

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**MA ILLUSTRATION**

*This document is a hybrid version for 2018/19<sup>1</sup>*

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2018/19]**

*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.*

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<sup>1</sup>This version combines Section A of the new 2016/17 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 <sup>2</sup> |  |   |
| Teaching Body   | University for the Creative Arts              |  |   |
| Final Award Title and Type  | Master of Arts                                |  |   |
| Course Title  | Illustration                                  |  |   |
| Course Location and Length  | Campus:<br>Farnham                            | Length:<br>Full-time: 1 year<br>Part-time: 2 years |   |
| Mode of Study   | Full-time                                     | <input checked="" type="checkbox"/>                | Part-time <input checked="" type="checkbox"/> |
| Period of Validation  | 20/15/16 to 2019/20                           |  |   |
| Name of Professional, Statutory or Regulatory Body  | Not Applicable                                |  |   |
| Type of Accreditation   | Not Applicable                                |  |   |
| Accreditation due for renewal   | Not Applicable                                |  |   |
| <p>Entry criteria and requirements<sup>3</sup></p> <p>A good Honours degree (normally 2:1 or above) or equivalent qualification in the subject or a related discipline, and/or; relevant work experience, demonstrating your ability to study at postgraduate level.</p> <p>Consideration will also be given to applicants who present a degree with a lower classification, but can make a strong case for admission in relation to a particular project and can demonstrate their potential to satisfactorily complete the course.</p> <p><u>Minimum English language requirements:</u></p> <p>If your first language is not English a certificate is required as evidence that you have an average IELTS score of 6.0 (with a minimum of 5.5 in each individual component) or equivalent.</p> <p>You may be offered a place on a course on the condition that you improve your English language and study skills. We offer two pre-sessional English language courses which can improve your IELTS score by a maximum of 1.0 and 0.5, or equivalent.</p> <p><u>Mature Applicants</u></p> <p>Applications from mature students are welcomed. Mature students may apply on the strength of a portfolio and previous experience (or accredited prior learning).</p> <p><u>Disabled Students</u></p> <p>Applications from students with disabilities are considered on the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in</p> |   |  |   |

<sup>2</sup> Regulated by the Higher Education Funding Council for England

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

|   |  |                  |             |
|---|--|------------------|-------------|
| order that advice can be offered on the facilities and services available. Prospective students with a disability will be encouraged to visit and discuss their requirements with the Disability Support Manager. |  |                  |             |
| Overall methods of assessment <sup>4</sup>  | Written exams:   | Practical exams: | Coursework: |
| Course  | 0%   | 0%               | 100%        |
| Overall Learning & Teaching hours <sup>5</sup>  | Scheduled:   | Independent:     | Placement:  |
| Course  | 13.3%  | 86.7%            | 0%          |
|   | 240 hours  | 1560 hours       | 0 hours     |
| General level of staff delivering the course <sup>6</sup>   | 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:<br>QAA Master's Degree Characteristics   |  |                  |             |
| Framework for Higher Education Qualifications (FHEQ)  |  |                  |             |

### 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? |
|---|-------|--------------|----------------|--|
| FILL7001 Research Methods: Practice and Context | 7     | 30           | Core           |  |
| FILL7002 Exploratory Illustration Practice      | 7     | 30           | Core           |  |
| FILL7003 Illustration Practice and Development  | 7     | 30           | Core           |  |

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

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

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

|   |   |    |      |  |
|---|---|----|------|--|
| FILL7004 Illustration: Collaborative Practice                       | 7 | 30 | Core |  |
| FILL7005 Illustration: Final Project: Realisation and Dissemination | 7 | 60 | Core |  |

### COURSE AIMS

- A1 Offer a creative and intellectual environment in which students can rigorously pursue a project of self-directed study and the systematic production of a body of work on a topic of specific interest within the field of Illustration
- A2 Promote in-depth rigorously conducted research to ensure that students are able to contextualise their own work in relation to the leading edge practice in Illustration
- A3 Support students with the means for establishing and understanding the place of their own projects within the context of relevant and contemporary professional debate and future practice
- A4 Provide students with the opportunity for extended critical debate, a high degree of critical reflection and integration of theoretical and practical concerns as part of the realisation of an ambitious body of work

### COURSE OUTCOMES

Upon successful completion of the course students are able to:

#### Knowledge

- L01 Articulated ideas, concepts and processes to a specialist and broad audience, putting into practice new knowledge acquired in a professional context

#### Understanding

- L02 Acquired a critical understanding of the relevant practical, theoretical and professional contexts related to Illustration as well as broader debates of current creative practice
- L03 Exercised a high degree of independent thought, learner autonomy and experimentation in the implementation of individual projects

#### Application

- L04 Planned and implemented a project of self-directed and systematic research using appropriate research skills and methods

L05 A clearly articulated, sustained and ambitious body of work that places the MA Illustration project within relevant critical debates and professional contexts, drawing on and extending current ways of thinking

## **SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE**

The MA in Illustration explores the role of Illustrator within contemporary culture and society. The course believes that the illustrator has a commitment to engage with their audience and contribute to and comment on current social, political and cultural debates. The student, together with the course, examines the perceived boundaries between disciplines and looks at the role of the illustrator in the light of sociological, cultural and technological change.

The course believes that students should have the opportunity to assert their personal imagination and vision, assuming responsibility and ownership for the content of their work. Through self-authorship, narrative, documentary and literary ideas students are expected to make a strong creative statement and establish a personal professional profile.

Students are encouraged to be outward looking and to consider a variety of methods and processes of publication in the dissemination of their work.

The course will support students who wish to advance their practical skills and knowledge and also who would wish to pursue academic research. The combination of practice, research and critical reflection will equip students to undertake prolonged projects and study at either MPhil or PhD levels.

The course recognises that practice based research is founded on heightened critical awareness and expects students to construct a strong self-critical practice-based evaluation and reflection. The MA in Illustration encourages a critically driven research practice that questions prevailing perspectives and accepted views.

The delivery of rigorous, conceptual and critical approaches is balanced with the opportunity for students to adopt practical professional skills in the establishment of their creative practice.

Links and alliances with communication design industries are encouraged and supported, as are engagement in external ventures, competitions and exhibitions. An integral part of the course asks students to consider their work in professional contexts and to adopt an entrepreneurial approach to the dissemination and potential publication of their work.

Applications are drawn from practising illustrators, graduates, teachers and media professionals who want the freedom to pursue their own work in a focussed and intelligent way, receiving guidance and critical feedback from subject experts and practitioners.

A knowledge and understanding of the broader debates surrounding contemporary practice are a key part of the course. Visiting lecturers and practitioners inform and cultivate professional development, encouraging students to question and debate historical and contemporary practices as they engage with the focus of the work and its context.

## **LEARNING, TEACHING AND ASSESSMENT<sup>7</sup>**

### Learning and Teaching Strategy

<sup>7</sup> Include reference to the following, where appropriate: PDP, online learning, independent learning, exchange, placement, employability & employer engagement

Courses at The University for the Creative Arts are founded on the principle that the most effective educational experience combines structured teaching and independent study. Courses are designed to give students maximum responsibility for the management of their own learning. In general, students will find that the level of structured teaching is greater in the early stages of the course, with increasing self-directed study and project work as they develop their knowledge and understanding.

Lectures are usually used for the presentation and discussion of theoretical issues. They will often be supported by seminars, which provide an opportunity for interaction between staff and groups of students, and allow students to extend and examine the issues raised. Seminars are also used to support the delivery of practice.

Students will undertake a number of projects, which combine guided learning and independent study. The outcomes of projects vary depending on the purpose of the unit; for example, it may be a slide presentation, a written report or a product. Each project culminates in some form of review or critique. Many projects are set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles.

Many projects require students to write Project Proposal, whereby the student negotiates his/her own schedule of work and outcomes (which must be related to the stated outcomes of the unit). This allows a student to focus on particular areas which reflect his/her own interests and aspirations.

Self-managed independent study forms an essential part of the course. Independent study includes preparation for assessment or work on projects, but also supplementary work such as further research (including attending museums, galleries or other places of interest). Some units require students to work in groups (either to share research and experience, or in some cases to submit a group assignment). This is carefully managed to ensure that all students are aware of effective group processes.

The use of information technology, including dedicated software packages, is built into the course where appropriate.

The formal teaching on the course is supplemented by a range of visiting lecturers, students will have the chance to attend presentations by artists, critics, industry professionals and academics from other institutions.

Throughout the course, students are supported through a series of group and/or individual tutorials, in which students discuss their general academic progress and agree future courses of action (including choices of option, where appropriate).

### Assessment Strategy

A range of assessment methods are used, which provide students with the opportunity to demonstrate their achievement of a range of skills, as well as subject-specific and technical knowledge. For each unit a timetable for assessment will be published, together with a clear statement of assessment requirements, criteria and assessment methods.

Whilst assessment is the way in which the University measures performance and determines suitability for progression to the next stage of the course, it is also used to provide feedback to students and to enable them to identify strengths and weaknesses, and hence ways in which performance might be improved.

The assessment scheme is designed to enable students to develop and demonstrate a sound understanding of central principles and technical procedures in the early part of the course, with an increasing level of research and independent study required in the later stages. These later assessments usually build on the knowledge and skills acquired in the early units. The specific course outcomes are delivered through the full range of assessment requirements.

Students also develop generic skills during the course of the course. These are not independently assessed, but contribute to the overall assessment of units (and may be reflected in the assessment criteria). Methods of assessment include written assignments, practical assignments, oral presentations, and formal peer assessment.

Written communication skills are assessed through a range of written assignments. Oral communication skills are assessed, in particular, through oral presentations, although they will also contribute to marks for other units (for example, communication skills might be one aspect of the mark awarded for individual contribution to a group project).

### **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