



School of Engineering and Built Environment

PROGRAMME SPECIFICATION

for

BSc (Hons) Digital Design

(Graphics)

P02793

September 2017

Programme Specification Pro-forma

1. GENERAL INFORMATION	
1. Programme Title:	BSc (Hons) Digital Design (Graphics)
2. Final Award:	BSc (Hons) Digital Design (Graphics)
3. Exit Awards:	University Certificate in Digital Design University Diploma in Digital Design BSc Digital Design (Graphics)
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	May 2014
6. School:	School of Engineering and Built Environment
7. Host Division/Dept:	Department of Computer, Communications and Interactive Systems
8. UCAS Code:	5T8E
9. PSB Involvement:	
10. Place of Delivery:	City Campus
11. Subject Benchmark Statement:	Art & Design, Computing
12. Dates of PSP preparation/revision:	March 2014

2. EDUCATIONAL AIMS OF THE PROGRAMME	
<p>The BSc/BSc(Hons) Digital Design (Graphics) is an applied computing and design programme which aims to produce graduates with the distinct specialist knowledge and skills required to satisfy the demands for the expanding digital sector. These graduates will be expected to attain highly developed technical and creative skills applying current industry standard graphics and associated software in a range of digital design solutions. These skills should satisfy the needs of employers in a number of areas including: digital design agencies requiring graphic, brand identity, website, user interface or user experience designers; film, television and broadcast media companies requiring motion graphics; or companies requiring in-house graphic designers in marketing and communication departments. Freelance and entrepreneurial graphic design opportunities are available to satisfy diverse market demand.</p> <p>The programme provides students with opportunities to develop their specialist knowledge alongside developing a range of transferable skills such as problem solving, project management, team working, presentation and interpersonal skills. These transferable skills will facilitate their performance in professional employment. The programme provides academic rigour across all subjects and students will gain appropriate depth of knowledge in related subjects such as HCI and user psychology along with research methods and project implementation appropriate for degree level study.</p> <p>Students study a range of modules from across the Department of Computer, Communications and Interactive Systems, School of Engineering and Built Environment. Some distinct modules are in their specialist subject of Graphics for Digital Design (25% of the 4 year programme) while some modules are contextualised depending on their specialist subject e.g. Industrial Practice or their specialist skills applied in problem solving scenarios e.g. in Integrated Projects (33% of the programme). Other modules provide students with knowledge and skills necessary for and related to their specialist subject area (42%).</p> <p>The programme aims to:</p> <ul style="list-style-type: none"> • provide students with the knowledge, competencies and skills to equip them for a career within an industry utilising graphic for digital design expertise; • develop students' awareness of current and future trends/developments in the area of digital design especially graphics; 	

- develop students' ability to respond to design/project briefs and implement solutions based upon secure research strategies;
- develop student's ability to apply specialised knowledge and skills innovatively and creatively;
- provide students with opportunities to develop a range of transferable skills to facilitate their professional performance;
- provide articulation routes for students with appropriate prior accredited learning experiences;
- enable students to take responsibility for their own learning as they progress through the programme;
- enable students to develop skills to adapt to technology advancement and change.

Expected Levels of Attainment

- On successful completion of level 1 of study a student should have a basic knowledge, understanding and competency in software skills and the ability to apply to these skills to digital design solutions
- On successful completion of level 2 of study a student should have a sound knowledge, understanding and competency in software skills and the ability to apply to these skills to digital design solutions, responding to design/project briefs
- On successful completion of level 3 of study a student should have advanced knowledge, understanding and competency in software skills and the ability to select and apply to these skills to design/project problems, linking research to the development of digital design solutions
- On successful completion of level H study a student should have advanced knowledge, understanding and competency in software skills and the ability to select and apply to these skills to challenging/complex design/project problems, applying solid research strategies to the development of professional digital design solutions.

3. INTENDED LEARNING OUTCOMES – *the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:*

Preamble

This development of this programme has been informed by:

- The QAA Benchmark Statements for Computing and Art & Design.
- The Division of Computer, Communications and Interactive Systems' research in the areas of: Visual, Affective and Pervasive Systems.
- The Division of Computer, Communications and Interactive Systems' Knowledge Transfer and Lifelong Learning programmes
- Glasgow Caledonian University's Strategy for Learning
- The School of Engineering and Built Environment Learning, Teaching and Assessment Strategy

3A Knowledge and Understanding of:

- A1 Key principles, skills and technologies involved in the design and production of graphics for digital design;
- A2 Key professional practices and production processes for graphics for digital design from brief, through concept development to final design solution
- A3 Key operational issues of the digital sector/creative industries; including professional requirements, commercial markets and audiences
- A4 Professional, legal and ethical issues of practice within the digital sector/creative industries
- A5 Current and emerging technologies and applications of graphics for digital design and the impact of advancement and change on professional practice

3B Intellectual Skills

- B1 Identify, analyse and solve problems in given tasks and scenarios
- B2 Critically evaluate work undertaken by themselves and others
- B3 Plan, conduct and report on work, on a group and individual basis
- B4 Evaluate alternative design and implementation solutions
- B5 Gather, analyse and critically evaluate information from a variety of sources

3C Professional/ Practical Skills:

- C1 Generate ideas and design solutions independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
- C2 Analyse, design, implement, testing and present digital solutions demonstrating advanced software and technical skills
- C3 Manage projects effectively from brief to final realisation using industry standard tools and techniques
- C4 Demonstrate competence in the underlying business process and organisational working practices within which graphics for digital design are utilised
- C5 Apply theory to practical and realistic career-related tasks

3D Transferable/Key Skills

- D1 Specialist knowledge and application
- D2 Critical thinking and problem solving
- D3 Critical analysis
- D4 Communication skills, written, oral and listening
- D5 Numeracy
- D6 Effective information retrieval and research skills
- D7 Computer literacy
- D8 Self confidence, self discipline & self reliance (independent working)
- D9 Awareness of strengths and weaknesses
- D10 Creativity, innovation & independent thinking
- D11 Knowledge of international affairs
- D12 Appreciating and desiring the need for continuing professional development
- D13 Reliability, integrity, honesty and ethical awareness

- D14 Entrepreneurial, independence and risk-taking
- D15 Ability to prioritise tasks and time management
- D16 Interpersonal skills, team working and leadership
- D17 Presentation skills
- D18 Commercial awareness

3E Additional Industrial Placement Skills

The programme does not have a specific assessed industrial placement. However, the Level H module: Industrial Practice allows an option for students to undertake a project within a workplace if a Learning Agreement is negotiated to ensure the Learning outcomes of the module can be assessed and attained.

- E1 Gain additional competence and training and in the application of the practical skills of the programme.
- E2 Develop an understanding of the practical considerations that constrain the application of theory in the workplace.
- E3 Communicate and interact effectively within a work-based situation
- E4 Evaluate current research and technology concepts and their relationship and application to a work-based problem

Strategy for Learning

The SfL for this programme has been designed to meet the overall aims of the programme as well as the specific learning outcomes expected of students. The teaching approach is student centred, practical and participative and has been designed to move away from the traditional teacher centred paradigm to a more active, student driven, independent model of learning.

Students are encouraged to take a broad view of their education and to participate in competitions, engage in external visits, attend lectures by external speakers and participate in employer led events as well as attending scheduled classes, using online resources and undertaking independent study.

A range of delivery methods are used on the programme including: lectures; group-based tutorials and seminars (both tutor and student led); group based practical exercises in digital design studios/labs (supervised and directed); problem based learning scenarios and case studies; directed study; coursework assignments (individual and group-based) and supervised projects (in all programme levels).

GCU's SfL is underpinned by a model comprised of ten design principles. This programme embeds these principles in the following ways

Engaged learning:

- the programme has a project module in each year of study;
- the integrated projects in years 1-3 are group based encouraging team working, cross curricular activity. The integrated project module in year 2 requires students to work in interdisciplinary teams;
- a range of effective and accessible forms of academic support, including academic advisors and academic development tutors are available to students on the programme;
- students have been involved in the course development process and will continue to be involved in the development of the programme;
- students are encouraged to broaden their range of skills, knowledge and strengths by participating in external competitions and events and to apply these experiences to their studies.

Divergent thinking

- project modules in each year provide the opportunity for students to engage with open ended problems and projects both individually and in teams;
- students are encouraged to use collaboration tools to aid learning. The tools used include both Web 2.0 collaboration tools such as social media, blogging, wiki and GCULearn and industry standard tools such as Basecamp or Smartsheet;

Personalised

- learning technology is recognised as being central to implementing the GCU Strategy for Learning. By combining classroom-based approaches with technology-enhanced learning the programme aims to help students develop the independent and lifelong learning skills which are essential for success in the workplace and throughout life. Members of the programme team have high levels of technical competence and are additionally supported by the school's Learning Technologists which has enabled them to embed blended and online learning across the curriculum. GCULearn is used to provide materials in different formats to engage with different learning styles e.g. video tutorials, ebooks, podcasts;
- several modules make use of social media tools, blogs and wiki;
- a variety of assessment methods are used across the curriculum (see paragraph on assessment methods);
- opportunities for personalised learning are included in the curriculum such as open design/project briefs where students select topics individually whilst still satisfying the learning outcomes in a module, examples include in Motion Graphics coursework where students may propose a topic for an assessed coursework or in the Creative Practice module where students plan and implement a self-initiated project.

Inclusive and Accessible

- modules have been written with reference to GCU LEAD's Flexible, Accessible and Inclusive Curriculum and so use a blended-learning approach which is accessible to all students. They incorporate 'real-life' scenarios where possible, make extensive use of problem-based and project-based work, use a variety of individual, group learning, face-to-face and/or virtual methods of delivery and incorporate materials in a

variety of formats to cater for different learning styles;

- online Managing Diversity course will be made available to students through the GCULearn portal.

Broader/deeper

- integrated project modules provide opportunities for multi- and inter-disciplinary group working;
- the integrated project modules have been designed to develop team building and team working skills, as well as to encourage the use of reflective practices;
- the later years of the integrated project modules also incorporate peer assessment;
- the importance of timely, high quality and constructive formative feedback in a variety of forms is recognised by the programme team. A number of team members are Caledonian Scholars and are working on projects in this area and modules have been written with respect to the Feedback for Future Learning's 8 Feedback Principles;
- students attend specialist lectures/talks given by industry representatives. These lectures offer students the opportunity to increase their awareness of the broader context of their discipline and interact with industrial speakers.

Flexible learning

- students may defer their choice of specialism until the end of first year;
- the programme provides flexible learning by allowing students to transfer between the programmes in digital design suite in the early years of the programme;
- students may elect to choose the generic degree, BSc (Hons) Digital Design, at the start of 3rd year which offers a great deal of flexibility in the electives offered.

Global learning

- Exchange and Erasmus opportunities are available to students;
- project modules provide opportunities for students to examine their industry in a global context;
- project modules provide opportunities for students to tackle challenging global problems;
- students benefit from staff links with international colleagues and institutions;
- students are encouraged to enter international competitions.

Real world problem solving

- the integrated project in year 2 specifies that students are expected to address problems set by external companies
- the year 4 module Industrial Practice module offers opportunities for problem solving with the setting of real world project briefs by industry partners or real clients or simulated project briefs informed by real world situations;

Entrepreneurship and employability

- students are provided with opportunities to consider how their specialist knowledge and skills can be channeled into new situations and applications e.g. in the Creative Practice module, a self-initiated project is planned and implemented;
- students attend talks by guest speakers such as business start up, funding and enterprise agencies;
- students attend industrial visits and employer led activities such as CV writing workshops, interview technique classes and employability events
- modules offer opportunities for students to self-reflect on their skills and design output and prepare for employability such as the Level 4 Portfolio module which provides interviews with external industry representatives as part of the assessment.

Responsible leadership and professionalism

- reflection activities are embedded within many modules, notably the integrated project modules
- the understanding of standards of professional ethics, behaviours and work activities are embedded within modules at each level of study and specialised knowledge in the professional field is additionally addressed explicitly in the Research Skills and Professional Issues module in year 3
- all students are encouraged to take responsibility and leadership of their assigned roles within the

integrated project modules

Assessment Methods

The majority of assessment for this programme is coursework based. Assignments set are practice based design briefs or projects (individual and group based), where students respond to problems set and develop design solutions. These often require written reports/narrative to support the justification of the design decision and to document research that informs design solutions. Most coursework assignments involve undertaking a significant element of independent study and implementing associated practical tasks within a given deadline. Several modules require digital folios of design solutions as evidence for assessment.

Individual and group based presentations are used to assess initial project plans and/or project outcomes using verbal communication with supporting visuals.

Unseen Written Examination will be used in some modules.

Written courseworks in the form of group and individual reports will be used as methods of assessment in Integrated Project and other modules where appropriate. This prepares students for Honours level study especially the Honours Project where a large proportion of the assessment is in written form.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

Year 1		SHE1 Level	
Module Code	Module Title		Credit
M1W222965	Digital Photography and Image Manipulation		20
M1W622961	Visual Design Fundamentals		20
M1W222962	Drawing for Design		20
M1W222963	Fundamentals of 3D Modelling		20
M1W622964	Introduction to Animation		20
M1I322997	Integrated Project 1		20
Exit Award – Certificate of Higher Education in Digital Design			120

Year 2		SHE2 Level	
Module Code	Module Title		Credit
M2W222968	Digital Video Media Production		20
M2W222969	Graphic Design: Visual Identity		20
M2I322921	Web Design Fundamentals		20
M2I622931	Human Computer Interaction		20
M2W222967	Digital Publishing		20
M2I322998	Integrated Project 2		20
Exit Award – Diploma of Higher Education in Digital Design			240

Year 3		SHE3 Level	
Module Code	Module Title		Credit
M3W222972	Motion Graphics		20
M3I622934	User Psychology		20
M3I322923	Web Design Technologies		20
M3W222973	UI/UX Design		20
M3I323074	Research Skills & Professional Issues		20
M3W222995	Integrated Project 3		20
Exit Award – BSc Digital Design (Graphics)			360

Year 4		SHEH Level	
Module Code	Module Title		Credit
MHW222974	Creative Practice		20
MHW222975	Design for Change		20
MHW222996	Honours Project (CCIS)		40
MHW222976	Industrial Practice		20
MHG513193	Portfolio		20
Exit Award – BSc (Hons) Digital Design (Graphics)			480

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

- Induction Programme
- Programme and Module Handbooks
- Group Coursework Guidelines
- Project Study Guides
- Programme Leaders & Year Tutors
- Project Co-ordinators
- Academic advisors in accordance with the GCU PPACT standard
- Employability and Career Planning programme
- Saltire Learning Centre with access to other local and national library resources
- Student e-mail and programme/module based Virtual Learning Environment facilities
- Departmentally based PC Computer Laboratories equipped with full range of course and supporting software.
- Open access to Departmental and University Computer facilities
- Specialist Studios e.g. Photography studio, digital design studios
- Open access to tutorial staff including the Programme Leader
- Access to Student Services Department which provides assistance and guidance
- SEBE Learning Development Centre which provides specific study skills support and guidance
- Web based learning facilities
- Professional and Industry Body Contacts
- Student representatives on the Programme Board
- Student representatives on Senate and its Standing Committees
- Student Staff Consultative Group
- International Exchange Office

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University. Candidates for the programme will normally be at least 17 years of age at the start of the programme.

Programme Entry All Levels: Portfolio Submission

All applicants will be expected to submit a digital portfolio to gauge creative potential, motivation and suitability for the programme. Portfolios may be shortlisted to allow for an interview stage from a smaller pool of applicants. Final selection will be based on review by the programme team of the applicant's folio and UCAS application where appropriate.

Programme Admission Requirements

Level 1 Entry Requirements

Essential subjects at SQA Higher (or equivalent): Art and Design (or a similar art/creative subject) and English (or a similar written communication focused subject) plus evidence of a technical/science subject passed at Higher or Standard Grade (or equivalent) (Science, Technology, Computing).

The minimum entrance requirement for entry into the first year of the programme is one of the following:

- SQA: Normally at least a UCAS tariff of 195 points over a minimum of 3 different subjects at Higher or Advanced Higher. (Typically ABC).
- GCE passes in 5 subjects of which 2 are Advanced level (or equivalent).
- Irish Leaving Certificate – 5 subjects passed at H level (at least C grade) or equivalent
- Other qualifications with UCAS tariffs equivalent to the above.

Articulation to Level 2 Entry Requirements

Students with AS tariff of 300 or above from the study of appropriate Advanced Higher or A level subjects will be eligible to apply for year 2 entry, subject to portfolio submission and acceptance and places being available.

Entry to level 2 could also be achieved with an HNC, subject to portfolio submission and acceptance. Examples of suitable HNC awards are:

HNC Graphic Design, HNC Visual Communication, HNC Computer Art and Design, HNC Digital Design for Print and New Media

Articulation to Level 3 Entry Requirements

Entry to level 3, could also be achieved with an HND, subject to portfolio submission and acceptance. Examples of suitable HND awards are:

HND Graphic Design, HND Visual Communication, HND Computer Art and Design, HND Digital Media or equivalent.

Annually the Programme Board also considers the competitive entry requirements based on student demand and allocated places.

Recognition of Prior Learning:

Accumulation of credit points from other Courses and from prior experiential learning may allow direct entry into the programme at the appropriate level, subject to satisfying the necessary pre-requisites for completion of the programme.

Mature students

Formal entry requirements may be relaxed for mature applicants (21 years of age and older) whose record of educational achievement and relevant experience is deemed to be appropriate. Non-standard applicants will normally be interviewed to assess their suitability for the programme.

International applicants

International applicants will be considered. They must have equivalent qualifications as registered on official databases and must have achieved the university requirements for competence in English language. They will be asked to provide an electronic portfolio. They will be able to qualify for entry to year 1, 2 or 3 depending on their ability, experience and qualifications.

Equal Opportunities

The University will seek at all times equality of opportunity for all applicants and seeks not to discriminate on any grounds irrespective of the above general principle of admission.

Applicants with a disability

All applicants for admission to the programme who reveal a disability will be invited to a meeting with the Admissions Tutor and/or University Disability Adviser in order that the specific needs of the applicant can be assessed. This is not part of the selection process but students may be advised at this stage if the nature of their disability means that they might be unable to fulfil the academic or professional requirements of the programme. Equally it may not be possible for the University to make reasonable adaptations to enable an applicant to undertake a particular programme. Should this be the case, the University will respond positively and offer advice on alternative programmes and options.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Annual module monitoring
- External Assessor reports
- Development events, Enhancement Led Internal Subject Review involving external panel members
- GCU Annual Programme Monitoring Process/Programme Improvement Plan
- Annual report to external accrediting bodies
- Annual report from Associate Dean Learning, Teaching and Quality (ADLTQ) on Programme monitoring
- GCU Internal Quality Audit of programmes
- Programme Board
- Reports from Professional/Statutory Body
- Academic strategy review and development by School Learning and Teaching Committee
- School based quality procedures for moderation of assessments (Exam and Coursework) and Peer Observation of Teaching

Committees with responsibility for monitoring and evaluating quality and standards:

- Student/Staff Consultative Group
- Programme Board
- School Board
- School Learning and Teaching Committee (SLTC)
- University Academic Practice Committee (UAPC)
- Undergraduate Assessment Board

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Student/Staff Consultative Group
- Student representation on Programme Boards
- Student representation on Senate Standing Committees
- Module Evaluation Questionnaire
- Open access to module leaders/programme organiser/personal tutor
- Placement Reports
- NSS

Staff development priorities include:

- PgC in Learning and Teaching in Higher Education (PgC LTHE)
- Discipline-based Continuous Professional Development
- Staff appraisal scheme
- Mentoring scheme
- Regular Programme Team meetings
- Seminar programme with visiting lecturers
- Conference presentations
- RAE submission
- Institutional learning and teaching workshops
- Membership of the Higher Education Academy
- Membership of professional body
- International collaboration and teaching mobility

8. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Regulations

(http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/University%20Assessment%20Regulations%202013_14.pdf) apply to this programme

Assessment Rules and Honours Classification:-

- Minimum pass mark is (40%) for each module
- Overview of assessment details are provided in the Student Handbook for the programme and a copy of full assessment regulations are available from the University web site
- To qualify for an award students must complete all the programme requirements and obtain 360 SHEH credit points for the Unclassified degree (BSc) and 480 SHEH credit points for the Honours degree (BSc Hons)

Summary of classifications, marks and their interpretation for honours degree classification

<u>Classification</u>	<u>Marks</u>	<u>Interpretation</u>
1 st	70% - 100%	Excellent: Marks represent a first class performance
2 nd /Upper	60% - 69%	Very Good: Marks represent an upper second class performance
2 nd /Lower	50% - 59%	Good: Marks represent a lower second class performance
3 rd	40% - 49%	Satisfactory: Marks represent a third class performance

The calculation for the award and final classification of the Honours Degree is on the basis of the best 180 SHEH and SHE3 credits, of which a minimum of 90 must be at SHEH. The Dissertation/Project at level 4 must be included in this calculation.

Role of External Assessor:

External Assessors are appointed to Undergraduate Assessment Boards by the School Learning and Teaching Committee.

The duties of an External Assessor will include the following:

- To moderate the work of the Internal Assessors in respect of the assessments under his/her jurisdiction
- To attend Assessment Boards at which the results of a final stage assessment will be determined
- To satisfy himself/herself that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education
- To ensure that students are assessed within the regulations approved by the University for the programme and to inform the University on any matter which, in his/her view, militates against the maintenance of proper academic standards
- To report annually to the University on the standards attained by students on the programme and on any other matters which may seem appropriate for report

9. INDICATORS OF QUALITY AND STANDARDS

Internal Indicators

- Details of approval, development events and Enhancement Led Internal Subject Reviews organised by the School/University
- Annual Programme Monitoring and development of programme's Continuous Quality Improvement Plan
- School Module Management Committee annual report on module performance
- Prizes awarded by the School for outstanding performance

External Indicators

- Quality Assurance Agency subject reviews
- External Assessor Reports

10 INFORMATION ABOUT THE PROGRAMME

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Key information about the programme can be found in:

Programme Approval Submission Document
Student Handbook
University Web Site
University Prospectus
Module Catalogue
Departmental publications

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University web-site. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: **March 2014**

Curriculum Map for BSc/BSc (Hons) Digital Design (Graphics)

PSMAP

Modules		Programme Learning Outcomes																		
Module code		A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3	C4	C5		
Level 1																				
M1W222965	Digital Photography & Image Manipulation	X	X			X		X	X	X				X	X					
M1W622961	Visual Design Fundamentals	X	X					X	X	X	X			X	X					
M1W222962	Drawing for Design	X						X	X	X				X						
M1W222963	Fundamentals of 3D Modelling	X	X	X		X		X	X	X	X			X	X					
M1W622964	Introduction to Animation	X	X	X		X		X	X	X	X	X		X	X					
M1I322997	Integrated Project 1	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		
Level 2																				
M2W222968	Digital Video Media Production	X				X		X	X	X	X			X	X	X				
M2W222969	Graphic Design & Visual Identity	X	X	X	X	X		X	X	X	X			X	X					
M2I322921	Web Design Fundamentals					X		X	X	X	X			X	X					
M2I622931	Human Computer Interaction					X		X	X	X	X	X		X	X					
M2W222967	Digital Publishing	X	X	X	X			X	X	X	X			X	X	X				
M2I322998	Integrated Project 2	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		
Level 3																				
M3W222972	Motion Graphics	X	X			X		X	X	X	X			X	X	X				
M3I622934	User Psychology	X				X		X	X	X	X	X								
M3I322923	Web Design Technologies	X	X		X	X		X	X	X	X			X	X	X	X	X	X	
M3W222973	UI/UX Design	X	X	X	X	X		X	X	X	X			X	X	X	X	X	X	
M3I323074	Research Skills & Professional Issues				X	X		X		X	X	X				X	X	X		
M3W222995	Integrated Project 3	X	X		X	X		X	X	X	X	X		X	X	X	X	X		
Level H																				
MHW222974	Creative Practice	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		
MHW222975	Design for Change	X	X		X	X		X	X	X	X	X		X	X					
MHW222996	Honours Project	X	X			X		X	X	X	X	X		X	X	X	X	X		
MHW222976	Industrial Practice	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		
MHG513193	Portfolio	X	X		X				X	X	X	X		X	X		X	X		

Curriculum Map for BSc/BSc (Hons) Digital Design (Graphics)

PSMAP

Modules		Programme Learning Outcomes																					
Module code		D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18	E1	E2	E3	E4
Level 1																							
M1W222965	Digital Photography & Image Manipulation	X		X	X	X		X	X	X						X	X	X	X				
M1W622961	Visual Design Fundamentals	X		X	X			X	X	X	X							X					
M1W222962	Drawing for Design	X		X	X				X	X	X					X		X					
M1W222963	Fundamentals of 3D Modelling	X	X		X		X	X	X	X	X					X	X	X	X				
M1W622964	Introduction to Animation	X	X	X	X		X	X	X	X	X					X	X	X					
M1I322997	Integrated Project 1	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X				
Level 2																							
M2W222968	Digital Video Media Production	X	X	X	X			X	X	X	X					X	X						
M2W222969	Graphic Design & Visual Identity	X	X	X	X		X	X	X		X	X				X	X	X	X				
M2I322921	Web Design Fundamentals	X	X	X	X			X			X					X							
M2I622931	Human Computer Interaction	X	X		X			X			X					X	X	X					
M2W222967	Digital Publishing	X	X		X	X		X	X		X					X			X				
M2I322998	Integrated Project 2	X	X		X		X	X	X	X	X		X	X		X	X	X	X				
Level 3																							
M3W222972	Motion Graphics	X	X	X	X		X	X	X	X	X							X					
M3I622934	User Psychology	X	X					X			X					X	X	X					
M3I322923	Web Design Technologies	X	X	X	X			X			X					X							
M3W222973	UI/UX Design	X	X						X	X	X			X	X	X				X			
M3I323074	Research Skills & Professional Issues	X		X	X		X		X					X		X		X	X				
M3W222995	Integrated Project 3	X	X		X		X	X	X	X		X	X	X	X	X	X	X	X				
Level H																							
MHW222974	Creative Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
MHW222975	Design for Change	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X				
MHW222996	Honours Project	X	X	X	X		X	X	X	X	X	X		X		X		X					
MHW222976	Industrial Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
MHG513193	Portfolio	X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X				

Assessment Loading Matrix for BSc/BSc (Hons) Digital Design (Graphics)

Level	Course	Trimester 1 Weeks													Trimester 2 Weeks													
		1	2	3	4	5	6	7	8	9	10	11	12	Exam Period	1	2	3	4	5	6	7	8	9	10	11	12	Exam Period	
M1W222965	Digital Photography & Image Manipulation						40% CW							60% CW														
M1W622961	Visual Design Fundamentals														100% CW													
M1W222962	Drawing for Design														100% CW													
M1W222963	Fundamentals of 3D Modelling																									100% CW		
M1W622964	Introduction to Animation																										70% CW 30% Report	
M1I322997	Integrated Project 1																									100% CW		
Level 2																												
M2W222969	Graphic Design & Visual Identity														100% CW													
M2I322921	Web Design Fundamentals														100% CW													
M2I622931	Human Computer Interaction													60% CW	40% Exam													
M2W222968	Digital Video Media Production																			40% CW						60%		
M2W222967	Digital Publishing																									100% CW		
M2I322998	Integrated Project 2																									100% CW		

