



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Extended Study in Illustration				
Module Code	UADAQ4-60-3	Level	3	Version	1
Owning Faculty	ACE	Field	Design		
Contributes towards	BA (Hons) Illustration				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	26th March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a depth and breath of knowledge and contextual understanding commensurate with study at level three; 2. employ appropriate research methods; to collect, collate and implement information, toward the development of their illustration practice. 3. develop a body of work that reflects individual interests, intentions and ambitions within the context of illustration practice; 4. synthesize concepts and skills in the creation of an individual visual language 5. synthesize the use of making and materials in relation to personally generated themes within studio practice 6. be able to demonstrate an awareness of personal and professional responsibility in the realisation of a body of work 7. plan, manage, execute and present a body of work in a professionally recognized form. 8. Refine and extend the use of appropriate materials and processes in relation to a self-initiated area of study

	<p>9. understand the context (audience) to which their practice is targeted. 10. identify, define and negotiate a project proposal and apply appropriate creative, critical and technical skill in realising a consistent body of work.</p> <p>All assessed by Component A.</p>
Syllabus Outline	<p>With tutorial support, students devise and write their own programme of study within the module. Through this process students are expected to negotiate access to resources as determined by their proposal. The consolidation, application and development of technical skill and use of materials is selected according to the intentions explicit in the work.</p> <p>During the module students progress their work through sketchbooks that contain contextual and cultural reference material that informs their work.</p> <p>The module encourages students to further explore and demonstrate their personal goals, aims and ambitions within the remit of contemporary Illustration practice.</p> <p>The emphasis within the module is on self-directed study that consolidates the application of a coherent and consistent methodology based on an understanding of research, exploration, experimentation, development, realisation and dissemination.</p> <p>An evaluative statement (written or alternative format submission) complementing the final body of work that demonstrates an understanding of individual creative practice in relation to contemporary critical, cultural and professional contexts. The students are required to critically reflect on research sources, application of methodology and the success of the outcome in relation to their original intentions.</p> <p>The module is realised through the presentation of a body of work. This work, including evidence of research, development, realisation and self evaluation (1,500 words or equivalent) forms the basis for assessment.</p>
Contact Hours	<p>Students can expect a total of 350 hours scheduled contact time for this module within the context of their other learning and teaching activities. This includes tutorials, group critiques, lectures, seminars, site visits / field trips, studio-based sessions, inductions, workshops, field work, work-based learning or project supervision.</p> <p>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.</p>
Teaching and Learning Methods	<p>This module focuses on a student's ability to direct and manage their own learning support through tutorial discussion and feedback. Students negotiate appropriate technical support both within and beyond the confines of the institution. The ability to evaluate their needs in relation to the proposal is seen as central to the demonstration of personal creative development and professional practice.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project support, workshops; supported time in studio/workshop.</p> <p>Independent learning includes 250 hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average</p>

time per level as indicated in the table below.

Key Information Sets Information

Key Information Set - Module data

Number of credits for this module 60

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
600	350	250		600



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

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

AOI *Survive*. (2011) *The illustrator's guide to a professional career*. London: The Association of Illustrators.

AOI. (2008) *The illustrator's guide to law and business practice*. London: The Association of Illustrators.

AOI, Rights. (2005) *The Illustrator's guide to professional practice*. London: The Association of Illustrators.

Eggert, M. (2003) *The perfect interview*. London: Random House.

Heller S and Arisman M. (2000) *The Education of an Illustrator*. New York: Allworth Press.

Houston, K. (2004) *Winning CVs for the first time job hunters*. Trowbridge: Trotman.

Kress G and van Leeuwen T. (2001) *Multimodal discourse: the modes and media of contemporary communication*. London: Arnold.

McBride, P. (2002) *CVs and applications how to present yourself creatively*. Trowbridge: Trotman .

Rankin, I. (2013) *Writers and Artists Yearbook 2013*. London: writersandartists.co.uk.

Widmer J. (2010) *The Art and Design Directory 2010*. London: Inspiring Futures

Foundation; 19 edition.

Journals

3x3

Varoom

Creative Review

Eye Magazine

Tate Magazine

Computer Arts

Blueprint

Art Monthly

Artists and Illustrators

Artists Newsletter

Information Publications

The Advertising Directory (AOI)

The Editorial Directory (AOI)

The Publishing Directory (AOI)

Websites

<http://www.prospects.ac.uk>

Graduate Prospects (2005) Prospects – the official graduate careers website. (Internet) Manchester: Graduate prospects. Available from

<http://www.a-n.co.uk/>

a-n (Artists newsletter) which can be used within and outside the university (needs Athens if outside):

www.designer.com

Design Portal for information and opportunities

www.theaoi.com

The association of Illustrators. Resource for illustrators, events competitions and opportunities

www.societyillustrators.org

The American version of the association of Illustrators. Resource for illustrators, events competitions and opportunities.

Assessment Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Forms of assessment used as part of the overall programme include:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p>
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Identify final assessment component and element	Final Body of work		
		A:	B:

	100%	
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First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
Final Body of Work and supporting materials, including evaluative statement (1500 words or equivalent) and research	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)
Final Body of Work and supporting materials, including evaluative statement (1500 words or equivalent) and research	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.