

## Course Specification

<b>Published Date:</b>	21-Sep-2020
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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Wolverhampton School of Art		
<b>Course Code(s):</b>	VC030T01UV VC030T31UV	Full-time Part-time	4 Years 8 Years
<b>Course Title:</b>	BA (Hons) Illustration with Foundation Year		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Illustration Bachelor of Arts Illustration Diploma of Higher Education Illustration Certificate of Higher Education Illustration Foundation and Preparatory Studies Illustration University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	11/Oct/2017		
<b>Last Review:</b>	2017/8		
<b>Course Specification valid from:</b>	2017/8		
<b>Course Specification valid to:</b>	2023/4		

## Academic Staff

<b>Course Leader:</b>	Dr Louise Fenton
<b>Head of Department:</b>	Dr Jane Webb

# Course Information

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Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

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### 2017 Entry

- DD from A level
- BTEC QCF Extended Diploma grade PPP, BTEC QCF Diploma grade MP
- Pass Access to HE Diploma (Full Award)
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)

### Other Requirements

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

### International Students

- A pass at High School Certificate or equivalent.
- Students will need to pass a Secure English Language Test such as IELTS and achieve B2 to meet UKVI requirements. IELTS 5.5 (with 5.5 in all elements)

#### Guidance to International Students

<https://www.wlv.ac.uk/international/making-an-application/how-to-apply/>

Applicants who do not meet the entry requirements may be offered an alternative course.

## Distinctive Features of the Course:

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BA (Hons) Illustration with Foundation Year curriculum is delivered through a series of projects, which will give you the opportunity to develop making and designing skills, conceptual ideas, contextual knowledge and understanding and experience of live industry briefs/ external projects in the public domain.

Studio and workshop culture is core to our courses and you will be encouraged to become part of the art and design community through time spent working in the studios, workshops and labs available to students across the week.

All courses in the School of Art are now available with a professional placement (sandwich year) option. A professional placement provides an opportunity for professional development in the work place and as such, greatly enhances the student's prospects of finding rewarding and relevant employment at the end of their studies.

The Illustration course in particular is distinctive in its approach because of:

- The breadth of opportunities offered within the creative industries coupled with the wide reach of our course.
- The focus on the fundamentals of image-making at the heart of our course.
- The opportunities for individual, peer and cross-disciplinary collaboration.
- The fluid relationship between theory and practice that will enable you to become a more reflective and analytical individual, with learning activities enhancing this transition.
- You will receive continuous feedback on your work throughout your time with us.
- All learning activities are delivered in specialist areas (mac lab, print, drawing studios and lecture theatre).
- A series of visiting practitioners will complement your understanding of the subject
- You will have the opportunity to engage with 'live' commissions and competition work.
- Study trips, both national and international are offered and will enrich your cultural and contextual awareness.
- An excellent library resource for Illustration

### Educational Aims of the Course:

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BA (Hons) Illustration with Foundation Year is a four year course

The first year of the programme provides you with the opportunity to explore the broad scope of art and design and to develop core skills and approaches that will support your progression to degree level study

In the increasingly fluid and fast-moving creative industries, practitioners need to be quick in their thinking and multi-disciplinary in their approach. With traditional boundaries in constant flux creative professionals must, as a result, be fluent and dynamic. Our intention is to produce independent and informed visual problem solvers who are able to perform effectively in the industry.

Our illustration course aims to develop your potential and enhance your creative responses through a broad range of innovative challenges. We aim to foster your personal vision by providing you with opportunities to experience a range of material and digital practices. This experimental approach, in a specialist workshop and studio environment, encourages you to challenge established orthodoxies, examine, analyse, conclude, and embrace the new.

We will challenge and support you to experiment, record, report and imagine. You will engage with original concepts and ideas and thoroughly explore and develop your visual language. You will be courageous, allow yourself to take risks and be open to unexpected possibilities and ideas. An experimental approach to drawing, printmaking and collage (both analogue and digital) is vital, and we will work with you to develop your abilities across a range of media. We actively encourage collaborative engagement with other specialist areas within the School of Art.

Each level is structured in order to allow you time for introspection, in other words projects that encourage you to work on the development of your own visual language, as well as a more external viewpoint in which you will engage with directed briefs closely associated with industry.

Level 3: The first year of the programme provides you with the opportunity to explore the broad scope of art and design and to develop core skills and approaches that will support your progression to degree level study

At Level 4 you will explore the fundamental aspects of image making through traditional techniques and with digital technologies. You will be encouraged to think of these processes as contextualised within a social and philosophical context, exploring the reasons for different styles and material manipulation in image making. The second module allows you to put illustration practice into context and to work briefly within a set of professional parameters in order to understand and experience, from the inside, how certain industry practices work. This will be supplemented through presentations and lectures from staff and other practitioners working professionally in illustration and related subjects. At the end of Level 4 you will have the opportunity to talk about and show your work.

Level 5 is designed to help you consider more closely the direction in which you would like your illustrative

practice to develop. The two modules you will undertake ask you to question in more depth the component aspects of illustrative narrative practice and the areas in which you see your illustrative practice working best. *Narrative Illustration* breaks down in depth the component parts of illustrative practice in the development of narrative through a range of different illustration genres. This work may lead to animation, as well as more traditional narrative practice. *Developing Specialist Practice* offers opportunities for competitions and briefs that centre on the areas of illustration that you are beginning to specialise in. At the end of Level 5 you will have a clear sense of direction with which to launch into your final year. Throughout Level 5 there will be opportunities to show work and publish and also to work collaboratively with other students across the School of Art.

Level 6 sees the consolidation of your practice whilst giving you opportunity and time to continue your experimentation and development of your own visual language. Alongside this practice-based investigation, you will develop an extended research project that will lead to a dissertation or alternative assignment. This will galvanise research in theory and practice and provide a foundation for your final major project, which will be shown at the degree show and other venues.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00

#### PSRB:

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None

#### Course Structure:

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### September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
3VA001	Introduction to Art and Design: Core Skills	60	YEAR	Core
3VA002	Introduction to Specialist Art and Design: Contexts and Practices	60	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
4VC021	Illustration Fundamentals	60	YEAR	Core
4VC022	Introducing Illustration Practice	60	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
5VC023	Narrative Illustration	60	YEAR	Core
5VC024	Developing Specialist Practice	60	YEAR	Core

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 4

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

Module	Title	Credits	Period	Type
6VC023	Professional Contexts	60	YEAR	Core
6VC024	Illustration: Major Project	60	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning

experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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AFRSC/17/6.2.3 FoA Undergraduate Arts Degree Portfolio.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Academic Framework allowing for use of all 60 credit taught modules (Level 3 to Level 6) delivered Year Long on the following programmes;

BA (Hons) Photography

BA (Hons) Fashion

BA (Hons) Fine Art

BA (Hons) Glass and Ceramics

BA (Hons) Graphic Design

BA (Hons) Illustration

BA (Hons) Painting and Printmaking

BA (Hons) Sculpture and Environmental Art

BA (Hons) Textiles and Surface Pattern

BDes (Hons) Furniture Design

BDes (Hons) Interior Design

BDes (Hons) Product Design

Effective date: September 2018.

APPROVED (by Chair's Action on 6/10/2017)

### Reference Points:

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Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

### Learning Outcomes:

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Foundation Year Course Learning Outcome 1 (UCCL01)

Show experience of working with a range of materials, processes and technologies associated with art and design .

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Foundation Year Course Learning Outcome 2 (UCCL02)

Investigate the underlying concepts and principles associated with your area of study, including professional practice and studentship and explore how to evaluate, interpret and demonstrate them.

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Foundation Year Course Learning Outcome 3 (UCCL03)

Explore and respond to contemporary historical and cultural contexts and show the curiosity to develop personally focused artefacts or processes.

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Foundation Year Course Learning Outcome 4 (UCCL04)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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Foundation Year Course Learning Outcome 5 (UCCL05)

Communicate the results of your study/work accurately and reliably, and with structured and coherent argument

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CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate experience of working with a range of materials, processes and technologies associated with Illustration.

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CertHE Course Learning Outcome 2 (CHECLO2)

Be experimental and show the ability to use speculative and reflective approaches to making and designing.

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CertHE Course Learning Outcome 3 (CHECLO3)

Research and respond to contemporary historical and cultural contexts and show the curiosity to develop personally focused research.

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CertHE Course Learning Outcome 4 (CHECLO4)

Evaluate and reflect on your performance and that of your peer group in relation to appropriate contextual references and audiences.

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CertHE Course Learning Outcome 5 (CHECLO5)

Document and communicate with others about how your ideas have evolved and explain your decision making in support of project outcomes.

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DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate specialist skills, techniques, processes, technologies and material knowledge relevant and pertinent to contemporary practice in Illustration.

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DipHE Course Learning Outcome 2 (DHECLO2)

Explore a range of creative, speculative and research methods in your work and use the knowledge to inform the development of your practice.

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DipHE Course Learning Outcome 3 (DHECLO3)

Understand the external contexts of Illustration and resolve projects through informed decision making in relation to these contexts.

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DipHE Course Learning Outcome 4 (DHECLO4)

Research, identify and evaluate appropriate contextual knowledge relevant to Illustration through written and verbal presentations.

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DipHE Course Learning Outcome 5 (DHECLO5)

Develop an engagement with external communities and audiences and use appropriate forums to discuss and reflect on your practice.

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate a sustained commitment to discussion and engagement with your art and design community.

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Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a sustained and independent approach to generating ideas and production of work in response to self initiated or externally generated projects

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Select and employ appropriately the materials, media, techniques, methods, technologies and tools necessary to resolve your practice.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Identify, understand and reflect on the connections between intention, process, outcome and context in your work.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate knowledge of the specific critical and contextual dimensions of your work and engage in the work of practitioners and theorists relevant to your final project.

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Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically reflect on and benefit from engagement with others and utilise personal development planning effectively to progress your practice.

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Honours Course Learning Outcome 1 (DEGCLO1)

Think creatively to resolve your work to a professional standard within your discipline.

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Honours Course Learning Outcome 2 (DEGCLO2)

Demonstrate knowledge of the specific critical and contextual dimensions of your practice and engage in the work of practitioners and theorists relevant to your final project.

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### Honours Course Learning Outcome 3 (DEGCLO3)

Employ models of professional presentation appropriate to the dissemination of your work.

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### Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate a sustained ability to reflect on your work and use the information to develop new work and an informed understanding of your practice.

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### Honours Course Learning Outcome 5 (DEGCLO5)

Understand and locate your work appropriately within the broad and specialist contexts of your subject and research appropriate personal and career objectives.

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### Overview of Assessment:

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Module	Title	Course Learning Outcomes
3VA001	Introduction to Art and Design: Core Skills	UCCL01, UCCL02, UCCL03, UCCL04, UCCL05
3VA002	Introduction to Specialist Art and Design: Contexts and Practices	UCCL01, UCCL02, UCCL03, UCCL04, UCCL05
4VC021	Illustration Fundamentals	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5, CHECLO6
4VC022	Introducing Illustration Practice	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5, CHECLO6
5VC023	Narrative Illustration	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5VC024	Developing Specialist Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6VC023	Professional Contexts	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6VC024	Illustration: Major Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

### Teaching, Learning and Assessment:

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Teaching is focussed in (though not limited to) a studio environment in which tutor-student engagement and peer-to-peer learning supports a creative, experimental, professional and independent approach to development from Level 3 onwards. Teaching, supervised practice and independent exploration also takes place in well-equipped material workshops and computer labs. Throughout the course students are encouraged to explore, develop and build material and technical competencies towards developing their own rich, challenging and distinct visual language as artists and designers.

The School of Art houses a range of purpose built studio spaces and workshops with an extensive range of professional equipment not available in schools and colleges. Students at the School of Art are taught by practicing artists and designers working in academic and technical roles. These specialist practitioners teach both fundamental skills, support experimental and speculative practice and ensure practice is underpinned by knowledge and awareness of contemporary contexts.

The course is structured over four years and each year is divided into two year-long 60 credit modules. This framework is designed to provide opportunities for full and part-time study and to allow students the time and space to develop their own specialist approach to illustration over an extended time frame.

Students are assessed 100% on their coursework and are supported to progress and achieve their potential through careful tracking by staff in project feedback sessions, personal tutorials and formative assessment points. Each module has two points of formative assessment that provide key performance indicators for the student and staff teams to use in personal development planning. Assessment reviews and tutorials will be

used to assess progress, galvanise the student to understand and map their own learning journey and to use this information to improve their indicative grades and project work. The assessment strategy has been designed to provide students with a number of opportunities throughout the year to test their work against the learning outcomes and to further develop aspects of their practice before receiving a final summative grade for the module. These formative reviews will also be used by staff to trigger university and subject support mechanisms for students who are not achieving at an appropriate level before summative results start to affect progression and achievement at each level.

Summative assessment takes place at the end of each module as an event in which students evaluate their own work and select work to present in a portfolio that best demonstrates their achievement over the year.

Employability is core to the ethos of the School of Art's learning and teaching, and Illustration provides opportunities from Level 4 to experience and engage with professional and industrial contacts. Level 3 provides an opportunity for you to learn core art and design skills and study skills that will support your progression at degree level. At Level 4 students are encouraged to encounter and experience all aspects of their specialist area and further embed themselves into the subject through visits and speakers. At Level 5 students will have the opportunity to experience professional practice and will work on subject-specific briefs led by external clients/organisations. At this level there will also be an emphasis on off-site/live projects/placements that offer opportunities for interdisciplinary collaborative practice. Level 5 is designed to give students the opportunity to risk take and experiment within their subjects but also to meet and network with other students across the School of Art. Level 6 emphasises self-negotiated projects and provides students with the time and support to develop their individual voices as artists and designers. There is also provision for interdisciplinary teams working together on ambitious final outcomes where appropriate, and student will be supported to maintain placement learning and external networks established at Level 5. In addition, the University offers a Career Development Week each year, which is intended to provide cross-curricula activities that enable students to extend or galvanise their skill and employability goals.

The modules embed theoretical and contextual practice within studio-based teaching. We have an extensive and specialist library collection, supported by a subject librarian with whom staff and students work closely. At Level 3 you will get a broad introduction to core contextual ideas and approaches with an emphasis on developing your research and analytical skills. Level 4 provides opportunities for exploring these resources and is structured around a range of contextual learning opportunities from traditional lectures to creative thinking workshops, mirroring the breadth offered in studio practice. Levels 5 and 6 provide opportunities for students to develop their own trajectories in a way that reflects their practice in the studio through a choice of theoretical and theory-practice combined projects. External visiting speakers and staff research projects and practice contribute to a thriving contextual diet; Students can experience staff working, and gain additional insight into the importance of ideas, research and conceptual experimentation to creative production.

In addition the School of Art provides many opportunities throughout the year for students to join study visits to UK and European destinations. These visits underpin student learning by providing an opportunity for students to see professional practice in their field, engage with new ideas, materials, sites and scale, consider display and presentation strategies and explore other roles associated with art and design such as curation, marketing, education. The visits also provide opportunities for students to spend time in an expanded community of their own peers to support interdisciplinary and cross year support and collaboration.

### Assessment Methods:

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At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)  
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)  
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

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### General University support:

The university has an extensive range of support options for students. For Art and Design students this begins with Arts Support Central, an online resource through which academic study support, careers and enterprise, counselling, enabling services, Chaplaincy services, nursery and carer support, financial services and distance learning can all be accessed. Students can access student advisors and mentors and there is support and representation also offered by the Students' Union and can also find support based on whether they are International students, TNE students, research students, mature students or students with families.

### Course Specific Support

The course has a personal tutor system in which students see a tutor assigned to them regularly throughout the year and this provides them with pastoral support outside of their immediate academic studies on specific modules.

There is a specialist Art and Design librarian who works closely with the staff team to support the subject-specific research and writing skills of students at all levels. This support is situated within the library, which has an extensive and long-standing collection of printed materials and monographs that can be accessed 24 hours a day in term time. Students can also access a range of texts and journals electronically both on campus and at home.

## Employability in the Curriculum:

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BA (Illustration) offers an industry focus at all levels from introducing our students the different types of illustration employment at Level 4, to offering live brief and competition opportunities at Levels 5 and 6. Our students will also have experience of exhibiting and presenting work to a wide audience from Level 4 onwards, learning important transferable skills that can be applied to a number of other employment contexts. These broader skills will be consolidated by opportunities for students to work in a cross-disciplinary environment in the School of Art community as a whole. Here you will have the opportunity to establish a professional network of fellow artists, designers and makers before you leave to begin your working life.

All of our students have the opportunity to engage with an additional 'Employability Award' associated with their degree, and a high percentage of our students achieve the gold standard as a result of our employment-focused curriculum.

All courses in the School of Art are now available with a professional placement option (Sandwich Year). A professional placement provides an opportunity for professional development in the work place and as such, greatly enhances the student's prospects of finding rewarding and relevant employment at the end of their studies. The school assists students in securing work placements, undertaking live briefs, engaging directly with employers and developing key employability skills. The School is committed to raising student awareness of the opportunities that exist post-graduation.

International students will need to apply for BA (Hons) Illustration with professional placement before joining the course to ensure visa requirements are met.

