1. **Title of the module:**
   Self-Managed Learning: Digital Graphic Design, Interface and Authoring – PRSN5130

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London

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

4. **The number of credits and the ECTS value which the module represents**
   30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, spring or summer

6. **Prerequisite and co-requisite module**
   None

7. **The programmes of study to which the module contributes**
   BSc Digital Marketing
   BSc Digital Marketing (Integrated Degree Apprenticeship)

8. **The intended subject specific learning outcomes**
   **On successfully completing the module, students should be able to:**
   
   8.1 Demonstrate knowledge and critical understanding of the well-established principles of the topic independently
   
   8.2 Demonstrate an ability to discuss a wide range of underlying concepts and, where appropriate, apply these in an employment context
   
   8.3 Demonstrate an understanding of the limits of their study in terms of knowledge and scope, and understand how these limitations might influence analyses and interpretations based on that knowledge
   
   8.4 Identify and evaluate potential solutions to issues identified within the context of the subject.

9. **The intended generic learning outcomes**
   **On successfully completing the module, students should be able to:**
   
   9.1 Show initiative and demonstrate an ability to work autonomously and independently with minimal guidance from others
   
   9.2 Demonstrate innovation and creativity in their learning
   
   9.3 Take personal responsibility and decision-making in relation to their own learning, including the application of time management and planning skills.
10. A synopsis of the curriculum

The self-managed learning (S-ML) module aims to allow students to demonstrate their initiative by applying their skills and knowledge to a specialist area which is of particular interest to them; yet within the module theme of digital graphic design, interface, and authoring. Using this module, students can design some of their own learning, incorporate learning from other sources apart from Pearson College London, or incorporate work-based or entrepreneurial activities. This allows students to demonstrate their autonomy in transferring and applying learning in a range of settings, in ways appropriate to unique situations. This will help to ensure that students have the confidence to take their learning and personal development further into new areas and emerging sectors, and allows them to pursue their own unique interests. This module allows students to consider the importance of desktop and mobile interface content and interface design as mechanisms to achieve enhanced customer satisfaction and conversion.

Students will submit a white paper and present (via a podcast) within the track of digital graphic design, interface and authoring. The aim here is to create an in-depth white paper on their learning. They will be assessed according to the learning outcomes of this module; regarding their self-managed learning.

For the purposes of this module a white paper is defined as a white paper is an authoritative document intended to fully inform the reader on a particular topic. It combines expert knowledge and research into a document. White papers are research-centric, text-heavy business documents. Due to the large amount of data and research, white papers are deep reads and tend to have a formal tone.

Through this module, students can extend the range of electives into any area that interests them, provided it contributes to the overall learning outcomes of the programme and is suitably assessed. Students will work with the Module Leader (and their mentor where relevant) to devise additional learning objectives, assessment, content and reading for the module tailored to the student’s individual interests and needs.

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

Core study text
As appropriate for the topic

Supplementary texts
As appropriate for the topic

12. Learning and teaching methods

Learners will take responsibility for their own project. A crucial part of this module is to allow learners to develop their ability to take initiative and responsibility for their own learning. Therefore, the learning
strategy used will be unique to the individual project undertaken; but during the mentoring sessions the mentor will utilise the Socratic method using probing questions to draw-out the students’ ideas, prompting them to consider how they will manage and take responsibility for their learning.

Scheduled Hours: Contingent on project, indicatively 10 hours
Placement Hours: as agreed
Independent Study Hours: 290
Total Study Hours: 300

13. Assessment methods

13.1 Main Assessment methods
- Individual 4000 white paper – 50%. For the purposes of this module a white paper is defined as a white paper is an authoritative document intended to fully inform the reader on a particular topic. It combines expert knowledge and research into a document. White papers are research-centric, text-heavy business documents. Due to the large amount of data and research, white papers are deep reads and tend to have a formal tone.
- 4 x 5 minute (20 minutes in total) podcast series using PodBean software of equivalent (50% of the marks)

13.2 Reassessment methods

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

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<th>Module learning outcome</th>
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15. Inclusive module design

Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module, students will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

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

Pearson College London

17. Internationalisation

Organisations need to cater for international markets and consumer preferences. The level of personalisation is critical across all digital platforms in order to give each consumer a very engaging customer experience. In this module, students will look at how to deliver a compelling customer experience across borders.

18. Partner College/Validated Institution

Pearson College London

19. University School responsible for the programme

Kent Business School

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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of delivery of revised version</th>
<th>Section revised</th>
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