Programme Specification for BA Illustration

<table>
<tr><td colspan="3">This document applies to students who commence the programme in or after September 2017</td></tr>
<tr><td>1.</td><td>Awarding institution/body</td><td>University of Worcester</td></tr>
<tr><td>2.</td><td>Teaching institution</td><td>University of Worcester</td></tr>
<tr><td>3.</td><td>Programme accredited by</td><td>N/A</td></tr>
<tr><td>4.</td><td>Final award</td><td>BA Honours</td></tr>
<tr><td>5.</td><td>Programme title</td><td>Illustration</td></tr>
<tr><td>6.</td><td>Pathways available</td><td>Single, Joint, Major, Minor</td></tr>
<tr><td>7.</td><td>Mode and/or site of delivery</td><td>Standard taught programme</td></tr>
<tr><td>8.</td><td>Mode of attendance</td><td>Either full or part time</td></tr>
<tr><td>9.</td><td>UCAS Code</td><td>Single Honours:
Illustration BA - W220 BA/Ill

Joint Honours:
Animation and Illustration BA - WW6F BA/AniIll
Art & Design and Illustration BA - WF90 BA/ArDeIll
Creative & Professional Writing and Illustration BA - WW82 BA/CPWI
English Language and Illustration BA - QWF2 BA/ELSI
Fine Art and Illustration BA - WW1F BA/FAPIll
Graphic Design & Multimedia and Illustration BA - W292 BA/GDMIll</td></tr>
<tr><td>10.</td><td>Subject Benchmark statement and/or professional body statement</td><td>QAA Art & Design, March 2008</td></tr>
<tr><td>11.</td><td>Date of Programme Specification preparation/ revision</td><td>January 2013
March 2014 – CDME2008 removed. CDME2011 added as optional (SH/Maj/Min).
April 2014 – JOIN module codes added to Level 6 JH options.
August 2014 and October 2014 – regulations amended.
February 2015 – Module titles corrected on GDES1012 & GDES1013
March 2015 – New module added ILTN2015.
April 2015 – Amend Award Map error (credits page 8)
June 2015 – New module added ILTN1013.
July 2016 – notes for joint honours requirements at Level 4 (for Joint Animation and Illustration) amended due to clerical error.
January 2017 – CPWT1001 and CPWT2001 added as shared modules. ANIM1003 recoded as ILTN1003 and title changed.
August 2017 - AQU amendments</td></tr>
</table>

12   Educational aims of the programme

The course aims to:
- Mobilize students' interest in Illustration to develop, broaden and contextualise their knowledge base of Illustration, Digital Arts and the broader creative environment
- Develop students' creative, imaginative, technical and problem solving skills to enable them to perform effectively and creatively in Illustration and related industries
- Encourage students to understand relationships between concept and practice as well as underpinning theory – both within Illustration and in relation to other subject areas – and to demonstrate this understanding
- Develop intellectual, practical & creative skills appropriate to students' future interests and needs in relation to further study, employment and entrepreneurial enterprises
- Develop students' critical and analytic skills as well as their ability to derive and apply principles and concepts from practical digital media experience
- Enable students to evaluate and prioritise independently regarding their own production and the industry; to be self-sufficient and independent but also liaise and cooperate effectively with fellow students, partners and clients

13   Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:
- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity;
- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making;
- select, test and make appropriate use of materials, processes and environments;
- develop ideas through to material outcomes, for example images, artefacts, products, systems and processes, or texts;
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination;
- apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others.
- Identify the relationship between image and text
- source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;
- employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination whilst observing good working practices.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:
- demonstrate a critical awareness by analysing information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation;
- formulate reasoned responses to the critical judgements of others in an open-minded and constructive context;
- identify personal strengths and needs.

Practical skills relevant to communication and employment:

On successful completion of the course, students will be able to:

- manage themselves effectively by studying independently, set goals, manage their own workloads and meet deadlines;
- anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.
- demonstrate confident information skills such as selecting and employing communication and information technologies.
- articulate ideas and information comprehensibly in visual, oral and written forms;
- present ideas and work to audiences in a range of situations.

Transferrable/key skills:

On successful completion of the course, students will be able to:
- acquire a range of interpersonal and social skills, such as interacting effectively with others through collaboration, collective endeavour and negotiation.
- tolerate and value the views and opinions of others
- enhance self-awareness, confidence responsibility and independence

Outcomes specific to illustration:

In addition, students on the Illustration single honours course, will be able to attain the following outcomes specific to the discipline:
- Develop an understanding of the historical and cultural context for the practice and development of illustration – mainly, but not exclusively, in the Western tradition
- Document an identified site or environment in terms of its physical and potential emotional characteristics and relate that to an application within the Illustration field
- Develop, in negotiation with their tutors, a research question that focuses on an area of interest relevant to Illustration and contextualise that in relation to their own practice and to Illustration and the broader environment of visual communication.

Examples of learning, teaching and assessment methods used:
In terms of Learning and Teaching, modules are delivered through a combination of:
- Lectures and presentations (All levels, especially 4 and 5)
- Illustration studio workshops (All levels)
- Illustration practice on locations off-campus (Levels 4 and 5)
- Seminars and student-led presentations (Levels 5 and 6)
- Individual and group tutorials (All levels)
- Keynote lectures from tutors and visiting speakers/illustrators (All levels)
- Group work, based on community or charity projects (Level 5)
- Project-based activities (All levels)
- Technical and technique and medium demonstrations (Levels 4 and 5)
- Self-directed study (Mainly level 6)
- E-learning, through the use of websites, Blackboard and e-mail (All levels)
- Screenings (All levels)
- Gallery and studio visits (All levels)
- Work-based learning (Level 6)

The duration of teaching sessions for modules would normally be three to four hours, depending upon the nature of the module. The emphasis within Illustration is on learning through subject practice and most modules involve some form of practical work. These would normally be timetabled into four-hour slots. Tutors often require students to work independently and/or in small groups on set tasks during contact time. To engage in individual or group practical work, it may be necessary to work during periods when the facilities are not timetabled for teaching, and students are encouraged to take advantage of these wherever possible.

Staff are available throughout the semester for individual tutorials.

Students will be assessed by the following methods:
- Preparatory work (Levels 4, 5, 6)
- Learning journal (Levels 4, 5, 6)
- Finished artwork or production (Levels 4, 5, 6)
- Presentation to peers (All levels, especially Levels 5 and 6)
- Critical report (Levels 5 and 6)
- Essay, critical review (Level 5 and 6)
- Contextual statements for competitions and pitches (Level 6)
- Observational reports and portfolio statements (Levels 4 and 5)
- Aural reports and presentation will be an option on some modules (Levels 4, 5, 6)
- Visual and written research (Levels 4, 5, 6)

14   Assessment strategy

As listed above, a variety of assessment strategies is consciously utilized in order to maximize students' opportunity to acquire a wide range of transferrable skills.

Illustration employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams, group critiques during class, informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial system and feedback on Item Report Forms. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

Teaching and learning in **Level Four** is largely diagnostic. Students are being introduced to the relevant knowledge of the discipline by studying the origins and development of Illustration and its nature as a vehicle for communication. In addition to this, students get the opportunity to develop the skills paramount to the discipline, for example rigorous drawing, experimenting with techniques and mediums and understanding basic design and compositional principles. The introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.
At this level students are being given considerable structured tutor support amongst other means, also through the Academic Tutor system. During these sessions additional explanation on submission of assignments and procedures will be given.

Level Five requires students to apply and interpret the diagnostic skills and knowledge gained during Level Four to the most prominent contemporary illustration forms and contexts. Students are guided to become more independent as learners and researchers, and are expected to analyse illustration within different contexts and be experimental with regards to their own practice.

At **Level Six**, illustration students are able to engage with their subject through self-directed, and self-motivated study, research and practice. They are equipped and able to specialise in one or more field of illustration and to identify the relevant vocational contexts and options. This is being demonstrated in their ability to promote and manage their professional practice, exhibiting their practical work and expressing their research in a sound reflective and analytical manner in a Negotiated Project and the Final Research Project.

Professional development is provided by the following:

Professional Practice (ILTN3009) and Authorial Practice (ILTN3011) investigates the vocational potential of the subject and prepares students for professional practice in illustration. In addition to this module, there is *Contemporary Practice* (ILTN3010), in which students need to engage with realistic deadlines set by outside agencies, publishers, live briefs and participation in exhibitions and illustration competitions.

All of the methods listed in section 13 above, may be used – appropriate to the module aims and objectives, content and learning objectives. Double modules (30 credits) will often have more than one assessment point around weeks 13 and 14 or weeks 28 and 29. At week 12 or 27, in most modules, students are required to participate in a formative, peer assessment session. This develops the students' critical faculties and also allows valuable feedback for individual students two weeks before the hand in for the summative assessment.

15   Programme structures and requirements

The course is available in full and part-time modes and across the full range of pathways. In the first year, students study either Single Honours or Joint Honours.

The degree programme has three levels, within the definitions of the National Qualifications Framework and each level should total 120 credits. Each Level offers at least two mandatory 30 credits modules in addition to 15 credit modules.

Award map

Course Title: Illustration	Year of entry: 2017/18 onwards

Level 4						
Module Code	**Module Title**	**Credits** (Number)	**Status** (Designated (D) or Mandatory (M) or Optional (O))		**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			Single Hons	Joint Hons		
ANIM1001	Origins and Function	15	O	N/A	None	None
ILTN1003	Drawing for Illustrators	30	M	M	None	None
ANIM1004	Character and Characterisation	15	O	N/A	None	None
GDES1010	Design: Skills and Theory	30	O	N/A	None	None
GDES1012	Creative Digital Imaging	15	O	N/A	None	Excluded combinations GDES1011
GDES1013	Creative Typography	15	O	N/A	None	Excluded combinations GDES1011
ILTN1010	Illustration and Printmaking	15	D	O	None	None
ILTN1013	Illustration: Digital Processes	15	D	O	None	None
ILTN1100	Illustration: Origins and Function	15	D	O	None	None
ILTN1101	Image and text	30	M	M	None	Excluded combinations ILTN1011 and ILTN1012. ILTN1101 consists of two 15-credit modules, ILTN1011 and ILTN1012, which are offered to other courses.
CPWT1001	Life Writing	15	O	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15	O	N/A	None	None

Single Honours Requirements at Level 4
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ILTN1003 (30 credits), ILTN1010 (15 credits), ILTN1100 (15 Credits), ILTN1013 (15 credits) and ILTN1101 (30 credits). Optional modules can include up to 15 credits drawn from the table above, including a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Joint Honours Requirements at Level 4
Joint Honours students must take 60 credits from the table above to include ILTN1003 (30 credits) and ILTN1101 (30 Credits).

Level 5								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
ANIM2000	2-D Animation	15	O	O	N/A	N/A	ANIM1001 or CDME1011	None
ANIM2003	Stop Motion	15	O	O	N/A	N/A	ANIM1001 or ANIM1002 or CDME1011	None
CDME2011	Digital Photography	15	O	O	N/A	O	None	None
GDES2011	Graphic Design: Publication	15	O	O	N/A	N/A	GDES1010 or GDES1011 or GDES1012 or GDES1013	Excluded combination GDES2010
GDES2014	Children's book design	15	O	O	N/A	N/A	None	None
ILTN2001	Visual Statement	30	M	M	O	O	None	None
ILTN2011	Sequential Illustration	15	O	O	N/A	N/A	None	None
ILTN2012	Illustration Forms and Genres	30	M	M	O	O	None	Excluded combinations ILTN2013 and ILTN2014. ILTN2012 consists of two 15-credit modules ILTN2013 and ILTN2014, which are offered to other courses.
ILTN2015	Entrepreneurial Practices	15	M	O	N/A	N/A	None	None
ILTN2026	Location drawing and Reportage	15	M	O	O	O	None	None
CPWT2001	Environmental Writing	15	O	O	N/A	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	30/15	O	N/A	N/A	N/A	None	None

Single Honours Requirements at Level 5
Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ILTN2001 (30 Credits) and ILTN2012 (30 Credits), ILTN2015 (15 credits) and ILTN2026 (15 credits). Optional modules can include up to 30 credits drawn from the table above, including a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: http://www.worcester.ac.uk/your-home/language-centre-module-options.html.

Joint, Major and Minor Honours Requirements at Level 5
Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5
Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ILTN2001 (30 Credits) and ILTN2012 (30 Credits).

Joint Pathway Requirements at Level 5
Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include *either* ILTN2001 (30 Credits) *or* ILTN2012 (30 Credits), students may choose to take both modules.

Minor Pathway Requirements at Level 5
Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include *either* ILTN2001 (30 Credits) *or* ILTN2012 (30 Credits)

Level 6								
Module Code	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional (O))				**Pre-requisites** (Code of Module required)	**Co-requisites/ exclusions and other notes**
			SH	**Maj**	**JH**	**Min**		
ILTN3101/2	Final Research Project	30	M	M	O	N/A	None	Taken in one or two semesters
ILTN3009	Professional Practice	15	M	M	O	O	None	Excluded Combinations ANIM3014, ARTD3108, CDME3033, DFPR3103, GDES3012
ILTN3010	Contemporary Practice	30	M	M	M	O	None	None
ILTN3011	Authorial Practice	15	M	O	O	O	ILTN2001 or ILTN2012 or ILTN2013 or ILTN2014	None
ILTN3012	Negotiated Project	30	M	N/A	O	N/A	None	Excluded combination ILTN3014
ILTN3014	Negotiated Project 1	15	N/A	O	O	O	None	Excluded Combination ILTN3012

Single Honours Requirements at Level 6
Single Honours students must take 120 credits from the table above to include ILTN3101/2 (30 credits), ILTN3009 (15 credits), ILTN3010 (30 credits) and ILTN3011 (15 credits).

Joint, Major and Minor Honours Requirements at Level 6
Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6
Major Pathway students must take either 75 or 90 credits from the table above to include ILTN3101/2 (30 credits), ILTN3009 (15 credits) and ILTN3010 (30 credits)

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include ILTN3010 (30 credits), and unless they are undertaking a professional practice module i.e. ANIM3014, ARTD3108, CDME3033, DFPR3103, GDES3012 in their other subject they must include ILNT3009 (15 credits).

Joint students not taking their Independent Study (equivalent) in their other Joint subject must take *either* ILTN3012 Negotiated Project (30 credits) *or* ILTN3014 Negotiated Project 1 (15 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above (excluding ILTN3012 and ILTN3014).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include *either* ILTN3009 (15 credits) *or* ILTN3010 (30 credits)

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16   QAA and Professional Academic Standards and Quality

The award is located at level 6 of the [Framework for Higher Education Qualifications (FHEQ)](#) and is informed by standards drawn from [QAA Subject Benchmark Statement for Art and Design 2008](#). It is designed to meet the requirements of the [UK Quality Code for Higher Education.](#)

17   Support for students

The Illustration Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. This very personal support is also being extended to the lecture room where students will experience lecturers as supportive and sympathetic. In addition, students benefit from excellent Learning Support Services (Library, IT Media and Print) and technical support provided by the department's technicians.

Student's transition into University life is assisted by an initial short, one week's induction programme which, through a range of activities, introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (IHCA) Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the core mandatory taught modules *Visual Statement* (ILTN2001) and *Contemporary Practice* (ILTN3010). Direct entry students are also being supported by the Illustration teaching team through a brief induction in the Illustration course and support systems of the University.

In addition, the Institute for Humanities and Creative Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between or after classes and provide online support through email & Facebook when and as soon as possible

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester.

Details of academic tutoring sessions will be announced during ILTN 1101 (Image and Text), which is a mandatory module for all single honours as well as joint Illustration students.

Staff teaching students on modules, support students through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed

through Blackboard. The Illustration course also has a Facebook account that is used to communicate course matters. The Course Handbook is also available online.

All Illustration students are being invited to take part in the Christmas and Easter fund-raising Illustration Fairs and the Illustration party in April.

Furthermore, the Course team liaises with a range of centrally provided support-services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18   Admissions

Admissions policy
The admissions policy for Illustration seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements
The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning
Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures
Full time applicants apply through UCAS (E/W220)
Part time applicants apply directly to the University of Worcester (UW)

Admissions/selection criteria
The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. Suitable applicants are then invited to selection interviews. They are required to present a portfolio of their practical work during this interview. Their application should give evidence of an aptitude for visual communication and a solid understanding of form and image making as well as an awareness of the illustration discipline and some of its practitioners.
The body of practical work should demonstrate an ability to observe, draw and engage with problem solving and communicating through visual language.

19   Methods for evaluating and improving the quality and standards of teaching and learning

The Illustration Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:
- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module, students have the opportunity to feedback to module tutors. All modules also undertake informal mid-module evaluations. At the end of a module, students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses. The statistical data, student comments and the module results are all drawn upon by the module co-ordinators in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.

The Illustration team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader serves on the Institute Learning and Teaching Committee; discussions here and within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops provided by the Educational Development Unit
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for Hourly Paid Lecturers (HPLs)
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20 Regulation of Assessment

The course operates under the University's [Taught Courses Regulatory Framework](link).

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](link).

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression
- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21 Indicators of Quality and Standards

National Student Survey scores

The Illustration course scores well on student support and the opportunity students are given on the course to grow and improve. The enthusiasm of staff has also been featuring well and mentioned in the open comments on the survey. Students also praised the amount of advice available to them to make study choices and agreed that the course supported them in improving their communication skills.

Student progression and achievement

Progression of students has been good. Student performance in the final year saw an increase from 44% to 58% in First and Upper second degrees over the first two years of the course.

Staff achievement:

Permanent members of staff as well as hourly paid lectures teaching on the Illustration course have established themselves as practitioners working within the national as well as the international illustration industry.

Piet Grobler has been awarded internationally within the field of picture book illustration (eg BIB Bratislava, Slovakia and Noma Concours, Japan) and has presented work and papers in book fairs, conferences and international exhibitions. His picture books have been published in 15 countries and he still publishes mainly in the UK, the Netherlands, Canada, Germany and South Africa.

Tobias Hickey has been illustrating for notable newspapers, magazines and corporates in the UK (eg The Guardian, The Observer, GQ Magazine, Independent Newspapers, Times, Reader's Digest, Vodafone, British Airways and Sky Broadcasting) and has featured in publications and exhibitions of the associations for illustration in the UK, Europe and the USA. Members of Illustration staff have either achieved their PG Cert Learning and Teaching in HE or are in the process of doing so.

External Examiner's comment:

The external examiner has confirmed standards are consistent with other courses in the sector and has identified the following areas of good practice:

- A challenging educational experience, to which students respond positively and enthusiastically
- The transparency of the Assessment Criteria which was perceived as best practice
- The use of learning groups and peer assessment which was considered exemplary
- Some excellent teaching and high quality of feedback
- The integration of practical, critical and conceptual skills within the course
- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

Employment:
Graduates from the existing Illustration course have found employment within the publishing industries, as illustrators, storyboard artists and visualisers, meeting the criteria of competence set by these employers.

Learning, research and teaching projects:
Staff teaching illustration modules are currently engaged in various research projects embracing fields of illustration.
Piet Grobler is involved in the International Research Forum for Children's Literature and The Beeline Storytelling Festival of the University of Worcester. These projects are involving the participation of students as well. He is being represented in exhibits of children's book illustration arranged by the University of Santiago de Compostela (along the themes of multiculturalism and diversity) and the International Board on Books for Young People (IBBY) in Japan.
Tobias Hickey has initiated a joint showcase programme between Illustration students and visiting professionals in shop fronts in the Worcester city centre. His current research at Worcester is concerned with human identity and state of mind. Working with The Infirmary Museum housed at the University, he is investigating the therapy, medical trials and psychological conditions of former patients of Powick Hospital (founded as Worcester Council Pauper and Lunatic Asylum).

Recruitment:
A high proportion of candidates for interview for the Illustration course report that one significant attraction for them to apply for the course is the very positive feedback from existing students taking the digital arts courses and also the scope, breadth and structure of the Illustration Course.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22 Graduate destination, employability and links with employers

Graduate destination
Illustration students, when leaving the course, mostly engage with freelance practices. Previous graduates have specialised in independent work, sculptural illustration, design work in the textile industry, illustration of children's literature and designing of T-shirts and promotional material related to the music industry. In addition to the world of work, illustration students also enrol onto post-graduate courses such as PGCEs or MAs.

Employability

The course offers a suitable foundation for careers in Illustration, as well as in media management, arts administration or employment in industries outside the media. Illustration graduates will have experienced an education that demands lateral thinking, problem solving abilities and an ability to work cooperatively within a team. These qualities will always be in demand, whether or not the location is in the new media industries.

The culture in the University also serves to enhance student's career prospects. There are continuing opportunities for students to work with the community, providing workshops and producing work with youngsters in and around the area. In addition, work is also done in the business sectors using digital techniques to provide bespoke training and services. Students benefit from a range of talks given by Illustration professionals during their course, and the IHCA Careersfest which is held in the third Worcester Week gives them the chance to meet professionals from a range of industries.

As part of the course design and its focus on employability in Level 6, a portfolio of modules have been written to prepare students for the Illustration profession. The *Professional Practice* module (ILTN3009) aims at preparing students for careers or entrepreneurial endeavours in the Illustration industry by including very practical learning about self-promotional materials and strategies, business skills as well as critical reflection on the student's subject related as well as transferrable skills. This is being extended in *Contemporary Practice* (ILTN3010) which engages students with partaking in national and international awards and competitions. The rigour of working according to challenging briefs against deadlines is invaluable experience to familiarise students with the professional environment. The success achieved by third year students in competitions such as the *Cheltenham Illustration Awards*, *In-the-Picture* award, the New York-based *Creative Quarterly and The Lemniscaat Picture Book Illustration Competition,* has raised the profile of the course and creates networking opportunities to the students. Curriculum 2015 will also include *Authorial Practice* (ILTN3011*),* dealing with the creating of an identity as an illustrator and the related visibility in the market.

Links with employers
The course team continues to develop links with publishing industries in the region, as well as nationally. A collaborative project has been initiated with the Worcester News. The Illustration course has also established relationships with Frances Lincoln Publishers in London as well as Lemniscaat publishers in Rotterdam, The Netherlands. Frances Lincoln is the sponsor of the annual prize for the best final year student in Illustration and is involved in a live brief project on the Contemporary Practice module.

Please note: 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.