CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Exploring Process in Illustration						
Module Code	UADAPW-45-2		Level	2		Version	1
Owning Faculty	ACE		Field	Design			
Contributes towards	BA (Hons) Illustration						
UWE Credit Rating	45	ECTS Credit Rating	22.5		Module Type	Project	
Pre-requisites	Introduction to Illustration		Co- requisites				
Excluded Combinations			Module Entry requirements				
Valid From	September 2013		Valid to	September 2019			

CAP Approval Date	26th March 2013

Part 2: Learning and Teaching
Learning Outcomes	On successful completion of this module students will be able to: 1. develop their understanding of working practices associated with Illustration 2. produce a body of work demonstrating an understanding of the intended context within Illustration 3. critically analyse their own work and that of others in the development of a body of work; 4. identify themes for investigation within a personal creative practice. 5. develop and demonstrate appropriate technical/professional skills in Illustration 6. develop creative strategies for research and the development of ideas through Illustration practice; 7. experiment with production processes and material form/s to progress and consolidate ideas; 8. present a body of work that demonstrates the synthesis of concept and technical understanding/outcome; 9. work to a pre-determined schedule; 10. communicate effectively through visual and verbal presentation. 11. develop and demonstrate understanding of individual approaches to the role of illustrator as translator and interpreter.

	All assessed through Component A.
Syllabus Outline	This module enables students to consolidate prior learning and develop their work through two distinct projects; one which explores the print process and the development of an artefact, and the other encouraging students to examine the role of the illustrator through the study of the relationship between word and image
	Emphasis is placed on developing work that is informed by an understanding of professional practice and contemporary contexts within the remit of Illustration.
	In this module, students will negotiate a theme/topic from which to develop a series of art/design/media works or artefacts. Students study a series of selected texts as the basis for a consideration of the illustrator as the interpreter of literary meaning. Through the negotiation and recognition of a selected topic, students will begin to identify strategies for sustaining a self-directed approach to practice and define areas of specialism in Illustration and /or Printmaking/Paper Mechanics appropriate to their individual interests.
	A series of technical workshops will consolidate and expand students' existing skill base in Illustration. It is through experimentation with media/s that students are expected to develop and produce a body of work that explores the practical, theoretical and technical aspects of their individual areas of interest within Illustration .
	Students are able to select appropriate workshop activity in order to examine the dialogue between image and text and form and content within their work,
	The lectures and workshops are designed to develop an understanding of a range of research methods and approaches to professional activity. Throughout the module, students will negotiate tasks and small-scale projects that focus on locating an area of practice/skills base appropriate to their concerns, developing and implementing personal methodologies and developing content through research and evaluation. The task related elements are designed to provide a framework for the progression of practice.
Contact Hours	Students can expect a total of **108** hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group crits, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.
	Contact time may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	The range of approaches in this module consolidate student prior learning and enable them to confirm and explore their primary area of interest whilst developing personal strategies for sustaining and developing self-directed study. It is expected that students make full use of studio space available to them.
	Practical skills are delivered through technical workshops that involve demonstration and practice, and encourage students to explore and develop a skills base appropriate to the development of their practice and individual ambitions.
	Projects allow students to apply the skills/research and professional and contextual understanding acquired to the development of their practice.
	Seminar group activities focus on developing personal methodologies and organisational skills, critical feedback and monitoring the ongoing progression of work. They are also the forums for discussion in which lecture based material can be related to the practices and concerns of individual students. Group presentations are used as a method to increase group knowledge and understanding and allow individuals to begin to develop organisation, editing and presentation skills. Peer and self-assessment are utilised as a means of developing both a greater understanding of assessment as an approach to learning and the role of critical reflection in the development of practice.

	Scheduled learning includes lectures, seminars, tutorials, project supervision, workshops; external visits; supervised time in studio/workshop. Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	

Number of credits for this module		45	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
450	108	342		450	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage	100%	
Practical exam assessment percentage		
		100%

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online. Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually. Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.

Indicative Reading List	**Essential** Bell, R. (2005) *Pictures and Words.: new comic art and narrative illustration.* Laurence

King.
Birmingham, D. (2010) *Pop-up design and Paper Mechanics.* Lewes: Guild of Master Craftsman Publications.
Crow, D. (2003) *Visible Signs.* Crans-pres-celigny: AVA .
Dexter, E. (2005) *Vitamin D: New perpectives in Drawing.* London: Phaidon.
Hartill, B. (2005) *Collagraphs and mixed-media printmaking.* London: A&C Black.
Hyland, A., and Bell, R. (2003) *Hand to eye: contemporary illustration.* Laurence King Publishing.
Riley, R. (2003) *As is when: a boom in British Printmaking. 1961-1972* London: British Council.

Further
Bodman, S *A. (*2005) *Perpetual Portfolio* Bristol*:* Impact Press.
Bodman, S. (1999) *Books by artists* Bristol: Impact Press.
Bodman,S. *Creating Artists'books.* London: A&C Black.
Dirk, D. (2003) *Dieter Roth graphic works;catalogue raisonne. 1947-1998* London: Thames & Hudson.
Drucker, J. (2004) *The Century of Artists'books*. Newhaven, Granary Books.
Haslam, A. (2006) *Book Design.* London: Laurence King.
Martin,J. (2001)*The Encyclopedia of printmaking techniques London*: Search Press.
Noble, I. (2003) *Picture Perfect: new fusions in illustration and imagemaking*.
Heller, S., Arisman, M. (2000) (eds) *The Education of an Illustrator.* Allworth Press.
Kress, G. and Van Leeuwen. (1996) T *Reading Images: The grammar of visual design.* London: Routledge.

Part 3: Assessment

Assessment Strategy	Assessment strategies within the programme that this module contributes to reflect the Faculty of Art, Creative Industries and Education's philosophy which considers assessment to be part of the learning process. Formative and summative assessments are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers. The principle of 'learning through making' is core to learning strategies in the Department of Creative Industries – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas. At assessment, therefore, students are expected to present evidence of work which demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours). Forms of assessment used as part of the overall programme include: • Presentation and participation in studio-critique • Poster presentation • Group and individual visual presentations • Group and individual verbal presentations • Written Assignments – forms of writing relevant to the creative industries, including academic/essay and industry focused/report writing • Group critiques • Peer and self-assessment

	• Evaluative and reflective outcomes, including visual, verbal and written
	Formative and summative assessment activities that involve students participating in the evaluation of presented work (their own and others') take place throughout the programme. Participation in and attendance at these sessions forms part of the assessed content of the module as a result of this.
	Feedback (verbal and/or in writing) at regular points throughout the module provides students with a clear understanding of their progress and advice about how this can be improved.

Identify final assessment component and element	**Body of Work**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of work, research and supporting materials	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Body of work, research and supporting materials	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.