

Part One Programme Specification.

PROGRAMME SPECIFICATION	
Course Record Information	
Name and level of final & intermediate Awards	BA Illustration & Visual Communication Unclassified Degree Higher Diploma Certificate of Education
Awarding Body	University of Westminster
Location of Delivery	Harrow Campus
Mode of Study	Full Time
UW Course Code	
JACS Code	
UCAS Code	
QAA Subject Benchmarking Group	Art & Design
Professional Body Accreditation	none
Date of initial course approval/last review	1988 / 2005
Date of Programme Specification	March 2011

CRITERIA FOR ADMISSION

Applicant Profile

We are looking for highly motivated people who can demonstrate a creative, conceptual and intellectual engagement with illustration and visual communication in the broadest sense. In this context we are looking for applicants who can demonstrate both critical thinking as well as creativity and skills in visual communication.

The academic requirements to be considered for this course are:

Entry Requirements:

Home Students

Minimum entry requirements for home students:

- 1) Minimum of 5 GCSEs grade C and above, these must include minimum of grade C English Language and Maths.
- 2) GCE A Level: 2 x A levels grade C – 160 points (minimum) and / or BTEC National Diploma MMP/BTEC National Certificate MM.

Students applying from Access Courses in Art & Design require a Distinction or predicted Distinction.

Students from abroad

Equivalent grades are accepted from overseas applicants – those with an International Baccalaureate.

Applicants with English as a foreign language:

Applicants whose first language is not English or how have not studied their secondary education in English must normally achieve a recognized English qualification. This should be at the equivalent of IELTS 6.0 / TOEFL 550 (paper) / 213 (computer) / 80 (internet). Full details of equivalent scores can be obtained from University of Westminster admissions or marketing office.

Direct Entry into Year 2 (Credit Level 5)

Students wishing to transfer from another institution need to apply through UCAS. Students wishing to transfer from other courses within the University of Westminster need to contact the Course Leader of Illustration.

All students need to have successfully completed Year 1 (credit level 4) of your current degree course, or have completed a Higher National Diploma or Foundation Degree in an art, media or design subject. (All direct entry applications are subject to availability).

Accreditation of Prior Learning

Mature applicants (who may not meet the above formal entrance requirements) for entry other than Year 1 (Level 4), and those with appropriate prior experiential learning (e.g. relevant professional experience in illustration, design, art or media) can be considered for admission on the basis of Accreditation of Prior (Experiential) Learning (APEL). We will discuss this possibility with appropriate applicants, and will offer guidance through the required formal APEL process.

The interview process for home students

Appropriately qualified students will be invited to attend an interview. You need to allow two hours for the interview period. Alternatively you can send us an e-portfolio plus links to blogs plus a scan of a recent essay to demonstrate your writing and reasoning skills.

Students attending an interview will have the opportunity of a tour of the facilities at Harrow, opportunities to talk with students currently on the course and a one-to-one discussion with your portfolio about your work with a member of the course team of approximately 15 – 20 minutes.

Your Portfolio – both e-portfolios and actual portfolios

We would like to see your current practice and encourage you to present work that shows your interests in range of visual processes and activities you have been engaged in over the past two years of study, from credit Levels 2/3.

This may include personal sketchbooks, GCSE and A level work (if appropriate), drawings, illustration, painting, photography, graphic design and project work, digital / mixed media, film / animation, 3D.

We also like to view your best workbooks and sketch books from your current course. We expect you to be selective in preparing your Portfolio and not duplicate work e.g. too many repeat prints or life drawings.

What we are looking for in your portfolio:

- Evidence of creative thinking and ideas.
- Evidence of and engagement with ideas, society, issue based topics etc.
- Evidence of an engagement with image-making, including drawing, photography and digital imaging.
- A desire to communicate ideas through images **and /or** strong decorative work including textiles, print, fashion.
- Visual and conceptual curiosity and a wider engagement with culture – fine art, film, reading, theatre, exhibitions etc.

For students applying from abroad

If you meet the academic requirements of the course you will be asked to send an electronic portfolio and links to a website, blog or digital file account. Please make sure we are supplied with any necessary passwords to access work. You must also include a recent essay.

Applicants with English as a Foreign Language

All applicants whose first language is not English or who have not studied their secondary education in English must normally achieve a recognized English qualification. This should be at the equivalent of IELTS 6.0 / TOEFL 550 (paper) / 213 (computer) / 80 (internet). Full details of equivalent scores can be obtained from the Harrow Campus Admissions & Marketing Office (contact information at the end of this document).

ACCREDITATION OF PRIOR LEARNING

Mature applicants (who may not meet the above formal entrance requirements), applicants for entry other than at Level 4 (First Year), and those with appropriate prior experiential learning (e.g. relevant professional media experience) can be considered for admission on the basis of Accreditation of Prior (Experiential) Learning (APEL). We will discuss this possibility with appropriate applicants, and will offer guidance through the required formal APEL process. This guidance may include the allocation of a mentor from amongst the staff team, specifically to support an individual through the APEL process.

ADMISSIONS AND EQUAL OPPORTUNITIES

In accordance with the University's Equal Opportunities Policy, applicants are assessed for admission according to the University Admissions Regulations for Taught Courses. The University will admit students to its courses on the basis of the following principles:

- a) reasonable expectation that the applicant will be able to fulfill the objectives of the course and achieve the standard required for the award;
- b) the University requirements for admission to the course leading to a particular award;
- c) equality of opportunity for all applicants. Students with disabilities are welcome at the University and there are various ways in which support is provided. Students are actively encouraged to make known their requirements and disability in a timely manner so that appropriate services and practices can be provided where necessary.

An applicant who has declared a disability (other than Dyslexia) on their application form is automatically referred to the relevant Disability Adviser, or where necessary, to the University's Student Health Service. The purpose of this is to assess the applicant's needs in terms of any assistance that can be provided by the University, and allow the applicant to decide if the available support and accommodation meets their needs.

AIMS OF THE COURSE

The Illustration and Visual Communication at Westminster seeks to offer students a broad, comprehensive and flexible programme of creative practice and critical study in illustration and visual communication.

The course aims to:

- Provide students with the opportunity to gain sophisticated and critically informed skills, knowledge and understanding in visual communication and illustration.
- To support students in acquiring a range of critical, creative, technical, subject specific, professional and transferable skills that can be utilised to work in this subject field and applied across fields and media.
- To develop in students creative, conceptual and critical thinking, to foster flexibility, imagination and innovation in all aspects of practice and study.
- To provide students with developed skills in contemporary digital technologies, social networking and publishing across platforms of practice.
- To provide a comprehensive theoretical studies programme which examines and develops critical discourse in context of illustration and visual communication, media and visual culture.
- To provide students with professional skills and frameworks for working in illustration / design / art direction and related professional contexts.
- To equip students with a range of generic / transferable skills, knowledge and understanding that can be applied within any future learning environments and employments.

FUTURE EMPLOYMENT

Graduating students seek employment across a field of activities and enterprises within the creative industries. Illustration is traditionally a freelance practice and this model of employment is common for many creative practitioners. It relies on the individual actively seeking contractual / commissioned work directly from a client. It requires the individual to promote and market their own practice, and to possibly work on a number of contracts simultaneously. Some graduates enlist with illustration agencies who mediate contractual work on your behalf for a proportion of the fee. Alternatively graduates may seek more permanent employment within companies or institutions associated with the creative communities and the Media. Changing trends, new technologies and varying demands mean that graduates have to be both enterprising and flexible to sustain employment. To support students in this competitive market professional elements are built into the curriculum from Level 4. These may commence with simple tasks such as presentations, contributing to critical discussion, group working and generally managing your time and workloads. More complex issues are addressed at levels 5 and 6 and include specific professional practice workshops, work placements, industry focused competitions and external enterprise projects, seminars with practitioners, agents and art directors from industry. The majority of course team are working professionally and their contacts and expertise are passed on through teaching and tutorials. Alumni from the course are also invited in to give talks which encourage confidence and are insightful of the initial period of work immediately after graduation. At University level the Career Development Centre provides students with a number of source materials to support professional development, and the Alumni Association also provides a valuable resource for graduates and is a way of keeping in touch. At Course level the expansion of social networking and the ease of profiling yourself online has made staying in touch very easy. There is a continuing communication with students that stretch back over a decade.

PREPARING FOR FURTHER STUDY

For students whose focus is academic, the course supports application to further education at Masters level in this country and overseas. There is a strong Masters portfolio within Media, Arts and Design and in the wider University portfolio. Recent graduates have gone on to study at Central St. Martins, the Royal College of Art, the New York Film Academy.

WORK EXPERIENCE

We encourage students to undertake work experience, the optimum periods being the summer term of Level 4 and Level 5. However we recognize the opportunistic nature of work placements and work experience opportunities and so if they are for a limited period we encourage students to negotiate time schedules with their tutors and course leader. We encourage students to ensure that any work experience undertaken is in line with their career objectives for the future and in this context are valuable professional experience.

COURSE LEARNING OUTCOMES

Learning outcomes are statements on what successful students have achieved as the result of learning. Learning Outcomes are threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course. *Please note that the codes following learning outcomes are the module codes where this learning outcome is located in the programme.*

At the point of graduation a student successfully completing this course will be able to

- 1 Demonstrate depth of critical knowledge and theoretical understanding in visual culture, communication and image media.
- 2 Employ a range of creative, conceptual and problem solving strategies to develop and produce visual work that demonstrates a high level of innovation, originality and sophistication.
- 3 Employ a wide range of skills in creative processes, media and technologies and be able to use these skills flexibly across and between practices and disciplines and for multi contextual applications and distribution.
- 5 Employ skills and knowledge in professional practice specific to illustration and visual communication, and transferable skills for work and employment within a wider sector.
- 6 Employ a range of transferable skills, knowledge and strategies to plan and manage future learning, respond flexibly to change, and take advantage of new developments in technologies and emerging employment opportunities.

KNOWLEDGE & UNDERSTANDING

A successful student completing credit Level 4 (year one) will be able to:

- K1L4 Demonstrate fundamental knowledge and understanding in the skills and processes of drawing, visual literacies, and observational study. MIVC400 & MIVC401.
- K2L4 Employ creative thinking, imagination, analytical and conceptualising strategies to solve problems and develop images of visual communication. MIVC400 & MIVC401.
- K3L4 Reflect, consider and evaluate own practice in context with a project brief. All Level 4 modules.
- K4L4 Display an awareness of the strategies, cultural influences and concepts which have informed art and design during and since the twentieth Century and respond to set topics by selecting an appropriate theoretical approach MIVC402; MIVC403.
- K5L4 Structure and deliver an informed oral discussion on a given topic. All Level 4 modules.
- K6L4 Approach visual communication and illustration with flexibility and understanding for cross-disciplinary practices flexibly employing knowledge across a range of technologies. MIVC400; MIVC401; MIVC405

A successful student completing credit Level 5 (year two) a student will be able to:

- K1L5 Identify and formulate own lines of visual enquiry and research in the context of a topic subject and project structure. All Level 5 modules.
- K2L5 Demonstrate developing depth of research and employ a range of research strategies to inform and develop work. All Level 5 modules.
- K3L5 Demonstrate increasing ability to employ creative, imaginative, conceptual and critical thinking to conceive ideas and resolve problems. All Level 5 modules.
- K4L5 Employ strategies in critical reflection and analysis to evaluate studio practice, professional and theoretical outcomes. All Level 5 modules.
- K6L5 Consider and develop concepts relating to illustration and visual communication within key theoretical and critical debates to form a topic for written discussion. MIVC502; MIVC504
- K7L5 Employ critical, analytical and reflective reading of theoretical texts to inform and deepen own understanding of visual culture. MIVC502; MIVC504.
- K8L5 Synthesise information and form a structured argument to support their dissertation. MIVC504

A successful student completing credit Level 6 (year three) a student will be able to:

- K1L6 Identify subjects and contexts that provide a conceptual, practical and critical framework for extensive research, practical and professional development MIVC600; MIVC602
- K2L6 Critically reflect on acquired knowledge and understanding to date and employ strategies for future learning and development. All Level 6 modules.
- K3L6 Critically contextualise practical and theoretical knowledge in contemporary visual culture. All Level 6 modules.
- K4L6 Demonstrate enhanced theoretical knowledge in their chosen field of study and research. All Level 6 modules.
- K5L6 Define, research and produce an extended critical discussion on a chosen topic in written form. MIVC601

SUBJECT SPECIFIC SKILLS

A successful student completing credit Level 4 (year one) will be able to:

- S1L4 Employ drawing, visual literacies and pictorial design to develop contextualised images MIVC400; MIVC401.
- S2L4 Utilise a range of drawing approaches and processes that includes observational drawing for developing hand-eye coordination as well as a means of documenting information and giving form to imaginative ideas. MIVC400; MIVC401
- S3L4 Flexibly employ a range of creative and visual strategies to create images of communication and visual messaging. MIVC400; MIVC401; MIVC405
- S4L4 Demonstrate emerging skills in a range of technical and media processes MIVC400; MIVC401; MIVC405
- S5L4 Demonstrate knowledge and an emerging understanding of critical texts applied to art and design theory, media and communication theory and visual culture. MIVC402; MIVC403
- S6L4 Reflect on the relationship between the aesthetics of an image and its industrial and institutional context MIVC403; MIVC405; MIVC401
- S7L4 Employ diagnostic experimentation in a 'learning by doing' approach to creative practice and image-making. MIVC400; MIVC401; MIVC405

A successful student completing credit Level 5 (year two) will be able to:

- S1L5 Work flexibly and creatively to develop contextualised communication for identified tasks and initiatives. MIVC500; MIVC501; MIVC503
- S2L5 Reflect and consider own practice objectives in context with identified initiatives and project constraints. MIVC500; MIVC501; MIVC503
- S3L5 Demonstrate in-depth visual research relating to the subject/s identified. MIVC500; MIVC501; MIVC503
- S4L5 Present, publish and distribute information through digital technologies and media. MIVC501; MIVC503
- S5L5 Employ a range of critical, technical and creative skills to produce increasingly innovative visual outcomes. MIVC501; MIVC503
- S5L5 Demonstrate the creative organisation and digital publication of information and physical/visual/audio-visual content. MIVC503; MIVC501

- S6L5 Demonstrate the practical application of digital technologies of communication towards the realization of a project. MIVC503; MIVC501
- S7L5 Engage in extensive, reflective reading of key theoretical texts to inform, widen and deepen own critical understanding and knowledge in this field MIVC502; MIVC504
- S8L5 Identify a topic from critical territories previously discussed in theory and practice and develop a more substantial subject for research and development into a dissertation. MIVC504

A successful student completing credit Level 6 (year three) will be able to:

- S1L6 Professionally present contextualised project work appropriately in both digital and printed formats and where appropriate in site-specific contexts. MIVC600; MIVC602
- S2L6 Employ informed and sophisticated skills and understanding in image-making, illustration and visual communication for identified initiatives and contexts. MIVC600; MIVC602
- S3L6 Produce work of innovation and distinction, that challenges existing orthodoxies and methodologies. MIVC600; MIVC602
- S4L6 Employ design, graphic and visual elements to produce textual and image-led works of distinction and refinement. All Level 6 modules.
- S5L6 Identify, define and write a complex proposal for project work that brings together critical, visual and professional components in context with personal career objectives for the future. MIVC602
- S6L6 Demonstrate the employment of a wide range of technical, creative and critical skills, knowledge and understanding in illustration and visual communication. MIVC600; MIVCV602
- S7L6 Produce a written text of originality and distinction on a topic of critical discussion and in-depth textual analysis. MIVC601.

GENERIC SKILLS (KEY TRANSFERABLE SKILLS)

A successful student completing credit Level 4 (year one) will be able to:

Self Evaluation

- G1L4 Reflect and evaluate own strengths and weaknesses with developing awareness. All level 4 modules
- G2L4 Objectively consider and reflect on advice, critical evaluation and comment from others. All level 4 modules
- G3L4 Begin to identify individual attributes and sensibilities. All level 4 modules

Independent Learning

- G4L4 Organize and manage deadlines and workloads and actively engage and participate in the learning environment.
- G5L4 Begin to take increasing responsibility for own learning with academic support. All level 4 modules

Research Skills

- G6L4 Employ a range of practical research methods to obtain and record information from primary and secondary sources including directly observed experience. MIVC400;
- G7L4 Develop, source, select and organize information to support identified lines of inquiry MIVC402

Group Skills

- G8L4 Contribute positively and flexibly to group learning activities and work cooperatively with others. MIVC405; MIVC403

Communication

- G9L4 Articulate ideas and critical discussion in oral, visual and written forms. MIVC401; MIVC402; MIVC403
- G10L4 Articulate ideas through written discussion ideas informed by study of critical and theoretical texts. MIVC402; MIVC403

Conceptual, Problem Solving and Creative skills

- G11L4 Flexibly apply creative thinking, imagination and conceptual strategies to formulate ideas.
- G12L4 Use diagnostic experimentation, intuition, reflective and speculative development to consider ideas and resolve problems.

Technical Skills

- G13L4 Employ basic skills and understanding in digital technologies and IT to communicate and share ideas as well as source information. MIVC405; MIVC401
- G14L4 Employ a range of skills and understanding in practical processes employing specific equipment and specialist mediums. MIVC400; MIVC401; MIVC405

Learning Resources

- G15L4 Make effective use of IT for communication and sourcing information. All level 4 modules
- G16L4 Make effective use of libraries and related resources for research and sourcing information. All level 4 modules

Career Management and Professional Development

- G17L4 Present and organize work within determined guidelines and deadlines. All Level 4 modules
- G18L4 Understand the contexts that require formal and professional presentation and engagement. MIVC400; MIVC401

A successful student completing credit Level 5 (year two) will be able to

Self Evaluation

- G1L5 Reflect and evaluate own strengths and weaknesses with increasing awareness and formulate strategies to develop own lines of inquiry. All Level 5 modules
- G2L5 Consider, reflect and evaluate advice and form own position and judgement. All Level 5 modules

Independent Learning

G3L5 Anticipate, plan and manage own learning and workloads to meet project requirements and deadlines. All Level 5 modules

G4L5 Initiate and take increasing ownership and responsibility for own learning with academic support when required. All Level 5 modules

Research Skills

G5L5 Employ a range of sourcing strategies to obtain information for an expanded investigation of a topic / defined initiative. All modules

G6L5 Employ critical research skills, to draw comparisons and questions from information and develop a deeper critical enquiry. All Level 5 modules

Group Skills

G7L5 Contribute effectively and flexibly to group learning activities and collaboration MIVC501; MIVC500; MIVC503; MIVC502

G8L5 Negotiate with others and take responsibility for tasks sharing knowledge productively and cooperatively. MIVC501

Communication

G9L5 Communicate increasingly complex ideas and information in written, oral and visual forms. All level 5 modules

G10L5 Communicate effectively across a range of platforms and formats. All Level 5 modules

Conceptual, Problem Solving and Creative Skills

G11L5 Apply strategies in creative and conceptual thinking and analysis to formulate ideas and resolve problems. MIVC 500; 501; 503

G12L5 Employ a range of creative and problem solving strategies including speculative experimentation, critical analysis and reflective evaluation to develop solutions for identified initiatives. MIVC 500; 501; 503

Technical Skills

G13L5 Competently employ IT and digital technologies within increasing understanding and knowledge. MIVC503; MIVC501

G14L5 Demonstrate a more developed and comprehensive understanding of process and production methods in one or more mediums. MIVC500; 501; 503

Learning Resources

G15L5 Utilize a range of learning resources and archival information to support individual research objectives. All level 5 modules

Career Management and Professional Development

G16L5 Consider, plan and develop career objectives and prospective employment trajectories. MIVC501

G17L5 Employ developing knowledge and understanding of the working with client-led briefs and constraints. MIVC501

A successful student completing credit Level 6 (year three) will be able to

Self Evaluation

G1L6 Objectively consider own strengths and weaknesses and employ strategies to manage and develop own development. All Level 6 modules

G2L6 Consider and evaluate the judgement of others, challenge received opinion and form own view. All level 6 modules

Group Skills

G3L6 Apply skills of critical analysis in real world situations working individually or as part of a team. MIVC600; MIVC602

G4L6 Engage in collaborative work for shared goals, understand and manage challenging or conflicting situations and be able to lead others if required to do so. MIVC600; MIVC602

Communication

G5L4 Confidently express ideas, challenge received opinion and distribute communication across platforms and media. All level 6 modules

G6L4 Formulate through written discussion ideas of complex criticality and concept. MIVC601

Conceptual, Problem Solving and Creative Skills

G7L6 Flexibly apply a range of creative, critical strategies and thinking to analyze situations and resolve problems. MIVC600; 602

G8L6 Undertake complex projects and work with client demands flexibly and creatively to produce effective outcomes. MIVC600; 602

G9L6 Make deep connections across related fields and explore new approaches in and between and specialisms to develop an expanded grasp of the subject field. All level 6 modules.

Technical Skills

G10L6 Creatively and flexibly work in digital and online environments utilizing a range of skills and understanding for the distribution of information and communication. MIVC600; MIVC602

G10L6 Employ a sophisticated range of technical, craft and creative skills in the production of objects and messages of communication. MIVC600; MIVC602

Career Management and Professional Development

G10L6 Identify needs and trends in this field and develop personal and professional attributes accordingly

G11L6 Demonstrate openness to new ideas and activities and the ability to achieve results and drive to make things happen.

Teaching, Learning and Assessment Methods

TEACHING

Teaching, (tutorial guidance) supports learning through flexible, developmental and student centred approaches. Learning in a practice based subject – Illustration and Visual Communication - follows guidelines laid out in the QAA's Academic Standards subject benchmark statements - 'Typically, programmes in art and design emphasise imagination, creativity and, where appropriate, craft skills, and are designed to develop students' intellectual powers and their ability to communicate. Learning in art and design stimulates the development of an enquiring, analytical and creative approach, and encourages the acquisition of independent judgement and critical self-awareness.' Teaching within Illustration & Visual Communication reflects the above intentions in both practice and theory modules.

Course Specific Strategies

Within these frameworks the course supports the development of independent learning strategies through the following approaches

Learning through creative, conceptual processes

Experiential learning (learning by doing)

Research methods

Diagnostic experimentation, speculative and reflective development and evaluation.

Cognitive and imaginative problem solving (creative thinking).

Critical reflection and analysis

Critical self-awareness

Teaching is designed to support students in becoming independent learners and two thirds of learning time is dedicated to this. One third 33% of learning time is supervised either through tuition, workshop supervision and technical training.

The Role of Curriculum Design in Learning

The curriculum is designed to provide both a breadth and flexibility in learning as well as incremental development of depth and complexity in understanding and knowledge as you progress through the course, with an increased focus on professional development in the latter stages of the course. The portfolio of modules at Level 4 offer diagnostic learning and the development of knowledge and skills in drawing, visual literacies and creative thinking. The increased credit weighting for modules from the second semester at Level 5 into Level 6 provides opportunity for sustained deep learning and professional development.

Independent learning as introduced at Level 4 as part of induction with workshops on how to study and research and manage your own study time. As you progress through Level 5 more of your work becomes self-directed and managed by you with less support from tutors.

Delivery Methods

Within the delivery of teaching the course employs a range of approaches reflecting what is being learnt, technical and production considerations. The teaching is weighted in Level 4 with students working more independently as they progress through the course. The main forms for delivering teaching and learning are workshops, seminars and group tutorials, work reviews and critiques, location visits, independent research, study, group and solo presentations, individual tutorial support and exhibition. Module Programmes outline module syllabus in detail and most practice modules on IVC are structured around projects.

The Role of Projects

As Illustration with Visual Communication are principally applied forms of visual communication, the project outlines a restriction and framework which not only refers to practice in a professional context, but acts as a creative catalyst for ideas and innovation. In this context the project frameworks play a significant role in learning, whether set or self-initiated. Projects also provide a framework for constructive analysis, reflection and criticism in which both students and tutors engage in meaningful discussion on issues raised in this context.

Independent Learning, Self Reflection and Feedback

As described earlier, strategies for independent learning are introduced and developed at Level 4. At Level 5 and into Level 6 the modules place emphasis on self-initiation in practice and theory. To enable you to become critically self aware, the course has developed a number of reflective strategies. From Level 4 through to Level 6 you will be asked to provide an outline of your position in each project, and at the end of practice modules you are required to write a reflective summary which normally carries a 10% assessment weighting.

The written feedback you receive with return of your coursework after assessment is also an opportunity for evaluation and reflection on your own learning and development. Your understanding of feedback from tutors needs to be considered critically and constructively as indicative of ways to develop and progress your practice and your learning.

ASSESSMENT

Assessment is a process by which each student's learning in the module is determined and evaluated in context of the identified module learning outcomes and assessment criteria.

The purpose of assessment is to enable students to be able to demonstrate that they have -

- Met the learning outcomes for each module
- Fulfilled the objectives of the programme of study on which they are registered.
- Achieved the standard required for the award.
- To provide guidance and feedback on achievement and development.
- Foster in students self evaluation and critical judgement:

Assessment provides students with clear indications of their individual development and achievement on the course. Assessment also provides students with an external view and assists them in the development of critical reflection, self-evaluation and analysis.

There are three broad categories of assessment:

Diagnostic assessment - is used to indicate gaps in knowledge and understanding, strengths, and skills required prior to starting a particular module. This sort of assessment may lead to consideration of accreditation of prior learning.

Formative assessment - has a developmental purpose and is designed to help students learn by feedback on their performance with indications of how they can improve or maintain a certain standard.

Summative assessment - is used to indicate the extent of a student's success in achieving the intended learning outcomes of a module.

1.1.

University of Westminster | Handbook Version: 2014/15 (V1)
June 2014

1.2.

G Students - Levels 3, 4, 5 and 6

1.4.

1.3.

Course Structure

This section shows the core and option modules available at each level and the intermediate awards. Full-time undergraduate study requires students to take 120 credits in an academic year.

LEVEL 4

MODULE	CODE	CREDITS	SEMESTER	STATUS
Visual Research and Observational Drawing		30	1	core
Drawing and Creative Development		30	2	core
Explorations in Creative Process		15 OR 30	1 and 2	elective
Strategies & Concepts in Contemporary Art & Design		15	1	core
Introduction to Image Media		15	2	core
Westminster elective / polylang		15	1 & 2	Free module choice

Total = 120 credits

Award Certificate of Higher Education available

LEVEL 5

Contextualization		30	1	core
Practice and Enterprise		45	2	core
Contemporary Technologies		15	1	elective
Illustration and Visual Communication - Critical Frameworks		15	1	core
Research and Development for Dissertation.		15	2	core
Westminster elective / polylang		15	1	Free module choice

Total = 120 credits

Award Diploma of Higher Education available

LEVEL 6

Practice, Research and Professional Development		45	1	core
Dissertation		30	1 & 2	core
Major Project		45	2	core

Total = 120 credits

For an award of BA and BA Honours Illustration and Visual Communication

A pass must be achieved in the Major Project and Dissertation modules

ACADEMIC REGULATIONS

The BA Honours Illustration & Visual Communication (IVC) and its intermediate awards operate in accordance with the University's Academic Regulations and the *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called **Essential Westminster 2010/11** which is available at westminster.ac.uk/essential-westminster. The following regulations should be read in conjunction with the Modular *Framework for Undergraduate Courses* and relevant sections of the current *Handbook of Academic Regulations*.

A *pass* in a module is achieved when the overall mark is greater than or equal to 40%; with at least 30% in the final assessment and any qualifying marks and/or sets achieved as detailed in the module handbook.

Condoned Credit at Level 4

A student may be awarded condoned credit at **Levels 3 and 4 only**, on the condition that the failed element(s) of assessment has been attempted at both the first and referred opportunity, and where he/she has achieved:

- an overall module mark of greater than or equal to 30% but less than 40%;
- an overall mark of 40% or greater but not reached the required qualifying mark(s) and/or qualifying set(s) as detailed in the module handbook.

Where a student is awarded condoned credit, the recorded module mark will be capped at 40%. Condoned credit will count towards any credit limits for specified awards. Where a student is awarded condoned credit in a module but subsequently achieves an overall pass at a re-take, credit may contribute only once to an award.

Progression

To progress from Level 3 to Level 4 and from Level 4 to Level 5 in full time study, a student must achieve an average of 40% across 120 credits; to progress from Level 5 to Level 6 full-time study, a student must pass at least 165 credits, including 75 credits at Level 5.

To qualify for the award of **BA Honours Illustration & Visual Communication** a student must:

- a) Obtained at least 360 credits including:
 - passed 75 credits at Level Four or higher and achieved at least a condoned credit in each of the remaining modules worth 45 credits at Level 4; and
 - a minimum of 120 Credits at Level 5 or higher; and
 - a minimum of 120 credits at Level 6 or higher.
- b) attempted modules with a maximum value of 330 credits at Levels 5 and 6.
- c) Satisfied the requirements contained within any course specific regulations for the relevant course Scheme. Attempted and passed all core course modules.

The class of the Honours degree awarded is decided by two criteria: the average of the best 105 credits passed at Level 6 being in the range of the class to be awarded, and the average of the next best 105 credits passed at Levels 5 and 6 provided the next best 105 credits passed are no more than one classification below this.

STUDENT SUPPORT AND GUIDANCE

Prior to commencing the course students will be sent an induction package including all information on enrolment, a summer brief, and a timetable for induction and some information on basic equipment and materials you will need for coursework.

On arrival, a School induction programme will introduce students to the campus on which they will be studying, the Library and IT facilities and to the Campus Administration. Students will then meet the course leader and staff team and receive a course handbook. During the induction week students will have the opportunity to meet their peers, settle into their studio accommodation, learn about the course programme and locate where they need to be for their studies and teaching for the semester. Students are allocated a personal tutor who can provide advice and guidance on academic matters and the student services facility on site can also provide advice, support and information for any students with personal difficulties. It is advisable if you are moving to Harrow from another borough that you register with a GP and dentist.

General Learning Resources

Learning support includes the Library which, across its four sites, holds printed collections of 412,000 books, 1,600 journal subscriptions and substantial audio visual collections. Access to over 6,500 electronic resources (databases, e-journals, e-books, exam papers and links to recommended websites) is facilitated through infoLinX, the library portal.

There are over 3,500 computers spread over the four University campuses available for students use. The University uses a Virtual Learning Environment called Blackboard where students can access course materials and communicate with staff and other students via message boards.

Course Specific Learning Resources and Equipment

The course provides students with dedicated studio space, storage, computers, equipment and facilities. Students have access to a range of well equipped facility centres for digital media – software training, printing and scanning, video editing, animation, 3D workshops, printmaking studios, photography studios and darkrooms.

Student Support

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Education Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

Personal Tutoring

In the induction week you will be allocated a personal tutor, this tutor will be one of the course members of staff and their role is to support you with your academic study programme, personal development planning, pastoral advice and professional guidance. Your personal tutor is the first person you contact if you have difficulties and you can normally expect to have two personal tutorials per year outside of the normal academic teaching.

REFERENCE POINTS FOR THE COURSE

Internally

The course design incorporates the research, professional practice and scholarship of the course teaching team who are recognized practitioners in the fields of illustration, design, creative practice and visual communication.

The observations and comment from current students and recent graduates have also contributed to development of the curriculum and considerations for the general student experience. A healthy course is not static but needs to remain flexible in its curriculum, teaching and provision of learning to external change, student feedback, developments in the field and input from the academic and support staff.

The course benefits from its connection to other courses in the Department and within the School.

BA Mixed Media Fine Art

BA Animation

BA Contemporary Media Practice

BA Media Studies

BA Photographic Arts

1.1.

University of Westminster | Handbook Version: 2014/15 (V1)
June 2014

1.2.

G Students - Levels 3, 4, 5 and 6

1.4.

1.3.

Internal

The following University documents and quality assurance processes underpin the curriculum, course design and delivery framework:

Quality Assurance Handbook
Learning, Teaching and Assessment Strategy
Principle and Process of Curriculum Design
Guide to Higher Education skills and Career Management
University Employability Strategy.
Peer Observation
Models of Personal Development Planning
Learning Outcomes & Assessment Criteria
Guided Independent Study – a Brief Guide
Personal Tutoring Policy

External

The course has a number of external reference points:

Ongoing guest speakers, creatives and alumni working in the fields of illustration and visual communication.

Participation in external initiatives with industry

BBC W1 New Broadcasting House Project

The course is a member of the following professional organizations

Design & Art Direction (D&AD)
Association of Illustrators

Participation in National student competitions:

Macmillan Children's Book Awards; D&AD student awards and portfolio reviews at 'New Blood'; YCN student awards; DAAD student competitions; DAAD student awards.

Bibliographic and Pedagogic Reference:

Subject Benchmarking Statement for Art & Design
External examiners feedback
SEEC credit level descriptors
QAA Framework for Higher Education Qualifications
Madoff '*Art School (propositions for the 21st Century)*'
Buckely, B. & Conomos, J. (2009) '*Rethinking the Contemporary Art School*'.