PROGRAMME OUTLINE: BA HONOURS DEGREE IN MULTIMEDIA DESIGN

Policy Name:	BA Honours Degree in Multimedia Design Programme Outline	**Policy Number:**	011f
Approving Body:	Head of Academic Planning	**Version:**	3
Custodian:	Head of Graphic/Multimedia Design	**Storage:**	I:Institutional/InstitDocs/Current/
Relevant Legislation:	Higher Education Qualifications Sub-framework	**Related Documents:**	Programmes Offered Assessment Policy Teaching and Learning Policy

1. Qualification Specifications

Title	Bachelor of Arts Honours Degree in Multimedia Design
NQF Level	8
Qualification Type	Bachelor Honours (1 year)
Classification of Educational Subject Matter	030201: Design and Visual Communication
Total Credits	120
SAQA Number	93875
CHE Number (HEQC Ref)	H/PR313/E005CAN
Mode of delivery	Contact
Minimum time to complete qualification	1 year full time
Articulation	On completion of the BA Honours Degree in Multimedia Design, candidates will be eligible to enroll for a MA Degree (general or professional) in Multimedia Design or cognate programmes..

2. Purpose of the Programme

Multimedia Design at GDC is concerned primarily with interactive design and motion graphics. Interactive design includes applications development, web design, and physical computing; whilst motion graphics includes animated graphics and corporate identities, and title sequences. It is seen as a field of design that stemmed from traditional Graphic Design or Visual Communication Design, but that commonly uses digital or electronic platforms and interfaces as its media. Multimedia design typically concerns the design of a single product – or artefact - such as a website, that is accessed by many different users or viewers. As a Bachelor Honours degree, the purpose of this programme is to consolidate and deepen the student's expertise in Multimedia Design, to develop research capacity and the application of the discipline's methodologies and techniques in terms of theory and practice. The programme is focussed on preparing students for both academic and design leadership. This is achieved by an emphasis on individuality (where students are encouraged to identify and pursue an area of speciality), independence (where students are encouraged to manage themselves and their work with greater independence and autonomy), and complexity (in that the scope of work requires greater maturity and responsibility as a designer.

After finishing the programme, the student should be able to articulate a personal philosophy as a Multimedia Design designer in South Africa. They should show leadership in conceptualising and completing a substantial and multifaceted design project in interactive design or motion graphics, as well as in formulating and producing a solid theoretical research report of approximately 6000 words. Graduates of the programme are expected to enter the design industry as middleweight designers or continue with an academic career by proceeding with a Masters Degree, either in the academic / general stream, or the professional stream.

3. Rationale for the qualification

As a postgraduate programme, the rationale for the programme at GDC is to further the academic discipline of Multimedia Design which has its roots as a vocational discipline. GDC is therefore supporting the move to reinforce the academic nature of Design which is an objective of the international body for visual communication, ICOGRADA. Moreover the programme at GDC has been designed to feed both a General / Academic and a Professional Master's Degree in Design, allowing students to pursue either stream in South Africa.

Candidates with a postgraduate qualification are also able to enter the industry in more senior positions having a more sophisticated portfolio that demonstrates their ability to conceptualise and complete design projects independently and showcases their particular interest and area of speciality.

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4. **International comparability**

The programme is comparable to the four-year postgraduate qualifications in design, such as the Bachelor of Design (Communication Design) (Honours) offered at RMIT University in Australia, and the Honours year (4th year) of the Bachelor of Design offered at the University of New South Wales in Australia.

5. **Programme Structure: Modules making up the programme**

All modules are compulsory and there are no electives. There are no progression rules regarding the modules, though students must pass all modules in order to complete the programme.

Module	NQF Level	Credit Allocation
Minor Design Project	8	18
Major Design Project	8	60
Critical Studies Research Paper	8	42

6. **Learning Activities**

The mode of delivery for the programme is contact-based and the types of learning activities include the following:

Activity	Percent learning time
Lectures	4%
Tutorials	6%
Supervised studio work for project-based learning	20%
Supervised research	25%
Independent self-study of standard texts	10%
Independent project development	35%

7. **Learning Outcomes and Associated Assessment Criteria**

Relevant Level Descriptors	Exit level Learning Outcome (LO)	Assessment Criteria	Applicable module (and relevant Assessment Criteria)
Scope of knowledge; Method and procedure; Problem solving; Ethics and professional practice	LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible	1.1. A brief has been developed which identifies and analyses the complexity of the problem 1.2. The expectations of client and intended users have been addressed in the brief 1.3. The concept has been firmly established and planned for (this may include the use of storyboarding, wire-framing and or sit-mapping) 1.4. All elements of the final design solution (including stylistic elements, platforms, and technologies etc) are well considered and justifiable 1.5. Ethical considerations, social responsibility and sustainability are considered and appropriately addressed 1.6. The design is functional and fit for purpose 1.7. The technologies, media, soft and hardware used are appropriately and effectively used and applied	Minor (AC 1, 2, 3, 4, 5, 6, 7,) Major (AC 1, 2, 3, 4, 5, 6, 7,)

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Scope of knowledge; Method and procedure; Problem solving	LO2: Effectively engage in the design process to generate design solutions to multifaceted and complex design problems.	2.1. Analyse and articulate the complexity of a multifaceted design problem 2.2. Develop and evaluate multiple design concepts in response to the problem 2.3. Use precedent analysis effectively without compromising innovation and ingenuity 2.4. Apply available design strategies, tools and methods effectively to produce a refined and complete design solution for a multifaceted design problem 2.5. Document the design process including quality visual imagery and presentations	Minor (AC 1, 2, 3, 4, 5) Major (AC 1, 2, 3, 4, 5)
Producing and communicating information	LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately	3.1. Use appropriate drawing format and media, including multimedia presentations, to effectively showcase and communicate complex design solutions to different audiences 3.2. Verbally present design solutions and debates clearly and understandably. 3.3. Observe and comply with accepted academic protocols for academic writing and referencing 3.4. Produce a piece of academic writing within the field of multimedia design that is clear, logical and readable	Minor (AC 1, 2, 3) Major (AC 1, 2, 3, 4) Critical Studies (AC 3, 4)
Knowledge literacy; Accessing, processing and managing information	LO4: Conduct credible research (empirical or theoretical) that has direct application to Multimedia Design problems	4.1. Identify and generate research topics that are relevant and add value to the field, and can be investigated using available methodologies 4.2. Be aware of different methodologies and evaluate the relevant strengths and weaknesses of different research approaches 4.3. Understand and employ appropriate research methodologies to carry out simple but original research activities 4.4. Incorporate and reference the results of research effectively into the design process	Major (AC 3, 4) Critical Studies (AC 1, 2, 3)
Accessing, processing and managing information; Producing and communicating information	LO5: Demonstrate critical evaluation of theories, knowledge claims and processes of Multimedia Design and visual culture	5.1. Source, understand and evaluate a variety of sources of information 5.2. Present a written argument that incorporates critical thinking and debate about a selected topic within design and visual communication and wherein the student successfully motivates for a particular position 5.3. Effectively integrate references and examples in a written argument to make it illustrative and persuasive	Critical Studies (AC 1, 2, 3)
Context and systems	LO6: Articulate a personal identity and philosophy as a designer	6.1. Arrive at a personal stance or philosophy within visual culture and design discourse through a written research report 6.2. Explore and express an individual design philosophy within a design project	Major (AC 2) Critical Studies (AC 1)
Management of learning	LO7: Demonstrate independent, self-regulated learning	7.1. Determine, in consultation with a supervisor, the content and area of speciality for practical and written projects within the field of Multimedia Design design 7.2. Effectively manage time and overall project development for a long term project	Major (AC 1, 2) Critical studies (AC 1, 2)

Accountability	LO8: Demonstrate accountability for own decisions, work and behaviours as a designer	8.1. Show accountability for design decisions taken, justifying or correcting choices made as appropriate	Major (AC 1)

8. Module descriptors
a. Minor Design Module
8.1.1. Aims
  a) To consolidate and develop the knowledge and skills gained in undergraduate study
  b) To prepare students for the independence and self-directedness of the Major Design Module.

8.1.2. Learning Outcomes
On completion of this module students should:
  a) LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible.
  b) LO2: Effectively engage in the design process to generate design solutions to multifaceted and complex design problems.
  c) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately

8.1.3. Indicative Syllabus: This module emphasises:
  a) the development of a design concept through an understanding of the intended users, electronic media, technology platforms and processes, and the intended function of the design;
  b) an investigation and development of communication and presentation formats, skills and techniques appropriate to the subject.
  c) an investigation of the relationship between design and research, such as human/user behaviour and user interface design
  d) an investigation of the visual research methodologies and techniques

8.1.4. Teaching and Learning Activities
  a) Lectures
  b) Tutorials
  c) Supervised studio work for project-based learning
  d) Group critiques
  e) Independent self-study of standard texts
  f) Independent project development

8.2. Major Design Module
8.2.1. Aims
  a) To advance and deepen students competencies through a large-scale and long term design project
  b) Encourage independence, individuality and a personal design philosophy through a self-selected design project
  c) To provide the grounding for further post graduate studies and professional practice

8.2.2. Learning outcomes
  a) LO1: Produce substantial design solutions that are resolved, technically sound, sustainable, and responsible.
  b) LO2: Effectively engage in the design process to generate design solutions to multifaceted and complex design problems.
  c) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately
  d) LO4: Conduct credible research (empirical or theoretical) that has direct application to Multimedia Design problems
  e) LO6: Articulate a personal identity and philosophy as a designer
  f) LO7: Demonstrate independent, self-regulated learning
  g) LO8: Demonstrate accountability for own decisions, work and behaviours as a designer

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8.2.3. Indicative Syllabus

The module provides the opportunity and framework for students to apply the knowledge, experience and skills gained in the undergraduate study in an exploratory, creative and personal manner. Students are expected to question, develop and address:

a) the nature and characteristics of a complex design problem and to establish the functional, contextual, visual and technological basis for a design response
b) the detailed requirements of the user needs and an indication that these needs have been met in the design user needs and the proposed use of design elements, principles and technology.
c) the economic, social and environmental sustainability of the proposed design solution
d) the development of interactive design ideas that provide a context of virtual space and its interface and / or animated design ideas that apply the principles of animation and sound
e) the development of the design ideas using interactive and or animated media   which communicate these in a stimulating and appropriate manner;
f) the application of appropriate research methodologies to justify the proposed design solution

8.2.4. Teaching and Learning Activities

a) Lectures
b) Tutorials
c) Supervised studio work for project-based learning
d) Group critique
e) Independent self-study of standard texts
f) Independent project development

8.3. Critical Studies Research Paper Module

8.3.1. Aims

a) To foster independent research skills, critical thinking and writing skills
b) To develop the ability to produce credible, basic but original research

8.3.2. Learning outcomes

c) LO3: Communicate information effectively, showing an awareness of audience and using academic and professional discourse and media appropriately
d) LO4: Conduct credible research (empirical or theoretical) that has direct application to Multimedia Design problems
e) LO5: Demonstrate critical evaluation of theories, knowledge claims and processes of knowledge production in visual communication design and visual culture
f) LO6: Articulate a personal identity and philosophy as a designer
g) LO7: Demonstrate independent, self-regulated learning

8.3.3. Indicative Syllabus

a) Students are required to present and finalise a research paper (long essay) of approximately six thousand words. The research topics and areas of study will be driven through individual student research interests as they apply to their specific design orientations and in consultation with Critical studies lecturers. Emphasis is placed on personal initiative, research and presentation.

8.3.4. Teaching and Learning Activities

a) Lectures and tutorials are scheduled for the beginning of the module to assist in developing a research proposal. Thereafter, the module is a supervision driven process. Students sign a contractual agreement with a selected supervisor outlining a personalised schedule of supervision activities.

9. Recommended readings and references

Relevant reference material will differ for each student as every project is negotiated individually. However, the following texts are recommended:

Ashcroft, B. et al. (eds.).1995. *The Post-Colonial Studies Reader*. London: Routledge.
Baudrillard, J. 1998. *The Consumer Society*. London: Sage.

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Bolter, JD & Gromala, D. 2003. *Windows & Mirrors : Interaction Design, Digital Art, and the Myth of Transparency*. MIT Press. USA

Bolter, JD & Grusin, R. 2000. Remediation: *Understanding New Media*. MIT Press. USA

Booth, W., Colomb, G. & Williams, J. (2003). *The craft of research (2nnd edition)*. Chicago: University of Chicago University Press.

Bourdieu, P. (no date). *In other words: Essays towards a reflective sociology*. California: Stanford University Press

Braungart, M. and McDonough, W. (2002). *Cradle to cradle, remaking the way we make things*. New York: North Point Press.

Danesi, M. (2002). *Understanding Media Semiotics*. Great Britain: Arnold.

Denzin, NK. & Lincoln, Y S. (2003). *Strategies of qualitative inquiry (2nd edition)*. California: Sage Publications

Devlin, A. (2006). *Research methods: planning, conducting and presenting research*. Belmont: Thomson/Wadsworth

During, S. (2003). The Cultural Studies Reader (Second Edition). London and new York: Routledge.

Eco, U. (1979). *The Role of the Reader: Explorations in the Semiotics of Texts*. London: Hutchinson University Library.

Emmison, M., and Smith, P. ((2000). *Researching the visual: Introduction to qualitative methods*. London: Sage Publications

Greenfiedl, T. (ed.). (2002). *Research methods for postgraduate (2nd edition)*. New York: Arnold Publishers

Jones, J. C. (1992). *Design methods (2nd edition)*. New York: John Wiley & Sons

Leedy, P. and Ormrod, J. (2005). *Practical research: planning and design (8th edition)*. USA: Pearson Prentice Hall

Lessig L. 2004. Free Culture. *How Big Media Uses Technology and the Law to Lock Down Culture and Control Creativity*. The Penguin Press. USA

Maxwell, J. (2005). *Qualitative research design: an interactive approach (2nd edition)*. Thousand Oaks: Sage Publications

Merriam, SB. (2002). *Qualitative research in practice: examples for discussion and analysis*. San Francisco: Jossey-Bass Publishers

Norman, D. (1990). *The Design of Everyday Things.* MIT Press. London

Papanek, V.   (1994). *Design For The Real World: Human Ecology and Social Change*. London: Thames and Hudson.

Prosse, J. (Ed.). 2006. *Image Based Research – a Source Book for Qualitative Researchers.* Rootlegde

Rowe, P. (1998). *Design thinking*. Cambridge: MIT Press

Spiller, N. (Ed.). 2002. *Cyber Reader: Critical Writings for the Digital Era*. Phaidon Press Limited. London

Van Eeden, J. and du Preez, A. (eds). 2005. S*outh African Visual Culture*. Pretoria: Van Schaik.

Warnick, B (2002). *Critical literacy in a digital error: technology, rhetoric and the public interest*. London: Lawrence Erlbaum Associates

10. **RPL, Moderation and Integrated Assessment (as required by SAQA)**

10.1. **Access to the programme, learning assumed to be in place and RPL**

As detailed in the GDC Admission Requirements, candidates that have completed their undergraduate degree in Interior Design at GDC must have achieved an overall aggregate 65% or higher, as well as a subject average for Critical Studies of 65% or higher.

The learning assumed to be in place at the commencement of the programme are equivalent to the learning outcomes of the undergraduate programme which are that candidates are competent junior designers; are familiar with the technologies pertinent to interior design; and are able to manipulate and communicate concepts, ideas and information in a visual, written and spoken form. Students are also expected to be competent in basic research skills.

GDC's policy on Recognition of Prior Learning caters for admission into the programme based on an assessment of previous learning. The system also caters for the recognition of credits obtained through studies at other higher education providers.

10.2. **Moderation**

The assessment of all modules are moderated both internally and externally in accordance with the GDC Assessment Policy.

10.3. **Integrated Assessment:**

In accordance with the GDC Assessment Policy, assessments integrate knowledge, skills, attitudes and applied competence. Assessments include both formative and summative assessment.

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