

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

U09FUILL

JACS Code

W200

UCAS Code

W220

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 a 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 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 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.

Your Portfolio – creative practice

We are concerned to see your current practice and encourage you to present work that demonstrates the range of visual processes and activities you have been engaged in over the past 2 years of study, from credit Level 2/3.

This may include practice in illustration, painting, photography, drawing, design project work, digital process, mixed media, film / animation, 3D.

We also like to view your best workbooks and sketch books.

In your portfolio presentation we are looking for evidence of the following:

- Creative and conceptual thinking in your project work 2D / 3D / time based
- Visual research, drawings
- Ability to communicate ideas through visual means
- Research that demonstrates your wider engagement with visual culture

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 process. The form of our interview process is that your work will be viewed by a number of staff from the course teaching team, while you are taken on a short tour of the facilities. On returning you will be invited in for a one to one interview with one of the course tutors, this interview will last approximately 15 – 20 minutes.

For students applying from abroad

If you meet the academic requirements of the course you will be asked to send an electronic portfolio and 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.

We

Aims of the Course

The Illustration and Visual Communication at Westminster seeks to offer students a broad, comprehensive and flexible programme of critical study and creative practice for illustration and visual communication. Students have the opportunity to develop their practice within illustration as well as the expanding fields of practice in visual and multi-media communication. In this context the course aims to

- To provide students with the opportunity to develop creative practice within a broad understanding and definition of illustration and visual communication.
- To develop reflective and creative practice within critical, conceptual and contextualized frameworks, and apply to visual communication, illustration.
- To provide students with learning which can be applied within a professional context and support

personal initiatives and objectives.

- To offer a comprehensive theoretical studies programme which examines and develops critical discourse in illustration and visual communication.
- * To support understanding and development in a range of creative process including drawing, printmaking, contemporary technologies, typography, book arts and installation.
- To enable students to develop a range of professional skills and attributes which support future employment across a wide spectrum of employment opportunities.

Future Employment

Graduating students seek employment across a field of activities and enterprises within the creative industries. Illustration is traditionally a free-lance 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.

Course Learning Outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. They 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.

Knowledge and Understanding

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

- Demonstrate fundamental knowledge and understanding in the skills and processes of drawing.
- Apply technical knowledge and understanding in creative processes.
- Apply strategies in critical reflection and analysis.
- Apply creative and cognitive thinking in response to problems.
- Apply knowledge and understanding in visual literacy and pictorial design in the development of their practice.
- Develop a visual enquiry through primary and secondary research.
- Develop and structure of a written argument.
- Demonstrate knowledge and understanding in academic research methods.
- Apply critical thinking to analyze and understand contemporary art, design and communication.

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

- Demonstrate a deepening knowledge and understanding in the processes and development of creative practice.
- Reflect and consider contemporary technology within critical and creative contexts
- Flexibly and creatively develop own practice within the constraints of client led initiatives.
- Contextualize own practice within a wider critical and cultural understanding.
- Contextualize illustration and visual communication within theoretical frameworks
- Apply research skills and strategies in preparation for writing a dissertation.
- Synthesize information to form critical discussion and arguments.
- Apply informed understanding of the field of illustration and visual communication to the development of own practice and research

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

- Apply a depth of critical, professional and creative understanding to the realization of own practice and research activities.
- Demonstrate critical awareness in the development and production of an extensive piece of writing text.
- Critically and creatively determine the direction and development of own practice.

- Apply knowledge and understanding in the promotion and public viewing of own practice.
- Develop professional and creative strategies in context with own career objectives

Subject Specific Skills

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

- Demonstrate progressive development in primary drawing skills and understanding.
- Demonstrate increasingly more complex and varied approaches in drawing.
- Apply skills in image (pictorial) design.
- Demonstrate developing visual literacy in the practical development and 'reading' of images.
- Apply skills and understanding in creative process and technology.
- Apply a range of analytical, conceptual, intuitive and diagnostic approaches in the development of creative practice
- Develop visual research and information from primary and secondary sources.
- Demonstrate a developing visual awareness
- Apply skills and understanding in academic research methods.
- Formulate and articulate a critical argument.

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

- Demonstrate increasing visual refinement and sophistication in drawing.
- Use visual language to develop effective illustration and visual communication.
- Apply creative and conceptual thinking to solve visual problems.
- Develop and identify own creative strategies and processes in the development of own practice.
- Culturally and critically contextualize own practice
- Demonstrate a flexible and creative approach to contemporary technology.
- Demonstrate skills and understanding in developing of a sustained critical argument to develop into a dissertation.
- Work in a group context to curate and organize an exhibition.

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

- Determine their practice within both personal and professional initiatives and objectives.

- Realize effective, informed and innovative visual communication and / or illustration.
- Reflectively develop own practice within contemporary technologies.
- Inform their practice through deep and extensive research.
- Synthesize information and knowledge from a range of literature to develop a dissertation.
- Apply critical thinking, reflection and analysis to the development of practice.
- Articulate and evaluate experiential knowledge of working in a professional context.
- Strategically plan and develop own practice in context with future career objectives.

Key Skills

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

Self Evaluation

Reflect and evaluate own strengths and weaknesses with developing awareness.
Objectively consider and reflect on advice, critical evaluation and comment from others.
Identify individual development and personal sensibilities.

Independent Learning

Organize and manage deadlines and workloads
Actively engage and participate in the learning environment.
Take responsibility for own learning with academic support.

Group Skills

Contribute to group learning activities
Work cooperatively and supportively with others
Take responsibility for tasks.

Communication

Express and give form to concepts and ideas in written and spoken form.

Conceptual, Problem Solving and Creative skills

Formulate and conceive ideas
Develop strategies in creative process and conceptual thinking to resolve problems
Use the processes of diagnostic experimentation, intuition, reflective and speculative development to resolve problems.
Develop strategies of convergent and divergent thinking and analysis.

Technical Skills and use of Learning Resources

Use IT competently and effectively for purposes of communication and sourcing information,
Use specific software for image manipulation and process.
Possess technical competence in the use and procedures of a range of equipment and specialist mediums.
Make effective use of library resources.

Career Management and Professional Development

Present and organize work within determined guidelines and deadlines.
Understand the contexts which require formal and professional conduct

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

Self Evaluation

Reflect and evaluate own strengths and weaknesses with increasing awareness.
Critically reflect and consider advice and evaluation from others and form own judgement.
Reflect more deeply and speculatively on individual development and evaluate personal sensibilities.

Independent Learning

Anticipate, project plan and structure workloads and meet deadlines
Challenge receive opinion
Initiate and take increasing ownership and responsibility for own learning with academic support when required.
Identify own learning objectives and plan personal development strategies.

Group Skills

Contribute to group learning activities
Work cooperatively and supportively with others
Take responsibility for tasks and delegate responsibilities to others
Critically participate and contribute to the learning culture
Share knowledge and understanding

Communication

Formulate and articulate more complex concepts and information.
Communicate effectively in a range of contexts.
Communicate and articulate critical argument through oral discussion and written prose.

Conceptual, Problem Solving and Creative Skills

Apply strategies in creative process, conceptual and critical thinking to resolve problems
Apply strategies of convergent and divergent thinking and analysis.

Technical Skills and use of Learning Resources

Use IT effectively for the purposes of communication, self-promotion and information.
Apply digital processes effectively for visual communication
Demonstrate a more developed and comprehensive understanding in one or more mediums.

Career Management and Professional Development

Apply their practice to professional initiatives and contexts
Anticipate and develop career objectives
Apply experiential learning to their understanding of creative practice in professional contexts

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

Self Evaluation

Apply a depth of self-evaluation and identify strategies for development with increasing awareness.
Flexibly and critically consider and evaluate the opinions of others and formulate knowledgeable judgement.
Reflect more deeply and speculatively and identify strategies for personal development in line with individual objectives.
Evaluate personal sensibilities and aptitudes in context with career objectives and strategies.

Independent Learning

Apply a professional approach to all aspects of learning in respect to deadlines and project requirements.

Initiate and take responsibility for own learning with minimal academic support.
Identify own learning objectives and strategies for personal development.

Group Skills

Work professionally, flexibly and considerately with others
Take personal responsibility within a group or collaborative enterprise
Discuss and negotiate tasks and shared responsibilities
Authorize, manage and allocate tasks and responsibilities

Communication

Formulate and articulate complex ideas effectively in a range of situations and contexts.
Produce informed visual communication messages and information.
Articulate complex and critical information in written text.

Conceptual, Problem Solving and Creative Skills

Flexibly apply a range of conceptual, creative and critical strategies to resolve problems.

Technical Skills and use of Learning Resources

Apply and utilize a range of IT and digital processes effectively and successfully for visual communication, networking and enterprise.
Demonstrate a flexible and comprehensive understanding in one or more mediums.

Career Management and Professional Development

Consider and apply a range of strategies in professional development for future employment in the workplace of the creative industries sector or related sectors.

Apply experiential learning in the workplace or experiential learning through a collaborative initiative with industry to inform future career objectives.

Prepare an application for further study at Masters level or for PGCE.

Teaching, Learning and Assessment Methods

Overview with reference to Government and University Policy on Teaching and Learning

Teaching, (tutorial guidance) supports learning through a 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. The student experience embraces both subject specific and generic knowledge and understanding, attributes and skills. 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 and learning also on the course also follows the University's strategy on Teaching, Learning & Assessment in that it addresses the following key learning objectives –

Student Centred Learning

Teaching Informed and Enriched by Research

Assessment

Technology Enhanced Learning

Employability, Enterprise and Work-related Learning

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

Cognitive and imaginative problem solving

Reflection and analysis

Critical self-awareness

Teaching is designed to support students in becoming independent learners offering a range of strategies for individual development as well as information and critical expertise in subject specific areas of creative practice, technology, enterprise and critical understanding.

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 principal understanding in drawing, visual literacy and the creative process. 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 is introduced at Level 4 as part of induction with workshops on how to study and manage your 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 framework play a significant role in learning, whether set or self-initiated. Projects also provide a framework for constructive analysis, reflection and criticism, both students and tutors can 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 had 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 on a module is determined and evaluated in context with 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.

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	MIVC400	30	1	core
Drawing and Creative Development	MIVC401	30	2	core
Explorations in Creative Process	MIVC405	30	1 and 2	core
Strategies & Concepts in Contemporary Art & Design	MIVC402	15	1	core
Introduction to Image Media	MIVC403	15	2	core
Total = 120 credits Award Certificate of Higher Education available				
LEVEL 5				
Contextualization	MIVC500	30	1	core
Practice and Enterprise	MIVC501	45	2	core
Contemporary Technologies	MIVC503	15	1	core
Illustration and Visual Communication - Critical Frameworks	MIVC502	15	1	core
Research and Development for Dissertation.	MIVC504	15	2	core
Total = 120 credits Award Diploma of Higher Education available				
LEVEL 6				
Practice, Research and Professional Development	MIVC600	45	1	core
Dissertation	MIVC601	30	1 & 2	core
Major Project	MIVC602	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 four 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:

- a) an overall module mark of greater than or equal to 30% but less than 40%;
- b) 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 & 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 had 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 Graphic Design

BA Animation
BA Contemporary Media Practice
BA Media Studies

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*'.

Quality Assurance & Enhancement

Course Management

The Course Leader has overall management and administration responsibility of the course programme answering to the Head of Department for Art & Design. Module leaders take managerial and administrative responsibility for individual modules and make a significant contribution to the teaching on that module. The course programme is delivered through a combination of appointed staff, technical support staff, visiting lecturers, and guest lecturers. Students and staff keep in touch through email, Blackboard and Blogs. All teaching and support staff are involved in main course events such as exhibitions, the degree show, open days, and also recruitment, assessment and personal tutoring. With such a large group of staff and many on small fractional appointments we make considerable use of the Course Committee Meetings, twice each year these meetings bring representatives from the student

body and staff together. Students and staff can formally raise issues and comment of the course from their various perspectives and involvements.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 1987. The Panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other Universities and the relevance to employers. Periodic Course Review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School through the Annual Monitoring Exercise to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Academics across courses consider evidence about each course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from External Examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student comment is taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are asked to complete a Module Feedback Questionnaire at the end of each module. The feedback from this will inform the Module Leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey which provides valuable feedback about a range of University services.

Students meet with Review Panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from Course Committees are part of the Schools' quality assurance evidence base.