1. **Title of the module**

DIGM5370 (EL537) Digital Portfolio

1. **School or partner institution which will be responsible for management of the module**

Engineering and Digital Arts

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 (ECTS: 15)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

DIGM3310 (EL331) Website Design

1. **The programmes of study to which the module contributes**

BSc Multimedia Technology & Design

BSc Multimedia Technology & Design with a Year in Industry

BA Digital Arts

BA Digital Arts with a Year in Industry

MArt Digital Arts

MArt Digital Arts with a Year in Industry

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Develop an online portfolio using web-authoring tools and frameworks.
	2. Edit and manipulate multimedia content using suitable software tools.
	3. Have an awareness of and be able to address website accessibility and performance concerns.
	4. Document and reflect on the web development workflow.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
3. Use and understand a range of modern software tools and general ICT.
4. Demonstrate autonomy in time and resource management.
5. Produce work that demonstrates critical thinking in order to express a personal vision that communicates a personal voice.
6. **A synopsis of the curriculum**

This module introduces the techniques required to design and develop interactive on-line portfolios, using HTML5/CSS/JavaScript, and the software tools which support their implementation. There is extensive practical work supporting the development of the on-line portfolio. Topics include:  information architecture, responsive design, web accessibility, web frameworks and website usability testing.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

RECOMMENDED READING

Ben Frain (2015). Responsive Web Design with HTML5 and CSS3. PACKT PUBLISHING. (available as on-line resource)

Gillenwater, Z.M. (2010). Stunning CSS3: A project-based guide to the latest in CSS. Berkeley, CA: New Riders.

BACKGROUND READING

Chuck Hudson and Tom Leadbetter, (2011). HTML5 Developer's Cookbook (Developer's Library), Addison-Wesley

Adobe Creative Team (2017). Adobe Photoshop CC, Classroom in a Book, CA, Adobe Press,

Peter Morville and Louis Rosenfeld (2006). Information Architecture for the World Wide Web, 3rd Edition, O'Reilly

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

1. **Assessment methods**

13.1 Main assessment methods

Assessment of the module is 100% by coursework.

Online portfolio - 60% (200 hour workload)
Report - 20% (3000 words)
Design mock-up - 10% (desktop and mobile designs)
Portfolio prototype - 10% (4 weeks of development work)

13.2 Reassessment methods

100% by coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** |
| *Lectures* | **x** | **x** | **x** | **x** |  |  |  |
| *Workshops* | **x** | **x** | **x** |  | **x** |  | **x** |
| *Critiques* | **x** | **x** | **x** |  | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Design mock-up* | **x** | **x** |  |  | **x** | **x** | **x** |
| *Portfolio prototype* | **x** | **x** |  |  | **x** | **x** | **x** |
| *Online portfolio* | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Report* |  |  |  | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury.

1. **Internationalisation**

During the portfolio workshops students research existing portfolio designs from a diverse range of individuals in the creative industries, spanning both UK, EU and international communities.

HTML is a programming language used in the implementation of websites with international reach on the Internet. This module uses internationally recognised software and formats.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/03/18 | Major  | September 2018 | 7-14 | No |
| 01/03/19 | Major | September 2019 | 6,7,11,12,13,14,17 | no |