



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	University of the West of England, Bower Ashton	
Faculty responsible for programme	ACE	
Department responsible for programme	Creative Industries	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links		
Highest Award Title	BA (Hons) Illustration	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	BA Illustration, Dip HE Illustration, Cert HE Illustration	
UWE Progression Route		
Mode(s) of Delivery	FT / PT	
Codes	UCAS: W214	JACS:
	ISIS2:W214	HESA:
Relevant QAA Subject Benchmark Statements	Art & Design	
CAP Approval Date	March 2013; November 2013	
Valid from	September 2013	
Valid until Date	September 2019	
Version	7.2 (2013 intakes onwards)	

Part 2: Educational Aims of the Programme

Broad aims of the Programme

- to prepare students for professional creative practice within a chosen field of study;
- to provide an experience of higher education in art, media and design that offers student's choice and independence in determining their own abilities and ambitions within a subject discipline;
- to equip students with the intellectual, practical, critical and creative skills necessary for them to locate themselves and their practice within professional, social, historical and cultural contexts;
- to give students the confidence to develop informed independent judgments with critical and intellectual rigour;
- to ensure that the development of key/transferable skills is an integrated part of the curriculum;

Part 3: Learning Outcomes of the Programme

Students analyse visual communication issues, identify opportunities for illustration and apply imaginative and innovative solutions	x	x	x	x	x	x	x	x	x	x	x	x	x
Students evaluate work and learning in relation to identified aims and objectives that include consideration of communication and the requirements of identified audiences and/or markets	x	x	x	x	x	x	x	x	x	x	x	x	x
Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources	x	x	x	x	x	x	x	x	x	x	x	x	x
Students synthesise intention, process, outcome, context and method of dissemination in the development of set and personally negotiated work	x	x	x	x	x	x	x	x	x	x	x	x	x
(C) Subject/Professional/Practical Skills													
Students generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity	x	x	x	x	x	x	x	x	x	x	x	x	x
Students employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	x	x	x	x	x	x	x	x	x	x	x	x	x
Students select, test and implement appropriate use of materials, processes and environments	x	x	x	x	x	x	x	x	x	x	x	x	x
Students develop concepts through to material outcomes through the implementation of appropriate methodologies, strategies, skills and techniques	x	x	x	x	x	x	x	x	x	x	x	x	x
(D) Transferable skills and other attributes													
Students study independently, set goals, manage their own workloads and meet deadlines	x	x	x	x	x	x	x	x	x	x	x	x	x
Students anticipate and accommodate change and uncertainty in the exploration and development of creative, innovative illustration practice	x	x	x	x	x	x	x	x	x	x	x	x	x
Students analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation	x	x	x	x	x	x	x	x	x	x	x	x	x
Students articulate ideas and information comprehensibly in a variety visual, oral and written formats	x	x	x	x	x	x	x	x	x	x	x	x	x

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Students experience a wide range of teaching and learning methods designed both to establish their understanding of the subject discipline of illustration and the range of contexts in which they and their work might operate. Teaching and learning within Illustration is committed to the 'studio' as a forum for critique, debate and the exchange of ideas.

Part 4: Student Learning and Student Support

Peer group learning is established early on as the means by which individual student learning is monitored, challenged and progressed. The ability of student's to reflect on their progress and to act according to advice is monitored through the progress of their work as presented to the peer group on a regular basis. This peer group mentoring is supported by individual tutorial support as is appropriate to the needs of individual students.

Methods used include:

- an emphasis on drawing as a means of expressing ideas and building a visual language;
- a range of project briefs/assignments that set questions requiring a diverse range of activities to establish solutions;
- the implementation of a visual and visible methodology;
- an emphasis upon inter-active group activities in seminars, tutorials and assessments;
- the assessment of engagement with reflexive learning through self assessment and evaluative statements, critique and debate;
- collaborative learning exercises and team projects that build the team-working skills necessary in professional Illustration practice;
- direct contact with the profession through live projects, field work and visiting practitioners.

Key features of the programme are the emphasis upon the development of drawing, the autonomous learner, and the ability to execute work in a self-directed manner.

The programme aims to establish knowledge, understanding and practical skill at key stages and introducing strategies to consolidate and support these practices through the recognition and implementation of methodologies appropriate to illustration practice. Students' understanding of their own learning is demonstrated primarily through sketchbooks and notebooks and, in the later stages of the programme, through the evaluative statement.

The programme is structured to allow for the incremental development of creative, critical and reflective skills through a carefully managed programme of directed and self directed study. This programme is characterised by an emphasis on drawing as the means by which students develop their creative language and critical potential. Strategies are developed and consolidated to present drawing as a means of: observing and recording the natural and constructed worlds; visualising imagined scenes, scenarios and encounters; exploring ideas in relation to generated or self-generated projects and assignments; realising work in relation to previously identified objectives.

All students have the opportunity to further develop their creative identity through the exploration and application of a range of media including print processes and techniques, digital media and moving image.

The award is characterised by an emphasis on the development of illustration for editorial and publishing through a detailed exploration of narrative structures and strategies.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Illustration programme teaching is a mix of *scheduled and independent learning*. This may include any or all of the following:

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

Work experience and professional practice are features of the programme at all levels, supporting students to develop the skills and experience that they need to progress into employment on completion of the programme.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategies within the programme 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 programme provides students with a clear understanding of their progress and advice about how this can be improved.

Assessment Map

The programme encompasses a range of **assessment methods** including; Portfolio of Work, Written Assignments, Personal Presentations, Websites, Promotional Material. These are detailed in the following assessment map:

Assessment Map for Illustration

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	UADAPU-45-1										A (100%)
	UADAPV-45-1										A (100%)
	UADAPT-15-1										A (100%)
	UA1APQ-15-1							A (100%)			
Compulsory Modules Level 2	UADAPW-45-2										A (100%)
	UADAPY-15-2										A (100%)
	UA1APS-15-2							A (100%)			
Compulsory Modules Level 3	UADAQ3-30-3										A (100%)
	UADAQ4-60-3										A (100%)
	UADAQ5-15-3										A (100%)
	UA1APT-15-3								A (100%)		
Optional Modules Level 2	UA1APR-45-2										A (100%)
	UADAPX-45-2										A (100%)

*Assessment should be shown in terms of either **Written Coursework**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UADAPU-45-1 Introduction to Illustration	If credit is required: UA1ASC-5-1 Negotiated Presentation 1 or UA1ASF-10-1 Negotiated Presentation and Reflective Statement 1	Other requirements:
		UADAPV-45-1 Narrative and Place		
		UADAPT-15-1 Professional Practice and Work Experience in Illustration 1		
		UA1APQ-15-1 Critical Perspectives		
	Year 2	Compulsory Modules	Optional Modules	
		UADAPW-45-2 Exploring Process in Illustration	UA1APR-45-2 International Exchange UADAPX-45-2 Developing Practice in Illustration 2 And if credit is required: UA1ASD-5-2 Negotiated Presentation 2 or UA1ASG-10-2 Negotiated Presentation and Reflective Statement 2 And/or UACASK15-2 Professional Practice (International)	Other requirements:
		UADAPY-15-2 Professional Practice and Work Experience in Illustration 2		
	UA1APS-15-2 Creative Analysis			
	Year 3	Compulsory Modules	Optional Modules	Interim Awards
		UADAQ3-30-3 Preparation for Extended Study in Illustration	If credit is required: UA1ASE-5-3 Negotiated Presentation 3 Or UA1ASH-10-3 Negotiated Presentation and Reflective Statement 3	Other requirements:
		UADAQ4-60-3 Extended Study in Illustration		
UADAQ5-15-3 Professional Practice and Work Experience in Illustration 3				
UA1APT-15-3 Independent Research Project				

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UADAPU-45-1 Introduction to Illustration 1.1 UA1APQ-15-1 Critical Perspectives 1.1 UADAPT-15-1 Professional Practice and Work Experience in Illustration 1 1.2 UADAPV-45-1 Narrative and Place 1.2	If credit is required UA1ASC-5-1 Negotiated Presentation Or UA1ASF-10-1 Negotiated Presentation and Reflective Statement 1 1.1 or 1.2	Other requirements:
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UADAPW-45-2 Exploring Process in Illustration 2.1 UA1APS-15-2 Creative Analysis 2.1 UADAPY-15-2 Professional Practice and Work Experience in Illustration 2 2.2	UADAPX-45-2 Developing Practice in Illustration 2 2.2 UA1APR-45-2 International Exchange 2.2 And if credit is required UA1ASD-5-2 Negotiated Presentation Or UA1ASG-10-2 Negotiated Presentation and Reflective Statement 2 And/or UACASK-15-2 Professional Practice (International) 2.1 or 2.2	Other requirements:

	Compulsory Modules	Optional Modules	Interim Awards
Year 3	UADAQ3-30-3 Preparation for Extended Study in Illustration 3.1	If credit is required UA1ASE-5-3 Negotiated Presentation 3	
	UA1APT-15-3 Independent Research Project 3.1	Or UA1ASH-10-3 Negotiated Presentation and Reflective Statement 3	
	UADAQ5-15-3 Professional Practice and Work Experience in Illustration 3 3.2	3.1 or 3.2	
	UADAQ4-60-3 Extended Study in Illustration 3.2		
			Other requirements:

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Applicants should normally have completed one of the following:

- A Foundation course of at least one year's duration.
- A BTEC certificate or diploma in an appropriate art and design subject or other evidence of potential to study at degree level.
- An Access to HE programme in Art and Design or a related subject

Level Three entry – suitable qualifications will include Foundation Degree, Diploma in Higher Education or HND (or equivalent) in an appropriate/related subject discipline).

English Language Requirements:

All students will normally have a recognised English Language qualification of at least GCSE grade C or equivalent standard. If English is not the first language test results such as IELTS 6.0, TOEFL 570 (230 if computer text), NEAB or Cambridge Proficiency grade C will be acceptable.

All applicants invited for interview must produce a portfolio of work.

Part 8: Reference Points and Benchmarks

This programme has been developed in relation to the following reference points:

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design
- QAA National Qualifications Framework
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Staff research
- Feedback from 'feeder' institutions
- Feedback from alumni
- Feedback from employers
- UWE QMEF requirements (15/30 credit structure)
- Student Feedback via module feedback, SRSF meetings, SU Rep for a
- Staff Feedback via programme reports, module specs, formal & informal meetings
- EE comments/reports
- Diversity and Disability profiles (sector-wide and department specific)
- Department of Creative Industries' 'Writing in the Curriculum Review' 2011/12
- Feedback from professional bodies: Association of Illustrators, Macmillan, The Guardian etc.

The programme structure, curriculum content, professional skills and industry engagements have been successfully scrutinised by professionally engaged external examiners and HE Teaching, Learning and Assessment in Creative Practices specialists.

This scrutiny has been further enhanced by the regular professional engagement of industry practitioners, the success of the course in national and international open professional awards including the V&A, Folio Society, Ligatura, Macmillan, D&AD, Lloyds Bank, The National Student Illustration Awards and Penguin publishers. The course continually reassesses its professional currency via outward engagement, live commissions and industry events.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).