in Design and Communication complement and underpin the work of this course. Together they develop designers' ability to develop and represent concepts and idea. This involves design and manipulation of the environments using both physical and digital approaches to design and representation.

Aims:

- To introduce the process of generating ideas and spatial designs (composition, form, space and order).
- To stimulate critical and systematic (objective), creative and imaginative (subjective) thought processes.
- To develop means and methods of expressing and communicating design ideas.
- To relate abstract ideas and concepts to real environments, spaces and elements.
-

Learning Outcomes:

On completing the course, students will be able to:

- Understand the process of design and the basic principles of design.
- Work to a brief to fulfil objectives and develop and present a specific product.
- Generate design ideas and concepts in the abstract and as an analogue of real environments.
- Communicate design process and products, visually, verbally and digitally.

Indicative Content:

The course will present the students with a series of short design exercises, which will initially address aspects of spatial awareness and perception. Students will develop ways of thinking through the process of design and idea creation, with regard to composing and ordering spaces and elements. There will be a progression from an examination of actual landscapes, through abstract concepts and ideas back to representations of designed environments. The final designs will be illustrated and annotated with reference to materials and elements.

Learning and Teaching Activities:

Design studios and tutorials, lectures and demonstrations;

Use of workshop and computer labs.

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓	%	100	40	N/A	A variety of drawings, models, diagrams, text, digital and analogue images and graphic media will be used.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-807064734	Bachelard, G.	1992	The Poetics of Space	Beacon Press
0140135154	Berger, J.	1990	Ways of Seeing: Based on the BBC Television Series	Penguin
0471752169	Ching, F.D.K.	2007	Architecture: Form, Space and Order	John Wiley & Sons
0-442017650	Wang, T.	1996	Plan and Section Drawing	Van Nostrand Reinhold
0289368456	Pye, D.	1964	The Nature of Design	Littlehampton Book Services Ltd
071368366X	De Saumarez, M.	2007	Basic Design: The Dynamics of Visual Form	Herbert Press Ltd.
0471430358	Sullivan, C.	2004	Drawing the Landscape	John Wiley & Sons
014055114X	Stevens, P.S.	1976	Patterns in Nature	Penguin Books Ltd.
0-408043180	Porter, T. & Goodman, S.	1989	Design Primer	Architectural Press
0140137793	De Bono, E.	1990	Lateral Thinking: A Textbook of Creativity	Penguin
047128968X	Ching, F.D.K.	1989	Drawing as a Creative Process	John Wiley & Sons
082306994X	Deibler Finke, G.	1998	You Are Here: Graphics That Direct, Explain, & Entertain	Watson-Guptill Publications
1560980273	Kuchler, S. & Melion, W.S.	1991	Images of Memory: On Remembering and Representation	Prentice Hall & IBD
0240808959	Ahearn, Luke	2008	3D Game Environments: Create Professional 3D Game Worlds	Focal
0240807685	Ahearn, Luke.	2006	3D Game Textures	Elsevier Focal Press
0195024028	Alexander, C.	1980	The Timeless Way of Building	Oxford University Press
1861890214	Cosgrove, D. <i>et al.</i>	1999	Mappings (Critical Views)	Reaktion Books
1584500239	Watkins, Adam	2001	3D Animation: from models to movies	Rockland, Mass: Charles River Media
0500282609	Woolman, M.	2002	Sonic Graphics: Seeing Sound	Thames & Hudson

COURSE SPECIFICATION

Course Code: DESI 1099	School: Architecture, Design & Construction
Course Title: Being Digital	Credit: 15
Level: 6	Course Coordinator: Manos Kanellos
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

The term 'digital' is used casually within the field of Graphic and 3D design yet encompasses a number of different fields of design thought and practice. This course aims to explore how digital technology has informed and influenced creativity and design. Students continue to explore the various creative aspects of digital design, through the presentation of ideas and methods utilised by artists and practitioners within the field. Students will also have the opportunity to add to their portfolio of work.

Aims:

- To investigate the nature of creativity within the digital marketplace.
- To understand how different artists and designers approach their work.
- To extend the portfolio of digital work produced on the programme.

Learning Outcomes:

At the end of the course the student will be able to:

- Understand the influence of digital technology within the fields of graphic and 3D design.
- Apply creativity in the making of digital works.
- Articulate the creative process employed within their work.

Indicative Content:

Research of digital design, methodology and practice - from interactive through to print. Methods of idea generation: lateral thinking, meta-questioning, brainstorming. Using randomness and constraint as creative stimuli. Further ideas on user interface metaphors - computers as theatre. Understanding narrative within the multimedia context. Research of the digital marketplace and new forms of digital communication. Understanding of the client and the target audience to produce effective and appropriate communications. Practical work to different briefs using a variety of software.

Learning and Teaching Activities:

Lectures and seminars.

Workshops in the use of relevant software.

Studio based tutorials.

Presentation and critiques.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓	%	100	40	N/A	A variety of drawings, models, diagrams, text, digital and analogue images and graphic media will be used.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0201550601	Laurel, B.	1993	Computers as Theatre	Addison-Wesley
0942299388	Sahlins, M.	2005	Culture in Practice	MIT Press
1851773231	Pavitt, J.	2000	Brand New	V & A Publications
0500510946	Woolman, M	2002	Digital Information Graphics	Thames & Hudson
050028413X	Bruinsma, M	2003	Deep Sites : Classic Principles of Cutting-Edge Web Design □	Thames & Hudson
0745641644	Ess, Charles	2009	Digital Media Ethics	Cambridge: Polity
9783822823675	Ford, R & Wiedemann, J	2008	Guidelines for Online Success	Taschen GmbH
0201360713	Hughes, B.	1999	Dust or Magic: Secrets of Successful Multimedia Design	Addison – Wesley
0262632551	Manovich, L.	2002	The Language of New Media	MIT Press

COURSE SPECIFICATION

Course Code: DESI 1195	School: Architecture, Design & Construction
Course Title: Brand Communications	Credit: 30
Level: 5	Course Coordinator: Nickie Hirst
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

This course builds on and expands knowledge and experience gained in Design Studies and brings the fundamental design skills learnt in year one into a professional context. The course introduces students to specific areas of the industry; such as brand development, packaging and advertising, so their choice of direction in the future workplace will be better informed. A range of creative individual and group projects engage students with the process of evaluating a client-generated brief and how to develop and articulate ideas for a specifically researched audience.

Aims:

This course aims to:

- Develop analytical techniques and problem-solving skills and apply these skills to a range of specific design problems.
- Develop a deeper understanding of the design field.
- Evaluate the appropriateness of different approaches to solving problems and communicate their ideas more effectively.
- Develop the research skills necessary to interpret the issues and requirements of a specific audience.

Learning Outcomes:

On completing the course, students will:

- Be able draw upon the history of the moving image.
- Further develop and put into practice the skills and knowledge introduced in year one.
- Recognise the subtext underpinning their use of colour, form, texture, composition, use of image and symbol, text, typography and line.
- Further develop their use of software and technical ability.
- Gain more experience in research methodologies.
- Be more confident in presentation techniques.
- Work out strategic plans of persuasion.

Indicative Content:

Project-based enquiry, brainstorming techniques, research methodology, experimentation and reflective practice through sketchbook development, demonstrations and lectures.

Learning and Teaching Activities:

Studio workshops

Lectures and demonstrations

Visits

Tutorials and group discussion

Presentation and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentation critiques and portfolio submission	✓	%	100	40	N/A	A portfolio of project work.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9889706555	Kelly, C.	2004	Examining the Visual Culture of Corporate Identity	Gingko Press
0500285152	Ollins, W	2003	On Brand	Thames & Hudson
1856696014	Pipes, A	2009	Production for Graphic Designers	Laurence King
185669528X	Evamy, M	2007	Logo	Laurence King
0071393099	Perry, A & Winsom, D	2002	Before the Brand: Creating the Unique DNA of an Enduring Brand Identity	McGraw-Hill
0500514054	Barry, P	2007	Advertising Concept Book	Thames & Hudson
97838995522	Ehmann, S, Baltzer, H, Moreno, S Klanten, R.	2006	Boxed and Labelled: New Approaches to Packaging Design	Frost Design
1856694100	Shaughnessy, A.	2005	How To Be A Graphic Designer Without Losing Your Soul	Laurence King
2880468051	Mono	2005	Branding: From Brief to Finished Solution	Rotovision
9781856696470	Williams, E	2010	This is Advertising	Laurence King

COURSE SPECIFICATION

Course Code: DESI 1117	School: Architecture, Design & Construction
Course Title: Contemporary Graphic Practice	Credit: 30
Level: 5	Course Coordinator: A Maragiannis
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

All design professionals need to be creative to order but at the same time they need to be intuitive from a subjective standpoint. This course will introduce the students to the established theories of the history of design and ideas and develop collaborative ways of working with a common goal. Collaboration calls for a different kind of ego; a tolerance for complexity, consensus and strategic thinking. This course also introduces students to the rapidly changing graphic design industry and puts them on contact with the range of current ideologies affecting the workplace and professional practice via a visiting lecture programme.

Aims:

This course aims to:

- Sharpen students awareness of current graphic and communication design theories;
- Make students aware of the varied graphic design specialism's and the future employment opportunities, as outlined by specialist tutors, clients and visiting professional graphic designers;
- Introduce the nature of a creative profession and the management of creative work;
- Gain a subjective view of human behaviour;
- To introduce the social and cultural implications of graphic and digital design in contemporary practice;
- To provide case studies of decision-making in complex and unpredictable circumstances.

Learning Outcomes:

On completing the course, students will:

- Understand the basic issues behind behavioural psychology.
- Have up to date information, guidance and advice from professional practitioners;
- Be able to describe and discuss areas in which they may wish to specialise;
- Understand the implications of working together as a team towards a common goal;
- Know how to conduct individual research in to specialist areas;
- Be aware of the designer's role in society and the opportunities for starting a graphics company;
- Be able to prepare and present a case study;

Content:

A subjective and more reflective approach will challenge the students when covering the following topics: the history of ideas and behavioural psychology; defining design in a cultural context; learning styles and strategic thinking; working in and learning from collaboration; creative and business production games; creative thinking versus operational thinking. Students will attend lectures and seminars from professional practitioners in the field of media and communications and so become more aware of their future role in the work place.

Learning and Teaching Activities:

Lectures and seminars by tutors and professional practitioners/artists/designers

Studio-based project work

Self-initiated research

Tutorials

Presentations and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentation & portfolio		%	50	40	N/A	Presented work delivered as a portfolio – using digitally or traditional means
Written and visual texts	✓	%	50	40	Min 2000 x2	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0714834580	McQuiston, L.	1995	Graphic Agitation: Social and Political Graphics Since the Sixties	Phaidon Press
0714841773	McQuiston, L.	2004	Graphic Agitation 2: Social and Political Graphics in the Digital Age	Phaidon Press
156898099X	Lupton, E.	1996	Mixing Messages: Graphic Design in Contemporary American Culture	Princeton Architectural Press
0006861350	Barthes, R.	1990	Image, Music, Text	Fontana Press
0500285152	Olins, W.	2004	Wally Olins. On Brand	Thames & Hudson
1581153562	Heller, S. Pomeroy, K.	2004	Design Literacy: Understanding Graphic Design	Allworth Press
186154006X	Poyner, R.	2002	Design without Boundaries: Visual Communication in Transition	Booth Clibborn

1856695212	Hall, S	2007	This Means This, That Means That: A User's Guide to Semiotics	Laurence King
1880559153 1880559560 1581150229 1581152353 1581154712	Various	1995- 2007	Looking Closer Books 1-5: Critical Writings on Graphic Design	Allworth Press
0714526150	Williamson, J.	2002	Decoding Advertisements-Ideology and Meaning in Advertising	Marion Boyars
1581152655	Heller, S.	2003	Citizen Designer	Allworth Press
Further monographs to be added by tutor or visiting practitioners. Creative Review, Émigré				Publications: Eye Magazine.

COURSE SPECIFICATION

Course Code: ARCT 1016	School: Architecture, Design & Construction
Course Title: Design and Communication 1	Credit: 15
Level: 4	Course Coordinator: Gillian Daniell
Department: Communication Media for Design	Pre-requisites: None

Aims:

All designers, including Architects, Landscape Architects, Graphic Designers and 3D Digital Designers require visual literacy and drawing skills in order to acquire a basic understanding of contemporary art and design. The quality of the students design work will be enhanced through the introduction of the practice and influence of Fine Art.

To introduce the student to:

- A challenging approach to perception, observation, research and recording.
- The quality of materials.
- Colour theory.
- Verbal, written and visual communication: How the written and spoken word supports visual communication and vice versa.
- Techniques of representation.
- To introduce a student to contemporary art and design practice.
- The basic familiarity with the appropriate visual software introduced in the computer workshop.

Learning Outcomes:

Students will be able to:

- To gain knowledge of the fine arts as an influence on the quality of architectural design, landscape design, graphic design and 3D digital design.
- Communicate ideas through representational skills in 2D and 3D.
- To understand and try to make a personal interpretation of the environment.
- Learn a process of unravelling the dissemination of ideas into a visual language.
- Acquire a skill in computer based literacy and understand how to splice their ideas together through computer generated imagery.
- Methodology of using a sketch book.
- Gain confidence in their drawing abilities.
- Gain cognisance in contemporary art practice.
- To use computer graphics as an expressive medium in the principal areas of colour, texture, form and in conjunction with the more established traditional media.
- To understand the qualities of materials and colour using mixed media in 2D and 3D.
- To understand the nature of abstraction.

Indicative Content:

Visual Studies studio workshops:

- Experimentation and investigation with multi-media techniques of visual representation and expression.

- Life drawing.
- Observational drawing including perspective drawing.
- Colour theory.
- How to take photographs and darkroom procedure.
- Visits to art galleries and keeping a sketch/note book.
- Project based computer workshops.

Learning and Teaching Activities:

- Workshops.
- Life drawing classes.
- Gallery visits and recording a critical appraisal in sketchbook/notebook.
- Lectures.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio for workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebooks.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0321701763	Adobe Creative Team	2010	Adobe Photoshop CS5 (Classroom in a Book)	Adobe Press
0300115954	Albers, J.	2006	Interaction of Color	Yale University Press

0240806883	Bellantoni, P.	2005	If It's Purple, Someone's Gonna Die: The Power of Color in Visual Storytelling	Focal Press
1568982496	Elam, K.	2001	Geometry of Design: Studies in Proportion and Composition (Design Briefs)	Princeton Architectural Press
9780500203941	Gage, J.	2007	Colour in Art	Thames and Hudson
9780500286074	Gill, R.W.	2006	Perspective: From Basic to Creative	Thames and Hudson
0500275823	Hughes, R.	1991	The Shock of the New	Thames & Hudson
0412-38390X	Itten, J.	1990	The Elements of Color	Spon Press
1904772331	Kovats, T.	2006	The Drawing Book	Black Dog Publishing Ltd
1854904515	Lancaster, M.	1996	Colourscape	John Wiley & Sons
3283005389	Marks, T.	2006	Color Harmony	Edition Olms
9063690592	Vyzoviti, S.	2004	Folding Architecture	Book Industry Services
	Web Sites:		www.newexhibitions.com www.tate.org.uk	

COURSE SPECIFICATION

Course Code: ARCT 1003	School: Architecture, Design & Construction
Course Title: Design & Communication 2: Form Space Light Scale Time	Credit: 15
Level: 4	Course Coordinator: Gillian Daniell
Department: Communication Media for Design	Pre-requisites: None

Aims:

- All artists and designers need to acquire a firm understanding of the concepts and devices we use to successfully communicate our ideas.
- They need to have the courage and confidence to develop and process their ideas, using the appropriate media to fit their concepts.
- To gain further knowledge of the practice of Contemporary Fine Art, Film and Design Practice, so they are able to draw from those influences, reflect on the work, contextualise and so inspire their practice.
- To understand the concepts of objectivity and subjectivity.
- To understand how and why environments and spaces can be changed through intervention. It may be a physical intervention, a sound or through a specific way of recording/documenting a space using memory or a collective thought.

To introduce the students to:

- The understanding of the implications of intervention in the environment through space, form, light, sound, scale and use of appropriate media.
- To develop a dialogue between the real and the virtual through the practice of making, using digital tools as well as physically making sculpture and drawing.

Learning Outcomes:

Students will be able to:

- Observe, contextualize, record and then reflect.
- Identify the genius loci and understand the visual and aesthetic qualities of the environments.
- Understand the visual, textural, inherent strengths and aesthetic qualities of materials.
- Understand three dimensional concepts within the context of computer modelling.
- Use the appropriate visual software introduced in computer workshop.
- Make strategic choices in the creative process.
- Use sketch books constructively.
- Communicate proposals to a group through 2D, 3D, aural and verbal representation skills.
- Learn to develop a critical and reflective approach to contemporary art practice.

Indicative Content:

- Site analysis and the identification of the genius loci through observational drawing, recording, experimentation of mixed media and photographic study, leading to a construction of piece of work which can either be 3 dimensional, 2 dimensional or time based i.e. film or animation.
- Making a series of pieces of work based on the interpretation of an abstract notion or notions, using appropriate materials, use of sketch books, collating visual information, drawing out ideas, mixed media presentation skills

addressed, and attempting to integrate the concepts and issues with usage of the software learnt in computer graphics.

- Investigate how and why contemporary practitioners have tackled the same issues.
- A site specific project.
- Self initiated research.

Learning and Teaching Activities:

- Site visits.
- Life drawing classes.
- Workshops.
- Gallery visits and recording a critical appraisal in sketchbook/notebook.
- Lectures.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio examination	✓	%	100%	40%	N/A	Portfolio of workshop projects incl. project based computer work. Sketch books. Life Drawings. Exhibition notebooks.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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*We expect students to attend all timetabled sessions; including group projects, seminars, tutorials, crits, field trips, etc. We reserve the right not to mark project work, which is normally developed over a period of time through attendance at tutorials, studio sessions, workshops, visits, field studies, or seminars if the students' attendance and engagement with the process is judged to be inadequate. We will not mark a studio project which suddenly appears without having been developed and discussed within the tutorial or regular studio sessions.

Indicative Texts:

ISBN No	Author	Date	Title	Publisher
1560983477	De Oliveira, N., Oxley, N., Petry, M. & Archer, M.	1994	Installation Art	Prentice Hall & IBD
DVD		2009	British Animation Classics 1&2	
0285636839	Schacter, D.	2003	How the Mind Forgets and Remembers: The Seven Sins of Memory	Souvenir Press Ltd

041530704x	Wells, L.	2004	Photography: A Critical Introduction	Routledge
0500202699	Julier, G.	1993	The Thames and Hudson Encyclopaedia of 20th-century Design and Designers	Thames & Hudson
DVD		2010	Stan Brakhage Anthology 1 &2	
0006861350	Barthes, R.	1990	Image, Music, Text	Fontana Press
0500284873	Rush, M.	2007	Video Art	Thames & Hudson
0810943573	Ayeroff, J. Reiss, S. Feineman, N. Stipe, M.	2000	Thirty Frames Per Second: The Visionary Art of the Music Video	Harry N. Abrams, Inc.
1885444079	Lauf, C and Phillpot, C.	1999	Artist/Author: Contemporary Artists' Books	Distributed Art Pub Inc
0944110657	Gordon, D.	2004	Cut: Film as Found Object in Contemporary Video	Milwaukee Art Museum
DVD		2006	Animation Works of Alexander Alexeieff	
0500284512	De Oliveira, N. Oxley, N.	2004	Installation Art in the New Millennium: The Empire of the Senses	Thames & Hudson
0321701763	Adobe Creative Team	2010	Adobe Photoshop CS5 (Classroom in a Book)	Adobe Press
1568986092	Wasseerman, K. and Drucker, J.	2006	The Book as Art	Princeton Architectural Press
0374521344	Barthes, R.	1999	Camera Lucida	Farrar, Straus & Giroux Inc
DVD		2007	History of Advertising Animation (1950-1960)	
	Web Site		newexhibitions.com tate.org.uk Lynda.com editing tutorials	

COURSE SPECIFICATION

Course Code: DESI 1103	School: Architecture, Design & Construction
Course Title: Design Dissertation	Credit: 30
Level: 6	Course Coordinator: Mark Ingham
Department: Communication Media for Design	Pre-requisites: None

Aims:

An important part of the work of a contemporary designer is to research and present ideas to a critical audience. This course deals with the research and composition of a dissertation that can satisfy both academic and professional criteria. The dissertation must show evidence of a thorough investigation and it must deal with a range of issues, including contemporary design, practice and theory and cultural issues.

This course aims to give you the opportunity to make a detailed personal investigation and evaluation based on comprehensive research methodologies. This involves collecting evidence, creating arguments, critical analysis and judgments in a form which can communicate them effectively. The form this dissertation 'document' takes and its position in relation to the 'practice' element will be negotiable. It could be a web-site, a presentation, a film, a traditionally written and illustrated text, but no matter what form it takes it has to implement of all of the above elements.

Learning Outcomes:

On completion of this course you will be able to:

- Carry out in depth research using first and secondary sources and on the basis of this research, to structure your ideas as a logical argument.
- Contextualise your research in the form of a review of the literature/practice.
- Draw valid conclusions based on a preceding argument and your research.
- Present your dissertation in the form of a sequential presentation, which is a finished piece of work in its own right.
- Document the evolution of the project from the outset as an iterative and reflective process.
- Give references to their sources in the approved academic manner and to compile a annotated bibliography.

Content:

Initially you will select a topic that is appropriate to your design discipline. This must have the approval of the Course Coordinator before proceeding with the research. This will then be followed by a construction of a literature/practice review. The Course Coordinator must also approve the form of the presentation. References to the sources and the bibliography must be presented in a suitable form on paper or digitally in the approved academic manner.

Learning and Teaching Activities:

Using active learning methods this course will be delivered using a number of learning and teaching strategies that will enable the student to be in control of their own learning and educational development. Along with lectures, individual presentations, group seminars and group and individual tutorials a sustained period of self-

initiated research will be carried out. There will be a formatively assessed presentation at the beginning of the course, which will be based on their reflective learning journal/blog.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Written introduction and literature/practice review for the dissertation.		%	15	40	1000-2000	Written report
The completed Dissertation.	✓	%	85	40	6000 -9000	Written/illustrated or equivalent intellectual task.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
2940373205	Noble, I. Bestley, R.	2007	Visual Research: An Introduction to Research Methodologies in Graphic Design	AVA Publishing
1904705383	Danaher, S	2004	The Complete Guide to Digital 3D Design	ILEX
1412945836	Mitchell, C.	2011	Doing Visual Research	Sage Publications Ltd
0262122634	Laurel, B	2004	Design Research: Methods and Perspectives	MIT Press
0748636293	Smith, H	2009	Practice-led Research, Research-led Practice in the Creative Arts	Edinburgh University Press
0415351111	Chandler, D	2002	Semiotics: the basics http://www.aber.ac.uk/media/Documents/S4B/semiotic.html	Routledge
156898586X	Bennett, A	2006	Design Studies: Theory and Research in Graphic Design	Princeton Architectural Press

9780714838519	Luton, E. Miller, A	1996 2008	Design Writing Research	Phaidon
1581154712	Bierut, M <i>et al</i>	2007	Looking Closer: Bk. 5: Critical Writings on Graphic Design	Allworth Press,U.S.

COURSE SPECIFICATION

Course Code: DESI 1185	School: Architecture, Design & Construction
Course Title: Design for Interaction	Credit: 15
Level: 5	Course Coordinator: Nickie Hirst
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

The course will encourage students to research significantly the Internet environment, mainly in relation to such themes as designing for exploration in various multimedia across a range of creative frameworks. The course covers both the multimedia production and introduces cultural theory and practice throughout experimentation and critical development. It will also ease the development of practical and conceptual skills in the production of fully functioning web and screen based interactive innovative approaches.

Students will be encouraged to research on different approaches by looking at existing websites and web applications, and will explore themes such as the Internet accessibility, usability and functionality.

Aims:

The course aims to:

- Demonstrate a critical awareness of the Internet development and encourage them to approach information technology with critical awareness of its potential as well as its cultural and aesthetic-political imperatives.
- To introduce students to the key skills necessary for the successful web production
- To facilitate ongoing research and participation in this exciting area of cultural practice

Learning Outcomes:

On successful completion of the course, students will be able to:

- Develop the necessary skills to create, design and construct a web application
- Develop a vital understanding of the role of the Internet as a medium between designers and audience within contemporary social and political environments.

Indicative Content:

Students will produce a number of projects and designs that relate to their contextual studies of the Internet. Layouts, font manipulation, graphic formats:

- HTML and Flash Action script
- The function of a website and of a web application
- Information architecture and planning techniques
- Information design
- Interaction design
- Design for screen-based environments

Learning and Teaching Activities:

The course will be taught in a weekly series of practical lab classes, in which a mixture of lectures and workshops will take place. Students will be given individual learning support and feedback.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓	%	100	40	N/A	A digital portfolio of completed works

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0321643399	Saffer, D.	2009	Designing for Interaction: Creating Innovative Applications and Devices	New Riders
0321555988	Burrough, X. & Mandiberg, M.	2008	Digital Foundations: Intro to Media Design with the Adobe Creative Suite	Peachpit Press
1600610641	Mcneil, P.	2008	The Web Designer's Idea Book: The Ultimate Guide To Themes, Trends & Styles In Website Design	How Books
2940361762	Simmons, J.	2007	The Designer's Desktop Manual	RotoVision
0262632551	Manovich, L.	2002	The Language of New Media	MIT Press
0851708641	Rieser, M, & Zapp, A.	2002	The New Screen Media: Cinema/ Art/ Narrative	London: BFI

COURSE SPECIFICATION

Course Code: DESI 1085	School: Architecture, Design & Construction
Course Title: Design Process: Animation	Credit: 15
Level: 5	Course Coordinator: Anastasios Maragiannis
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

This course explores the process of creating animated sequences from the standpoints of history, theory and practice. It encourages students to engage with the possibilities of narrative and sequence and develops their technical expertise in this design specialism.

Aims:

This course aims to:

- Study the history of moving image.
- Familiarise students with design processes relevant to animation.
- Develop a critical framework relevant to animation and moving image.
- Gain skills in communication and presentation.

Learning Outcomes:

On completing the course, students will be able to:

- Draw upon the history of the moving image.
- Criticise multimedia and animated productions.
- Demonstrate a range of animation and moving image techniques.
- Understand the characteristics of narrative and non-narrative structures in word and image.
- Relate animated sequence to the 4d world.
- Work individually and in a group.

Indicative Content:

Zoetropes and flicker books. Narrative structure and storyboards. Framing, timing and choreography. Silhouette animation and the use of two-dimensional and 3-dimensional form. Disney, Pixar, Ardman, Norman McKlaren. Cell animation, rostrum cameras, registration and the animation stand. Film loops. Relationships of moving image to other fields (graphic art, fine art, sculpture). Characterisation, Synchronisation. Computer animation.

Learning and Teaching Activities:

Lectures, visits, workshops and demonstrations by tutors and professional artists/designers

Studio-based project work

Self-initiated research

Tutorials

Presentations and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Essay/ Seminar		%	25%	40	1,500	
Portfolio	✓	%	75%	40	N/A	Final moving image sequences

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9782940373819	Beiman, N	2010	Animated Performance: Bringing imaginary animal, human and fantasy characters to life	AVA Academia
9780240813493	Elmansy, R	2010	Photoshop 3D for Animators	Focal Press
9783642140600	Jose, F, Lopez, P & Fisher, R	2010	Articulated Motion and Deformable Objects: 6th International Conference, AMDO 2010, Port d'Andratx, Mallorca, Spain, July 7-9, 2010 Proceedings (Lecture ... Vision, Pattern Recognition, and Graphics)	Springer
9782940373697	Wells, P & Hardstaff, J	2008	Re-imagining Animation: The Changing Face of the Moving Image	AVA Academia
9780470609903	Osipa, J	2010	Stop Staring: Facial Modeling and Animation Done Right	Sybex
0861966635	Furniss, M.	2008	Art in Motion: Animation Aesthetics	John Libbey Cinema and Animation

9781849510486	Allan Brito	2010	Blender 3D 2.49 Architecture, Buildings, and Scenery	Packt Publishing
0470396679	Ratner, P.	2009	3D Human Modelling and Animation	John Wiley & Sons
9780240814193	Braha, Y & Byrne, B	2010	Creative Motion Graphic Titling for Film, Video, and the Web	Focal Press
9782940373697	Wells, P & Hardstaff, J	2008	Re-imagining Animation: The Changing Face of the Moving Image	AVA Academia
9782940373161	Wells, P	2007	Basics Animation: Scriptwriting	AVA Academia
9780500512081	Peter Weishar Foreword by Phil Tippett	2004	Moving Pixels	Thames & Hudson

COURSE SPECIFICATION

Course Code: DESI 1196	School: Architecture, Design & Construction
Course Title: Design for Print	Credit: 15
Level: 5	Course Coordinator: Malcolm Southward
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

This course aims to further the intelligent development of visual form. Students engage with the construction and meaning of graphic messages through a number of set and self-set project briefs that focus on experimental typographic design and publishing, editorial and information design. The student is encouraged to be self-motivated and to research real client/audience in which they have a personal interest.

Aims:

This course aims to:

- Further develop sensitivity of composition, balance, structure, rhythm and hierarchy.
- Create original and innovative content.
- Develop visual research methodologies.
- Gain skills in communication and presentation.

Learning Outcomes:

On completing the course, students will be able to:

- Become a reflective practitioner.
- Further develop visual research methodologies.
- Develop a strong visual vocabulary, challenge pre-conceptions and explore their learning experiences.
- Become experienced in compositional design techniques.

Content:

Project-based enquiry, brainstorming, drawing and mixed media visual techniques, reflective research methodology, demonstrations in the use of software, presentation techniques.

Learning and Teaching Activities:

Studio workshops

Lectures and demonstrations

Tutorials and group discussion

Presentation and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Presentation critiques and portfolio submission	✓	%	100	40	N/A	A portfolio of project work.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
3721201450	Muller-Brockmann, J.	2009	Grid Systems in Graphic Design	Niggli Verlag
3037780193	Holt, M. & Muir, H.	2005	8VO – On The Outside	Lars Muller Publishers
1856696014	Pipes, A	2009	Production for Graphic Designers	Laurence King
3721200438	Ruder, E.	2009	Typography: A Textbook of Design	Niggli Verlag
0007294662	McCandless	2010	Information is Beautiful	Collins Design
185669433X	Zappaterra, Y	2007	Editorial Design	Laurence King
0646454455	Bhaskaran, L.	2006	Frost* (Sorry Trees)	Frost Design
1856694100	Shaughnessy, A.	2005	How To Be A Graphic Designer Without Losing Your Soul	Laurence King
3764385812	Osterer, H & Stamm, P	2008	Adrian Frutiger - Typefaces: The Complete Works	Birkhauser Verlag AG
8496823717	Monza	2009	Typographic Design	Instituto Monsa de Ediciones
0907259340	Hochuli, J	2008	Detail in Typography	

COURSE SPECIFICATION

Course Code: DESI 1197	School: Architecture, Design & Construction
Course Title: Design Studies	Credit: 30
Level: 6	Course Coordinator: Nickie Hirst
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

A selection of self-initiated and set projects provides students with the opportunity to take increasing responsibility for the content of their creative work and to develop their own distinctive direction. Core projects allow students to push their ideas and to further their technical ability. Students are expected to complete at least one self-directed project and to engage with briefs set by professional bodies (D&AD/RCA/ISTD) and prestigious companies (private clients).

Aims:

This course aims to:

- Challenge graphic education and the prescribed problem-solving route.
- Enhance and perfect visual communication skills.
- Acquire a practical appreciation of materials alongside creative expression.
- Build a strong portfolio of work.

Learning Outcomes:

On completing the course, students will be able to:

- Have investigated and appraised their design process.
- Show an awareness of their personal direction within the field of design.
- Work with confidence and learn by example.
- Develop original content for a specific reason.
- Communicate ideas clearly to a client or an anonymous jury panel.

Content:

Studio and workshop-based activities, demonstrations, visits to/from professional practitioners, print process, gallery visits.

Learning and Teaching Activities:

Studio workshops Self-initiated research, Lectures and demonstrations, Tutorials and group discussion, Presentation and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio	✓	%	100	40	N/A	A portfolio of project work.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0954278429	D&AD	2003-10	D&AD Annual 2003 - 10 (British Design and Art Direction)	D&AD
	ISTD	2009	2009 Awards Catalogue ISTD International TypoGraphic Awards 2009	International Society for Typographic Design (ISTD)
2888930854	Art Directors Club	2010	The Art Directors annual 88	Rotovision
9780500287330	Pricken, M	2008	Creative Advertising – Ideas and Techniques from the World’s Best Campaigns	Thames & Hudson
	Various	2004	Typographic 52 - 68	ISTD
0141031174	Sudjic, D	2009	The Language of Things – how we are seduced by the objects around us	Penguin
0713998393	Baines, P	2005	Penguin by Design	Allen Lane

COURSE SPECIFICATION

Code: ENVT 1008

School: Architecture, Design & Construction

Course Title: Digital Landscapes

Course Coordinator: David Watson

Level: 5

Credit: 15

Dept: Landscape & Garden Design

Pre-requisites: None

Introduction and Rationale:

Designers(Landscape & Garden) need a good understanding of the ways that emerging and current technologies are changing design methods and working practices within the landscape and garden design professions. 3D Digital Designers need to develop an appreciation and understanding of the landscape in order to create convincing virtual environments. This course introduces the digital iterative design process. It also about exploring and experimenting with new ways to experience designs for gardens and landscapes.

Aims:

- Develop digital skills within the context of medium-sized landscapes.
- Develop a better visual understanding of landscape.
- Improve students' understanding of working practice.
- Explore composition with landscape elements.
- Develop a better understanding of space, scale and proportion.
- Understand the balance between realism and stylisation in computer models.
- Learn how to apply narrative to their design presentations.

Learning Outcomes:

Students will be able to:

- Develop a digital design within a given landscape.
- Test ideas in form, space, scale, colour, texture, light and time.
- Design and present their design ideas in digital form (i.e. not on paper).
- Employ non-traditional methods of landscape representation.
- Construct design narratives.
- Experiment with new software and digital techniques

Content:

- Lectures
- Project-based workshops
- Crits
-

Indicative Software:

- AutoCAD
- Photoshop
- Bryce
- 3DS Max

Learning and Teaching Activities:

Students will be introduced to a number of software tools and techniques. Project work is designed to encourage students to use these tools and techniques creatively and to experiment with different methods of design and presentation. Project work is also designed to improve students' understanding of design principles such as scale and proportion and to offer them opportunities in developing narratives within their work.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that the student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio assessment: Digital Portfolio	<input type="checkbox"/>	%	100%	40%	N/A	

Is the student required to pass ALL elements of assessment in order to pass the course?	YES
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
	Lidwell, W. Holden, K. and Butler, J.	2007	The Universal Principles of Design	Rockport Publishers
	Fletcher, A.	2001	The Art of looking sideways	Phaidon Press

	Bishop, I. and Lange, E.	2005	Visualization in Landscape and Environmental Planning	Taylor & Francis
	Finkelstein, E.	2010	The AutoCAD and AutoCAD LT Bible	Wiley
	Evening, M.	2010	Adobe Photoshop CS5 for Photographers	Focal Press
	Kitchens, S. And Gavenda, V.	2000	Real World Bryce	Peachpit Press

COURSE SPECIFICATION

Course Code: COMP 1314	School: Computing and Mathematical Sciences
Course Title: Digital Media, Computing & Programming	Credit: 30
Level: 4	Course Coordinator: Tony Ackroyd
Department: Information Systems and Digital Media	Pre-requisites: None

Aims:

Students need to be able to understand the computing concepts as used in Digital Media production. They need to be able to use computers effectively in a variety of appropriate applications and to understand the basics of designing applications using an appropriate programming language.

The course aims:

- To introduce the fundamental operational principles of computers and computer systems.
- To introduce commonly used software for communicating effectively.
- To equip an individual with transferable skills to use application software.
- To teach basic principles of software design.
- To teach programming in a commonly used language.

Learning Outcomes:

At the end of this course the student will be able to:

- Explain commonly used computing terms used in digital media.
- Use common software to communicate effectively.
- Create and install basic, validated web pages at the university.
- Import and modify images on a computer.
- Describe how the law impacts on computing issues.
- Use basic software design and implementation techniques.
- Explain the basic terminology used in programming.
- Create small interactive applications using common programming constructs.

Indicative Content:

Investigate appropriate computer hardware. Effective communication using word processors, spreadsheets and presentation packages (Office software). Operating Systems: (Windows, Unix, MacOS, command v GUI). Investigate file types and appropriate methods of compression in imaging, video and sound. How the internet works and how to use it to gather information. (e.g. TCP/IP, Email, FTP, WWW). Create, publish and validate a basic XHTML web site. Computer mathematics and coding: Binary, Hexadecimal, bits, bytes, ASCII, Unicode. Computer networking concepts. The law and its implications for computing and the internet. What is programming? Basics of structured programming (variables, conditionals, loops, arrays). Basics of object oriented programming (classes, properties, methods). Introduction to commonly used language to create simple applications (e.g. Actionscript 3).

Learning and Teaching Activities:

Lectures will explain the issues about computing; give an overview of software and describe programming concepts and language. Tutorials will take place in the computer laboratories where students will learn how to

use software and program in detail. Students will be expected to complete tutorial work and carry out further study in their own time. Formative feedback will then be given in subsequent tutorials.

Assessment Details:

Methods of Assessment	Please identify the last item of assessment a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
Coursework 1		%	20%	40	Microsite and PowerPoint
Coursework 2		%	20%	Pass/Fail	Programming application
Coursework 3		%	10%	40	Logbook
Examination	√	%	50%	40	Unseen examination paper to assess outcomes A – H

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9780470858905	Chapman	2004	Digital Multimedia	Wiley
1904995055	Cunliffe & Elliott	2005	Multimedia Computing	Lexden
9780764583063	Duckett, J.	2005	Accessible XHTML and CSS Web Sites	Wiley
978-0470137284	Gookin	2007	PCs for Dummies	Wiley
067232878X	Hayes, D.	2006	Sams Teach Yourself HTML in 10 Minutes	Sams
0321178688	Hughes, C.	2004	The web wizard's guide to XHTML	Addison Wesley
1840781254	McGrath, M.	2003	XHTML in Easy Steps	Computer Step
9780596527877	Shupe & Rosser	2007	Learning ActionScript 3.0 (A Beginner's Guide)	Adobe Dev Library
9780321564252	Ypenburg, D.	2009	ActionScript 3.0 (Visual Quickstart Guide)	Peachpit Press

COURSE SPECIFICATION

Course Code: COMP 1595	School: Computing and Mathematical Sciences
Course Title: Digital Media Foundations	Credit: 30
Level: 4	Course Coordinator: Jesmond Lewis
Department: Information Systems and Digital Media	Pre-requisites: None

Aims:

This course introduces students to the production of a variety of digital media – text, still images, animation, sound and video – in a suitable format for combination and delivery in products such as multimedia applications and websites. It will provide a solid foundation in the basics of digital media production to carry forward to second and third year courses across all programmes incorporating digital media development and technologies.

This course aims to:

- Examine the potential of a variety of media in the digital domain.
- Introduce students to research practices and the critical evaluation of information and artefacts.
- Provide experience of the production of digital media assets and their combination for digital and printed delivery.
- Provide experience of industry-standard software for digital media manipulation and production.
- To foster appropriate levels of academic practice; To introduce students to business skills.

Learning Outcomes:

At the end of this course the student will be able to:

- A. Create original digital media artefacts such as still images, animation, audio tracks and video.
- B. Create and present digital media material for print and digital display.
- C. Utilise research techniques to inform product development.
- D. Appraise professional media products.
- E. Apply appropriate planning and project management techniques to product development.
- F. Present themselves and their work in a manner appropriate for academic and business practice.

Indicative Content:

Digital photography. Digital manipulation of still images. Typography. Desktop publishing. Vector graphics. 2D animation. Basic digital sound recording, editing and manipulation. Shooting video, video editing and manipulation. Video compression techniques for multimedia delivery. Combining digital media in an authored interactive application.

Practical techniques are to be taught within a context of current practices and visual and sonic languages, alongside appropriate planning and production management techniques.

Learning and Teaching Activities:

Taught time will be divided evenly between lectures, lab sessions and tutorials. Lectures will be provided to present and explain concepts and technologies and to introduce students to professional media artefacts. Lab sessions will enable students to gain practical skills. Tutorials will develop critical skills and planning and production management skills. Students will be expected to attend all sessions.

Students will be expected to put in a minimum of 7 hours a week of independent study to:

- Explore and reflect upon the techniques and theoretical concepts introduced in taught sessions.
- Produce a series of uploads demonstrating their engagement with the material.
- Online materials and communication will be provided to assist with this.

Students can achieve all learning outcomes by:

- Attending and taking notes in all lectures.
- Completing the tasks set in tutorials and lab sessions.
- Keeping up to date with information provided on Teachmat.
- Using their self-directed study time to prepare for tutorial sessions, complete upload tasks.

Assessment Details:

Methods of Assessment	Please identify the last item of assessment a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
					A portfolio demonstrating competency in academic, digital media and business skills to include printed reports, skills week and upload tasks. Learning Outcomes A, B, C, D, E, F.
Coursework 1		%	50%	40	An animation with a soundtrack. Learning Outcomes A, B, C.
Coursework 2	√	%	50%	40	An interactive video showcase. Learning Outcomes A, B, C, E.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9780470512166	Chapman, N. et al.	2009	Digital Multimedia, 3 rd Edition	John Wiley & Sons
9780240807737	Hurbis-Cherrier, M.	2007	Voice and Vision: A Creative Approach to Narrative Film and DVD Production	Focal Press
9780713673401	Patmore, C.	2005	Get Started in Short Filmmaking: Principles, Practice and Techniques: An Inspirational Guide for the Aspiring Filmmaker	Methuen Drama
9780240809076	Roberts-Breslin, J.	2007	Making Media: Foundations of Sound & Image Production	Focal Press

COURSE SPECIFICATION

Course Code: COMP 1597	School: Computing and Mathematical Sciences
Course Title: Digital Media Production	Credit: 30
Level: 5	Course Coordinator: Jesmond Lewis
Department: Information Systems and Digital Media	Pre-requisites: Digital Media Foundations (or Equivalent)

Aims:

The intention of this course is to enhance skills in digital media technologies and provide experience of professional practices utilised by the creative media industries. As well as engaging with industry standard project management skills students will be provided with the necessary support to encourage creativity and innovation. To enable students to start positioning themselves for success in the professional domain on graduation this course also guides them through the process of appropriate job identification and the development of CVs and portfolios and provide students with the Personal Development Planning skills.

The aims of this course are to:

- Advance skills in content creation and programming.
- Develop a broader knowledge and understanding of creative practices.
- Develop innovative approaches to developing media rich applications.
- Develop awareness of professional production practices.
- Prepare students for employment in the digital media industries.
- Provide experience of team and individual project management, from research and planning through to delivery and evaluation.
- Practice industry standard communication skills of documentation and presentation.

Learning Outcomes:

- At the end of this course the student will be able to:
 - A. Critically investigate the cultural domain influencing current professional practices.
 - B. Identify and apply appropriate creative techniques using a range of digital media.
 - C. Use advanced scripting in the creation of interactive media rich applications.
 - D. Devise, plan, produce and evaluate the production of an interactive narrative.
 - E. Effectively communicate an idea using methods appropriate to the digital media industries.
 - F. Apply the skills required to successfully manage and deliver a team project.

Indicative Content:

Research and documentation techniques. The evaluation of information and authored material. Ideas, inspiration and innovation, where does it all come from? The position of digital media production within current and historical modes of entertainment and information delivery. The creative opportunities particular to digital media production, i.e. interactivity, navigation, agency and engagement. Advanced techniques in the production, preparation and combination of digital media content. Advanced scripting for interactive digital media applications. Pre-production, production and post-production methods in the creation of media rich interactive applications. Project management; working to a brief, team work, corporate identity, pitching, presenting,

planning time, resources and tasks, documentation, delivery, reflection and evaluation. Research into employment possibilities, CV and portfolio development.

Learning and Teaching Activities:

Taught time will be divided evenly between lectures, lab sessions and tutorials. Lectures will be provided to present and explain concepts and technologies and expose students to a range of contemporary digital media artefacts. Lab sessions will enable students to gain practical skills. Tutorials will develop critical and creative skills, planning and production management skills, team working skills and personal career aspirations. Students will be expected to attend all sessions.

Students will be expected to put in a minimum of 7 hours a week of independent study to:

- Explore and reflect upon the techniques and theoretical concepts introduced in taught sessions.
- Produce a portfolio of work demonstrating their engagement with the material.
- Plan and communicate in production teams using appropriate online software.
- Meet regularly with peers to share and discuss ideas.
- Online materials and communication will be provided to assist with this.

Students can achieve all learning outcomes by:

- Attending and taking notes in all lectures.
- Completing the tasks set in tutorials and lab sessions.
- Keeping up to date with information provided on Teachmat.
- Using their self directed study time to prepare for tutorial sessions, complete set tasks and manage production projects.

Assessment Details:

Methods of Assessment	Last item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Outline Details
Coursework 1		%	N/A	Pass/Fail	Individual pitch presentation. Individual interactive digital media project
Coursework 2		%	40%	40	Group interactive digital media project.
Coursework 3	√	%	60%	40	Individual documentation and progression portfolio (PDP).

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0415307120	Dewdney, A. & Ride, P.	2006	The New Media Handbook	Routledge
9780321436931	England, E. et al.	2007	Managing Interactive Media: Project Management for Web and Digital Media	Addison Wesley
9780240809595	Handler Miller, C.	2008	Digital Storytelling: A Creator's Guide to Interactive Entertainment, 2 nd Edition	Focal Press
9780240809076	Roberts-Breslin, J.	2007	Making Media: Foundations of Sound & Image Production	Focal Press

COURSE SPECIFICATION

Course Code: DESI 1198	School: Architecture, Design & Construction
Course Title: Graphic Design Principles	Credit: 30
Level: 4	Course Coordinator: Anastasios Maragiannis
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

This course introduces the fundamentals of graphic design as a dynamic means of visual communication and a major part of our visual culture. This course builds a foundation in the appreciation of visual design processes and encourages the development of compositional design skills through traditional and digital image making, including photography, printmaking, illustration, the use of colour, sequential thinking and visual narrative. The lectures and workshops emphasising on the development of basic design abilities and a visual vocabulary that enables students to describe, analyse, experiment and discuss their work and the work of others.

Aims:

This course aims to:

- Encourage critical, divergent and convergent thinking;
- Develop the means and methods of expressing and communicating design ideas;
- Introduce the importance of research and reflective sketchbook methodology;
- Develop compositional awareness;
- Introduce presentation techniques.

Learning Outcomes:

On completing the course, students will:

- Understand the process of design and the basic principles of communication design;
- Have an awareness of the aesthetic qualities of form, colour, texture, scale and composition;
- Have developed good craft and technical skills and an awareness of materials;
- Be able to work to a specific project brief and present their ideas effectively to a group.

Content:

Hands-on studio and workshop-based activities, idea generation, printmaking, bookbinding, animation, illustrative techniques, black and white and digital photography, darkroom procedure, computer imaging techniques, gallery visits. Assignments and exercises include bringing diverse elements such as signs, symbols, words, and pictures together and assembling them into a total message.

Learning and Teaching Activities:

Lectures, workshops and demonstrations by tutors and professional practitioners/artists/designers

Studio-based project work

Self-initiated research

Tutorials

Presentations and critiques

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio and assessment	✓	%	100	40	N/A	A portfolio of project work.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9782940411 290	G. Ambrose & P. Harris	2010	The Visual Dictionary of Pre-press & Production	AVA Academia
9782940411429	David Crow	2010	Visible Signs: An Introduction to Semiotics	AVA Academia
9782940411139	David Präkel	2010	The Fundamentals of Creative Photography	AVA Academia
9781856696883	L. Roberts & R. Wright	2010	Design Diaries	Laurence King Publishing
2880467039	Odling-Smee, A. & Ford, H.	2003	The New Handmade Graphics: Beyond Digital Design	Rotovision
1856693392	Hyland, A. Bell, R.	2003	Hand To Eye: Contemporary Illustration	Laurence King
9781856696722	Fig Taylor	2010	How to Create a Portfolio & Get Hired: A Guide for Graphic Designers and Illustrators	Laurence King Publishing
9782940373826	G. Ambrose & P. Harris	2008	The Fundamentals of Graphic Design	AVA Academia
9782940373635	G. Ambrose & P. Harris	2008	The Production Manual: A Graphic Design Handbook	AVA Academia
9780500513422	Ben Bos - Elly Bos	2007	AGI: Graphic Design since 1950	Thames & Hudson
9782940373 093	J. Baldwin & L. Roberts	2005	Visual Communication: From Theory to Practice	AVA Academia

COURSE SPECIFICATION

Course Code: DESI 1108

School: Architecture, Design & Construction

Course Title: Narrative & Sequence

Credit: 30

Level: 5

Course Coordinator: Anastasios Maragiannis

Department: Communication Media for Design

Pre-requisites: None

Introduction and Rationale:

This course explores the process of creating animated sequences from the standpoints of history, theory and practice. It encourages students to engage with the possibilities of narrative and sequence and develops their technical expertise in this design specialism.

Aims:

This course aims to:

- Study the history of moving image.
- Familiarise students with design processes relevant to animation.
- Develop a critical framework relevant to animation and moving image.
- Gain skills in communication and presentation.

Learning Outcomes:

On completing the course, students will be able to:

- Draw upon the history of the moving image.
- Criticise multimedia and animated productions.
- Demonstrate a range of animation and moving image techniques.
- Understand the characteristics of narrative and non-narrative structures in word and image.
- Relate animated sequence to the 4d world.
- Work individually and in a group.

Indicative Content:

Zoetropes and flicker books. Narrative structure and storyboards. Framing, timing and choreography. Silhouette animation and the use of two-dimensional and 3-dimensional form. Disney, Pixar, Ardman, Norman McKlaren. Cell animation, rostrum cameras, registration and the animation stand. Film loops. Relationships of moving image to other fields (graphic art, fine art, sculpture). Characterisation, Synchronisation. Computer animation.

Learning and Teaching Activities:

Lectures, workshops and demonstrations by tutors and professional artists/designers

Studio-based project work

Self-initiated research

Tutorials

Presentations and critiques

Assessment Details:

Methods of Assessment	LAST item of assessment	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Workbook		%	50%	40	N/A	Demonstrating technique and skill
Portfolio	✓	%	50%	40	N/A	Final moving image sequences

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9782940373819	Beiman, N	2010	Animated Performance: Bringing imaginary animal, human and fantasy characters to life	AVA Academia
9780240813493	Elmansy, R	2010	Photoshop 3D for Animators	Focal Press
9783642140600	Jose, F, Lopez, P & Fisher, R	2010	Articulated Motion and Deformable Objects: 6th International Conference, AMDO 2010, Port d'Andratx, Mallorca, Spain, July 7-9, 2010 Proceedings (Lecture ... Vision, Pattern Recognition, and Graphics)	Springer
9782940373697	Wells, P & Hardstaff, J	2008	Re-imagining Animation: The Changing Face of the Moving Image	AVA Academia
9780470609903	Osipa, J	2010	Stop Staring: Facial Modeling and Animation Done Right	Sybex
0861966635	Furniss, M.	2008	Art in Motion: Animation Aesthetics	John Libbey Cinema and Animation
0470396679	Ratner, P.	2009	3D Human Modelling and Animation	John Wiley & Sons
9780240814193	Braha, Y & Byrne, B	2010	Creative Motion Graphic Titling for Film, Video, and the Web	Focal Press
9782940373697	Wells, P & Hardstaff, J	2008	Re-imagining Animation: The Changing Face of the Moving Image	AVA Academia
9782940373161	Wells, P	2007	Basics Animation: Scriptwriting	AVA Academia

COURSE SPECIFICATION

Course Code: DESI 1199	School: Architecture, Design & Construction
Course Title: Sound Design	Credit: 15
Level: 5	Course Coordinator: TBC
Department: Communication Media for Design	Pre-requisites: None

Introduction and Rationale:

The creative use of sound, musical or otherwise is a dynamic and sensory force within all areas of digital design, animation and film. Well-recorded and orchestrated musical scores have changed the way we think about film and animation. 3D designers must be able to specify, acquire and manipulate audio elements for their animations and to understand how sound can be used to create a desired mood or effect. This course is designed to provide students with the theoretical knowledge and creative skills needed for the design and production of exciting sound design.

Aims:

- To develop an understanding of the principles – both conceptually and technically - of basic music theory and practice.
- To promote an understanding of how sound is used within a variety of media contexts.
- To be able to design, develop and integrate sound within a moving image sequence.
- To extend the student's knowledge and technical skills in the creation and production of sound.

Learning Outcomes:

At the end of this course the student will have:

- A basic knowledge of the histories and context of sound design.
- An understanding of the theories of sound design practice.
- Be able to interpret sound and sound sequences in terms of structure, instrumentation and production techniques.
- The ability to create original and sampled sound sequences using appropriate means.
- Manipulated digital audio through the use of hard disk recording and editing techniques.
- The ability to integrate and synchronise sound with a moving image or interactive sequence.
- Developed their technical ability within industry-standard software.

Indicative Content:

Dialogue, Synchronous and Asynchronous Sound Effects, and Music. Voice over, narration, soundtrack, Lip sync. Virtual instruments, sound synthesis. Basic music theory and music appreciation. Recording & Sequencing. Creating and editing sound files using sound editing software. Sampling and manipulation of sound using filters and plug-ins. Recording and understanding analogue sound. Layering and creative use of samples using software, sound and the web, digital sound file formats (creation and use). Combining MIDI and audio recording within a sequence to produce a stereo mix. Art direction, Post production; synchronisation, editing, effects. Copyright issues involving sampling. Project-based enquiry, brainstorming, research methodology, experimentation and reflection on practice.

Main Learning and Teaching Activities:

The course will be taught using lectures and seminars supplemented with structured and integrated practical workshops in the use of relevant sound software. Students will need to work individually and in groups and to be able to present their ideas and project work at design critiques. Sessions on the analysis and understanding of sound will be more seminar-based and encourage discussion.

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Continuous Assessment		%	20%	40%	n/a	Practical projects
Design Project 1		%	40%	40%	n/a	Design and production of a short audio based sound composition.
Design Project 2	✓	%	40%	40%	n/a	Design and synchronisation of an audio based composition to a moving image sequence.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0262014416	Farnell, A	2010	Designing Sound	MIT Press
1904705383	Danaher, S	2004	The Complete Guide to Digital 3D Design	ILEX
1932907483	Viers, R	2008	Sound Effects Bible: How to Create and Record Hollywood Style Sound Effects	Michael Wiese Productions

1401881025	Cancellaro	2005	Exploring Sound Design for Interactive Media	Delmar Cengage Learning
0252075323	Beck, J & Grajeda, T	2008	Lowering the Boom: Critical Studies in Film Sound	University of Illinois Press
0231056370	Weis, B	1985	Film Sound: Theory and Practice	Columbia University Press
0240811259	Theme Ament, V	2009	The Foley Grail: The Art of Performing Sound for Film, Games, and Animation	Focal Press
050028260	Woolman, M	2000	Sonic Graphics: Seeing Sound	Thames & Hudson
0500512175	Brouger, K, Strick, J, Wiseman, A Zilcer J	2005	Visual Music Synaesthesia in Art and Music since 1900	Thames & Hudson

COURSE SPECIFICATION

Course Code: DESI 1200

School: Architecture, Design & Construction

Course Title: Typographic Studies

Credit: 30

Level: 4

Course Coordinator: Malcolm Southward

Department: Communication Media for Design

Pre-requisites: None

Aims:

This course introduces students to the fundamentals of typography and the structure and hierarchy of the page. A series of workshops and studio-based projects will encourage students to learn about the detail, terminology and character of typography and the possibilities of typographic expression. Students will be encouraged to explore, to research, to originate and combine letterforms in a two-dimensional and three-dimensional space. This course also aims to introduce students to the historical context of 20th and 21st century typography.

Learning Outcomes:

On completing the course, students will:

- Understand the importance of typography in communication design.
- Understand the aesthetic qualities of form, colour, texture, scale and composition within typography.
- Have learned to work expressively with typography within a number of contexts.
- Be aware of historical and contemporary typographic design practice.
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Indicative Content:

Hands-on studio/workshop-based activities. Computer workshops. Introduction to sketchbook methodologies. Lectures and studies of typography in the context of the metaphor e.g. magazines, films, illustration, web-design. Typography within the context of architecture and landscape.

Learning and Teaching Activities:

Lectures, workshops and demonstrations by tutors and professional artists/designers

Studio-based project work

Self-initiated research

Tutorials

Group presentations and critiques, Gallery visits

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio and assessment	✓	%	100	40	N/A	A portfolio of project work.

Is the student required to pass ALL elements of assessment in order to pass the course?	YES/NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
390704486X	Weingart, W.	1999	My Way to Typography	Lars Muller Publishers
3906700895	Muller, L.	2000	Josef Muller-Brockmann Pioneer of Swiss Graphic Design	Lars Muller Publishers
1906155410	Monem, N.	2008	FONT – The Sourcebook	Black Dog Publishing
1592531253	Samara, T	2005	Making and Breaking the Grid: A Layout Design Workshop	Rockport
0520071468	Tschichold, J.	1995	The New Typography	University of California Press
2880468140	Roberts, L. Thrift, J.	2005	The Designer and the Grid	Rotovision
0938491059	Spencer, H.	1991	The Liberated Page	Chronicle Books
0500512299	De Jong, C.W. & Purvis, A.	2005	Creative Type: A Sourcebook of Classic and Contemporary Letterforms	Thames & Hudson
3721200438	Ruder, E.	2009	Typography: A Textbook of Design	Niggli Verlag
1568984480	Lupton, E	2004	Thinking with Type	Princeton Architectural Press
0500 511438	Triggs, T	2003	The Typographic Experiment	Thames & Hudson

COURSE SPECIFICATION

Course Code: COMP 1652	School: Architecture, Design & Construction
Course Title: Web Standards Representation	Credit: 15
Level: 6	Course Coordinator: David Watson
Department: Communication Media for Design	Pre-requisites: none

Introduction and Rationale:

Graphic Designers need a good understanding of contemporary web design practice. Web Standards are an important aspect of modern web design and students must learn to adopt a web standards approach to their online designs in order to mark themselves out as “professional” designers. Students need to understand that the visual layer of web design is only superficial and that concepts such as “findability”, “user experience”, and “accessibility” are equally important to users of websites. In addition, Graphic Designers need to know how to present and promote themselves, whether as a freelance practitioner or when applying for jobs in the public and private sectors. This course encourages students to develop a personal and identifiable style or “branding” and to use this to present their work and to promote themselves, both in print and online.

Aims:

- To enable students to develop and implement a personal style or brand.
- To help students develop a curriculum vitae.
- To develop a web standards approach to web design.
- To understand the importance of the non-visual aspects of web design.
- To equip students with skills to compile presentation materials for self-promotion online.
- To guide students in acquiring an online presence in the form of a digital portfolio.
- To encourage independent learning, investigation and experimentation.

Learning Outcomes:

Students will be able to:

- Present design work in a unique style.
- Write a targeted CV.
- Design a personal business card.
- Know how to design and implement a promotional website using web standards.

Indicative Content:

- Project based computer workshops
- Design workshops

Indicative Software:

- Photoshop
- Dreamweaver
- Illustrator
- Notepad++/Text Wrangler
- FileZilla
- Aptana Studio

Learning and Teaching Activities:

- Workshops

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Word Length	Outline Details
Portfolio assessment	TICK		100%	40%	N/A	Range, content and development within final portfolio including a personal website.

Is the student required to pass ALL elements of assessment in order to pass the course?	NO
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Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
9057681501	Beer, G.	2010	Web Design Index by Content .05	The Pepin Press
0240522001	Evening, M.	2010	Adobe Photoshop CS5 for Photographers	Focal Press
1581805012	Krause, J.	2004	Design Basics Index	Writer's Digest Books
1592532616	Samara, T	2007	Design Elements – A Graphic Style Manual	Rockport Publishers
0714834491	Fletcher, A.	2001	The Art of Looking Sideways	Phaidon Press
1592530079	Butler, J., Holden, K. & Lidwell, W.	2007	The Universal Principles of Design	Rockport Publishers
1592535348	Design Army	2009	Letterhead & Logo Design 11	Rockport Publishers
1430216069	Murrphy, C. & Persson, N.	2009	HTML and CSS Web Standards Solutions: A Web Standardistas' Approach	Peachpit Press
0300137370	Lynch, P. & Horton, S.	2008	Web Style Guide: Basic Design Principles for Creating Web Sites (3 rd Ed.)	Yale Univ Press
032170178X	Adobe Creative Team	2010	Adobe Illustrator CS5 Classroom in a Book	Adobe
0007294662	McCandless, D.	2010	Information is Beautiful	Collins
1592535232	Saltz, I.	2009	Typography Essentials: 100 Design Principles for Working with Type	Rockport Publishers
1592535968	Rule 29	2010	The Best of Business Card Design 9	Rockport Publishers
098057689X	Beaird, J.	2010	The Principles of Beautiful Web Design	Sitepoint
160061972X	McNeil, P.	2010	The Web Designer's Idea Book, Volume 2	How Books

APPENDIX B

Description of academic levels

As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:

Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides opportunity to demonstrate:

- (i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources
- (ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals
- (iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.

