



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2022-2023

FdA Creative Digital Design

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1. Welcome and Introduction to FdA Creative Digital Design.

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

Welcome to the Foundation Degree FdA Creative Digital Design This programme has been designed to equip you with the skills and knowledge base required to pursue employment in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and HE Lead	Lynne Andrews	lynneandrews@southdevon.ac.uk
Programme Coordinator	Alex Small	Alexsmall@southdevon.ac.uk
Higher Education Coordinator	Andrew Faulkner	Andrewfaulkner@southdevon.ac.uk
Curriculum Head	Simon Thorpe	Simonthorpe@southdevon.ac.uk
Assistant Principal	Steve Caunter	Stevecaunter@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Lynne Andrews – BA (Hons) MA – Lynne studied Media with Art and Design at Plymouth University and a Masters Degree in Media and Communications at Goldsmiths, University of London. Lynne has taught and been a Manager at both South Devon College, City College Plymouth and been a work based assessor. Prior to this she trained and worked as a qualified nurse. Lynne has experience of freelance work in Video, Print Design and Layout and a short time in Prop Making. Lynne's specialist area is in theoretical perspectives in Art, Design and Media, also Education.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the Student's Union.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this <https://www.ucsd.ac.uk/research-and-expertise/creative-industries/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked*
Lynne Andrews	TBC		Tues and Weds 0800 – 4.30
Bruce Chivers	UCSD1005: Understanding Contextual Referencing. UCSD2000: Negotiated Research	Bruce.chivers@southdevon.ac.uk	TBC
Kelly Bryant	UCSD1004: Developing Collaborative Practice	kellyelston@southdevon.ac.uk	TBC
Lewis Goodall	TBC	lewisgoodall@southdevon.ac.uk	Mon – Fri 0800 – 4.30
Ekow Essiful	TBC	Ekow.Essiful@southdevon.ac.uk	Mon – Weds 0800 – 4.30
Ben Young	TBC	Benyoung@southdevon.ac.uk	Weds – Fri 0800 – 4.30
Pawel Szymanski	UCSD2004: Exploration for Innovation	PSZYMANSKI@southdevon.ac.uk	Mon – Fri 0800 – 4.30
Sam Aspden	UCSD2003: Professional Engagement UCSD2005: Major Project	SamAspden@southdevon.ac.uk	Mon – Thurs 0800 – 4.30

*all working hours are subject to change.

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Recommended books/ebooks:

Clark, H and Brody, D. (2009) Design Studies: A Reader Berg Publishers Ambrose,

G. and Harris. (2009) P. The Fundamentals of Graphic Design. Lausanne, AVA Academia.

Eissen, K and Steur, R. (2013) Sketching: The Basics BIS

Explore websites particularly looking for “Basics” and “Fundamentals” in Art, Design and Media are very good, there are a range of student friendly course books on this subject. It is essential that you regularly review the magazines and journals held in the LRC and on-line to measure the ‘temperature’ of the industry you hope to join, for example: Computer Arts, Web Designer, Architectural Design, Art Forum, Creative Review, Wired etc.

Prior to starting the course we would encourage you to sketch and take photographs as much as possible observing your environment, particularly things that specifically interest you. Also to take advantage of the many free to view arts programmes that can be viewed on Sky Arts, also BBC Click that can be found on BBC iPlayer.

1.7 Curriculum design principles

Programme Rationale (summary)

The FdA Creative Digital Design has been developed to prepare students in creative practice with the technological skill base to realise their creativity digitally utilising existing and emerging technologies. Digital technology is now a central part of working life in a range of fields, no longer confined to IT systems analysis, information, administration or entertainment. Digital design tools and systems are now being harnessed by health, education, construction, engineering and many more industries as a core part of their work. For many years designers and artists have been used in these fields to visualise and design products, artefacts and tools using traditional art skills.

With advances in technology the need for experts who combine traditional art skills and utilise technology to translate these into multidimensional products is growing. Existing programmes have tended to focus on either traditional art & design or computer based design; this foundation degree is designed to exploit both.

The degree will explore both the principles of design using traditional art based skills of drawing and making and the realisation of design principles in digital formats. Students will gain from working with a range of materials to improve their understanding of products rather than solely creating in the abstract.

These practical creative skills will be underpinned by a range of theoretical perspectives to enable the student to have a detailed understanding of their craft. Students will have the opportunity to work on projects from concept through to product reflecting on and refining each stage of the design process. The course will explore areas such as 3D design & development; visualisation; product design, contextual referencing and visual communications.

Students will receive comprehensive teaching in the use of digital tools, systems and software to translate their ideas into multi-dimensional digital formats; these ideas could be related to the virtual or physical forms. Potential employment opportunities to explore following successful completion of the course include: Digital Design Visualiser, Product Designer, Creative Technologist, 3D Designer, Media Content Manager, Motion Graphics Designer, Animator and Animation Producer. Such roles exist across a range of industries beyond the first adopters of digital technology (Creative Media Sector); now reaching to sectors such as Architecture, Spatial Design, Engineering & Automotive, Health Education and diagnostics, Product design and manufacture and Education. As the management of emerging digital technologies takes hold we anticipate more opportunities will develop. Students will have access to a broad range of resources in the Hi Tech and Digital Centre and Art department. Students are encouraged to work with other students and staff from a range of other disciplines.

Context

South Devon College benefits from a broad range of vocational courses which facilitates collaboration with many other disciplines. For example, should a Creative Digital Design student have an interest in the built environment or health, they would have access to experts in such areas to test their ideas and creative visualisation skills.

Staff involved with the programme possess a high level of skill and knowledge to Masters level, also industrial experience which will ensure the ultimate fusion of critical analysis, creative practice and technological skill. This is enhanced by the opportunity for staff to engage in research activities within the University Centre at South Devon College ensuring best practice with the sector. The team have access to a wide range of nationally and internationally recognised artists and employers in the South West engaged in design and creative visualisation. This offers students the possibility to engage in real work experiences supported by professionals who are keen to support and train new talent for the future; thus improving their own knowledge pool for future recruitment.

Historically, the department has a strong record of collaboration with a range of local businesses and organisations as well as running and supporting events in Torbay. Such collaboration has included 3D curation of objects for Torquay Museum, interactive design for Torbay Air Show, and an interactive performance at Paignton Picture House that utilises multi-media technology. The team are actively engaged in the Torbay Development Agency Digital Network with direct access to employers to keep pace with trends within the creative digital sector and are working with Torbay NHS Trust to explore digital solutions to the Health Sector. Where possible we encourage our local employers and artists to engage in masterclasses.

Content

The course is designed to develop knowledge, skills and behaviours linked to creative practice, digital and tradition art based skills.

These are sequenced over the duration of the course to maximise skill development, develop confidence and academic knowledge to a successful outcome.

In designing the programme we have looked to incorporate a range of opportunities that develop confidence in working with others as well as pursuing individual creative practice. This enables students to understand current developments and prepare for future employment keeping up to date with trends in utilisation of technology, art and design.

Teaching and Learning Strategy

The programme is delivered through a range of lectures, seminars, workshops and collaborative work. Students are encouraged to develop autonomous learning skills outside of taught sessions and develop their curiosity by engaging in creative practice beyond the classroom. Assessments are designed to enable the student to demonstrate skills and knowledge acquired across the programme.

Resources

Reading lists are available in the Module records. You have access to a broad range of digital and art based tools and resources that can be used to explore both physical and digital means of creative visualisation. We encourage students to 'explore' through a range of mediums. Students

will be introduced to 3D workshop areas, video studios and digital workshop areas as the course progresses.

We recommend students discuss any intended purchases of equipment and software with tutors.

1.8 Knowledge, skills and behaviours developed on the programme

N/A

1.9 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

A range of formative assessment activities are included; workshops, peer reviews and tutorials will enable learners to reflect on their practice and review their work alongside the learning outcomes designed to support their development. Learners will undertake a range of summative tasks including: presentations, essays, project output and portfolio building through practical problem solving, research and developmental practice to finished product.

Within first and second year there is the opportunity work with others in real life context; this is intended to develop personal and employability skills developing confidence and understanding in a working environment as creative professionals. A diverse mix of assessment methods will ensure students are not disadvantaged; this will also be guided by specific needs identified by HE Support and Wellbeing.

Students will be provided with clear feed in identifying i.e. assessment criteria, marking schemes, required standards and, where possible, examples of assignments using different assessment methods. Mark allocations will be provided as appropriate within the assessment brief, module guide and course handbook. Feed forward will be scheduled into the module scheme of work and tutorials in order to highlight problems e.g. poor performance or plagiarism in advance of submission. Students will have the opportunity for draft summative work to be

reviewed as per the assessment brief. Opportunities for early assessment will be included where appropriate.

Submissions are digital where appropriate; alternative digital portfolio & physical submissions may be required due to subject requirements and large file sizes for creative artefacts.

The annual programme of monitoring alongside regular scheduled module reviews allow staff to monitor the progress and success of the assessment type alongside learning outcomes. Student involvement in programme and assessment reviews helps to monitor inclusive practice. Assessment audits enable the team to share best practice.

The overall aim of the assessment strategy is to ensure students have an opportunity to demonstrate they have met the learning outcomes for the programme. The learning outcomes for each module and level have been designed to ensure they test the relevant knowledge skills and personal attributes required to successfully graduate from the FdA Creative Digital Design.

Students will be provided with clear guidelines for assessment tasks with mark allocations as appropriate within the assessment brief and module guide.

1.10 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the

service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact HEdisability@southdevon.ac.uk

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.11 Preparation for Employment, further academic study and personal development

Learners will be encouraged to simulate working practice throughout the programme and specifically in year one a through a Collaborative Practice module which will introduce learners to working with others and responding to a client brief. In year two the Professional Engagement module will require that students engage in an external project; this could be an exhibition, competition or client led project. The College has strong links with external organisations locally and nationally to facilitate professional development. Students will be supported in developing a professional portfolio and, through links with local and national employers and creatives, will be supported as appropriate in developing skills for business through visiting speakers, workshops and individual support.

The programme is designed to equip graduates with the knowledge and transferable skills to gain employment and pursue further study and research.

Personal development will be encouraged and supported through a range of course specific activities including peer review, presentations and group work. Students will be actively encouraged to engage in college life through Course representation and other student activities such as the annual Research Showcase, Student Union and other recreational activities that are arranged. It is intended that a 'maker space' be developed in the new Hi Tech & Digital

Centre which will encourage a more integrated approach to learning and development reflecting work environments in the creative sector rather than students working in isolation and subject specific silos.

Students will be offered a range of support throughout their programme of study in careers advice and guidance. A robust HE Support and Wellbeing team within the college will be available to support specific identified needs and ongoing needs of students as they encounter a range of challenges throughout the course.

Scheduled tutorials will provide an opportunity for one to one support that will enable students to discuss academic and pastoral needs; students can then be supported or signposted to internal or external support as appropriate.

Students will have full access to IT support staff and dedicated library staff; a programme of study support will also be available. Access to wider Student Services including financial advice, medical and disability services, nursery, counselling and chaplaincy can also be accessed. All aspects noted above will be introduced to students at induction, identified in the course handbook and on the College VLE; this will be revisited throughout the programme.

By the end of the programme it is intended that graduates will possess the following key employability skills and professional attributes: self-management; team working; industry, business and client awareness; problem solving; communication; application of numeracy, literacy and information technology. These skills are embedded throughout the programme however students can also gain support in developing these through accessing support available within the college.

As set out by the FHEQ at Level 5, on graduation from the FdA Creative Digital Design, holders will have demonstrated a knowledge and critical understanding of their area of study and will have the ability to apply concepts and principles in an employment context.

Students will also be made aware of developing technologies and will be encouraged to maintain currency of knowledge in order to develop and maintain skills for roles that are yet to be developed.

1.12 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	A1 ILO 1,2,3	UCSD2003	Portfolio and Practical Outcomes		
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	A6 ILO 1,2,3	UCSD2001 LO3, LO4	Portfolio and Practical Outcomes		HE Study Skills
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	A1 ILO1,2,3,4	UCSD2000 LO3 UCSD2001 LO3,4 UCSD2002 LO1	Portfolio and Practical Outcomes		HE Study Skills
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	A6 ILO1,2,3,4	UCSD2003 LO2	Portfolio and Practical Outcomes	Sourcing and engaging with external agencies	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	A6 ILO1,2,3,4	UCSD2003 LO1	Portfolio and Practical Outcomes		Employability HE Study Skills

Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	A2 ILO 1,2,3,4	UCSD2004 LO1 UCSD2005 LO1	Portfolio and Practical Outcomes		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	A3 ILO1,2,3,4	UCSD2003 LO3	Portfolio and Practical Outcomes	Sourcing and engaging with external agencies	
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	A6 ILO 1,2,3,4	UCSD2003 LO2	Portfolio and Practical Outcomes	Sourcing and engaging with external agencies	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	A1,A6 ILO 1,2,3,4	UCSD2003	Portfolio and Practical Outcomes	Sourcing and engaging with external agencies	
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College’s governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Improve IT access in Hi Tech	Ongoing improvement to bandwidth and VDI access in Hi Tech building

1.14 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations	UCSD	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	

Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Institution:	<i>South Devon College</i>
Partner Institution and delivery site (s):	<i>South Devon College</i>
Accrediting Body:	<i>N/A</i>
Language of Study:	<i>English¹</i>
Mode of Study:	<i>Full Time / Part Time</i>
Final Award:	<i>FdA</i>
Intermediate Award:	<i>N/A</i>
Programme Title:	<i>Creative Digital Design</i>
UCAS Code:	<i>W200</i>
JACS Code:	<i>?</i>
Benchmarks:	<i>QAA Subject Benchmark Statement: Framework for Higher Education Qualifications (FHEQ) Art and Design 2017 Communication Media Film and Cultural Studies 2017</i>
Date of Programme Approval:	<i>June 2018</i>

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

2.2 Brief Description of the Programme

The FdA Creative Digital Design has been developed to prepare students in creative practice with the technological skill base to realise their creativity digitally, utilising existing and emerging technologies. Digital technology is now a central part of working life in a range of fields, no longer confined to IT systems analysis, information, administration or entertainment. Digital design tools and systems are now being harnessed by health, education, construction, engineering and many more industries as a core part of their work.

For many years designers and artists have been used in these fields to visualise and design products, artefacts and tools using traditional art skills. With advances in technology the need for experts who combine traditional art skills and utilise technology to translate these into multidimensional products is growing. Existing programmes have tended to focus on either traditional art & design or computer based design; this foundation degree is designed to exploit both.

The degree will explore both the principles of design using traditional art based skills of drawing and making and the realisation of design principals in digital formats. Students will gain from working with a range of materials to improve their understanding of products rather than solely creating in the abstract. These practical creative skills will be underpinned by a range of theoretical perspectives to enable the student to have a detailed understanding of their craft. Students will have the opportunity to work on projects from concept through to product reflecting on and refining each stage of the design process.

The course will explore areas such as 3D design & development; visualisation; product design, contextual referencing and visual communications. Students will receive comprehensive teaching in the use of digital tools, systems and software to translate their ideas into multi-dimensional digital formats; these ideas could be related to the virtual or physical forms.

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

None

2.4 Exceptions to Plymouth University Regulations

UCSD Regulations apply.

2.5 Programme Aims

The programme is intended:

1. To answer the needs of industry by training multi skilled designers with transferable digital skills across the industry in response to the rapid change in technology and communications.
2. To provide an academic framework that stimulates debate, the identification of interests, intentions and ideas that encourages innovation and the questioning of received habits, codes and conventions of thought, production and meaning.
3. To encourage students to place their work into context and identify personal creative directions and interests.
4. To provide students with an opportunity to become active, reflective and self-critical learners with a sound understanding of the relationship between theoretical frameworks and the active empirical methods of enquiry which inform the development, interpretation and re-evaluation of theory.
5. To promote informed awareness of the cultural, social, historical and contemporary contexts of the subjects studied.
6. To prepare students for personal and professional development, collaboration, further study, professional practice and employability.

2.6 Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

- 1) Understand essential concepts, principles and practices of the subject in the context of well-defined scenarios, showing judgement in the selection and application of tools and techniques.
- 2) Have an awareness of the economic forces that influence and frame the cultural and creative industries, also the role of such industries in contemporary political and cultural life.
- 3) Demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to the Creative Industries.
- 4) Have an awareness of roles of communication systems, modes of representation and systems of meaning.

Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) Creativity, inventiveness, problem solving and practical intelligence.

- 2) The capacity to observe and visualise, identify and solve problems, and make informed judgements.
- 3) Awareness of professional considerations: recognise the professional, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of media technology and be guided by the adoption of appropriate professional, ethical and legal practices.
- 4) Concepts regarding digital language and its relationship to emerging technologies.

Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Employ a wide range of creative and digital skills to ensure they become effective in the workplace, to the benefit of themselves, their employer and the wider economy.
- 2) Be able to construct well-argued and grammatically correct documents; locate and retrieve relevant ideas ensuring these are correctly and accurately referenced and attributed.
- 3) Exercise self-management skills in managing workloads and meeting deadlines.
- 4) Apply, consolidate and extend learning in different contexts and situations, both within and beyond the Creative Industries.

Employment related skills

On successful completion graduates should have developed:

- 1) The ability to succinctly present rational and reasoned arguments that address a given problem or opportunity to a range of audiences (orally, electronically or in writing).
- 2) The ability to recognise and make best use of the skills and knowledge in order to collaborate and reach mutually acceptable conclusions.
- 3) Contextual awareness: the ability to understand and meet the needs of individuals, business and the community, and to understand how workplaces and organisations are governed.
- 4) The ability to articulate, synthesise and generate knowledge and understanding, attributes and skills in effective ways in the context of creative practice, employability and further study.

Practical skills

On successful completion graduates should have developed:

- 1) The ability to select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail.
- 2) Manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination
- 3) Identify the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design
- 4) Skills to employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied.

2.7 Distinctive Features

The FdA Creative Digital Design has been developed to prepare students in creative practice with the technological skill base to realise their creativity digitally, utilising existing and emerging technologies. Digital technology is now a central part of working life in a range of fields, no longer confined to IT systems analysis, information, administration or entertainment. Digital design tools and systems are now being harnessed by health, education, construction, engineering, performing arts and many more industries as a core part of their work. The degree will explore both the principles of design using traditional art based skills of drawing and making and the realisation of design principals in digital formats.

2.8 Student Numbers

TBC

2.9 Progression Route(s)

Progression to Falmouth University may be suitable for candidates graduating UCSD and the following award is suggested; BSc (Hons) Business and Entrepreneurship Admission would be based on successful application through UCAS and submission of a successful portfolio and/or interview.

Other progression opportunities may be explored with guidance and support from your tutors.

2.10 Admissions Criteria

Qualification(s) Required for Entry to this Programme: <i>FdA Creative Digital Design</i>	Details:
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points
Irish Leaving Certificate	48 UCAS Tariff points from Higher Level, plus Ordinary Level Grade C Maths and English
International Baccalaureate	H6 overall If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
All applicants must have GCSE (<u>or equivalent</u>) Maths and English at Grade 4 or above (C or above)	

2.11 Academic Standards and Quality Enhancement

The Programme Manager and their Programme Committee will follow UCSD's current annual monitoring process for programmes to complete evaluation of and planning for maintaining and improving quality and standards.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): All modules are parented by this programme and therefore covered by this programme's external examiner.

Additional stakeholders specific to this programme: Students, graduates.

2.12 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

Level 4						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD1000	Introduction to Creative Digital Practice	20	2022/23	1	Core	Yr 1
UCSD1001	Design and Make	20	2022/23	2	Core	Yr 1
UCSD1002	Digital Tools: Software, Systems and Applications	20	2022/23	1 & 2	Core	Yr 1
UCSD1003	Visual & Design Communications	20	2022/23	2	Core	Yr 1
UCSD1004	Collaborative Practice	20	2022/23	1 & 2	Core	Yr 2
UCSD1005	Understanding Contextual Referencing	20	2022/23	1	Core	Yr 2

Level 5						
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional	Part time option
UCSD2000	Negotiated Research	20	2023/24	1	Core	Yr 2
UCSD2001	Extended Digital Tools: Software, Systems and Applications	20	2023/24	1 & 2	Core	Yr 2
UCSD2002	Developing Digital Artefacts	20	2023/24	1	Core	Yr 3
UCSD2003	Professional Engagement	20	2023/24	1 & 2	Core	Yr 3

UCSD2004	Exploration and Innovation	20	2023/24	1	Core	Yr 3
UCSD2005	Major Project	20	2023/24	2	Core	Yr 3

Academic Year: 2022/2023

Programme title					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1000	Introduction to Creative Digital Design	20	2022/23	1	Core
UCSD1001	Design and Produce	20	2022/23	2	Core
UCSD1002*	Digital Tools: Software, Systems and Applications*	20	2022/23	1 & 2	Core
UCSD1003	Visual & Design Communications	20	2022/23	1	Core
UCSD1004*	Developing Collaborative Practice*	20	2022/23	2	Core
UCSD1005*	Understanding Contextual Referencing*	20	2022/23	1 & 2	Core

***Shared Modules – Shared with Contemporary Arts Practice/Film and Photography or Game and Interactive Design**

Academic Year: 2022/2023

Programme title					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2000*	Negotiated Research*	20	2023/24	1 & 2	Core
UCSD2001	Extended Digital Tools: Software, Systems and Applications	20	2023/24	1	Core
UCSD2002	Developing Digital Artefacts	20	2023/24	2	Core
UCSD2003*	Professional Engagement*	20	2023/24	1 & 2	Core
UCSD2004*	Exploration for Innovation*	20	2023/24	1	Core
UCSD2005*	Major Project*	20	2023/24	2	Core

***Shared Modules – Shared with Contemporary Arts Practice**

2.13 Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical		
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2			3	4
Level 4	UCSD1000 Introduction to Creative Digital Practice	I		A		I	A		A	I	A	I		A				A	I			Y	C1 75% P1 25%
	UCSD1001 Design and Make		A			A	I	A		A	I	A	I	I		I	A	A	A		A	Y	C1 100%
	UCSD1002 Digital Tools: Software, Systems and Applications	A		I		I			A	I		I	A			I	A		I	A	A	Y	C1 100%
	UCSD1003 Visual & Design Communications		I		A	A	A	I	A	I			A	I			I	A			I	Y	C1 100%
	UCSD1004 Collaborative Practice					I	I	A		A		A	I	A	A	A	A	I	A	A		Y	C1 75% P1 25%
	UCSD1005 Understand Contextual Referencing	A	A	A	A		I	A	A		A	A		I	I							Y	C1 100%
Level 4 LOs		2	2	2	2	2	2	3	4	2	2	3	2	2	1	1	3	3	2	2	2		
Level 5	UCSD2000 Negotiated Research	A	A	A			A		A		A		A	A			A					Y	C1 100%
	UCSD2005 Extended Digital Tools: Software,	A					A			A		A				A				A	A	Y	C1 100%

	Systems and Applications																						
	UCSD2002 Developing Digital Artefacts					A			A			A	A				A	A	A		A	Y	C1 75% P1 25%
	UCSD2003 Professional Engagement	A		A			A	A		A		A	A	A	A	A						Y	C1 75% P1 25%
	UCSD2004 Exploration and Innovation	A			A				A	A	A	A	A				A		A	A	A	Y	C1 100%
	UCSD2005 Major Project			A		A	A	A		A	A			A	A	A		A			A	Y	C1 100%
Level 5 LOs		4	1	3	1	2	4	2	2	3	3	4	3	3	2	2	4	2	2	2	4		
Level 6																							
Level 6 LOs																							
Confirmed Award LOs																							

2.14 Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Collaborating with others to complete live or simulated project under supervision	8.2.3 8.3.1, 8.3.3 8.4.1, 8.4.2, 8.4.3, 8.4.4 8.5.2, 8.5.3	SOUND1004	LO1 Articulate ideas and present these in visual, oral and written forms in a professional context LO2 Adopt professional design approaches, communicating and collaborating with others when working to a design brief. LO3 Coordinate and manage a project LO4 Record and evaluate own design practice	Pitching collaborative ideas Creating a body of work and presenting outcomes
Students access supervised directed opportunities to assist with live projects	8.2.2 8.3.1, 8.3.3 8.4.4 8.5.1, 8.5.2, 8.5.4	SOUND1001	LO1 Recognise the influence and impact of design processes, materials and technologies upon the success of the finished design LO2 Develop an individual approach to their own ideas, skills and development LO3 Manage the design process from concept to deadline LO4 Reflect and action plan as a necessary part of the creative process	Production tasks Body of practical work and reflection
<p>An explanation of this map: Opportunities at Level 4 have been identified that offer a range of work based learning activities. These introduce students to skills of assisting others and working under direction; collaboration; leadership and negotiation. At level 4 students will be introduced to and supervised undertaking a range of tasks to develop their skills in creative professional practice.</p>				

FHEQ level: 5

WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Directing and managing production	8.1.3 8.2.1, 8.2.2, 8.2.3 8.3.1, 8.3.2 8.4.1, 8.4.2, 8.4.3 8.5.1, 8.5.4	SOUD2005	LO1 Direct and manage an independent project. LO2 Integrate appropriate processes to produce creative outcomes. LO3 Work to produce a refined and professional outcome. LO4 Exhibit finished work on an appropriate platform.	Production portfolio and project output
Independent Work Experience or 'field work' on a live project brief	8.1.2, 8.1.3 8.2.2, 8.2.3 8.3.1, 8.3.3, 8.3.4 8.4.1 8.4.2, 8.4.3, 8.4.4	SOUD2003	LO1 Identify the positions and roles of creative practitioners in society. LO2 Work professionally with clients or external agencies. LO3 Interpret a client brief to a creative outcome. LO4 Collate and develop self-promotion materials.	Pitching and presenting outcomes. Research and production portfolio
<p>An explanation of this map: Opportunities at Level 5 have been identified that offer a range of work based learning activities. These introduce students to skills of assisting others and working under direction; collaboration; leadership and negotiation. At Level 5 students will be expected to take greater responsibility in the leadership and management of projects, leading; directing and negotiating to a successful outcome that reflects industry practice. In SOUD2474 students will be assisted in identifying a live brief in which they will work with an external client.</p>				

Module Records

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1000

MODULE TITLE: Introduction to Creative Practice

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The introduction, development and application of creative skills, exploring concepts and relationships between the physical and digital. An introduction to the elements of visual language and the ways that designers communicate. Students will combine techniques, theoretical, drawn and digital so that they can develop and demonstrate their competence in expressing and describing design ideas.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	50%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design
Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To produce exploratory creative materials
- To enable creative interpretations
- To acquire a range of design skills in producing artefacts
- To recognise the complex nature of creative practice.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Explore a range of creative practices	8.1.3, 8.1.1
LO2 Evidence the influence and impact of materials and technologies upon a range of products	8.2.2, 8.2.4 8.3.2 8.4.1
LO3 Apply creativity in interpreting and managing the creative process	8.5.1
LO4 Evidence awareness of the design process from concept to product.	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 16/09/19	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: Lynne Andrews	OTHER MODULE STAFF:

Summary of Module Content

Through a series of practical workshops and seminars students will:

- be introduced to a range of creative skills to enable them to explore and develop ideas
- explore techniques, experimenting to produce a range of creative outcomes
- identify opportunities that existing and emerging technologies offer
- problem solve and acknowledge the parameters of success

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	60	Formative feedback tutorials will be held at week 6 and week 13 with summative assessment through a portfolio
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Project output LO3, LO4 Including exploratory and developmental work through sketchbooks and blogs	100%
Practical	Presentation LO1, LO2	100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Project output LO3, LO4 Including exploratory and developmental work through sketchbooks and blogs	100%
Practical	Presentation LO1, LO2	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Lynne Andrews Date: 06/07/2022	Approved by: Gareth Day Date: 06/07/2022
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UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1001

MODULE TITLE: Design and Produce

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100048

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The development of an individual response to a set brief to produce finished digital artefacts is central to this module. A broad multi-media approach to development and creative production will be encouraged, underpinned by recognised design and management processes.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To design and produce an artefact or range of artefacts to a set thematic design brief
- To develop a creative interpretation of the brief
- To manage the design process to a deadline
- To implement the design process appropriately
- To recognise the complex nature of any design project.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Recognise the influence and impact of design processes, materials and technologies on the success of the finished design	8.1.2 8.2.1, 8.2.2, 8.2.3 8.3.1, 8.3.3
LO2 Develop an individual approach to their own ideas, skills and development	8.4.4 8.5.1, 8.5.2, 8.5.4
LO3 Manage the design process from concept to deadline	
LO4 Reflect and create an action plan as a necessary part of the creative process	

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: 20/01/2020	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content:

After a detailed briefing and workshops, students will develop skills to:

- organise and manage their own time under supervision
- work to fixed deadlines
- develop a personal response to materials and processes
- utilise appropriate design methods to reach a creative end product
- evidence the design process from concept to initiating ideas and development
- refine technical skills to reach a final solution

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	60	Formative feedback tutorials will be held at week 6 and week 13 with summative assessment through a portfolio & reflection
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including objects and test samples. LO1, LO3	50%
	Sketchbooks, subject research and reflection LO2, LO4	50%
		Total: 100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including objects; test samples; subject research and sketchbooks & reflection LO1, LO2, LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 06/07/2022	Updated by: Sam Aspden Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1002	MODULE TITLE: Digital Tools: Software, Systems and Applications	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE:
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

Introduction to industry standard digital tools including sculpting, sketching, 2D and 3D graphics and also emerging technology. Students will gain practical knowledge to understand and apply fundamental principles in the use of digital technologies and their application in a wider context. The workshop skills of this module will be applied in the practical assignments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design
Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To be aware of digital skills areas and recognise their industry applications.
- To be aware of the range of software available and it’s potential in a wider context.
- To develop skills in digital literacy

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Evidence skills in digital manipulation LO2 Demonstrate application of creative process LO3 Apply digital skills effectively in the context of creative practice LO4 Reflect on the acquisition of digital skills.	Knowledge and understanding 1 Cognitive and intellectual skills 2 Key and transferable skills 4 Employment related skills 4 Practical skills 3 & 4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 16/09/19	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Through lectures, workshops and seminars students will:

- be introduced to a range of digital skills, software and hardware
- develop basic levels of competence in creative visualisation incorporating a range of emerging technologies.
- Experiment and create digital assets
- Develop an understanding of utilising digital tools for a range of scenarios and outcomes

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities & tutorials	30	Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through.
Practical Classes & Workshops	30	Workshops will include demonstrations and supervised time in studio/workshop
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Digital Portfolio LO1, LO3.	50%
	2000 word reflective blog including creative process LO2, LO4	50%
		Total: 100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting

Coursework	Digital Portfolio including 2000 word reflective blog including creative process LO2, LO4, LO1, LO3	100%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 06/07/2022	Updated by: Gareth Day Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. . *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1003

MODULE TITLE: Visual & Design Communications

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 100632

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will be introduced to the formal elements and conventions of visual language and the ways designers communicate between themselves and others. Students will combine techniques; theoretical, drawn and digital, so that they can demonstrate their competence to express and describe, initiate, develop and conclude design ideas.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To ensure the student is familiar with drawing conventions in their broadest sense and those particular to the communication of design ideas.
- To introduce aids to visualisation as part of the sketch design development process.
- To integrate digital design tools as an integral part of managing and visualising the design process.
- To provide a base for continued learning.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Utilise skills of freehand and digital drawing conventions to convey meaning. LO2 Develop strategies for integrating ideas and processes towards creative outcomes. LO3 Apply drawing skills to initiate, develop and conclude design work. LO4 Application of theoretical frameworks to support visual outcomes.	8.1.1, 8.1.4 8.2.1, 8.2.2, 8.2.4 8.3.4 8.4.1 8.5.1

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 16/09/19	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Through a series of short lectures and demonstrations students will develop an understanding of and skills in:

- methods for communicating in the creative industries
- visual language and aspects of its historical context,
- the design process, observational drawing as research and reflective sketch development
- theoretical and practical applications of colour, layout, grids and presentation methods, semiotics and meaning, graphics, branding and identification.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	60	Formative feedback tutorials will be held at week 15 and week 27 with summative assessment week 30 through a portfolio
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including objects and test samples.	50%
	LO1, LO3, Subject research, sketchbooks and reflective account e.g. vlog, blog or podcast	50%
	LO2, LO4	Total: 100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including objects and test samples. LO1, LO3, Subject research, sketchbooks and reflective account e.g. vlog, blog or podcast LO2, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 06/07/2022	Updated by: Gareth Day Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. . *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1004

MODULE TITLE: Developing Collaborative Practice

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides the opportunity to pitch and produce creative content by identifying external contexts, live or simulated, and work to a given brief. Students will record the development, communications and process in a portfolio. Throughout this process a greater awareness of the realities of working, including intellectual property, will be gained through project management, negotiation and interaction with others.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	50%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to experience the working practices of the creative sector and gain greater awareness of various business practices, including intellectual property, through personal engagement.
- To encourage the development of transferable skills that can be applied to various professional and academic contexts.
- To manage time and resources effectively by developing planning, organisational and project management skills.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Articulate ideas and present these in visual, oral and written forms in a professional context LO2 Employ professional approaches, communicating and collaborating with others when working to a brief. LO3 Coordinate and manage a project LO4 Record and evaluate own practice	Cognitive and intellectual skills 3 Key and transferable skills 1 & 3 Employment related skills 1, 2, 3 & 4 Practical skills 2 & 3

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 20/01/2020	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: Kelly Bryant	OTHER MODULE STAFF:

Summary of Module Content

Through a series of lectures, seminars and client briefings students will:

- be expected to pitch, manage and produce design content to meet the needs of a simulated or live client brief.
- Look at legalities and working practices in industry including intellectual property.
- be expected to manage all aspects of the production, recording and evidencing their ability to do so
- record all stages of the project process.
- deliver final design content to the client using appropriate and relevant methods.
- reflect on working process and outcome including feedback from the client

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	30	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	20	Tutorials, one to one and group.
External Visits, Industry visits	10	Including visits to industry, exhibitions and professional and visiting artists here at UCSD.
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Pitch to client LO1	50%
	Presentation of outcomes LO2	50%
		Total: 100%
Coursework	Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4	100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Practical	Presentation of pitch and outcomes LO1 LO2	100%
Coursework	Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Lynne Andrews
Date: 06/07/2022

Approved by: Gareth Day
Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1005	MODULE TITLE: Understanding Contextual Referencing	
CREDITS: 20	FHEQ LEVEL: 4	HECOS CODE:
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will be given the opportunity to examine the underlying theoretical concerns of their practice, to understand the historical and contemporary contexts for creative practice, and develop a range of research and communications skills which can be used to inform sustained critical reflection and personal creative development.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an understanding of historical and contemporary influences in art and design
- To develop an understanding of how meaning is made within creative practice
- Understand the relationship between audience and creative practice
- To apply knowledge and understanding in interpreting creative practice

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Explore and evidence a range of academic sources. LO2 Recognise the influence and impact of technologies, and art and design processes in making meaning. LO3 Articulate an understanding of the relationship between audience and creative practice.	Knowledge and understanding 1, 2, 3 & 4 Cognitive and intellectual skills 3 & 4 Key and transferable skills 1, 2 & 3

LO4 Analyse the influence of emerging technology on processes and audience perception	
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DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 16/09/19	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: Bruce Chivers	OTHER MODULE STAFF:

Summary of Module Content

Through lectures, seminars and self-directed research students will build an understanding of:

- key concepts in relation to creative design, contemporary and historical influences
- develop analytical skills
- selecting, analysing and citing information
- developing responses to a range of creative outcomes
- communication theories in the construction of meaning and audience perception
- ethical issues in relation to creativity.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	40	Taught sessions will consist of delivery and a formative assessment will give feedback midway through.
Tutorials	20	Tutorials, one to one and group.
Independent	140	The tasks set during the taught sessions will be started with tutor supervision and finished independently.
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Journal Independent research from a range of sources, critical evaluation, referencing LO1, LO4	50%
	Critical Report Illustrated critical report, accurate referencing, structured research notes LO2, LO3	50%
		Total:100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Illustrated critical report LO1,2,3,4	100%
To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Lynne Andrews Date: 206/07/2022		Approved by: Gareth Day Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2000

MODULE TITLE: Negotiated Research

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module will discuss the cultural context of creative digital design and will examine issues that may impact on current and future practice. The content will support the development and production of an individually researched and produced essay and wherever possible this may inform and underpin subsequent practical assignments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To allow students to engage critically and analytically with issues that affect current practice and future design possibilities.
- To enable students to utilise research to inform their own evidence based practice.
- To encourage the integration of theoretical frameworks and ethical perspectives.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Show understanding of essential concepts, values, issues and debates that inform and influence creative practice.	8.1.1, 8.1.3
LO2 Synthesise, interpret and evaluate information from a number of sources.	8.2.3, 8.2.4
LO3 Evidence an understanding of the relationship between theory and practice	8.3.2, 8.3.4
LO4 Articulate a critical, ethical and sustainable approach to their work as a creative practitioner	8.4.1, 8.4.2, 8.4.3, 8.4.4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: 21/09/2020	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: Bruce Chivers	OTHER MODULE STAFF:

Summary of Module Content

A series of Tutor and Student led seminars and workshops will:

- examine issues introduced at Level 4 such as Visual Culture; Gender, identity and Representation; Ethnicity and Globalisation; Technological History; Ecology and Sustainability; Pluralism and Post Modernism; Ethics and Morality, The Post Digital Age.
- inform and contextualise the students chosen areas for an individually researched and produced document.
- support students in their writing to underpin their practical work.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	20 hours seminars, 20 hours tutorials, 5 hours lectures
Independent	155	Individually driven student research, with directed reading agreed in seminars and tutorials
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research Portfolio LO1, LO3 4000 word essay LO2, LO4	50% 50% Total:100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Research Portfolio LO1, LO3 4000 word essay LO2, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Lynne Andrews Date: 06/07/2022	Approved by: Gareth Day Date: 06/07/2022
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UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2001	MODULE TITLE: Extended Digital Tools: Software, Systems and Applications	
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 100440
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

An extension of Digital Tools module from Level 4 this further expands knowledge from the fundamentals to an intermediate and advanced level. Learners will build on key areas of their own practice and skills to further develop them in a reflexive manner. There will be greater emphasis for learners to experiment with tools and techniques building on skills that encourage innovation and creativity.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To identify areas of skills development and their importance and impact in a wider context.
- To experiment building on key concepts and practical skills.
- To demonstrate competency in developing high quality creative solutions.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Evaluate in a reflexive manner with reference to own skills base. LO2 Apply essential concepts in the context of well-defined scenarios. LO3 Utilise a range of practical skills, processes and equipment. LO4 Evidence skills in analysis, design and implementation.	8.1.1 8.2.2 8.3.1, 8.3.3 8.4.3, 8.4.4 8.5.3, 8.5.4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: 21/09/2020	SEMESTER: Semester 1 Other (please specify)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: Ekow Essiful	OTHER MODULE STAFF:

Summary of Module Content

Through Tutor led sessions, workshops and seminars students will:

- build on the Digital Skills module from year one
- be encouraged to further development and consolidate skills
- use an exploratory approach
- independently identify design technologies to explore in greater depth
- examine the effectiveness of emergent technologies

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	Tutor led sessions, workshops and seminars
Independent	155	Tutor led independent study
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Digital Portfolio LO2, LO3	50%
	2000 word reflective Blog including creative process LO1, LO4	50%
		Total: 100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Digital Portfolio including research and development LO1, LO2, LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 06/07/2022	Approved by: Gareth Day Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.

MODULE CODE: UCSD2002

MODULE TITLE: Developing Digital Artefacts

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100440

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

To enable students to implement ideas, skills and tools acquired from previous modules to create digital artefacts. Design and development skills will be applied using a range of digital tools for high quality outcomes. Production and development of short projects will be encouraged with an emphasis on the creation of artefacts in an industrial context.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	50%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop a deeper understanding of the role of technology in terms of digital production, content manipulation, distribution, access and use.
- To experiment, as appropriate, with forms, conventions, languages, techniques and practices.
- To work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Apply a range of techniques and processes to develop a wider digital literacy. LO2 Evidence problem solving and evaluative skills. LO3 Work autonomously to refine a range of practical skills in developing effective design solutions. LO4 Critically evaluate processes and outcomes.	8.2.1, 8.2.4 8.3.3, 8.3.4 8.4.4 8.5.1, 8.5.2, 8.5.4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
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DATE OF IMPLEMENTATION: 21/09/2020	SEMESTER: Semester 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Through lectures, seminars and workshops students will:

- expand their knowledge of the role of technology in the production of digital content.
- develop their skill and understanding of creative visualisation
- experiment to reach desired outcomes
- utilise a range of software and hardware in developing artefacts.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	Tutor led sessions, workshops and seminars
Independent	155	Tutor led independent study
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including digital artefacts; test samples; subject research and sketchbooks. LO3, LO4	100%
Practical	Presentation (digital Literacy) LO1, LO2	100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Body of practical work including digital artefacts; test samples; subject research, sketchbooks & report on digital skills. LO3, LO4	100%
Practical	Presentation (digital Literacy) LO1, LO2	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews	Approved by: Gareth Day

Date: 06/07/2022

Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2003

MODULE TITLE: Professional Engagement

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will work in a manner that reflects industry practice, developing skills of collaboration and negotiation. The ability to interact with outside agencies to reach solutions and meet deadlines is central to this module. A multi-disciplinary approach to development and creative production will be encouraged, underpinned by recognised professional practice.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	50%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop an understanding of the processes linking production, distribution and consumption
- To develop an understanding of the relationship between the audience, practitioner, creative and business community.
- Manage time and resources effectively by drawing on planning, organisational, project management and production skills
- To develop an awareness of marketing and presentation as tools for success.
- To equip students with the necessary skills to function effectively within the business & creative community

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Identify the positions and roles of creative practitioners in society.	8.1.2, 8.1.3
LO2 Work professionally and collaboratively with clients or external agencies.	8.2.2, 8.2.3
LO3 The ability to succinctly present rational and reasoned arguments in response to a client brief.	8.3.1, 8.3.3, 8.3.4
LO4 Collate and develop self-promotion materials.	8.4.1 8.4.2, 8.4.3, 8.4.4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 18/01/2021	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Through a series of workshops and seminars students will:

- explore working in a professional environment.
- identify an external agency or client to produce a creative outcome for.
- under supervision, organise and manage their time to reach a fixed deadline.
- develop a personal response to professional engagement with external agencies
- use appropriate design methods to reach a finalised end product
- evidence the design process from concept, initiating ideas and development, through refinement of technical skills, to the final solution
- develop their own promotional materials and digital portfolio to support their progression.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	Formative feedback tutorials will be held at week 15 and week 27 with summative assessment week 30 through a portfolio
Independent	155	The tasks set during the taught sessions will be started with tutor supervision and finished independently
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio LO1, LO4	100%
Practical	Pitch LO2 Presentation of outcomes LO3	100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Portfolio LO1, LO4	100%
Practical	Pitch LO2 Presentation of outcomes LO3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 06/07/2022	Approved by: Gareth Day Date: 06/07/2022

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2004

MODULE TITLE: Exploration for Innovation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will negotiate a project that will demonstrate their chosen direction and a growing independence in terms of concept, process, time management and awareness of constraints. Discussion of ideas and progress through regular peer group seminars and guidance tutorials will aid evaluative and decision making processes and will be an important part of this module.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide an opportunity for students to evolve and develop a personal and innovative approach to their practice.
- To encourage independent critical evaluation and reflection at key points in the process.
- To increase vocational skill levels and an awareness of knowledge and expertise required to achieve high standards of production.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Explore and experiment using a range of practical skills, processes and equipment in an effective and creative manner, in accordance with professional practice. LO2 Articulate ideas and intended outcomes. LO3 Develop appropriate strategies for integrating research towards effective creative outcomes. LO4 Evaluate own abilities and understanding and reflect on own learning.	8.1.1, 8.1.4 8.2.4 8.3.1, 8.3.3, 8.3.4 8.4.4 8.5.2, 8.5.3, 8.5.4

DATE OF APPROVAL: XX/XX/XXXX

AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: 21/09/2020	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Students will;

- produce a personal design project which will be guided by and negotiated with the staff team
- outline sources, content, materials, processes and outcomes
- work through a brief to demonstrate a greater awareness of scheduling and time management and an understanding of the constraints of production processes.
- Discuss ideas and progress through regular peer group seminars with the addition of feedback tutorials will put evaluation and decision making at the centre of this module.
- Produce an 800 word report.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	Formative feedback tutorials will be held at week 8 and week 13 with summative assessment at 15 through a portfolio
Independent	155	The design brief will lead the schedule of independent working, with tutorial guidance from the taught sessions
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Evaluative Report LO4	25%
	Coursework portfolio LO1, 2 & 3	75%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework Portfolio with evaluation. LO1,2,3 & 4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lynne Andrews Date: 25/11/2020	Approved by: Gareth Day Date: 25/11/2020

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2005

MODULE TITLE: Major Project

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 101361

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The major project provides a vehicle to demonstrate the accumulated skills and greater independence of students at the end of the programme and will act to confirm students' future directions. After approval, students will be expected to manage a project, from initiation through to creative outcome. The presentation and display of work produced is an assessable part of this module.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)			
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Creative Digital Design

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide a vehicle for the accumulated skills of the programme whereby students are able to demonstrate independent and individual approaches toward creative outcomes.
- To further encourage the integration of relevant processes, reflection and analysis.
- To demonstrate the refinement of skills.
- To consider the professional presentation of all aspects of the project.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1 Direct and manage an independent project.	8.1.3
LO2 Integrate appropriate processes to produce creative outcomes.	8.2.1, 8.2.2, 8.2.3 8.3.1, 8.3.2
LO3 Work to produce a refined outcome that takes account of professional standards.	8.4.1, 8.4.2, 8.4.3, 8.4.4
LO4 Exhibit finished work on an appropriate platform.	8.5.1, 8.5.4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 18/01/2022	SEMESTER: Semester 2

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	
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Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23	NATIONAL COST CENTRE: 143
MODULE LEADER: TBC	OTHER MODULE STAFF:

Summary of Module Content

Students will be supported through Tutor led sessions to:

- determine a creative outcome utilising accumulated skills acquired throughout the programme
- integrate, extend and refine skills to a professional outcome.
- identify a range of external opportunities for their work
- reflect and analyse through peer review, presentation and exhibition.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled activities	45	Formative feedback tutorials will be held throughout, with summative assessment at week 27 through a presentation/exhibition
Independent	155	The design brief will lead the schedule of independent working, with tutorial guidance from the taught sessions
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio including test samples; project management file; subject research and sketchbooks LO1, LO2	50%
	Project Output LO3, LO4	50%
		Total: 100%

REFERRAL ASSESSMENT (new piece of work)

Element Category	Component Name	Component Weighting
Coursework	Portfolio including test samples; project management file; subject research and sketchbooks LO1, LO2 Project Output LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Lynne Andrews Date: 06/07/2022	Approved by: Gareth Day Date: 06/07/2022
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