

**UNIVERSITY OF WALES VALIDATED DEGREE SCHEME
Programme Specification**

1. Qualification	2. Programme Title
BA (Hons)	Illustration

3. Teaching Institution	4. Programme Type
Hereford College of Arts	Full Time Modular Degree

5. Aims and Distinctive Features of the Programme
<p>Aims: The BA (Hons) Illustration Course aims to equip students with the necessary skills, knowledge and understanding needed to enter the profession as a practicing Illustrator or as a contributor in related fields.</p> <p>It will do this by providing students with opportunities to:</p> <ol style="list-style-type: none">1. demonstrate that they have developed an individual direction for advanced personal practice in illustration, informed by theoretical and critical understanding2. show that they can undertake critical analysis and evaluation and can demonstrate an informed understanding of theoretical, historical and critical debates in relation to illustration3. show that they have acquired a range of oral and written communication skills4. demonstrate development of a range of advanced skills from which they will be able to make an independent and informed selection, acting autonomously with minimal direction within agreed guidelines5. demonstrate awareness of personal responsibility and professional codes of conduct within contemporary illustration practice, and the ability to incorporate a critical ethical dimension into a major body or bodies of work <p>Special features:</p> <p>The course has been developed in consultation with a range of practicing artists, designers, writers, publishers and teachers. This accumulated knowledge has been combined to create a programme that is relevant, appropriate, interesting, challenging and most importantly fun to take part in. Projects are designed to reflect real world situations and issues.</p> <p>Students will be encouraged to begin showing, selling and sharing their work with communities at local, national and global level whilst still on the course, rather than when they leave. The course offers opportunities to reach out and meet practitioners, see their work and learn about the world they inhabit. Students will travel to the most interesting events, exhibitions, studios and people, such as the annual Hay Literary Festival.</p> <p>We want to work in partnership with students by exploring the ways in which illustrators manufacture pictures for a wide variety of outcomes. We look at the history of picture making and we discuss and debate contemporary fashions and trends. All this is delivered in a friendly and industrious studio where everyone enjoys their own workspaces. You will form part of a community that will provide you with the space to acquire the knowledge, skills and information necessary to confidently emerge as an employable illustrator.</p>

Language of Instruction and Assessment:

English

6. Criteria for Admission to the Programme (including relevant English language score required)

Selection Procedures

The selection of applicants is fundamental to the quality of the activity of the course and the general health and well-being of the academic community. Selection for a programme is governed by a set of principles which constitute the *Admissions Policy*, which can be found at <http://www.hca.ac.uk/students/pdfs/Admissions%20Policy%20-%20HCA%20updated%20AW%20Mar%202010.pdf>

Entry Requirements

Applicants should be 18 years of age by 31 December in the year of entry. The normal minimum qualifications are:

- A successful portfolio interview including the attainment of one of the following qualifications/conditions
- Minimum 200 UCAS Tariff Points
- Art Foundation Diploma: Pass/Merit Profile
- BTEC National Diploma: Merit/Distinction Profile
- Mature Students with related experience

Entry Requirements – Top Up Degrees

- Pass at Foundation Degree Level
- Successful completion of Level 4 and 5 of an appropriate Undergraduate Degree

(Internal FdA applicants who have successfully completed their Foundation Degree can automatically progress onto the final year of a relevant Honours Degree programme at HCA. External applicants are subject to the above condition and also must attend for interview to ensure that their academic profile is appropriate to the course applied for.)

All prospective applicants must show an intellectual ability to successfully undertake the Cultural and Professional Studies elements of the course in addition to the practical aspects of the course.

Entry Requirements – Overseas Students

It is a requirement that overseas students' whose first language is not English require an English Language IELTS qualification with a score of 6 at the point of interview.

APA Guidelines

The following principles apply:

- recognition of prior achievement will only be given on the basis of the forms of evidence requested by the college;
- responsibility lies with the candidate for the submission of acceptable evidence of prior achievement;
- responsibility lies with the college in the person of the Course Coordinator for ensuring that the applicant is fully informed of the kind of evidence required and has access to advice if required.

Where a candidate seeks admission with advanced standing, and therefore the formal accreditation of prior achievement, the following principles will apply:

- In recognising prior achievement, only credit for learning related to the course objectives will be awarded, and submitted evidence of learning will be judged in relation to its relevance to

the course of study to be followed, including the balance between theoretical and practical work

- The assessment of prior achievement only confers eligibility; it does not itself provide a right of entry
- Applicants will be required to claim accreditation of their prior achievement before the meetings of the assessment panels to which they will be required to present themselves for admission

Other entry routes (APL and APEL)

The course however seeks to recruit from as wide a range of students as possible. Therefore applicants without the above formal qualifications but who can demonstrate (by other means) equivalent educational attainments will be considered. Prior learning and prior experiential learning are recognised as evidence of attainment.

- Prior Learning is defined as learning resulting from both award bearing and non-award bearing courses or educational programmes.
- Prior Experiential Learning is defined as learning resulting from significant life and work experiences, relevant to the field of study. Experience alone is not taken to constitute learning in itself; recognition may only be given to demonstrable and appropriate learning gained from experience.

Applications for AP(E)L will be considered by the Course Coordinator in the first instance, who will require documentary evidence of prior achievement from the candidate which will be mapped against the intended learning outcomes of the module(s) in question and recorded in a written format. Any decisions will be referred to the Programme Manager for approval in writing, and then to the Programme Board for formal confirmation. All such decisions will be considered by the Examination Board for the award of credit. In the event of an appeal against a decision, this will be referred to the University Awarding Body APL Committee if this is considered appropriate.

7. Programme Learning Outcomes: What a Graduate Should Know and be able to do on Completion of the Programme

Students graduating with a BA (Hons) Illustration will have a :

Knowledge and understanding of:

1. Visual language and illustration principles and be able to apply this knowledge appropriately and with confidence.
2. Specific legal, moral and ethical guidelines, including equal opportunities relating to contemporary Illustration practice.
3. Historical and contextual issues specific to the field of Illustration.

Intellectual/ thinking skills – be able to:

1. Analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
2. Research, analyse, contextualise and produce informed responses and opinions about a range of historical and contextual issues.
3. Think laterally and use a variety of ideas generating techniques appropriately.
4. Generate appropriate responses to a diverse range of subject specific communication problems.
5. Use a range of ideas generating techniques appropriately.
6. Gather and analyse information using a variety of sources and references.
7. Demonstrate an understanding of a range of specialist techniques/technological implications appropriate to the specialist area.

Subject specific /Practical and professional skills – be able to:

1. Use the creative process appropriately and effectively in a variety of subject specific situations.
2. Use visual language in order to communicate appropriately in a variety of situations, to a range of

different audiences.

3. Use a range of subject specific software and hardware devices confidently and appropriately
4. Design, produce and present illustration work to professional standards.
5. Produce creative design outcomes using a range of industry standard software and hardware devices.
6. Use a diverse range of subject specific materials, techniques and processes to produce creative outcomes.

Transferable/key skills – be able to:

1. Communicate clearly and effectively in a range of different professional situations.
2. Work both individually and as a member of a team.
3. Complete work within specified budgets and to agreed deadlines.
4. Use a range of hardware and software devices confidently and appropriately.
5. Evaluate their own strengths and weaknesses and make informed judgements on how to improve them further.

8. Qualities, Skills and Capabilities Profile

Qualities, Skills and Capabilities Profile

The educational and training goals of the programme seek to promote and demonstrate the following qualities, skills, capabilities and values in the student:

i) Intellectual

- The ability to analyse, develop, design, produce and evaluate creative responses to visual and subject specific problems.
- The ability to research, analyse, contextualise and produce informed responses and critical opinions about a range of complex historical and contextual issues.
- The ability to think laterally and use a variety of ideas generating techniques in order to synthesize appropriate solutions to complex problems.

ii) Practical

- The ability to generate design ideas and produce innovative work of a professional standard within given constraints.
- The ability to produce creative and sophisticated design outcomes using a range of professional standard practical and technical skills and knowledge of a range of production processes.
- The ability to deploy a diverse range of appropriate materials, techniques and processes in innovative ways to produce creative and professional outcomes.

iii) Personal and Social

- The ability to work effectively as an individual and as a member of a team.
- The ability to present and communicate information clearly and effectively to a range of different audiences.
- The ability to plan, prioritize and work effectively to a deadline.
- The ability to understand and follow subject specific health and safety guidelines.
- The ability to understand and follow subject specific legal, moral and ethical guidelines, including equal opportunities.
- The ability to research, analyze, understand and make informed judgements about complex contextual issues.

9. Main Subjects, Levels, Credits and Qualifications

Programme Map

Level 4

Module Code	Module Title	CAT Points	Study Period
CS1	Cultural Studies One	20	Semester 1&2
MAD1	Discourse	20	Semester 1&2
MA1	Introduction to Creative Practice	20	Semester 1
IL1	Drawing Methodologies	20	Semester 1
MA2	Narrative & Sequence	20	Semester 2
IL2	Creative Image Making	20	Semester 2

Level 5

Module Code	Module Title	CAT Points	Study Period
CS2	Cultural Studies Two	20	Semester 3&4
MAD2	Discourse and Practice	20	Semester 3&4
IL4	Illustration Applications	20	Semester 3
IL3	Book Arts	20	Semester 3
MA3	Personal Identity	20	Semester 4
IL5	Illustration Futures	20	Semester 4

Level 6

Module Code	Module Title	CAT Points	Study Period
CS3	Dissertation	30	Semester 5&6
IL6	Final Major Project	40	Semester 5&6
IL7	External Project	30	Semester 5
IL8	Final Major Presentation	20	Semester 6

Course Structure

The modular course is defined at each of the 3 year levels in order to make it clear as to exactly what the learning will be and why. Students at each level will work both individually and as part of a team to encourage, support and develop knowledge and understanding in a variety of contexts.

Theory and practice are 'integrated', where possible, in order to keep learning meaningful, relevant and engaging.

Modules become more specialised as the student progresses through the course, working towards a Final Major Project that is designed to consolidate and summarise the personal visual language developed throughout, in the form of a working portfolio designed to attract potential clients.. The aim is to produce distinctive and innovative approaches and solutions to communication problems and seeks to be outwardly looking, engaging and communicating with audiences.

Students undertake a small range of shared modules with other Media Arts courses, although contact with students in other disciplines is flexible and may only form part of a shared module depending on the

extent of subject specific content at any given point. This coupled with the open access studio space arrangement, encourages interaction between course participants at all levels of study and this opportunity can lead to meaningful enduring working relationships.

The course seeks opportunities to undertake 'live projects' as and where appropriate and to engage with work based learning, provided through the College's existing and emerging contact with regional businesses and organisations. The course seeks to blur the lines between education and vocation by engaging with potential employers and clients (or even customers) during Level 5 and Level 6. Students will be encouraged to seek work experience in a variety of ways and at opportune moments. Students will be encouraged to develop content on digital platforms (constructing a web presence) to showcase and engage with audiences and the creative community as an embedded part of the curriculum.

A wide variety of assessment tasks will be used to develop key and core skills that will be necessary to deal with many aspects of lifelong learning and surviving in the theatre of work. The assessment process is seen as an extension of the learning experience by involving students themselves through active and passive presence at presentations, opportunities for peer assessment and with formal reflective feedback sessions timetabled for each module.

All Media Arts students undertake a Cultural Studies course to contextualise their specific area of creative study.

Discourse: each discipline / programme engages with specific issues around the traditions, developments and examples of the form, allied with exploration of professional requirements of a given discipline.

Personal Development Planning (PDP) is an integral part of the course design and curriculum delivery, and is regarded as particularly important for all undergraduate students. As part of the process, students are encouraged to record, analyse and reflect on the progress of their own learning at all stages through the course. In order to do this they will principally use the following means:

- Reports, posts on Student Net
- Log-books/learning journals
- Written proposals of practice
- Written analysis of practice
- On-line and active BLOGS employing a range of media

These form a part of the assessment requirements of most practice based modules and provide a point of departure for future work. They are both formatively and summatively assessed. The aim is that students should gain the greatest value from their learning whilst at the same time developing their critical abilities to make them more effective practitioners.

Specifically....

Year One – Level 4: *investigative, experimental and analytical*

Year 1 (Level 4) focusses on key fundamental picture making skills, delivered via series of activity based workshops and projects. Drawing, mark-making and composition will be core, developing into work in print, collage, basic photography and storytelling. Students will constantly reflect on their own personal study progress and begin to plan activities that best suit their ambitions.

Year Two – Level 5: *establishing practice*

Year 2 (Level 5) seeks to apply some of this new found knowledge and skill by undertaking a range of competition and 'live' briefs that introduce students to the demands of the professional Illustrator. Study trips and visiting Illustrators and Designers will invigorate the learning environment and extend our knowledge of what it takes to survive in the commercial world.

There will be space to begin to develop a personal visual language, tested by a variety of tasks that conclude with exhibitions and presentations. Discourse modules will allow for free discussion of this emerging personal vision and how best to apply it in a professional context.

Year Three – Level 6: *resolution of practice*

Year 3 (Level 6) is designed through collaboration between teacher and student. Personal study plans and the declaration of realistic career goals will form the basis of extensive personal projects designed to create a portfolio of work with which to launch a career in a specific specialist area of illustration. Professional Practice elements and the development of an on-line presence will continue the process of preparation for employment or post graduate study.

Award Requirements

Progression: **BA (Hons) Degree**

Level 4

To complete Level 4 a student must have attempted 120 L4 credits (6x20 credit modules) of which 100 credits (5x20 credit modules) must be passed including module CS1: Cultural Studies One in order to progress to Level 5 of the degree.

A student must achieve at least 30% (following reassessment) in the outstanding 20 credit module at Level 4.

Level 5

To complete Level 5 a student must have attempted 120 L5 credits (6x20 credit modules) of which 100 credits (5x20 credit modules) must be passed including CS2: Cultural Studies Two in order to be eligible for the award of Foundation Degree or to progress to Level 6 of the Hons Degree.

A student must achieve at least 30% (following reassessment) in the outstanding 20 credit module at Level 5.

Award Requirements:

For the award of the **University Certificate**

- A student must take and pass 60 credits (3x20 credit modules) at Level 1.

For the award of the **Certificate of Higher Education**

- A student must take 120 credits (6x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 4

For the award of the **Diploma of Higher Education**

- A student must take 240 credits with at least 120 at Level 5 and
- Pass 100 credits (5x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 5

For the award of the **Honours Degree**

- A student must take 360 credits with at least 120 at Level 4 and Level 5 and Level 6
- Pass 100 credits (5x20 credit modules) at Level 4 and
- Pass 100 credits (5x20 credit modules) at Level 5 and
- Pass 90 credits at Level 6 and
- Achieve at least 35% (following reassessment) in the outstanding module at Level 6

Classification – BA (Hons) Degrees

The full honours classification is described in qualitative terms below:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Marginal Fail	35-39%
Fail	0-34%

The overall degree classification is based on the average marks obtained over Part Two of the Course: Levels 5 and 6. This is a weighted average of 30% for Level 5 and 70% for Level 6.

Classification – BA (Hons) Top Up Degrees

The final degree classification for Top Up Degree students will be calculated on a weighting of 100% for Level 6 only.

10. Teaching and Learning Strategy : Details of how the Scheme will be Delivered

Teaching and Learning Strategies

The BA (Hons) Illustration course will deliver most of its teaching through studio based projects designed to incorporate individual and group approaches as well as live and externally linked projects. Where possible 'live projects' will be developed in consultation with creative arts experts drawn from the network of professional links established within the Art and Design programme area. Work based learning and or work experience opportunities where appropriate will be considered as part of the course and will vary according to student requirements.

A variety of other strategies will also be used as appropriate. These may include for example:

- lectures, used for briefing projects, introducing ideas or exploring contextual or critical issues;
- student led seminars, in which students are encouraged to articulate issues in relation to work in progress, deliver presentations using a variety of media in relation to issues or ideas they have independently researched.
- staff led 'discourse' seminars in which issues are developed and discussed.
- workshops, in which specific skills related issues, technical challenges or problems are taught and practised;
- visiting lectures and master classes, in which students might be exposed to a wide range of issues in relation to contemporary practice;
- educational trips and visits, to develop an awareness of contemporary practice and a range of reference for use in approaching problems;
- critiques, a sophisticated and highly developed interactive teaching tool unique to art and design education, in which students engage actively with the formative assessment of their own and others' work;
- tutorials, used both individually and in small groups, for the close attention to the development of each individual's work and monitoring of their progress.

All teaching delivered at module level is designed to support the development of individual and independent learning and is organised as:

- **Supported:** taught time, such as lectures, seminars, tutorials etc. where students are offered direct support for their learning by staff
- **Directed:** where students are carrying out tasks under the overall direction of staff, often with support available (e.g. library research, use of workshops etc.)
- **Independent:** study or activity completely independent of tutors (e.g. additional reading, visiting exhibitions, professional networking, etc)

A key aspect to much of the teaching and learning on the Illustration course is also the open access workshop system, again now unusual in many larger institutions. After relevant inductions students may access a number of workshops, where they are supported by Technical Demonstrators who both teach skills and techniques and run each resource area. All are highly skilled practitioners, most with an active professional practice as craft makers or designers. This again encourages the development of independent learning styles among all students, and in addition provides crucial support for the central methodology for skills teaching and acquisition adopted across all courses. A specific induction programme will be delivered for Level 4 students to enable them to access these resources at the appropriate level to ensure that they get off to a good start on the course. As students progress through the course, more advanced workshops and or master classes will be delivered to support their 'skills' development.

11. Assessment

Main Features of the Programme's Overall Assessment Scheme

The purpose of assessment within the programme area is:

- to provide a measure of the extent to which the aims and objectives of the course and individual modules have been achieved and;

- to ensure comparability of the course's standards with other degree awards and the comparability of standards and assessment loadings between and among the modules that contribute to the course.

The Examinations Board is responsible for making decisions about students' progress through the Course; for determining the awards, titles and classifications to be conferred on students and for making general recommendations on related matters to the Academic Board.

Assessment has a number of other purposes:

- to motivate students, by providing them with an opportunity to review and consolidate what they have learnt, and by requiring them to demonstrate the knowledge, understanding and skills they have developed in their module or course of study;
- to create a culture of self and peer-evaluation to develop the student's ability to seek out, give, take and act upon clear, constructive feedback;
- to inform students, by giving them accurate information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills;
- to certify levels of achievement, by enabling students to demonstrate to examiners the extent to which they have achieved the learning outcomes of their module or course of study.

Methods of Assessment

Assessment will be conducted using the assessment criteria currently set out in the modules that comprise the student's course and in module handbooks provided at the commencement of each module. Student work that is to be assessed is specified in the Module descriptors under the heading of assessment requirements.

A number of types of assessment may be distinguished, each of which has a place at both the module and course levels:

Diagnostic assessment which predicts a student's aptitude and preparedness for a module or programme of study and identifies possible learning problems;

Formative assessment, which gives students feedback on the progress they are making during their learning and signposts future action;

Summative assessment, which establishes what a student has achieved during or at the end of a module or their programme of study. It is the summative assessment, which certifies the level of achievement.

Course and Module Leaders ensure that assessments encompass the extent to which a student has satisfied the learning outcomes of a module and the award, in relation to specified criteria and the confirmation of a summative mark. In addition, the Course Leader provides clear information about the various elements of the assessment process both to the students and to the examination boards. Assessment requirements, criteria and deadlines are published at the outset of the module and feedback is provided via the standard tutorial record form.

Assessment will be based on coursework and assignments which may take the form of written essays, case studies and reports or may be creative productions. In the case of creative productions, assessment will be based on the unique character of established and well-developed practice within Art and Design. This is holistic, interactive and comprehensive. Students are normally asked to present the outcomes of assignments at critique sessions, during which they may be asked to explain and justify their work and to demonstrate the process of experimentation, thinking and research by which they came to this point. Other students are normally present and are invited to contribute to the discussion.

Assessment Strategy

Work is graded against the Assessment Criteria for each assignment circulated to students in advance in the Assignment Brief. A record is kept of each assessment and each student will receive feedback after each assessment to indicate an unconfirmed grade for the work submitted. This will normally be explicitly referenced to the Criteria used. Summative grades for each Module will be confirmed by the Examination Board.

Each Module will receive an overall summative grade. Individual assignments within the Module may be given separate summative grades which will then be combined to achieve the final grade according to the weighting specified in the Module Descriptor.

All modules aligned to a specific level and or stage of the Course including weighted assignments within the module must be attempted.

Re-assessment: Referral and Deferral Procedure

A student who fails to achieve the pass mark for an assignment within a module or the overall module will be permitted a minimum of one re-assessment.¹ The failure will be reported to the Examinations Board and subject to the submission of any extenuating circumstance being reported, the Board will confirm an appropriate Referral or Deferral task. If there are no extenuating circumstances confirmed, re-assessed assignments will be awarded a maximum of 40% (minimum Pass). The maximum grade available for the overall module following such an assignment failure will also be 40%. The student will normally only be required to retrieve those assignments that have been failed.

In cases where a marginal fail (35-39%) is recorded for a single assignment within a module at the point of first assessment, the examinations board can confirm an overall module pass as long as the calculated average of the final marks for all of the assignments is 40% or above.

In most cases students will be required to retrieve their failure during the summer vacation and if successful, this will enable them to progress to the next level of the course or be eligible for a final award subject to confirmation by the Retrieval Examinations Board held annually in September.

A candidate who fails 50% (60 credits) or more at academic Level 4 or 5 of the course will normally be required to retake the modules or repeat the entire academic level of the course or may be required to leave the programme completely. Candidates who are allowed to repeat an entire academic level will not have their marks capped. However, the marks achieved for any modules in the level concerned that were previously passed will have to be forfeited. This option cannot be applied to a candidate at Level 6, the final level of their studies.

Candidates will normally be given only one opportunity to repeat a level of academic study.

¹ The University of Wales Regulations currently permit three re-sit opportunities at undergraduate level. (Validation Unit Quality Handbook: Policies and Procedures 2009/10 p99)

Course Assessment Matrix

Module Code	Module Title	N° of Assignments	N° Projects	N° of Formative Assessments	Presentation(s)	Research Folder	Essay / Dissertation	Presented Personal Development Plan	Body of Work / Portfolio of Work										
									Final Outcomes	Presentation	Proposals	Idea Development sheets	Research	Learning Journals	Blog	Tests / experiments	Written summaries		
CS1	Cultural Studies One	2			✓	✓	✓												
MAD1	Discourse	2		1	✓	✓	✓			✓			✓	✓					
MA1	Introduction to Creative Practice	2 +	2 +	1					2 +			✓		✓					
IL1	Drawing Methodologies	2 +	2 +	1					2 +			✓		✓		✓			
MA2	Narrative & Sequence	2 +	2 +	1					2 +			✓	✓	✓		✓			
IL2	Creative Image Making	2 +	2 +	1					2 +			✓		✓		✓			
CS2	Cultural Studies Two	3			✓	✓	✓												
MAD2	Discourse and Practice	2			✓	✓	✓		2	1			1	1	✓		✓		
IL4	Illustration Applications	2 +	2 +	1					2 +		✓	✓		✓	✓	✓			
IL3	Book Arts	2 +	1 +	1					1 +		✓				✓				
MA3	Personal Identity	2 +	2 +	1					2 +	✓	✓	✓	✓	✓	✓				
IL5	Illustration Futures	2 +	2 +	1					2 +					✓		✓			
CS3	Dissertation	1					✓				✓								
IL6	Final Major Project	1 +	1 +		✓	✓			1 +	✓	✓	✓	✓	✓	✓	✓			
IL7	External Project	2 +	2 +						2 +			✓			✓	✓			
IL8	Final Major Presentation	4	4		✓				4	✓			✓				✓		

12. Benchmark Statements

(i) List the QAA Benchmark Statement(s) consulted as part of the programme design process:

Art and Design Subject Benchmark Statements 2008

13. Key Skills Mapping

	KEY TRANSFERABLE SKILLS					
	Communication	IT and Information Skills	Working with Others	Problem Solving	Study Skills	Employability
Level 4						
Modules:						
Cultural Studies One	*	*	<input type="checkbox"/>	<input type="checkbox"/>	*	
Discourse	*		<input type="checkbox"/>	<input type="checkbox"/>		
Introduction to Creative Practice		<input type="checkbox"/>	<input type="checkbox"/>		*	
Drawing Methodologies	*				<input type="checkbox"/>	
Narrative & Sequence				*		
Creative Image Making				*		
Level 5						
Modules:						
Cultural Studies Two	*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*	<input type="checkbox"/>
Discourse and Practice	*	*	<input type="checkbox"/>			<input type="checkbox"/>
Illustration Applications	<input type="checkbox"/>		*	*		<input type="checkbox"/>
Book Arts					*	
Personal Identity	*				<input type="checkbox"/>	*
Illustration Futures	*	<input type="checkbox"/>		*		<input type="checkbox"/>
Level 6						
Modules:						
Dissertation	*	*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final Major Project			*	*		<input type="checkbox"/>
External Project	<input type="checkbox"/>			*		*
Final Major Presentation	*					*
* This learning outcome is ASSESSED within the module						
<input type="checkbox"/> This learning outcome is DEVELOPED within the module						