

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) ILLUSTRATION & ANIMATION

PROGRAMME SPECIFICATION 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.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	BA (Hons)		
Course Title	Illustration & Animation		
Course Location and Length	Campus: Canterbury	Length: Full-time - 3 years	
Mode of Study	Full-time	✓	Part-time
Period of Validation	2015/16 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 requirements²</p> <p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> • 112 UCAS tariff points from accepted qualifications*, or • Pass at Foundation Diploma in Art & Design (Level 3 or 4), or • Distinction, Merit, Merit at BTEC Extended Diploma, or • Merit at UAL Extended Diploma, or • 112 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</p>			

¹ Regulated by the Higher Education Funding Council for England

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

**To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>
 ** 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. In these cases, a strong portfolio is especially helpful.*

Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1	0.0%	0.0%	100.0%
Stage 2	0.0%	3.8%	96.3%
Stage 3	0.0%	0.0%	100.0%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1	45.8%	54.2%	0.0%
Stage 2	550 hours	650 hours	0 hours
	37.5%	62.5%	0.0%
Stage 3	450 hours	750 hours	0 hours
	29.2%	70.8%	0.0%
	350 hours	850 hours	0 hours
General level of staff delivering the course ⁵	General level of staff delivering the course has been agreed by the Executive Deans and University Secretary and Registrar and will be added to this box: '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			

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.
⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.
⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

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?
Year/Stage 1				
CILA4001 - Introduction to Illustration & Animation	4	30	Core	
CILA4002 - Illustration Fundamentals: Image, Type, Print	4	30	Core	
CILA4003 - Animation Fundamentals: Motion, Narrative, Screen	4	30	Core	
CILA4004 - Message, Medium, Meaning	4	30	Core	
Year/Stage 2				
CILA5001 - Social and Cultural Contexts	5	30	Core	
CILA5008 - Developing your Practice*	5	30	Core	
CILA5006 – Authorial Narrative*	5	30	Core	
CILA5007 – Spatial Practices*	5	30	Core	
Study Abroad with Host Institution	5	60	Elective	No
Year/Stage 3				
CILA6005 - Critical Research and Practice	6	60	Core	
CILA6002 - Major Project	6	60	Core	

**these units are core if the study abroad route is not chosen by students*

Section B - Course Overview

This course is aimed at individuals interested in learning the fundamental and essential skills needed for a career in illustration, animation and wider areas of visual communication.

You will explore contemporary and future definitions of creative practice related to illustration and animation, leading to a professional career in these subjects or other related fields of contemporary art and design practice including graphic design, fine art or surface design.

Via a range of practical and theoretical skills, media and material experimentation, you will work towards building a coherent portfolio of work that best represents you as an individual and helps guide you towards a professional career in illustration and animation, or further study at postgraduate level.

After graduating from this course students can expect to enter into a wide and varied range of

roles in contemporary visual communication, including becoming involved within the creative industries as:

- freelance illustrators and animators
- editorial illustrators
- storyboard artists and visualisers
- set and spatial designers
- fine art based practice
- graphic novelists
- surface and packaging designers
- medical illustrators
- art directors
- designers for computer games, websites and mobile phone visuals

(Possible models for future practice/employment are: Peepshow, LE GUN, Gary Baseman, Moth Collective, Studio AKA, Jelly, Robert Storey, Petra Storrs, Kate Moross Studio, Alex Hunting (YCN), Jonathan Barnbrook, Tom Gauld, Tod Hanson, Marcel Dzama, Olaf Hajek, Heretic, Wrap, Nelly Duff etc.)

Students will also be given the opportunity through this course to work on live briefs and competitions, many of which that will be client facing giving direct experience of industry practice.

Section C - Course Aims

1. To provide a specialist education that encourages you to develop independent learning and critical thinking with an ability to engage in discourse related to academic and professional practice.
2. To foster the development of confident visual, oral, and written engagement with contemporary illustration and animation practice.
3. To encourage investigation, research and analysis, critical judgement and awareness of historical and contemporary subject debates leading to becoming a self-reflective, critically aware practitioner.
4. To introduce the contexts and scope of professional practice, and the social and cultural mechanisms that mediate between design, the public and other audiences.
5. To enable you to articulate and synthesise your knowledge, understanding, and practical skills in the communication of subject matter to an audience.
6. To apply, consolidate and extend your learning to a range of contextual frameworks and situations both within and without the field of art and design.
7. To provide a learning environment that allows an analytical and practical exploration of the ways in which illustration and animation – utilising a range of media and materials – can shape meaning and enable communication.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

Demonstrate an understanding of research, analysis and production in the creative process

Ability to utilise a range of methods, concepts and techniques related to academic and professional practice in the realisation of projects.

To apply a wide range of practical and conceptual skills that are both adaptable and flexible.

Determine how visual communications are disseminated and received.

Understanding

Have developed the confidence to explore, debate and experiment.

To be capable of informed, sustained and rigorous visual and intellectual enquiry.

To demonstrate efficient self-management, independent learning and time management in response to course work.

Demonstrate an awareness of different areas of creative practice related to Illustration and Animation.

Connect the practice of Illustration and animation with wider society and culture.

Application

Select and utilize appropriate materials, techniques, methodologies and media in the realization of work.

0. Have developed an autonomous working practice that is self-initiated and sustainable.

1. Build a folio of work within an area of professional interest.

2. To show an understanding and awareness of your work in a professional context

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy (of the course)

The course is founded on the principle that the most effective educational experience combines structured teaching and independent study.

The programme seeks to empower students to become autonomous learners, by giving them maximum responsibility for the management of their own learning whilst strong guidance is offered at every stage. The teaching methods promote incremental innovation, encouraging independence and discouraging derivative thinking. The learning strategies used promote critical reflection and the capacity to sustain a commitment to study.

Throughout the course use of online learning via myUCA and course blog is enabled and encouraged, with all briefs, presentations, resources and lectures made available via these

platforms.

Through the development units in the course students are encouraged to explore and participate in placements and internships and within the final year of study students will be exposed to many visiting creative industry practitioners who advise on preparing for employability through activities portfolio workshops and career development advice.

Assessment Strategy (of the course):

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.

- Feedback The purpose of feedback is usually formative, by that we mean that it is to help you reflect on your work and the approaches you are using to make it in order to improve.
- Assessment is the process by which we measure your progress through the course.
- Assessment is made according to specific criteria that are clearly given in each unit as a series of 'assessment criteria'. These will indicate clearly what you are expected to submit and how your submission will be assessed. Usually they will measure your responses in terms of three basic categories. These are Knowledge, Understanding and Application. Assessment can be formal and informal, with formal assessment occurring at the end of each semester. Assessment is usually given in the form of a grade and accompanied by a short piece of written feedback to explain how the grade was arrived at. Assessment is usually summative, by this we mean that it indicates to you how you are progressing against the universities accepted standards.

Where Portfolio assessment is indicated in unit descriptors this relates to the synthesis of practical, creative and applied skills and their interaction with theoretical concepts. This is primarily assessed through submitted development work (such as sketchbooks, personal blogs etc.,) as well as final project outcomes.

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. The work of the first two years is consolidated in the final year of study. Within this final year, an important vehicle for assessing understanding of theoretical concepts is the dissertation. Practical, creative and applied skills and their interaction with theoretical concepts are primarily assessed through project work in the final year. However, the totality of assessment contributes to the overall demonstration of the course aims.

Students also develop generic skills during 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, including a dissertation. 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).

The course uses formative review sessions throughout the three stages as a feedback method to help students develop their work within a constructive and encouraging scenario.

Section F - 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