

BA Illustration

Course Guide 2009-10

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Introduction and Course Aims

Can you define illustration?

We don't.

The Illustration degree is about exploring creative possibilities.

We aim to support your desire to use illustration to capture and comment upon the world that surrounds you; by helping you to develop a sound practical and theoretical understanding of the methodologies that underpin the practice of Illustration and Authorship.

This degree programme aims to provide you with the practical skills, and support for your individual development, to enable you to become a multi-skilled, adaptable and confident illustrator; you will be encouraged to attain both a range of skills and deeper specialist knowledge in an area or areas that particularly interest you. The course aim is that you will become an independent, creative individual, able to express your personal vision across the spectrum of modern media



opportunities.

The programme will prepare you to become a fully developed and independent practitioner in the field of Illustration. There will be special emphasis placed on a self-evaluating and self-motivated process of working. Professional practice will cover opportunities for career development in the fields of animation, editorial illustration, book illustration, sequential illustration (eg graphic novels) and the more autonomous concept of authorship.

You will respond to briefs, applying your studio skills such as printmaking, life drawing and digital techniques utilising Painter, Illustrator, Photoshop and Flash, in well-equipped studios including the latest industry standard software on G5 Macs .

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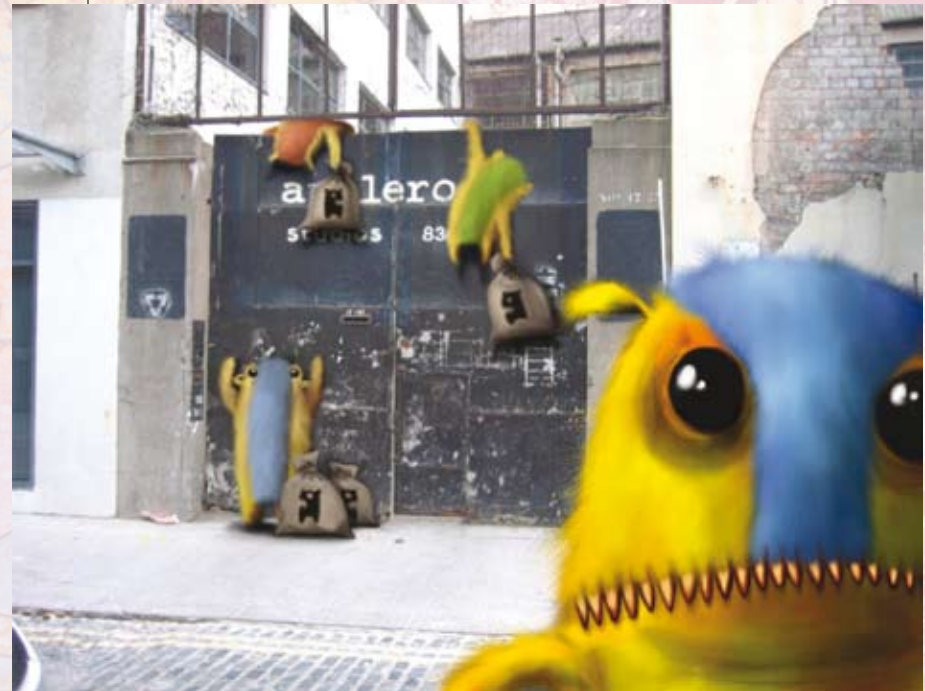
Introduction

Personal self-initiated projects will help you to develop personal direction and professional awareness of the many possible contexts for your work, such as publishing, animation, television, journalism, advertising, design, games.

We will encourage you to develop and learn to maintain the integrity of your individual creative identity. For this reason this course strongly promotes the concept of authorship. You will self publish books and magazines – produce short animations, work with industry professionals from a variety of disciplines and benefit from illustration lecturers with current professional experience. Welcome to the course!

Kieren Phelps

Subject Leader - Illustration



Akville Sesekaite graduate 2008

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Staff Contacts

Staff Contact Details

Illustration Staff

Room MB039/8

Kieren Phelps (Course Leader)

e: kphelps@glos.ac.uk tel: 4953

Andrew Morrison

e: amorrisson@glos.ac.uk tel: 4953

Jenny Whiskerd tel: 5030/4953

e: jwhiskerd@glos.ac.uk

Theory

Sharon Harper roomMC002

sharper@glos.ac.uk tel: 4973

Richard Salkeld room MB006B

rsalkeld@glos.ac.uk tel:4936

Stuart Wilding roomMC203A

e: swilding@glos.ac.uk tel:4983

Illustration Technical Support Staff:

Tim Adams Design room MC20A

e: tadams@glos.ac.uk tel: 4982

Clive Barrett Photography room MCB019

e: cbarrett@glos.ac.uk tel: 5004

Mark Unsworth Printmaking room TB110

e: munsworth@glos.ac.uk tel: 5029

School Administration:

Jayne Sedgwick (afternoons) MB005

e: jsedgwick@glos.ac.uk tel: 5016

e: *N.B. When phoning from outside, prefix internal numbers with 71.*

e: *Staff can be contacted by email; computers are available in the Learning Centre.*

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Calendar 09-10

UMS Students' Calendar 2009/10

Wk	09/10 w/c Mon	Key dates	Tasks and Deadlines
	14 Sep 09	Induction	
1	21 Sep 09	Semester 1 starts Autumn Term starts	
2	28 Sep 09		2 October: deadline to add or delete modules using Student Records Online. Make sure you are registered on all modules required for the year.
3	5 Oct 09		
4	12 Oct 09		16 October: deadline to delete a dissertation module starting in semester 1.
5	19 Oct 09		
6	26 Oct 09		26 October: deadline for submission of reassessment coursework from semester 3 modules. 30 October: deadline for disabled students to request alternative assessment arrangements for modules running in semester 1, or modules running semester 1-semester 2.
7	2 Nov 09		
8	9 Nov 09		
9	16 Nov 09		
10	23 Nov 09		
11	30 Nov 09		
12	7 Dec 09	Semester 1 ends 11 December Term 1 ends 11 December	
13	14 Dec 09		
14	21 Dec 09		
15	28 Dec 09		
16	4 Jan 10		

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17	11 Jan 10	Semester 2 starts Spring Term starts	13 January: deadline for presentation of mitigating circumstances affecting work in semester 1.
18	18 Jan 10		
19	25 Jan 10		
20	1 Feb 10		5 February: deadline to delete a dissertation module starting in semester 2.
21	8 Feb 10		
22	15 Feb 10		19 February: deadline for disabled students to request alternative assessment arrangements for semester 2 modules.
23	22 Feb 10		
24	1 Mar 10		
25	8 Mar 10		
26	15 Mar 10		
27	22 Mar 10	Term ends 26 March	This week, check web pages for the examination timetable, and Student Records Online for your personal examination timetable. Check / amend your 'Contact address' on Student Records Online. Register you details for recovery of your password for online access.
28	29 Mar 10	2 Apr Bank Holiday	
29	5 Apr 10	5 Apr Bank Holiday	
30	12 Apr 10		
31	19 Apr 10	Summer Term starts 19 April Semester 2 ends 23 April	Double-check the examination timetable for any changes.
32	26 Apr 10	26 April: Semester 3 starts from here (varies by course)	29 April: Exams start. You should ensure you are available at University throughout the examination period, including Saturdays.
33	3 May 10	3 May Bank Holiday	Exams.
34	10 May 10		Exams end 14 May.
35	17 May 10		21 May: deadline for presentation of mitigating circumstances affecting work in semester 2.
36	24 May 10		
37	31 May 10	31 May Bank Holiday	

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38	7 Jun 10	Term 2 ends 11 June	You are expected to be available at University up until the end of this week (plus Reassessment week: see below). 8 June: module results published (note: award results will not be published until 22 June).
39	14 Jun 10		
40	21 Jun 10		22 June: award results published.
41	28 Jun 10		
42	5 Jul 10		5 July: reassessment coursework submission deadline. Reassessment Exams this week. <u>You are expected to be available for reassessment this week.</u>
43	12 Jul 10		16 July: deadline for presentation of mitigating circumstances affecting reassessment period.
44	19 Jul 10		
45	26 Jul 10		
46	2 Aug 10		
47	9 Aug 10		
48	16 Aug 10		
49	23 Aug 10		27 August: deadline for presentation of mitigating circumstances affecting semester 3 modules.
50	30 Aug 10	30 August Bank Holiday	
51	6 Sep 10		
52	13 Sep 10		14 September: semester 3 and any Late or Reassessment module results and award results published.
	20 Sep 10		
	27 Sep 10		Fast-track Degree award results published this week.

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Course Structure and Guidance

Advice on Teaching and Learning

For the majority of students, studying for a degree will be one of the most memorable and enjoyable times of their lives. However, as a student in Higher Education you will have to take much more responsibility for your own learning than you may have been used to, and completing an Honours Degree requires hard work, commitment, and the ability to effectively organise your time. It is also important to realise that the staff are here to help facilitate your learning, not to judge you; we want all our students to be successful.

Academic Review Tutors

At the start of your studies you will be allocated an Academic Review Tutor who will remain with you throughout your three years, and who is your first port of call on all academic matters. This includes giving help and advice on anything that may be affecting your ability to study. Whilst you will inevitably see more of your Academic Review Tutor in semester 1, it is important to stay in touch throughout the remainder of your course.

The Illustration Course Teaching and Learning Agreement

The following principles of learning and teaching and study agreement express the collective aspirations of staff and students to create an environment where excellence can thrive within a coherent and mutually supportive educational programme. The document outlines the broad principles that we have identified as constituting a model for teaching and learning and outlines the ways in which good practice will be facilitated. It is not a contract, but is a framework for encouraging a positive and open dialogue between staff and students on issues that we agree are important. It aims to enhance the environment in which teaching and learning takes place and to encourage positive negotiations about that in a respectful and considerate way. Agreed mechanisms for that dialogue to be maintained are outlined at the end of the agreement.

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Principles of Learning:

Illustration staff, believe that high quality learning in the subject occurs when learners:

- Are proactive rather than reactive, prepare adequately for learning sessions and respond to them through further enquiry and investigation in order to build knowledge.
- Are invested in the subject and are motivated to manage their own learning. Investment occurs when learners are open and responsive, seek their own voice, pursue their own interests and fascinations, yet embrace new knowledge and are inquisitive about ideas that may be unfamiliar.
- Are considered in their approach to learning and are respectful of what it means to be an academic at University. This includes being respectful of - but not deferential to - existing knowledge and methods. Theories, concepts and practices should be engaged with critically but only on the basis of a sound understanding.
- Are methodical, but also creative in their approach. Learners should follow procedures, conventions and methods where appropriate and should build on what has gone before as a foundation. However, they should also seek new approaches and ideas to bring out their own voice and maximise their potential.
- Are enquiring and critical, able to look at a subject from more than one position and seek balanced and persuasive conclusions rather than rely on 'commonsense'. Learners should be willing to argue and evaluate in a respectful dialogue with tutors and other learners, and in dialogue with other contributors to the subject through their reading and assessment.
- Are in control of their learning. This includes managing time effectively in order to maximise their enjoyment of University life and have a balanced learning experience. Learners should see the tutor as one of a variety of sources of help and guidance,

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but should look to themselves in the first instance as the primary source of motivation and responsibility for their studies.

Principles of Teaching:

Illustration staff, believe that high quality teaching in the subject occurs when tutors:

- Instil confidence in students by providing clear information about module requirements and assessment details, including published learning outcomes, marking criteria and grade descriptors.
 - Provide clear and accessible instruction about the foundational skills and knowledge that are required to set learners off onto a path of further exploration. These will provide a secure framework for participation in deeper enquiry through active learning.
 - See the engagement with students as an opportunity to learn themselves and are responsive to learner input and ideas.
- See learning as a social process and are open to - and encouraging of - dialogue. Negotiation and debate between all participants in the learning process are seen as key to deepening and enriching learning.
 - Recognise that there are many ways of communicating with learners and, when required, are responsive and sensitive to individual needs. Tutors should be aware that learners can be more comfortable in one learning environment than another.
 - Are expert in their subject but use this expertise in a benevolent way by sharing their own experiences of learning. The good tutor has knowledge but also makes it known how that knowledge was acquired. This helps students aspire to higher-order learning as it makes it accessible.

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- Maintain an appropriate professional distance from learners in order to make impartial judgments. Good tutors are accessible within reason, but demand professional respect and the exercise of responsibility from learners.
- Take an ethical and consistent approach in line with University regulations and policies. Students will be treated fairly, with equal opportunity and without prejudice.

Study Agreement

Assessment

- As well as being clear about how you are assessed, tutors will offer opportunities for formative assessment where possible and/or consultation about assessments. This is so that learners have the opportunity to seek advice about their work and progress prior to submission.

- Learners should make appropriate use of the opportunities provided for consultation and feedback on assessment be they informal advice prior to assessment or formal advice after assessment. This will help them prepare their work prior to submission and reflect on their assessments in order to make progress with future assignments.

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Marking

- The criteria for testing knowledge and learning will be transparent and tutors will use this in a fair and transparent way, upholding the regulations of the University.
- Learners will always refer to the assessment details as laid out in module guides when preparing for assessment and will uphold the procedures and regulations for assessment as laid out by the University.

Feedback

- Tutors will offer clear, individual feedback for assessments with encouragement and respect and will endeavour to answer queries about the feedback we offer.
- Learners are encouraged to engage fully with any feedback opportunities offered to them. Should they have any queries about their assessment feedback they should contact the marker of that assessment.

Should they have any queries about a particular module they should contact the module tutor.

- Learners should make themselves fully aware of the Universities policy on challenging marks. If a challenge cannot be made on the basis of the regulations then they should refrain from this course of action. In all cases, learners should expect the tutor to uphold regulations. If there is any lack of clarity about this, learners should consult the Course Leader.

Online Learning

- Staff will make clear to students where, how and why online learning is used in a module. When used, online work will be given the same support from staff as any other form of work. This means that staff will provide opportunities for feedback in order to enhance learning just as we do with other forms of work.
- Students should engage with the online

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opportunities afforded them in an appropriate and respectful manner, following the module guidelines. They should not use online learning as a substitute for attending taught sessions.

Using Tutors Effectively

- Learners should be thoughtful in their use of email correspondence outside of formal usage on modules with WebCT or other modes of e-learning. As a guiding principle, learners should use email correspondence when issues cannot resolve themselves in other ways or when the learner is unable to use other modes of communication when attending taught sessions. Messages will be responded to when there is an identifiable need. Tutors will reply promptly where they deem it necessary but will exercise professional judgement about this.

Student Charter

The Student Charter and Associated Policies □ The Student Charter is where we set out our expectations of you, but also where we set out the level of service you can expect from us. It's worth familiarising yourself with the Student Charter, partly to make sure you meet our expectations, but more importantly so that you can check that we're living up to our promises. You can read the Student Charter here: □

[University of Gloucestershire Student Charter](#)

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PROGRAMME STRUCTURE

The Illustration degree programme has creative, practical and vocational emphases informed by an appreciation and understanding of historical, technical and cultural influences on contemporary practice. The following sketches out the basic aims of the programme through the levels over three years.

Level I aims to provide a foundation for your study at higher levels introducing techniques and methodologies necessary for more advanced work. This year will also help students to make informed choices in their selection of future modules to match career and academic objectives. At Level I students will engage with a structured yet flexible programme of study designed to introduce them to the key procedures, skills and critical discourses associated with Illustration, and an introduction to the history and theory of visual culture.

Level II aims to develop a more critical and analytical approach to study and research. As your knowledge and awareness of practices, debates and issues grows, you will be encouraged to demonstrate an individual and original viewpoint in your arguments and solutions to the challenges posed by practical work and theoretical studies. A professional studies programme that includes a mandatory placement scheme will help you gain specific first-hand knowledge and experience of relevant media and creative professions and practice to support you in your vocational plans.

Level III aims to develop your individual practice to a highly advanced state, leading to the realisation of a major body of work. You will be expected to demonstrate in-depth study through the production of a body of work for final exhibition, portfolio and dissertation, set within an appropriate theoretical, contextual and conceptual framework. Dissertation and Independent study modules will be negotiated with tutors and will be expected to support your career

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and/or educational aims. The Level III module Portfolio and Presentation offers another opportunity to engage with industry and audiences, including the undertaking of a further period of work experience or professional practice.

The Undergraduate Modular Scheme (UMS) is structured around your completion of:

Level I: ten modules of 12 credits value

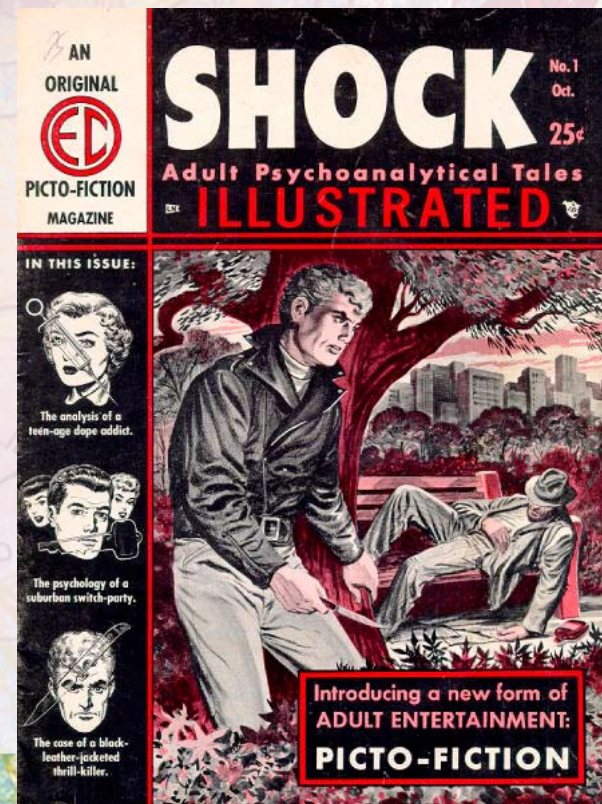
Level II: eight modules of 15 credits

Level III: eight modules of 15 credits

This amounts to a total of 360 credits over three levels.

Practical modules are timetabled to facilitate continuity of project activities and help promote methods of work appropriate to professional Illustration and current illustrative practice. Whilst the method of delivering these modules varies from the modular scheme norms, the total module hours

remain the same.



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Assessment and Marking

All students **MUST** collect a copy of: the **UMS Handbook, which includes the University Regulations for Assessment.**

Also accessible online via:

[Current students: Information for: Undergraduate Students](#)

Understanding how and why your work is marked is essential, as it is a clear indicator to all concerned of your progress. At the end of each semester you will receive a transcript listing the marks from all the modules undertaken, as well as any marks from previous years. You should always study this carefully, and if you are in doubt about anything, consult your tutor. The choice of assessment methods used within the Illustration course reflects the need to test the acquisition of a diverse range of skills, knowledge and understanding. As a result the forms of assessment will vary with modules and should be clearly explained during the initial module briefing.

Briefing Document

The assessment criteria, along with the project brief, deadlines and information regarding resources will be included in the briefs given out at the start of each module. It is very important to read and understand this information, cross-referencing the Illustration Module Descriptors which can be found on the University website.

Assessment

In order to arrive at an assessment of your work staff will be referring to, and cross-referencing, two sets of criteria, Level Descriptors and Grade Descriptors.

Level Descriptors

These generic descriptors reflect the degree of understanding, knowledge and skills students are required to achieve for each level of the course.

Level 1:

Learning at this level will reflect the ability to: acquire a broad knowledge base, incorporating theoretical concepts and employing a range of

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specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Level 2:

Learning at this level will reflect the ability to:

generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to concrete and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

Level 3:

Learning at this level will reflect the ability to:

critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across a discipline; critically evaluate new concepts and

evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept complete accountability for determining and achieving personal and/or group outcomes.

Grade Descriptors

FIRST CLASS ('A' Grade) 85% +

Marks of 85% and higher will be awarded only where all the criteria for an 'A' have been achieved to an exceptional level, and with the agreement of an external examiner and the Course Examinations Board.

FIRST CLASS ('A' Grade) 70 - 85%

Work of excellent quality; demonstrates a high level of originality of thought and a complete grasp of the issues demanded at the relevant level; excellent enthusiasm and ability to self initiate, research and meet new challenges; demonstrates excellence in execution and presentation of work; excellent utilisation

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of creative, intellectual and communication skills; full engagement with the concepts within the work; artefacts show evidence of extremely high levels of manipulative, technical and intellectual skills.

SECOND CLASS - First Division ('B' Grade) 60 - 69%

Very good work; a very sound grasp of the issues arising from the module and work produced; very good use of creative, intellectual and communication skills; demonstrates a consistently high level of self initiation and research; full engagement with the concepts and demands at the relevant level; artefacts show evidence of very good manipulative, technical and intellectual skills.

SECOND CLASS - Second Division ('C' Grade) 50 - 59%

Good work; demonstrates sound understanding of the basic principles of the module; good use of creative, intellectual and communication skills; demonstrates self initiation and research; ability to engage intelligently with the work and demonstrates a good understanding of the

concepts and ideas surrounding the work; artefacts show evidence of a good level of manipulative, technical and intellectual skills.

THIRD CLASS ('D' Grade) 40 - 49%

Competent work; shows an adequate understanding of issues raised by the work; diligent response to the aims and objectives of the assignment/project brief; adequate grasp of the concepts surrounding the work; artefacts show a competent level of manipulative, technical and intellectual skills.

Work assessed at a higher grade, but handed in up to seven days after the indicated deadline without acceptable mitigating circumstances will receive a maximum mark of 40%.

FAIL ('F' Grade) 30 - 39%

Poor work; limited understanding of the issues raised by the work; little or no evidence of research; poor or inappropriate response to the aims and objectives

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of the assignment/project brief; poor or inappropriate utilisation of creative, intellectual and communication skills, artefacts poor in quality, showing little evidence of the minimum manipulative, technical and intellectual skills expected. Work falling into this mark band is entitled to re-assessment.

FAIL ('F' Grade) 20 - 29%

Very poor work; extremely limited understanding of the issues; very little engagement; little or no relevance to aims and objectives of assignment/project brief; failure to supply minimum quantity of finished assessable material within the deadline, without acceptable mitigating circumstances; artefacts show very poor utilisation of technical and intellectual skills. Work falling into this mark band is entitled to re-assessment.

FAIL ('F' Grade) 1 - 20%

Extremely low standard of work; no evidence of engagement with the assignment/ brief/ module; work submitted significantly incomplete. Work falling into

this mark band is not entitled to reassessment

FAIL ('F' Grade) 0%

No work submitted for marking.

Submitting Assignments

All assignments must be accompanied by a completed Assignment Cover Sheet. When you hand in an assignment you will receive an automated email receipt which will be sent to your University email address. It is essential that you keep this email as evidence that you have submitted the work, if there is a dispute about the handing in or work you will need to produce this receipt.

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Assessment-Submitting Assignments

A4 assignments should be submitted via Pittville Learning Centre drop-box at the following times:

Term Time

Monday - Thursday	9 am - 8 pm
Friday	9 am - 7 pm
Saturday	9 am - 11 am
Sunday	12 pm - 3 pm

Vacation Time

Monday - Friday	9 am - 4 pm
-----------------	-------------

To submit larger pieces of work and collect marked assignments, the Assignment Hatch will be open from 2 pm – 4 pm, Monday to Friday.

When collecting work from the assignment hatch you will need to present your Student Identification Card and you will need to know the module code and title.

Mitigating Circumstances and Extensions

There may be times when you feel that you will not be able to hand work in on time as a result of illness or other personal circumstances. In these instances you may be able to apply for an extension via the **Mitigating Circumstances procedure**, full details of which are contained in your copy of the UMS Handbook. It is recommended that any problems are discussed in the first instance with the Student Helpzone at Pittville.

Mitigating Circumstances are **unforeseen** factors which limit your ability to complete assessment to the normal schedule, such as illness or injury. If you are ill, you may request an extension on your coursework. And if you are due to take an examination, you may request that this is postponed until the next time the examination runs. Although most Mitigating Circumstances involve the student directly, serious illness of a close relative may also be taken into account. Non-medical problems, such as severe emotional upset, may also be thought relevant.

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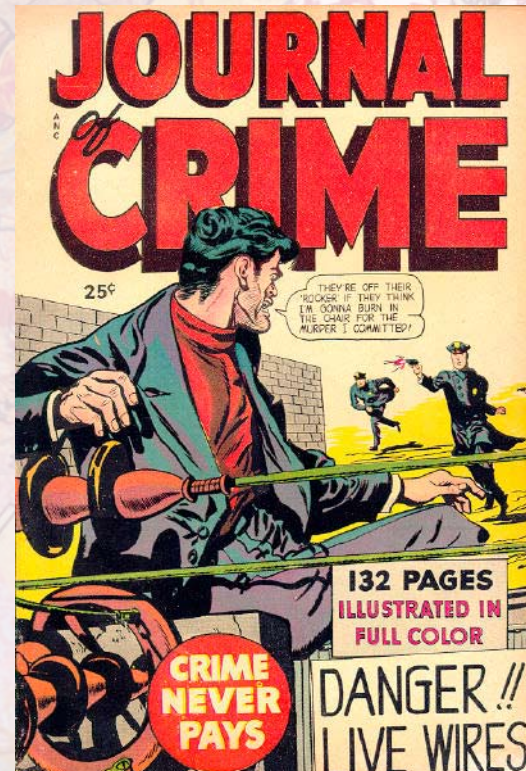
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Assessment - Mitigating Circumstances

We can only approve Mitigating Circumstances if:

- they are unpredictable and unavoidable, such as illness. We will not take into account any difficulties you might have which could be predicted, such as the strain of a long commute, or the tiredness resulting from the combination of a job with a course of study. While it may be a good idea to seek advice when such events appear to affect your work, they do not constitute mitigating circumstances.
- you submit evidence of the mitigating circumstances, following the procedures described in the UMS Handbook. This must be done as soon as possible, normally prior to the submission deadline for the coursework or prior to the date of the examination. If you have difficulties in providing this information at the time, you must do so as soon as possible thereafter. There is a **final deadline** for providing information on circumstances affecting your work and this is Friday 29th May 2009.



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General Information

Essay Writing Guidelines

Always print your name and the assignment title clearly and accurately at the head of the essay. Essays should be word-processed, double-spaced, and in clear, accurate English. The style should be formal and slang expressions should be avoided.

Essays should show evidence of careful planning, e.g. paragraphing should group ideas in a logical way. Coherent development of thought, reinforced by close references to relevant texts and other sources is looked for. Set out what you intend to do in the introduction; do it as thoroughly as you can. In your conclusion refer back to the introductory aims and critically assess the success of your argument.

Expect to produce two or three essay drafts and allow a space of a day or two before producing your final essay draft. This will give you some critical distance from your work and should help you to identify weaknesses in the argument or in the writing.

If your writing skills are less than first-rate, ask someone to proof-read your essay. If, after the first assessment, you are advised that your writing skills are weak, take action by attending Centre for Academic Writing and Numeracy Skills (CAWNS) run by the Learning Centres (days, times, location on notice boards).

Show clear evidence of critical reading; try to offer a variety of opinions and make clear why you feel these opinions are valid/helpful/extreme/misguided etc. Quote frequently, but avoid overlong quotations.

Referencing Conventions

You must use the **Harvard referencing convention**. Guidelines on this can be found online at: *Professional Departments: Learning and Information Services: Referencing: Harvard Referencing*

All written work should have a bibliography attached on a **separate** sheet of A4.

Five or six different sources for a 2000 word essay; three

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or four separate sources for a shorter piece of work would be appropriate at Level 1.

- List should be in alphabetical order by author
- Give surname and initial(s); if there are more than two authors use the first author's name and *Et al* (and others)
- Year of publication in brackets
- Title in italics or underlined
- Place of publication
- Name of publisher

e.g.

Barthes, R. (1993) *Mythologies*. New York: Vintage

Collins, J. et al (1993) *Film Theory Goes to the Movies*. London: Routledge

References to the ideas of others **must** be explicitly acknowledged, both through direct quotation and through general reference. **Plagiarism** (passing off the work of others as your own) is a serious offence and will result in failure of the module after a first offence.

Plagiarism

A student's work submitted for assessment is expected to be their own. Plagiarism is defined as the acknowledged use of the work of others. This means that students must not copy, closely follow, paraphrase or present another's work within their own without acknowledgement. Material that must not be treated in this way includes, amongst other things, books, journals, the internet or other electronic sources, audio-visual resources, photographs, corporate literature and the work of other students.

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Advice and Support

Procedures for when you need help:

1. First point of call: Academic Review Tutor for Level 1
2. If Academic Review Tutor not available, go to Helpzone Adviser in a Helpzone
3. In case of complex problems, particularly if personal circumstance are having a significant effect on academic progress, the Helpzone Adviser is likely to ask you to discuss with a Senior Tutor for Department/ Faculty/Level (provide names and contact details).
4. If appropriate, might refer on to specialist advice.
5. Specialist advice from Student Services; Disability Advisers, Counselors, Financial Advice, Chaplaincy, etc. To contact, go to Helpzone or other relevant local point of contact.

Academic Review Tutors

At the start of your studies you will be allocated an Academic Review Tutor who will remain with you throughout your three years, and who is your first port of call on all academic matters. This includes giving help and advice on anything that may be affecting your ability to study. Whilst you will inevitably see more of your Academic Review Tutor in semester 1, it is important to stay in touch throughout the remainder of your course.

Your mark transcript for semester 1, Level 1, will be sent to your Academic Review Tutor who will go through it with you, alerting you to any problems. Always check your mark transcripts carefully, if you have any questions consult your Academic Review Tutor or alternatively go to the Student Helpzone.

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Communication

Outside of teaching and contact time, e-mail is the primary form of communication between university staff and students. Check your e-mail in-box regularly, **at least once a week**, as you can expect to receive information on important processes/ regulations, information about the modules you are taking and also assignment receipts.

Students must use their university e-mail address for all communications with staff (external e-mails may be blocked by the university fire wall), with outside organisations and individuals for matters relating to their studies or work placements. If you have your own e-mail address, you must arrange with the University IT Support Staff for mail to university address to be forwarded.

Students must keep personal contact details up-to-date by checking on Student records on-line.

Notice Boards & Pigeon Holes

Students are advised to check the **notice boards**, their **email** and **pigeon-holes** daily, for possible alterations to timetables, meetings, advising arrangements, dates of assessments, external visits and visitors, and all other matters pertaining to the Course. Notice boards are located outside the Illustration staff office.

Learning and Information Services (LIS)

Pittville Learning Centre has a specialist arts and media library and students should familiarise themselves with the full collection. This includes a wide range of books, videos, slides and journals to support your study and research however, it mainly encompasses the subjects that are taught at Pittville, if you are unable to find an item it may be that it is held on one of our three other campuses and LIS staff will

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be happy to arrange for any such item to be delivered to Pittville. This interlibrary loan can also be arranged between other institutions if an item is not held at the University.

IT equipment - computers, photocopiers, printers, CD ROMs, video viewing facilities, etc. are available in the Learning Centre where students may book time on specific machines to further their work.

The Learning Centre runs various induction and other workshops in specific skills which students can book onto.

Support and help

We understand fully that the challenges faced by today's students are many and varied, but you can be sure that no matter how serious the problem may seem, we will have encountered and dealt with it before. Never be afraid to seek help and advice from your module and personal tutors; if they cannot help, they will know someone who can.

See next page for details of the Student Helpzone

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student
helpzone

www.glos.ac.uk/helpzones

Contact Details

Pittville Student Helpzone
Susana Franklyn & Yolanda Megroff

Tel: 01242 71 4444 (extension 4)
Email: helpzonepittville@glos.ac.uk

Opening Times

Monday to Friday
9.00am - 5.00pm

The Student Helpzone is based at Pittville Campus, opposite the Main Reception and is staffed by **Susana Franklyn** (Helpzone Manager) and **Yolanda Megroff** (Helpzone Adviser).

Susana and Yolanda run a year-round drop-in advisory service where students can seek information and advice in confidence on *any* issue that is affecting them.

For academic advice we can help you with:

- **Registering or deleting modules**
- **Progressing through your course effectively**
- **Academic regulations**

- **Mitigating circumstances**

For personal and welfare issues we can help you with:

- **Finance**
- **Faith**
- **Accommodation**
- **Disability**
- **Medical Services**
- **Mental Health/ Counselling**
- **Childcare advice**
- **General welfare**

WE ARE HERE TO HELP.
ALL YOU NEED TO DO IS ASK.

resources.glos.ac.uk/helpzones

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- The Learning Centre runs various induction and other workshops in specific skills which students can book onto.

Centre for Academic Writing & Numeracy Skills

The Centre operates within the Learning Centres on each campus. You can just drop-in, or make an appointment, and find help with:

- Specific study issues as they arise in your course eg: reading for an essay, organising your material, referencing, editing - spelling, punctuation, grammar
- Maths-related problems eg. percentages, formulae, groups, interpreting data, using spreadsheets

Writing tutorials will help you to develop a critical

approach to your own writing. You can discuss with the tutor:

- Areas of strength and weakness in your writing strategy, your use of structure and language
- Clarifying what you are aiming to communicate

Tutors will provide help on your use of language in the context of academic expectations, but what they will NOT do is proof read your work or read the whole of your dissertation or thesis. Please note also that although they may have some expertise in your subject, they cannot offer advice on the content of your writing.

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Help with Numeracy

A number of [guides](#) are available to support the numeracy workshops run by CAWNS and the SLE103 module 'Confidence Counts'.

Extra help?

If you would like some help with maths, statistics or spreadsheets on a one-to-one basis there are weekly informal drop-in workshops at FCH, Oxstalls and Park

STUDENT INVOLVEMENT

Module and Course Evaluation

Student involvement in module evaluation is via a system of module evaluation forms filled in anonymously at the completion of each module. Course evaluation is through student

representation on the Course Board of Studies.

An example of a blank module questionnaire is included at the back of the Course Guide. These questionnaires are initially scrutinised by the Module Tutors. The summary of outcomes, and any action for items requiring change or improvement, is passed on to the Course Leader, discussed at the next Course Board, and included in the Course Annual Report compiled at the end of the Academic Year.

Course Board

The Course Board is the key committee at Course level, responsible for the day-to-day running of the Course and the maintenance and improvement of its quality. Evaluation of, and proposed changes to the Course are discussed at these meetings. The Board meets at least once a term and membership includes an elected student representative from each level of the Course. Student representative reports are included as agenda items at the Course Board.

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Student Course Representation

The new Course Representation system represents a joint project between the Students' Union and the University. It is designed to enhance both your experience, and that of your lecturers.

Each course will elect one representative for each year of the course (three representatives for a standard degree course, two representatives for a foundation course etc.) to sit on a Faculty Staff Student Liaison Committee (SSLC).

More information can be found at www.yourstudentsunion.com/course reps

It is important that your views as students are represented. Please contact your student representative if you have anything relevant you would like to discuss with them.

Faculty Academic Standards and Quality Committee (FASQC)

FASQC is the next stage after Course Boards in dealing with academic issues and monitoring the quality of the full range of courses. It sits regularly, and comprises representative staff throughout the Faculty.

Student Union

You will automatically become a member of the Students' Union (SU), the recognised voice for students. The SU plays a vital role in University life, providing a wide range of services and development opportunities for all students including: employment, entertainment, representation, sports & societies, training and volunteering. Pittville Students Union telephone 01242 715006.

For more information:

<http://www.yourstudentsunion.com/>

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Complaints and Appeals

Complaints:

Refer to **University Student Complaints Procedure** (published in *UMS Handbook*) and the university website: *Current students: Complaints Procedure*

Appeals:

For details please refer to **University Regulations for Assessment** (published in *UMS Handbook*) and, for the procedures, the university website: *Current Students: Academic Appeals*

DISSERTATIONS/PROJECTS AND INDEPENDENT STUDIES

Dissertations / Projects

Dissertation or Project modules at Level III are available in almost all Honours Degree Courses. They are either 15 or 30 CAT points in size.

Your Dissertation proposal must be approved through the mechanisms published by your Course. The Dissertation is a substantial piece of work which needs advanced planning, and many Courses expect final proposals to be developed and approved by the end of Level II.

You will be allocated an adviser from your Course, and you are entitled to 7 1/2 hours contact for a double Dissertation module (consisting of large class sessions, small group meetings, or one to one tutorials, as appropriate in different Courses), and *pro rata* for a single module.

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The student must be proactive in developing a proposal, setting up and attending meetings, and presenting initial drafts of material. Refer to **UMS Handbook** for presentation. It is essential that you keep up with your Course's published schedule. If you do not, and end up with a 0% Fail grade, you will only be able to obtain an (Ordinary) Degree or must continue part-time, at your own expense, for Honours.

Dissertations should not exceed 10,000 words for a double module. Scheme-wide penalties for breaking the limits apply (see **Regulations**).

Courses may make particular specifications as to format, but the following apply in all cases:

a. Two copies must be submitted, one to be

retained by the University. All dissertations must be word-processed, double-spaced, on A4 paper. Margins should be 25mm on all sides except the left, where 40mm should be allowed for binding.

- b. The copies should be bound in a form of permanent cover, with the student's name, the title, and the year of submission printed on the front.
- c. All dissertations must include the following preliminary pages:
- title page showing the dissertation title, student's name, the statement 'Presented as part of the requirement for an award within the Undergraduate Modular Scheme at the University of Gloucestershire', and the month and year,
 - declaration page containing the following "DECLARATION: This dissertation is the product of my own work and does not infringe the ethical principles set out in the

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University's Handbook for Research Ethics.
I agree that it may be made available for
reference and photocopying* at the discretion
of the University”.

(Signed)

(Typed name)

Date

(*the words underlined are optional)

- abstract page, headed ABSTRACT, indicating the nature and scope of the study, and acknowledging particular sources used or assistance given. One copy of the abstract should be bound into one copy of the Dissertation; the other left loose.
- contents page headed CONTENTS. Chapters will be listed with numbers to the left and page numbers to the right.
- list of tables/figures if appropriate, formatted as for Contents.

Some Courses will require you to submit an

electronic copy of the Dissertation as well as the print copy. You should always keep such a copy in case you are asked to provide it. You must also take care to keep copies of all your notes and data collected in preparation for your Dissertation. In some instances you may be required to provide these.

It is not uncommon for students to decide that they wish to 'defer the Dissertation'. The last date for deleting a Dissertation is end of week 4 of the first semester when it is registered. If you do not delete by the deadline you will receive a 0% Fail mark. As long as this does not cause a breach of the 'maximum fail' rule (see the **Regulations for Students on Degree Programmes**), it will be possible to make a fresh registration (for a different topic) in the following year, although you will have to pay for the module (there is no carry forward of financial credit).

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Dissertations are excluded from the Student Charter entitlement to feedback within 4 weeks of submission. Feedback should only be given after the relevant meeting of the Course Board of Examiners.

Independent Studies

A number of Courses offer Independent Study modules. Unlike a taught module you will usually have the opportunity to negotiate content, method and assessment. It may involve studying something not represented in the Course, or following up a taught module, previously taken, in greater depth.

As with a Dissertation it is not simply a matter of selecting the module. You will need to take advice, plan the work and submit proposals, following the approval procedures published by the Course. Your proposal must be agreed before the start of the semester in which you will do the study, or the

registration will be deleted.

There are no UMS rules for the amount of contact time for an independent study. The details for each Course are published in Course Guides.

10. Ethics (Research)

All staff and students are required to be aware of ethically sensitive issues in, and dimensions of, their research and scholarly activities. This does not apply just to research for Dissertations—it might apply to any assessment you undertake. In submitting your work for assessment you declare that it is your own work and has not been submitted for any other assessment. You also confirm that your work does not infringe the principles set out in:

Research Ethics: A Handbook of Principles and Procedures at <http://resources.glos.ac.uk/currentstudents/research/ethics/index.cfm>

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CAREERS AND WORK EXPERIENCE

The Professional Practice module ILL270 is designed to provide students with first hand experience of working within the publishing or design industries, with an agent or shadowing a practising illustrator.

For general careers advice visit:

The Careers Centre

Room TC005

Francis Close Hall

Swindon Road

Cheltenham

GL50 4AZ

Telephone: 01242 714795;

Fax: 01242 714055

Email: cc@glos.ac.uk

Open Monday, Tuesday, Thursday and Friday 9.30 - 4.30

(Wednesday from 12.30-4.30)

For more information

<http://resources.glos.ac.uk/departments/careers/>

Studying Abroad - Erasmus programme

The University participates in the EU funded Lifelong Learning Erasmus programme, which funds staff and student mobility between universities in the European Union. If you spend a full academic year on an Erasmus placement you do not pay any UK tuition fees for that year, a saving of £3000+. In addition, you receive a monthly grant, currently 440 euros and you may be entitled to financial help with travel and insurance costs.

Studying abroad enables you to demonstrate to employers that you are not afraid of challenges, you are flexible and adaptable, and that you can build relationships with people from different cultural backgrounds.

Try something different! Stand out from the crowd!

To find out more, contact [Mary Moxham](mailto:Mary.Moxham@glos.ac.uk), Erasmus Institutional Coordinator, Park Campus, Room LC120 (mmoxham@glos.ac.uk) or alternatively, speak to your Course Leader.

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RESOURCES AND FACILITIES

IT Equipment in Pittville Learning Centre

LIS employs a booking system to allow fair access to the computers in the Learning Centre. While some machines will be block booked for modules by academic staff, individuals are encouraged to book time on specific machines to further their work. Individuals may book up to three two-hour periods per day: one in the morning, one in the afternoon, and one in the evening. If there is no demand for your machine after your time is up you are welcome to carry on. Booking may be made up to a week in advance.

Please do not try to make multiple bookings on different machines, or book time on the off-chance you might need it, as this has a tendency to upset large numbers of people. When making a booking please write your initials, course and year (e.g. *initials* followed by 'FA Ph 1') on the displayed forms. This

helps us to identify you in any case of confusion, and also allows us to produce statistics on computer usage.

Open Study Centre

The Open Study Centre staff are available each week to help you develop writing, numeracy and language skills, also see 'Centre for Academic Writing & Numeracy Skills' on page 10. They can offer assistance in essay writing, basic grammar, preparation for examinations and dissertation writing. If you check the IS notice board (near the Material Shop) you will find a leaflet detailing availability for both the regular and special one off sessions.

Equipment Loan

When borrowing equipment you will have to sign a form indicating that you accept responsibility for its safekeeping (the equipment loan card for the photography stores is also usually initialled by your module tutor but responsibility for safekeeping remains with you). Although only one person can sign the

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form, if they are doing so on behalf of members of a group project, the responsibility is, necessarily, a shared one. Whilst the equipment is insured, prohibitively high premiums mean that there is a **£2,800 excess** on all claims. If, therefore, it is felt that equipment has been lost or damaged due to carelessness, as opposed to genuine accident, the University may well seek to recover some or all of the excess.

Campus Operations Group

Matters relating to the buildings and services offered on the Pittville Campus come within the remit of this group. The Student Union is represented on this panel.

The Environment and Sustainability

The University has implemented proposals that seek to offer all students, as part of their formal programme of study, the opportunity to understand key environmental issues, including some of the means to respond effectively to these issues.

The following is a brief definition of the Course's

approach to environmental education and awareness:

The arts are a powerful medium for global cultural influence. It is therefore vital and responsible to ensure that future practitioners are fully aware of debates surrounding a wide range of ethical, social and environmental issues.

Students should appreciate their potential to contribute towards achieving social and environmental solutions, both through practicing principles of sustainability, and through their work, developing appropriate research and analysis to efficiently communicate issues, and propose possible solutions to a wide audience.

Health and Safety

The University has a duty to ensure the health, safety and welfare of its staff and of others, i.e. students, who may be affected by its activities. In order to ensure compliance with health and safety legislation and to fulfil its duty the Faculty of Media, Art and Communications is responsible

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for ensuring that risk assessments are completed and regularly reviewed for each area of responsibility and, where appropriate, for producing specific health and safety guidelines to inform students of the safe working practices and procedures in the area.

All students must ensure that they are familiar with the health and safety arrangements within their chosen course of study and ensure compliance at all times. Students are reminded of their duty of care towards fellow students, members of staff and others, i.e. visitors, and to report any accident or incident in accordance with the University reporting procedures, details of which can be obtained from the University Health and Safety Team on Ext. 5047.

If you are sensible in the way you use the buildings and the equipment then you should have few problems in getting through your course without accidents. Academic and technical support staff will ensure that you are not unnecessarily put at risk, and to help

achieve this aim, weekly safety checks are made in the areas you will be utilising.

If in doubt — and whether the potential risk is to you or to others — please seek advice, from lecturers, technicians, or the University's Health and Safety officer Tel: 01242 715051. Any power-tools or other electrical equipment you want to use on University premises must be checked annually for safety by one of two technicians with this responsibility. Lastly, the courses have a particular form that you can obtain from lecturers or from the office, useful when you need to negotiate the most responsible way of working on something without compromising anyone or anything.

Regular breaks solve some of the problems associated with prolonged use of computers and this type of advice will always be passed on as part of the teaching programme, the safe use of equipment means both it and you continue to remain operational and it is in everybody's interests to make safe working practices

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part of your learning programme. One absolute rule common to both staff and students working on the campus is do not consume alcohol and then operate machinery or equipment.

As part of your normal practice you may be required to produce risk assessment sheets prior to working.

Pittville Materials Shop

A wide range of sketchbooks, paper and artists materials can be purchased or ordered from the Materials Shop at the faculty, situated close to Reception. Opening times are posted on the door of the shop.

Opening Times at time of publication:

Monday to Friday

09.00 – 10.50

11.10 – 13.00

14.00 – 16.30

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Programme Specification

(BA) ILLUSTRATION PROGRAMME SPECIFICATION

1	Awarding Institution/Body	University of Gloucestershire
2	Teaching Institution	University of Gloucestershire
3	Programme Accredited by:	QAA
4	Final Award	BA (Hons)
5	Name of Route/Pathway or Field	Illustration
6	UCAS Code	See website link
7	QAA Benchmarking Group	Art and Design and History of Art, Architecture and Design
8	Date of PS production/revision	April 2004

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The main educational aims of the Illustration course are to provide students with opportunities to:

- Develop and practice a high level of technical and personal skills and the ability to communicate complicated issues succinctly through illustrative images.
- Develop a sound understanding of the ethos of authorship.
- Demonstrate a working knowledge of the relationships between Illustration, the media and the audience.
- Develop a knowledge and understanding of the legal and ethical responsibilities incumbent on the illustrator
- Undertake a period of appropriate professional practice or work experience
- Learn to work both collaboratively, particularly with other illustration students, and independently.
- Learn entrepreneurial skills to support their practice
- Gain confidence in their critical judgement and opinions
- Acquire a strong overview of the role graphic art plays in reflecting the social and cultural structures of societies.
- Learn to be flexible and responsive to new ideas.
- Appreciate and gain understanding of the roles of others working in areas closely allied to Illustration.

These aims are achieved through a combination of the knowledge of theoretical perspectives with the practice of Illustration, enabling students to follow an academically coherent specialism which reflects their interests and abilities in pursuance of their personal career goals.

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10 Programme Outcomes

The field provides opportunities for students to achieve and demonstrate the following learning outcomes:

Knowledge & Understanding of:

- 1 contemporary (Illustration) practice including historical, technical and cultural influences
- 2 the interrelationship of Illustration with cognate design and media disciplines
- 3 methods and materials of production for Illustration including the impact of new technologies on working practices
- 4 the need to use external collaboration to gain relevant professional, vocational and educational experience to prepare for employment, freelance practice and/or further study
- 5 the need to apply resourcefulness and entrepreneurial skills to support their own practice

Teaching & learning:

Wherever possible and appropriate, the knowledge and understanding of the contextual, historical, technical and cultural influences on contemporary Illustration is integrated and closely related to the delivery and acquisition of experience in the use of materials, techniques and methods of production. A number of modules at Level I and II include specific reference to lectures, briefings and discussion of the historical and cultural contexts that have influence the development of contemporary practice.

Modules DE101, DE102, DE103, DE104, DE125 and DE105 explore such issues in relation to the practical work of the students as they develop their skills in the use of materials and the production methodologies most appropriate to their style and direction of work. Level I modules DE105, DE116, DE116 are designed to introduce students to the core knowledge and understanding of methods, materials and technologies which are developed further at Level II and then further refined through the undertaking of briefs set in a professional context and through self-initiated projects

The Professional Practice modules (DE270 and DE372) provide opportunities for the placement within a professional and vocational context and will require students to demonstrate an understanding of the relationship between their own discipline and other cognate disciplines. These modules along with other Level III modules will ensure that students need to apply resourcefulness and entrepreneurial skills in the establishment of a placement and/or externally initiated projects.

Assessment strategies and methods:

Knowledge and understanding is assessed via the presentation of portfolios coursework, written assignments, reports, individual and group tutorials, seminars and presentations.

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Cognitive skills:

- 6 understand the power of Illustration in relation to cultural, political and environmental concerns and the social responsibilities of those working within the creative industries
- 7 understand the relationship between client, producer, audience and artefact
- 8 develop conceptual skills to meet a defined brief, including the critical assessment and evaluation of information
- 9 embrace new ideas and technologies, whilst using traditional skills and production methodologies for appropriate purposes
- 10 apply a variety of ideas generating techniques to range of sources, appropriate to the outcomes requirements
- 11 apply creative and aesthetic judgement throughout all stages of the illustration and production process
- 12 recognize the role of research in underpinning the formulation and synthesis of ideas
- 13 formulate informed opinions about subject specific contextual issues
- 14 critically examine subject specific related theory, idea, hypothesis or problem which forms the core of a written or combined written and practice-based dissertation

Teaching & learning:

Cognitive skills are promoted and delivered via lectures, briefings, practical projects, seminars, tutorials, critiques, group discussions, work placements and team-working.

Level I study concentrates largely, but not exclusively, on developing knowledge of the discipline, how it is used in contemporary art, design and media environments and on the acquisition of a range of practical and production skills.

Level II focuses more on critical evaluation of their own work and the work of others and the development of conceptual skills and research and its place in the formulation and development of ideas for illustration and animation. A number of practice-based modules eg. DE125, DE105 and DE172 specifically require the presentation of a research file or folder alongside the development work and finished artwork. All practical modules at Levels II and III require students to solve, sometimes complex illustration and communications problems and to evaluate the conceptual and aesthetic value and appropriateness of their solutions to those problems.

Assessment strategies and methods:

Cognitive skills are assessed via coursework, written assignments, tests and individual, group and seminar presentations.

The execution of a dissertation and the undertaking of independent study modules enables students to demonstrate their proficiency in thinking skills at the highest level. The use of the critique and the requirement for the presentation of working drawings, research files and written reports will be used to encourage and assess the higher order skills of analysis, synthesis and evaluation and Level III.

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- Key skills:**
- 13 study effectively, set goals, manage workloads and meet deadlines
 - 14 anticipate and accommodate change
 - 15 effectively communicate ideas, principles and theories by visual, written and oral means
 - 16 present ideas and work to audiences in a range of situations
 - 17 analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation
 - 18 source, navigate, select, retrieve, evaluate and manage information
 - 19 select and employ appropriate communications technologies and computer software for a variety of applications
 - 20 interact effectively with others

Teaching & learning:

Key skills are provided by the scheme-wide, locally tailored, module at Level I: Learning Development. Illustration modules at all levels require students to work independently and in groups with the aim of presenting material and communicating information and ideas in a wide range of forms. Emphasis on adopting a professional approach and working to professional standards is stressed at all levels. Both generic and discipline specific computer software skills are introduced at Level I, and are reinforced throughout Levels II and III.

Assessment strategies & methods:

Key skills are assessed via coursework, the submission of learning reports, essays and other written and visual material and through individual and group presentations.

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Subject specific skills:	Teaching & learning:
21 generate ideas, concepts, solutions and arguments in response to set briefs and/or self-initiated study	Subject specific skills are acquired through practical projects, lectures, briefings, demonstrations, seminars, workshops, tutorials, critiques, team-working, work placements and negotiated independent study.
22 select and employ appropriate Illustration materials, techniques and processes (2D, 3D and/or in moving/static form) in the execution of illustration outcomes	Emphasis is placed on developing student confidence and their understanding of appropriate sources of information and the use of appropriate materials and production methodologies for their style and area of work.
23 collect, analyse, interpret and organise visual and textual information from a range of sources and communicate such information in response to the requirements of the brief	As they progress from Levels I to III, students move from a situation in which close guidance and supervision is given to one of greater freedom and independence in relation to the development of their portfolios and areas of specialism within the disciplines.
24 appreciate the role of the sketchbook and notebook in the development of visuals and visual sequences	Assessment strategies and methods: Subject specific skills are assessed via coursework, written assignments, learning reports and presentations
25 work effectively both as an individual and as a member of a team	
26 work to tight deadlines in the realisation of material outcomes to set briefs	

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11. Route/Pathway/Field requirements, modes, levels, modules, credits and awards

The programme is offered in full-time mode. Students may enter, interrupt or leave a programme at the end of each level. Entry at all levels is subject to interview and is dependent on prior knowledge and/or experience.

The Illustration field is a single honours award and is not offered in combination with any other fields. It is intended to provide a professional understanding of design practice and the role of Illustration within the Media/design industry as a whole.

Illustration pathway

Level 1: Introduction to Illustration with Animation 1 (Ideas & Concepts), Drawing Principles, Illustration Techniques (Methods and Materials), Visual Culture: Design and Advertising, Word and Image, Animation Principles, Digital Illustration, Photography for Designers and Art Directors, Packaging and Promotions, Conventions and History of Design and Advertising, Learning and Personal Development, Skills options.

Level 2: Sequential Illustration, Digital Animation, Narrative Illustration, Illustration for Publishing, Design Consultancy, 3D Character Animation, Illustration for Children, Ideas and Concepts, Professional Practice, Music, Image and Identity, The Photograph, The Documentary, Visual Practices/ Critical Frameworks, Illustration for Advertising, Artists Book, Life Drawing, Editorial Design, Representation: Researching, Thinking, Writing, Aesthetic: Researching, Thinking, Writing, Audiences, Spectators, Consumers: Researching, Thinking, Writing.

Level 3: Design Awards 1, Design Awards 2, Independent Study 1, Independent Study 2, Book Illustration, Promotional-Illustration/Photography, Working in Design and Advertising, Life Drawing II, Advanced Narrative Illustration, Dissertation (single), Dissertation (double).

Total 26 modules.

For the Honours Degree students should:

- pass 26 module credits (10 at Level 1 and 8 at Levels 2 and 3).
- satisfy the Field requirements at Level 1 and 2.
- complete one of the dissertation modules.
- achieve a total 360 credits.

For the Ordinary Degree students should:

- pass 22 module credits (10 at Level 1 and at least 12 at Levels 2 and 3, including a minimum of 4 at Level 3).
- satisfy the Field requirements at Level 1 and 2.
- achieve a total 300 credits.

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(A sample Module Feedback form as used in Illustration to give you feedback on assignment work)

University of Gloucestershire: Faculty of Media, Art & Communications: BA (Hons) Illustration

Module Feedback

PV000: Sample Module

Learning at this level should reflect the ability to acquire a broad knowledge base, incorporating theoretical concepts and employing a range of specialized skills. Work should demonstrate an ability to evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems. Work should demonstrate the students' ability to operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Grade Descriptors

Illustration ASSESSMENT CRITERIA

CRITERIA	100 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 0
	Outstanding	Excellent	Very Good	Good	Adequate	Referred	Fail
	A+	A	B	C	D	R	F
Research and enquiry	Detailed knowledge with wide understanding	Shows depth of investigation and critical awareness	Demonstrates clarity and discrimination	Awareness of appropriate research but lacks depth in analysis	Superficial understanding of research necessary	Unsatisfactory level of enquiry	Lacks discrimination and /or coherence
Idea development	Excellent, with innovative and original elements	Comprehensive understanding of issues with excellent critical awareness	Very sound understanding of conceptual and contextual issues	Sound understanding of basic issues	Adequate understanding of issues raised	Misunderstanding of issues involved	Fails to address any of the relevant issues
Realisation of ideas and resolution of work	Outstanding resolution of ideas	Clarity of purpose with fully-realised ideas	Ability to assimilate and develop ideas	Acceptable development and critical awareness	Limited resolution of work	Failure to critically engage with ideas	Incoherent and inarticulate communication
Acquisition and application of appropriate skills	Extremely high level of skills on all levels	Completely focused with excellent execution and presentation	Very good discrimination and judgement with wide range of skills	Good level of manipulative skills	Competent level of skills shown	Inadequate use of skills	Lacks evidence of skill
Working to agreed professional standards	Working to the highest professional standards	Shows strong resourcefulness and initiative	Fully engaged with the work	Solid working routine	Reasonable engagement with the subject	Poor studio routine	Unacceptable behaviour

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(An example of a typical evaluation form that you will be offered at the end of a module to allow you to supply feedback and provide an evaluation of the module)

Module Code: DE **Module End / Date:**

Module Title:

This questionnaire is to enable you to feed back your responses to the staff concerned with the delivery of your course, and to the Field team, as part of the annual Field Review.

Please indicate the strength of your agreement with the following statements by circling the appropriate mark.

Strongly agree =10 ; strongly disagree =1

- | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|
| 1. The module aims were clearly defined | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. The module has been well organised | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Assessment procedures (incl. marking criteria) were clear | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. The assignments were challenging | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. I received timely feedback which helped develop my Understanding | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. The module encouraged me to develop my ideas and understanding | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Teaching and learning methods helped me to achieve the module outcomes | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. Teaching staff were available for advice and comment (may be face-to-face, online or e-mail) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 9. Resources were appropriate and easily accessed | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. I had plenty of opportunity to contribute to discussion | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. Technical support was helpful (practical modules) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Learning Outcomes: e.g. Has the module developed your research skills, study skills, practical skills, critical skills, your ability to make aesthetic judgements about your own work and that of others, y

Level of Achievement / Satisfaction: How would you assess your level of achievement in this module? What has given you the most satisfaction? (For example; teamwork, working independently, finding creative solutions, mastering techniques or professional requirements, sharing ideas, seeing my efforts rewarded, etc.)

Further Comment

Please continue overleaf if required

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MODULE DESCRIPTORS:

Full Details of modules can be accessed via the University Intranet (<https://intranet.glos.ac.uk>)

Level I

- DE101 Introduction to Illustration with Animation
- DE102 Drawing Principles
- DE103 Illustration Techniques (methods and materials)
- DE104 Word and Image
- DE171 Visual Culture: Design and Advertising
- DE125 Animation Principles
- DE105 Digital Illustration
- PV116 Photography for Designers and Art Directors
- DE116 Packaging and Promotions
- DE172 Conventions and History of Design and Advertising
- DE160 Learning and Personal Development
- DE187 Skills options

Level II

- DE201 Sequential Illustration (PR- DE101+DE103)
- DE202 Digital Animation (PR-DE125)
- DE204 Narrative Illustration (PRDE201)
- DE203 Illustration for Publishing
- DE213 Design Consultancy
- DE223 3-D Character Animation
- DE205 Illustration for Children
- DE224 Ideas and Concepts
- DE270 Professional Practice
- DE273 Music, Image and Identity
- FA274 The Photograph
- PV275 The Documentary
- DE279 Visual Practices/Critical Frameworks
- DE206 Illustration for Advertising
- FA260 Artists Book
- FA255 Life Drawing
- DE215 Editorial Design
- PV276 Representation: Researching, Thinking, Writing
- FA277 Aesthetic: Researching, Thinking, Writing
- DE278 Audiences, Spectators, Consumers:

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Researching, Thinking, Writing

Level III

- DE311 Design Awards 1
- DE312 Design Awards 2
- DE313 Independent Study 1
- DE314 Independent Study 2
- DE301 Book Illustration
- DE315 Promotional Graphics-Illustration/Photography
- DE372 Working in Design and Advertising
- FA371 Life Drawing II (PR-FA255)
- DE302 Advanced Narrative Illustration (PR-DE204)
- DE373 Dissertation (single)
- DE374 Dissertation (double)

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Module Guidance

history/narrative

<http://chnm.gmu.edu/aq/comics/start.html>

<http://www.mckean-art.co.uk/> (Dave McKean)

<http://quimby.gnus.org/warehouse/> (Chris Ware)

<http://www.fantagraphics.com/> (Alt. Comics)

<http://www.pbs.org/pov/pov2006/tintinandi/> (Chris ware and others talk about Tintin)

<http://www.animationarchive.org/> Hollywood animation site.

<http://www.fulltable.com/vts/index2.htm>

<http://www.randomhouse.co.uk/minisites/graphicnovels/>

Animation

<http://www.awn.com/>
animation world (US)



Ren and Stimpy
storyboard

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Module Guidance

<http://www.animationarchive.org/>
Hollywood animation site.

General/forums

<http://www.penciljack.com>
comic creators forum

Childrens

<http://www.bookfair.bolognafiere.it/index.asp?m=52&l=2&ma=6>

<http://www.childrensillustrators.com/content.cgi/index>

<http://www.folioplanet.com/llustration/Children/>

<http://magicpencil.britishcouncil.org/artists/>

<http://www.lanesmithbooks.com/>

<http://www.vivianeschwarz.co.uk/getpublished.html>

Lauren Child, author of *I will Not Ever Never Eat A Tomato*:

What is the best thing about being an illustrator?

“It’s difficult to say what the best thing about being an illustrator is, but the best thing about being an author illustrator is that you can invent your own world, if you’re the writer as well as the illustrator you can change the writing to suit your illustrations and you get to design your own world in books.”

Narrative/sequential

<http://www.ep.tc/intro.html>

Ethan Persoff (Teddy, A Dog and His Elephant)

<http://www.fulltable.com/vts/index2.htm>

Huge archive of narrative imagery old and new

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Module Guidance

<http://homepage.mac.com/james.jarvis/portfolio/index.html>

james jarvis- world of pain

Illustration Techniques

<http://www.tocfetch.com/>

interesting comic concepts

<http://www.mckean-art.co.uk/>

Dave McKean

<http://www.theispot.com/arttalk/>

http://andybleck.com/eca/earlycomics_all.html

Professional practice

<http://www.blurredbooks.com/>

narrative art and art print promoters



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Module Guidance

Character development/ illustration techniques

<http://www.jimwoodring.com/>

Sketchbooks

<http://www.jimwoodring.com/sketchbook.html>

Jim Woodring uses "Moleskine"

Techniques/professional practice

<http://www.copyrightdavis.com/>

Paul Davis- a good way to promote your work

Authorship/Narrative/Techniques/

Professional practice

<http://www.simonelia.com/>

Simone Lia

<http://quimby.gnus.org/warehouse/>

(Chris Ware)

Authorship

<http://quimby.gnus.org/warehouse/> (Chris Ware)

My New Fighting Technique Is Unstoppable

<http://www.mnftiu.cc/mnftiu.cc/home.html>

<http://www.sci.fi/~evil0/portfolio/>

jenni rope- finnish artist illustrator

<http://www.simonelia.com/>

creator of the legendary Fluffy, Chip and Bean etc

<http://www.mrclement.com/>

Professional Practice

<http://www.drawnandquarterly.com/index.php>

new comic art and forums- USA

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Module Guidance

<http://www.cabanonpress.com/>
tom gauld and simone lia

<http://www.kramersergot.com/>
a good magazine we are trying to get hold of
<http://www.gingkopress.com/>
small interesting book publisher

<http://www.comicartmagazine.com/>

Location/Sketchbooks

http://www.xs4all.nl/~keespe/pen_98.html

<http://www.artbeco.com/SketchbookArchives/SketchbookLocation.htm>

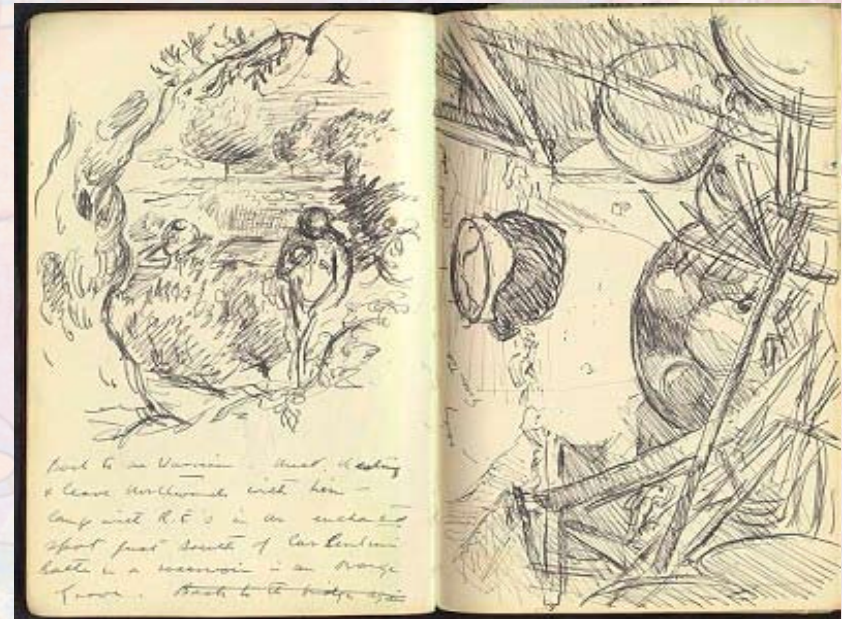
<http://www.wildyorkshire.co.uk/naturediary/docs/2005/3/8.html>

<http://www.tate.org.uk/servlet/SubjectSearch>
Art and sketchbooks available here

<http://www.artmuseums.harvard.edu/sketchbooks/html/frameset.html>

Sketchbooks of various artists

Edward Ardizzone sketchbook



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Module Guidance

"I should recommend . . . keeping . . . a small memorandum-book in the breast-pocket, with its well-cut sheathed pencil, ready for notes on passing opportunities: but never being without this."

John Ruskin, The Elements of Drawing

3D Character Design

<http://www.cgsociety.org/>

<http://davidsloss.net/>
good links page

<http://www.3dlr.com/>

http://www.3dlinks.com/oldsite/tutorials_max.cfm

<http://www.cybia.co.uk/characterlinks.htm>



the Jubbers by Liam Bowers

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The Pittville Press



Pittville Press

The Pittville Press is the BA Illustration publishing imprint.

We publish the annual student book “olio” as well as the Annual of the Cheltenham Illustration Awards and other Pittville Studio course publications.

We have our own website where you can upload your degree show work and link to your own websites.

**Visit it at
www.pittvillepress.co.uk**

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cheltenham illustration awards



The Cheltenham Illustration Awards is a national competition for narrative illustration. In 2009 we will be hosting a major Illustration event in October - the third Awards Exhibition. Guest speakers will be Tom Gauld and Simone Lia

9-31 October - Cheltenham Illustration Awards Exhibition
<http://www.cheltenham-illustration-awards.com>

Simone Lia

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Useful links

