

## DOCUMENT CONTROL & APPROVAL

Issue	Amendment Detail	Name	Date Approved
0.1	Templates added to submission library Academic Director Approval and submission to QAE.	QAE	
1.0	QAE Approval		

## COURSE DESCRIPTOR

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*The Course Descriptor provides essential information to students, staff teams and others on a particular course or a group of courses in a programme and is designed to meet the University's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.*

Please refer to guidance notes on completing Course Descriptors before completing the details below.

### SECTION 1 - General Course Information

Qualification (course type)	Undergraduate
Course Title	BA (Hons) Illustration
Intermediate Qualification(s)	DipHe, CertHE, BA, BA (Hons)
Awarding Institution	Falmouth University
Location of Delivery (e.g. Falmouth, London, Detroit)	Cambridge School of Visual & Performing Arts
Duration of Course	3 years
Course Credits	360
Professional, Statutory and Regulatory Body accreditation	None
Accreditation Renewal Date (Month and Year)	
UCAS Course Code	W221
Relevant External Benchmarking	Subject benchmark statement: 'Art & Design' QAA 238 03/08

## SECTION 2 – Teaching, Learning and Assessment

### Educational Course Aim

Contemporary Illustration is amongst the most fluid forms of visual expression, crossing boundaries and breaking with traditions. Students on the BA (Hons) Illustration course have the freedom to explore personal expression with pictorial representation that communicates, persuades, informs, educates and entertains. They will explore image making as a dynamic practice, utilising clarity, vision and style from a personal standpoint. Upon graduation, our aim is to enable students to be able to marry practical skills with imagination, whilst being culturally and socially aware, self-motivated, ambitious, flexible and originative communicators.

### Course Specific Employability Skills

This course is designed to nurture students in their creative development, enabling students to establish their own particular voice within the field of illustration, whilst embedding employability skills throughout the three years of the programme. These skills aim to provide students with a structure to support them as they progress through the course, developing the attributes and skills they will need to enjoy a successful career after university.

In addition to the specific skills required of the discipline, CSVPA also embeds a number of fundamental life skills (expressed as graduate attributes) throughout the course. These include:

- Through the opportunity to put into practice the things they learn in a number of ways, both inside and outside of the studio, the course will enable to students to be **open, proactive** and **resilient** in their approach to their design solutions.
- Through the opportunity to communicate their ideas and stories both visually and verbally and to become comfortable receiving and giving feedback, students will develop the ability to **communicate**, be **passionate** and **collaborative**.
- By teaching students to navigate change and survive in a professional setting, and in a world of uncertainty, they will become **reliable, observant** and **adaptive**.

During the early stages of the programme, projects, workshops and lectures will focus on fundamental observational skills and creative thinking qualities, enabling visual solutions and evolving a personal visual language.

As students progress, they will identify areas of personal development as assignments employ an exploratory approach to making work, offering the opportunity to extend their learning, explore working practices and examine key concepts in increasingly complex contexts. In the latter stages of the course, self-initiated assignments will explore issues that reflect today's creative practice in terms of professional, commercial, ethical, sustainable and contextual influences that surround it.

These skills are embedded within the projects, workshops and seminars students will encounter during their time on the course, building year on year to enable them to develop a personal vision and skillset that will support their ambitions and future direction. This ensures they are best prepared to enter the workplace or continue to postgraduate study and these skills will support them on their journey.

Subject specific skills within the course will enable a student to:

- Understand and use the stages of the illustration process in response to a brief
- Use experimental, speculative and iterative approaches to illustration constraints
- Use design, visualisation and writing techniques in the creation of design solutions
- Employ problem-identification and idea generation methodologies
- Engage design skills in image manipulation, composition, colour, tone, form and texture
- Be confident in their selection and application of medium
- Be flexible in their response to assignments or briefs
- Identify and interpret the needs of an audience in a range of contexts
- Identify the impact of social and ethical considerations when developing visual solutions
- Proficiently handle a range of traditional and digital media, processes and technologies
- Engage visual skills in image manipulation
- Be competent in drawing skills, both observational and for visualisation
- Confidently present visual ideas for the purpose of developing final artworks
- Be confident in their use of studio and professional practices
- Understand colour theory and its application
- Use experimental, speculative and iterative approaches to illustrative constraints
- Use visual problem solving, creative thinking & independent thinking within their practice

- Produce a professional portfolio and/or website suitable for the promotion and presentation of their work
- Knowledge of copyright and intellectual property law.
- Proficiently handle a range of traditional and digital media, processes and technologies.

Generic skills within the course will enable a student to:

- Manage and evaluate information from a variety of unfamiliar sources
- Apply and use academic writing formats and referencing skills
- Effectively employ research methodologies using visual, contextual and historical sources
- Deal with uncertainty when engaging with problem solving
- Use project and time management skills to meet deadlines
- Confidently employ collaborative skills in the production of assignment solutions
- Work to a client led brief, identifying the requirements needed and accommodating the views of others
- Write a CV suitable for the discipline
- Use effective communication and presentation skills visually, verbally and in writing
- Work independently, set goals, manage own workloads and meet deadlines
- Be confident in meeting deadlines

### Career/Future Study Opportunities

Approaches to the management of career skills on the award are focused on one of the award's main imperatives: to produce graduates that are employable within the illustration and creative industries upon graduation.

These can include:

- Freelance Illustration
- Editorial Illustration
- Fashion Illustration
- Reportage Illustration
- In-House Illustration
- Advertising
- Publishing
- Package Design
- Animation
- App Design
- Website Design
- Television and Film Design
- Self-publishing
- Art Director
- Medical Illustration
- Botanical Illustration
- Concept Artist
- Storyboard Artist
- Model Maker
- Prop Maker
- Printmaker
- Exhibition and Museum Curation
- Project Manager
- Retail Advertising.

There is also the opportunity to continue their studies at:

- Post graduate level within graphic design or related disciplines
- PhD and research degree.

## Structure of Course Delivery

### **Integrated Foundation Year**

The initial year at CSVPA is designed to give students an overview and grounding in the conceptual and intellectual basis of the visual arts, and in developing the language and eye they will need to succeed in a Bachelor Degree course in the discipline. It is designed to allow students to explore a broad range of media, approaches and concepts in the arts and design, and to develop their own distinctive voice and direction for further study. The year is common across design awards, with assessments designed to aid students in understanding their own aptitudes and skills, and the understanding of the discipline they have chosen .

This level of the course is taught through workshops and studio projects, with tutored support for the development of critical thinking, research and academic skills embedded in the course.

#### **Initial year modules:**

- Introduction to Art and Design Practice
- Beginning Art and Design Research
- Developing Art and Design Practice
- Developing your critical voice

The course is taught primarily through studio-based design projects and workshops of increasing complexity across the three levels. These may be individual, group, self-directed or live, depending on the level and personal interest of each student. As students progress through the levels the structure moves from a more tutor led experience to a more personally designed emphasis where they will align work closer to their own future career ambitions.

The course delivers key components and design principles that are essential to learning but recognises the importance of fluidity in the delivery of content, so it is possible to evolve assessments and curriculum in response to changing culture, technology and ideas.

**Level 4** is by nature a prescribed phase and is designed to expose students to the fundamentals of the discipline, whilst exploring the breadth of possibilities available within the world of illustration. Briefs, workshops, lectures, presentations and critiques introduce students to the design process through embracing discovery, idea generation, critical enquiry, visual language using type & image, storytelling, historical context, skills and production. Students are encouraged to experiment and the potential this offers to any given design solution. Projects are designed to offer an outlet and build upon skills learnt in workshops and lectures, increasing in complexity throughout the year. Work undertaken is designed to build confidence in design decision making, collaborative skills and aesthetic judgements.

#### **Level four modules:**

- Core Practice: Illustration
- Disruptive Exploration
- Creative Expression: Illustration
- C&CS Engagement

**Level 5** students will experience a transition from the 'prescribed' to the 'negotiated' phase of the course. This will enable students to control the direction of their visual language and the potential area of industry that they might wish to engage with. Live projects and/or collaborations are available to provide a broader professional context when delivering creative design solutions as students examine the subject in greater depth.

As the focus becomes more industry facing, students are offered the opportunity to continue to question convention, disrupt, risk take and use creative thinking throughout. The second study block sees a shift in emphasis towards more professional and external contexts. Here students begin to define the subject from their own perspective and begin to shape skills and interests for the final year ahead. Briefs, workshops, lectures, presentations and critiques introduce students to the ethics and responsibility of design practice, collaborative practice and methodologies of project management. These new areas are also delivered in relation to ongoing development of design process, research methodologies, storytelling and building confidence in core skills.

#### **Level five modules:**

- Professional Voice: Illustration
- C&CS Preparation
- Applied Process: Illustration
- Negotiated Practices

**Level 6** requires students to clarify areas of the profession that inspires them whilst at the same time provides the strongest connection with the body of work that is in development. Students will undertake set briefs and self-initiated work as they examine in depth specific topics of their choice. This work will be the driving force when

reaching out to a wider audience. The briefs, workshops, lectures, presentations and crits enable expansive examination of each student's personal direction.

The final phase of delivery focuses on that personal direction by refining the detail and depth of existing projects or working on new initiatives that present their final illustration identity, transitioning towards the workplace or further study. This is supported by a strong visiting lecturer series, which attracts many of the leading practitioners in the industry.

Level six modules:

Positioning your Practice: Illustration

C&CS Dissertation

Showcase: Illustration

### Course Assessment Strategy

The assessment strategy takes a holistic approach to learning; that is to say, success is not purely measured by the quality of a creative outcome. Assessments take the form of:

- Electronic portfolio & supporting work
- Presentation
- Essay/Dissertation/Video essay

#### Formative / Summative assessment

Formative assessment

The intention is to give students the opportunity to reflect on what they have done, what went well and what they would like to improve. This is a 2-way process, not simply about tutor comments, but a shared dialogue. Further review points within the levels support the monitoring of progress and offer formative feedback in the form of group critiques, peer reviews, group and individual tutorials.

Summative assessment

Is the formal marking of all the work, using the learning outcomes, assessment criteria matrix, produced during the year and takes place at the end of each study block where the Assessment Board will discuss and confirm all summative assessment decisions for progression and final classifications.

No.	Learning Outcome Category
1	Enquiry
2	Conceptualisation
3	Experimentation
4	Evaluation
5	Realisation
6	Communication
7	Professionalism
8	Impact

## Course Level Learning Outcomes

Course Learning Outcome	Descriptor	Initial year	Level 4 / learning outcome	Level 5 / learning outcome	Level 6 / learning outcome
		<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>
<b>01</b> Enquiry	Demonstrate analysis of relevant written, visual and material research.	Demonstrate a basic understanding of the context and history of visual art and design (and creativity?) in relevance to their chosen or current path of study/	Evidence knowledge and understanding of a selected range of contemporary and historical practice and theory in real-world professional contexts.	Demonstrate knowledge and understanding of a range of contemporary historical practice and theory in real-world professional contexts.	Develop specialist knowledge and understanding of contemporary and historical practice and theory in real world professional contexts.
<b>02</b> Conceptualisation	Demonstrate idea generation utilising effective research in the development of creative work.	Demonstrate research skills in the development of creative ideas	Utilise creative idea generation through research and enquiry into creative practice.	Extend creative idea generation drawing on research, analysis, experimentation and new solutions through creative practice.	Identify opportunities through in-depth investigation, bringing together research, analysis, experimentation and new ideas and/or artefacts through independent creative practice.
<b>03</b> Experimentation	Demonstrate a process of discovery based on exploration and risk taking.	Begin to engage with new ideas and <del>risks</del> risk-taking in their own work	Advance new ideas and risk-taking that challenges conventional thinking in an emerging creative practice.	Identify and explore a range of possibilities leading to appropriate solutions, informed by experimentation, risk taking and challenging conventions.	Produce and develop a range of possibilities leading to appropriate solutions, informed by in-depth experimentation, risk taking and challenging conventions.
<b>04</b> Evaluation	Demonstrate critical judgement through review, selection and reflection.	Consider their work and reflect on it with consideration and judgement.	Review and analyse information and begin formulating independent critical judgement.	Apply analytical skills that develop independent critical judgement, incorporating reflection and analysis of divergent information.	Evaluate and demonstrate independent critical judgement in the assessment of complex and divergent information leading to a well-informed and insightful argument.
<b>05</b> Realisation	Produce outcomes using effective process, materials and methods.	Demonstrate the development of skill and technique in media appropriate to their chosen or current course of study.	Build competency in the use of selected techniques and processes associated with the production of creative design.	Demonstrate competency in a range of techniques and processes associated with the production of creative design.	Produce a range of sophisticated techniques and processes associated with the production of creative design work to a professional standard.
<b>06</b> Communication	Demonstrate professional communication skills appropriate to the audience.	Communicate ideas and concepts effectively in written, verbal, visual (and non-visual) form	Utilise effective communication and presentation methods in visual, oral or written form, ensuring they are appropriate for an identified audience.	Extend effective communication and presentation skills in visual, oral or written form, demonstrating sensitivity to audiences and professional contexts.	Devise appropriate modes of professional communication and presentation skills in visual, oral or written form for audiences, demonstrating fluency, reflection and adaptability.
<b>07</b> Professionalism	Demonstrate time-management collaboration planning and professional behaviour.	Evidence engagement with employability and professional practices in education and the creative industries	Evidence emerging employability skills, including the ability to manage workload, work to deadlines, creatively communicate practice and respond to	Demonstrate employability skills, including an increasing ability to manage workload, work to deadlines, respond to change, effectively	Refine employability skills, set and manage workloads, meet project deadlines, respond to change, professionally communicate practice

			set briefs both individually and/or collaboratively.	communicate practice and respond to set briefs both individually and/or collaboratively.	and respond to set briefs both individually and/or collaboratively.
<b>08</b> Impact	Analyse and reflect on the impact of work within a broader context.	Demonstrate basic understanding of the impact of design on themselves and others.	Identify emerging issues and concepts relevant to the field of creative design.	Demonstrate an understanding of the potential impact of creative design within a broader context.	Evaluate and reflect on the potential impact of their practice within a broader context.



Curriculum Structure, Assessment Methods and Learning Outcomes

							1	2	3	4	5	6	7	8
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	Enquiry	Conceptualisation	Experimentation	Evaluation	Realisation	Communication	Professionalism	Impact
IFY010	0	Introduction to art and design practice	30	1	C	PO	TP	TPA	TPA	TP	TP	TP	TPA	
IFY020	0	Beginning Art and Design Research	30	1	C	PO	TPA	TPA	TP	TP		TPA	TP	
IFY030	0	Developing art and design practice	30	2	C	PO	TP		TPA	TPA	TPA	TP	TP	TP
IFY040	0	Developing your critical voice	30	2	C	ES	TPA			TP		TPA	TPA	TP

							1	2	3	4	5	6	7	8
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	Enquiry	Conceptualisation	Experimentation	Evaluation	Realisation	Communication	Professionalism	Impact
ILL110	4	Core Practice: Illustration	30	1	C	PO	TPA	TPA	TPA	TP	TP	TP	TP	TP
GIV120	4	Disruptive Exploration	30	1	C	PO	TPA	TP	TPA	TPA	TP	TP	TP	TP
ILL130	4	Creative Expression: Illustration	30	2	C	PO	TP	TPA	TP	TP	TPA	TP	TP	TPA
GIV140	4	C&CS Engagement	30	2	C	ES	TPA	TP	TP	TPA	TP	TPA	TP	TP
ILL210	5	Professional Voice: Illustration	30	1	C	PO	TP	TP	TPA	TPA	TPA	TP	TP	TP
GIV220	5	C&CS Preparation	30	1	C	PR ES	TPA	TP	TP	TPA	TP	TPA	TP	TP
ILL230	5	Applied Process: Illustration	30	2	C	PO	TP	TPA	TP	TP	TPA	TP	TP	TPA
GIV240	5	Negotiated Practice	30	2	C	PO	TP	TPA	TP	TP	TP	TP	TPA	TPA
ILL310	6	Positioning your Practice: Illustration	30	1	C	PO	TP	TP	TPA	TPA	TP	TPA	TP	TPA
GIV320	6	C&CS Dissertation	30	1	C	PR DI OT	TPA	TP	TP	TPA	TP	TPA	TP	TP
ILL330	6	Show Case: Illustration	60	2	C	PO	TPA	TPA	TP	TP	TPA	TPA	TPA	TPA

**\*The following codes for assessment methods apply**

*(additional codes can be proposed through this process, if necessary):-*

AR	Artefact	LR	Literature Review
CB	Computer-based	OR	Oral
CE	Critical evaluation	PC	Practical
CS	Case study	PF	Performance
DI	Dissertation or project	PL	Placement
ES	Essay	PO	Portfolio
EX	Exam	PR	Presentation
GR	Group Report	RE	Individual report
IT	In-module Test	SP	Studio Practice
JL	Journal / Logbook	OT	Other