

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) ILLUSTRATION (4 YEAR)

This document is a hybrid version for 2020/21¹

PROGRAMME SPECIFICATION 2020/21

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

¹This version combines Section A of the new 2019/20 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

Section A – Material Course Information

Validating Body	University for the Creative Arts ²		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Illustration (4 year)		
Course Location and Length	Campus: Farnham	Length: Full-time - 4 years	
Mode of Study	Full-time	✓	Part-time
Period of Validation	2015/16 to 2020/21		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements³</p> <p>Portfolios are not compulsory for the four-year option – however, if you do have some work you'd like to share with us, this would be very welcome.</p> <p>The standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 64 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Merit, Pass, Pass at BTEC Extended Diploma, or • Pass at UALAB Extended Diploma, or • 64 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject <p>And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).</p> <p>Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.</p> <p>If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.</p> <p><i>*To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/</i></p> <p><i>** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results.</i></p>			

² Regulated by the Office for Students

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Overall methods of assessment ⁴	Written exams:	Practical exams:	Coursework:
Stage 0	0.0%	0.0%	100.0%
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	0.0%	100.0%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁵	Scheduled:	Independent:	Placement:
Stage 0	35.3%	64.8%	0.0%
Stage 1	423 hours	777 hours	0 hours
	39.6%	60.4%	0.0%
Stage 2	475 hours	725 hours	0 hours
	34.6%	65.4%	0.0%
Stage 3	415 hours	785 hours	0 hours
	28.8%	71.3%	0.0%
	345 hours	855 hours	0 hours
General level of staff delivering the course ⁶	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: Art & Design			
Framework for Higher Education Qualifications (FHEQ)			

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 0				
FILL3001 - Drawing and Mark Making	3	30	Core	
FILL3002 - Ideas, Research and Processes 1: Generating Content	3	30	Core	
FILL3003 - Ideas, Research and Processes 2: Developing and Identifying Practice	3	30	Core	
FILL3004 - Themed Project	3	30	Core	
Year/Stage 1				
FILL4006 - Professional Practice 1: Destination	4	30	Core	
FILL4007 - Drawing	4	30	Core	
FILL4008 - Narrative	4	30	Core	
FILL4002 - Context and Theory	4	30	Core	
Year/Stage 2				
FILL5007 - Documentary	5	30	Core	
FILL5008 - Professional Practice 2: Platform	5	30	Core	
FILL5009 - Exhibition	5	30	Core	
FILL5002 - Critical Analysis and Research	5	30	Core	
FILL5011 - Critical Analysis: Research and Reflection (Study Abroad Option - Outgoing)	5	30	Elective	No
XXXX5060 Study Abroad Exchange	5	60	Elective	No
FILL5012 - Exhibition and Professional Practice 2: (Study Abroad – Incoming)	5	60	Elective	No
Year/Stage 3				
FILL6004 - Responding to External Briefs	6	30	Core	
FILL6007 - Professional Practice 3: Launch	6	20	Core	
FILL6006 - Major Project	6	40	Core	
FILL6005 - Illustration Dissertation	6	30	Core	

COURSE AIMS

- A1 To encourage your awareness and sensibility to social, political and cultural issues in a contemporary media context.
- A2 To develop your reflective and evaluative practice and to foster critical judgement through practical and theoretical assignments.
- A3 To promote research, analysis and intellectual enquiry as important skills in your development of studio practice.

- A4 To support and promote independent learning, personal development and flexibility of approach in order to respond to your future career opportunities and changing circumstances.
- A5 To enable you to examine the contextual significance of your subject through engagement with its historical, contemporary and cultural frameworks.
- A6 To enable you to acquire knowledge and develop specialist and transferable skills relevant to contemporary art and design practice.

COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

- LO1 take a responsible and personal approach to developing your creative practice which demonstrates political, social and cultural sensibilities.
- LO2 work both independently and collaboratively in the development of self-critical, analytical and evaluative approaches to the study of your subject discipline.

Understanding

- LO3 use research and enquiry in the development of your creative practice and in the solution of problems.
- LO4 articulate both orally and in written form a thorough understanding of the historical, contemporary and cultural frameworks of your subject.

Application

- LO5 adopt a flexible approach to a variety of circumstances and challenges both in your personal and career development.
- LO6 apply the knowledge and skills acquired in your specialist discipline in the practice of illustration and/or postgraduate study.

SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

During your first year of the four year course in Illustration you will study alongside students on the first year of their four years in Animation in shared units. While both Animation and Illustration have their own distinct identities there are also areas of cross-over, and by undertaking the year 0 option you will have an unrivalled opportunity to explore the fundamentals that underpin the two subjects. At the outset some of you may well be undecided as to which subject to study and so for you the year 0 will assist in helping make an informed decision as to which subject you finally pursue. For others of you the decision will already be clear-cut as you know your pathway and so the programme will expose you to inspirational and innovative ways of working that will enhance your further practice. It is the intention of the programme to help achieve a richer understanding for you in the key principles in art and design that both Animation & Illustration share. The result will be that all Illustration students on year 0 will be well-prepared for studying at Higher Education level.

The BA (Hons) Illustration course offers you a creative and stimulating environment where personal innovation and originality of ideas are encouraged. Drawing upon the rich heritage of its Maidstone predecessor, the illustration course believes in encouraging the development of illustrators with an original, independent and challenging visual approach, often acting as visual 'agent provocateur'. With rapid changes in technology, changing platforms of communication and increasing internationalisation, the importance of independent visual communicators with a commitment to the development of original content and giving voice to the individual or community who cannot speak for themselves, is ever more important.

The course promotes an investigative and enquiring approach to documentary illustration, encouraging students to explore the potential of different documentary practices. Visual storytelling is explored through creative writing, the development of new and original narratives as well as through the communication of existing stories through new and original approaches. The course will encourage you, whether through fact or fiction, to explore the use of Illustration as a visual platform for social commentary, communication of ideas and opinion. You will be encouraged to adopt imaginative approaches to your work and to consider how illustration can be used and where it is seen.

The course team believe that drawing, through practice, experimentation, research and discussion, is a fundamental part of your development as an illustrator. Observational drawing, research into the broader application of drawing and analysis, will enable you to understand the visual world around you and is fundamental in your search to discover a personal and original visual language in whatever medium or form you choose to communicate through.

A distinguishing feature of the course is its specialist theory programme, which promotes a creative practice informed through research, critical analysis and reflection. The course draws upon the wider visual culture, beyond illustration, to inform your work. Conceptual understanding and the ability to devise and sustain argument and discussion, not only in your own discipline, but also in wider social, political and cultural contexts, are fundamental to the development of the your creative practice and as such these skills play an important role within the curriculum. Through a greater awareness of such issues and debates you are expected to adopt and develop personal, ethical and social sensibilities in your practice.

The course fosters an inquisitive and exploratory approach to illustration, which asks you to adopt a sense of challenge and inquiry in your studies and to also develop a positive attitude to risk-taking. The ability to develop new and original ideas, and to take a flexible and open minded approach to image making are essential skills in contemporary illustration. In line with contemporary and future developments in illustration, the course will encourage you to question and challenge the perceived boundaries of the subject area, seeking new opportunities for the production of illustration work, and encouraging you to adopt a multidisciplinary approach when making work.

Self-directed study and independent learning skills are progressively introduced and integrated into both practical and theoretical aspects of the course. Both collaborative and independent opportunities are offered to you to help you your personal development and professional practice during the course.

As part of the development of your creative practice, you are encouraged to acquire a range of specialist, professional, general and transferable skills, along with an awareness of the importance of adopting an entrepreneurial and outward looking approach, which will equip and prepare you for continuing personal development and future career challenges.

Craft skills such as drawing, printmaking and book arts play an important part in the illustration curriculum. Equally, the ability to use digital media, not only as a tool, but as a platform on which to launch and maintain your professional development is seen as a crucial part of the course.

LEARNING, TEACHING AND ASSESSMENT

Include reference to the following in connection to the course, where appropriate: PDP, online learning, independent learning, exchange, placement, employability and employer engagement.

Learning and Teaching Strategy

The curriculum is delivered through structured teaching and independent learning. The level of structured teaching is greater in the early stages of the course and you begin to engage with increasing self directed study. You develop your levels of knowledge and understanding, gain in confidence and in your status as independent creative practitioners.

In the early stages of the course you will engage with a series of themed practice units which build on fundamental specialist knowledge of key issues in your subject area. Projects purposefully pose open questions in order to encourage you to engage with independent learning, and these projects also

encourage you to develop your personal point of view.

In these early stages great attention is paid to establishing your reflective and evaluative skills. You will be encouraged to begin to reflect upon your learning, performance and achievement. This personal development planning continues throughout the course in a number of ways through reflective learning journals, annotated sketchbooks and blogs.

Technical workshops are integrated within units and linked to the aims of the unit.

As you progress through the course you continue to build on knowledge and skill with an increasing emphasis on your personal direction within the greater context of illustration. You begin to develop your personal viewpoint and to consider the links between your subject discipline and the outside world.

The practised based work in this part of the course focuses on the development of your understanding of the potential professional directions you could follow through a self initiated project, chosen and developed in the context of individual tutorials with teaching staff.

Learning during this stage of the course is supported through briefings, individual and group tutorials, professional practice seminars, portfolio surgeries, field trips and advanced level technical research and study skills workshops. Summative and formative assessment is prefaced by self assessment followed by a feedback tutorial.

During the final stage of the course you have the opportunity to incrementally develop and test your subject direction and extend your ability to research, develop and realise your intentions. Work in both practice and theory is self initiated and negotiated with tutors. Learning at this level is supported largely through individual tutorials, group seminars and professional practice opportunities which may include practitioners' talks and visits to studios or subject events

Teaching and Learning Strategies also include:

Tutorials; You will experience two types of tutorial support in your course. One is project tutorial support and the other is a progress tutorial

Project Tutorials; This will be with one of the tutors who is teaching on that particular project. Sometimes you will attend a group tutorial where you will take part in a discussion about your work and the work of others with the project tutor. Tutorials may be set up as part of the working day or, probably later on in the course, you may be offered a tutorial when you decide if you need to talk to a tutor about your current work. The course also has studio days when you attend for a full day session and staff talk to you, individually or in small groups, about your project work, in the studio. Whatever kind of tutorial you have you are expected to complete a tutorial form which you add to your research folder and which will be available for a formative or summative assessment of your project work. These forms help you keep track of the advice you have received and what you need to do to improve your work. They are also helpful when you have to provide a project summary at the completion of a unit.

Progress Tutorials; These take place with a designated tutor who most likely will be one of your year tutors. The tutor will ask you to complete a form prior to the tutorial which will ask you for your opinion on how you think you are doing on the course. This form will then form the basis for the tutorial.

You will have a progress tutorial twice a year and you should bring to the tutorial a folder of work and sketchbooks and any current work in progress. Your tutor will arrange a time and place for the tutorial. Together with the tutor you will decide on any action you need to take to improve your work or act on any problems you may be experiencing on the course. Overall the progress tutorial is about helping you to identify what your strengths are and what are the areas you need to improve. This tutorial is very much about the teaching and learning partnership you are developing with your tutors.

Personal Development Planning; This is something you do at all stages of the course. PDP, as it is sometimes called, is a structured and supported process that can develop and change over the period of the course and, to a certain extent, depends on your preferred way of reflecting upon your learning and performance and planning your personal development, educational achievement and career aspirations.

In the early stages of the course, research methodology, time management, creative thinking, oral/written presentation and communication are important factors for you to consider in your development. As you move through the course, collaborative and team skills, career planning, negotiation skills, social and business networking skills, entrepreneurship and management skills become more important.

These aspects of personal development may take many forms and the course is not prescriptive about one method or another. The course will specify that at the end of each unit there is a project summary which encapsulates the reflection and evaluation that has taken place during the unit.

Briefings; these give you an opportunity to understand the requirements of the project. You will receive an overview of the project aims and objectives and practical information about guest speakers, field trips, which staff are teaching on the project and times and locations of events, tutorials and assessments. Briefings give you valuable background to the project through presentations. You also have the chance to ask questions and clarify issues around the project you may not be clear about. Alongside briefings and the running of a project and a complete unit, staff will post information on MyUCA. Some of this will be practical information and some of what is posted will be helpful to your understanding of the project and the unit as a whole. There may be links to relevant web sites, there may be previous student work done for this project posted and a forum may be added for staff and students to communicate and identify helpful information about the project's topic.

Critiques/Reviews; During projects and at the end of projects work is openly reviewed and discussed. On the illustration course critiques are sometimes called reviews and are essential in that they give you an opportunity to compare your work with others and to get feedback not only from the staff but from your fellow students. It is important that you develop an ability to articulate your views in a critically constructive way. You will be helped, via a presentation workshop, to learn how to develop skills in talking, discussing and presenting your work.

Other students will not only orally provide feedback but will also provide written feedback for you to reflect upon and evaluate.

Seminars; Seminars are an opportunity for you to discuss with other students and with tutors concepts and issues in relation to a set topic. This may arise from a lecture or project brief. Seminars are also often the chosen format for teaching and learning in theoretical or historical studies. Seminars assist you in developing your ability to explore issues, structure argument and actively participate in debate and to discover your own point of view.

Lectures; These are an opportunity to introduce and explain bodies of knowledge and they often explore interpretations of this knowledge thereby expanding your understanding and frames of reference. Lectures are normally followed by seminars in which you can further explore, question and discuss this new knowledge with other staff and students.

Workshops; Workshop teaching is generally technical and is intended to give you the practical skills with which to make your work. We also believe that understanding the possibilities of the materials of your subject generates new ideas and directions. Workshop hand-outs support learning and you should also refer to your course reading lists for follow up material.

Group or Collaborative projects; These emphasise the value of team working and allow you to grow in your understanding of the way roles need to be discussed and defined and the responsibilities of working with others. Whilst we will set up collaborative working situations, we also encourage you to develop working partnerships and identify others with knowledge and skills that compliment your own. Exhibitions of student work offer further opportunities for collaborative activity. As well as the second and third years' end of year exhibitions there are student proposed pop up shows inside and external to the University. These are valuable experiences for those taking part and a valuable way for other students in the University to see your work.

Assessment Strategy

The Illustration course deploys a range of assessment strategies consistent with the University's assessment policy. The assessment methods employed are effective in allowing you to demonstrate course outcomes. Assessment criteria specific to each unit and generic grading descriptors, linked to Art

and Design subject benchmarks, ensure a consistency of approach to assessment. Written feedback is given to you on work submitted for assessments on all units.

As good practice the course employs diverse assessment methods, providing you with a range of opportunities to demonstrate their strengths and to utilise a wider set of skills.

The range of assessment methods and criteria deployed across the provision are designed to serve the following purposes:

- To measure the performance over a specified part of the course in relation to the learning outcomes and project requirement
- To provide feedback against performance and help you to identify their strengths and weaknesses
- To determine your ability to progress to the next stage of the course
- To determine the award of an appropriate qualification

Common Credit Framework

The common credit framework renders the assessment process explicit and transparent, noting credit achievement where it occurs and gives due recognition of transferable skills and related competencies. It is also designed to recognise achievement rather than penalise failure, with progressive and incremental sanctions for poor performance within and across units. It also informs the basis for standard practice throughout the University for the calculation of progression and recommendation of awards.

The assessment scheme is a two tier process which operates throughout your studies at unit and stage/course level

Unit Assessment

The unit assessment is the basic component of assessment. The credit value of each unit is proportional to its study time it provides weighting for the unit and allows each unit to contribute proportionately to the stage mark. Units are assessed at their completion and marks and feedback handed to you within two weeks. The marks can also be found on MyUCA.

Stage Assessment

The stage assessment is the major summative assessment point taking place at the end of each academic year and allows progression between the stages of a course. Where appropriate it may form the basis for the recommendation of an award. The purpose of the stage assessment is:

- To consider the overall performance of candidates within a stage of the course
- To award credit where appropriate
- To set any conditions for progression or retrieval of failure
- Provision is made for moderation, including external moderation, where appropriate.

The methods for assessment will vary throughout your studies. The range, indicated below, enables staff to align differing methods against differing outcomes, requiring both specified and portfolio submissions.

Formative Assessment; Periodic assessment of your progress towards specified learning outcomes. Indicative marks may potentially be given, but these are always subject to summative assessment and must be discussed on that understanding. The main purpose of formative assessment is to give you valuable written feedback on the progress of your work, so that you have time to consider and act upon this before completion of the unit. (Peer and self assessment methods are frequently employed within this context.)

Summative Assessment; Assessment is made at the conclusion of the specified learning period, against the learning outcomes of the unit. (Summative assessments can employ a full range of assessment

methods)

Oral Presentation; (individual or group): an assessment is made on the evidence presented orally to assessors, assessment decisions are based on the oral evidence and that might be supplemented with written and visual material.

Written Essays/Reports/Dissertations; Assessment is based on a written submission where you develop responses to given or negotiated problems, over a period of time specified within the unit.

Individual Tutor- led Assessment; Initial assessment decisions are made by a single tutor subject to internal verification procedures.

Team Tutor- led Assessment; Initial assessment decisions are made by an academic team arriving at marks collaboratively, or by aggregating the marks of individuals within the team

Peer Assessment/Evaluation; Students participate in a critical assessment of themselves and their peers, using the model specified within the unit, this method is used on the course to provide an evaluation grade rather than a final mark, which is provided by your tutors.

Self Assessment/Evaluation; Students participate in a critical assessment of their own work, using the model specified within the unit. This method is used on the course to provide you with an evaluative grade rather than a final mark, which is provided by the tutors.

ENHANCING THE QUALITY OF LEARNING AND TEACHING

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives