



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### General Course Information

Course Title	Illustration BA ( Hons) Illustration BA ( Hons) (with Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	6
Intermediate Qualification(s)	Not Applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	AA Luton (Alexon House)
Mode(s) of Study and Duration	Full-time over 3 years; 4 years with professional practice year Part-time typically over 6 years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not Applicable
UCAS Course Code	W220, W228
External Benchmarking	QAA Quality Code: Subject benchmark for Art and Design (2017); FHEQ level 6
Entry Month(s)	September and February

### Why study this course

The course combines an innovative, experimental and critical approach to the practice of Illustration. Supporting the full scope of contemporary illustration practice, from craft based techniques and drawing through to digital and sequential moving image based work, the course explores how the explosion of possibilities that digital media have created for producing, distributing and publishing graphic work, are changing the role of the designer and design in society through a critical engagement with different forms of contemporary design practice and

cultural history.

### **Educational Aims**

The course focuses on the development of your abilities in the following areas:

#### Enquiry

The course will enable you to study, develop and apply critical enquiry skills from a wide range of key ideas in art and design thinking and contemporary professional practice.

#### Contextual Understanding

You will engage in contextual understanding of Illustration, and its wider impact on social, environmental and political issues from a global perspective. To provide an academic and practical course of study in art and design with opportunities, methods, means and critical insights for you to learn how to give visual articulation to creative ideas through your practice and through appropriate means of dissemination.

#### Collaboration

The course will equip you with appropriate knowledge, experience and understanding of design environments to enable you to communicate and present ideas and work to audiences in a range of situations, articulate ideas and information comprehensibly in visual, oral and written forms and interact effectively with others, through collaboration, collective endeavour and negotiation.

#### Enterprise

You will develop the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes, through the application and understanding of risk-taking, effective communication, negotiation, interpersonal and self-management skills, gaining insights into professional levels of practice that will prepare you for the world of work and employment.

### **Course Structure**

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
NEW	4	30	Introducing Studio Practice	C

NEW	4	30	Thinking Through Making	C
NEW	4	30	Communication Design: Exploring Materials & Methods	C
NEW	4	30	Context and Ideas	C
NEW	5	30	Illustration and Animation: Developing Material and Methods	C
NEW	5	30	Context and Meaning	C
NEW	5	30	Developing Professional Practice	C
NEW	5	30	Collaborative Enterprise	C
ART050-2	-	0	Professional Practice Year	O
NEW	6	30	Critical and Creative Contexts	C
NEW	6	30	Creative Futures	C
ILL002-3	6	60	Illustration : Final Major Project	C

### Course-Specific Regulations

N/A

### Entry requirements

For UK students, standard entry requirements apply -  
<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

For EU students, standard entry requirements apply -  
<http://www.beds.ac.uk/howtoapply/eu/guides>

For International students, standard entry requirements apply –  
<http://www.beds.ac.uk/international/international-applications/international-entry-requirements>

Portfolio review

### **Additional Course Costs**

During your course you will need to buy some materials. We estimate that the total spend will be around £220 to £295.

Things you will need to pay for include:

- A3 Portfolio
- Drawing materials
- Photographic sundries
- Degree show sundries
- Printing.

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Apply knowledge and understanding of Illustration in a variety of settings within the art and design world, and relevant institutional realms both in the UK and internationally
- Work collaboratively in multi-disciplinary teams a method widely used in contemporary design and fine art practice – including group shows.
- Produce personal work and investigation independently on the basis of current knowledge and discourse in art practice.

### **Course Learning Outcomes**

LO 1: Understand and apply processes and techniques of creative reflection, production and display using aesthetic values/visual conventions to articulate ideas in forms appropriate to Illustration.

LO 2: Understand and employ critical concepts, ideas/perspectives and paradigms of contemporary design practice in relation to artistic, cultural, creative production in general, and design in particular using both visual and writing skills.

This should include insights into the ways in which these values are changing in response to the development of digital media and to a changing world that includes social, political, and environmental issues and synthesising relevant findings with studio practice.

LO 3: Understand and adhere to the nature and requirements for professional practice in Illustration.

LO 4: Demonstrate the use of methods of visual and contextual research relevant but not exclusive to art and design. You should have the ability to look across disciplines in your creative thinking and research and critically assess and develop your learning as you progress.

LO 5: Critically evaluate and reflect on courses of action and creative outputs and demonstrate the ability to apply knowledge and adapt production means in order to suit particular design problems whilst acknowledging alternatives.

LO 6: Use equipment, methods and processes effectively to give visual articulation to ideas.

LO 7: Initiate, plan, manage and develop your own projects for your audience, including those which may evolve through work-related study or experiential learning.

LO 8: Critically reflect upon and show the cultural and environmental impact of your work through developing writing skills.

LO9: Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

### **PSRB details**

N/A

### **Learning and Teaching**

To help a student to learn independently and take responsibility for their own learning, the curriculum is organised to promote the progressive acquisition and entrenchment of the necessary concepts, skills, attitudes and knowledge associated with photographic practices.

From Level 4 in the course, each student is encouraged to work independently, taking ownership of their creativity and its outcomes, whilst at the same time developing an understanding of range of contexts that affect photographic practices.

Level 4 is underpinned with the acquisition of skills in photography, and broader skills art and design to build the confidence of the student. These skills give the backbone for Level 5 where critical reflection, experimentation and enquiry are central to the learning experience.

The course will offer a degree of choice (through briefs and outside competition briefs) and is flexible in its approach to student learning with an underlying educational philosophy of self-directed learning managed and supervised through close contact between the student/tutor/course leader.

An essential feature of the learning and teaching will be a student's involvement in practical learning activities that confront visual problems and ideas relevant to photographic practice. At the same time learning activities will take professional and work-related practices into consideration.

Teaching and learning strategies include practical workshop sessions, personal study involving sustained practice in the studio or workshop, some work-related learning opportunities, one-to-one tutorials/supervision, seminars, demonstrations, and importantly the use of a reflective/contextual journal as a means of understanding and documenting your individual learning.

Research, and the mapping of research to practice, is important and seen as a means of continuous development, enabling the student to work as a reflective, creative and developing practitioner.

Overall, the teaching, learning and assessment strategy is designed to support and enable students to achieve the learning outcomes of the course. Investigation of display, audience and research, for example, appear at all levels of the course to link learning to

'real world' experience and prepare students for the demanding nature of the commercial environments of art and design in general and photography specifically. This includes the development of an innate understanding of the issues, roles and impact of Intellectual property, rights and safeguards of independent and commercial work in art and design that safeguard innovation and commercialisation of work. Feedback on assessment is an essential part of the learning experience and the reflections made on the tutor and peer comments will enable students to critically assess their learning and develop between briefs and tutor led studio 'crits'.

### **Assessment**

A range of appropriate assessments will enable you to grow in confidence and demonstrate your acquisition of knowledge and skills. The formative and summative assessment methods used across the course include:

- In the first year, the focus is to inculcate creative thinking skills to allow the student to engage with study skills in general, preparing students for assessments in units. Research is introduced as an important element in studio practice and all studio units have an assessed research portfolio, or viva. This relationship between research and practice allows student to develop critical thinking, reflection and higher education learning practice including referencing, note taking, essay and report writing - including virtual learning environments.
- Assessments based on individual and group presentations.
- Portfolio reviews are a key means of assessing but they are also important for collating work for a professional portfolio. This instills in students the right attitudes towards professional work whereby you can use your portfolio to promote yourself in professional contexts.
- Essays and reports feature in developing students' writing skills, helping you to express ideas in a variety of ways and styles and to develop academic writing skills that are of particular benefit in producing the final year contextual rationale for your major project.
- An online blog/personal website
- A midpoint Formal Formative Assessment to review all work in progress.
- Key Skills relevant to Illustration and creative enterprise are embedded in the teaching and learning of the course and will be taken into account in all assessments.
- The assessments will develop incrementally across the course and allow you to gain skills, confidence and knowledge, receive feedback and develop as a practitioner, thus allowing you to implement this knowledge and feedback into subsequent assessments.
- At the end of the course, completion of the assessments will demonstrate your ability to analyse current design practice – in relation to photographic practices - and communicate this, in both written and visual formats, as well as demonstrate a range of transferable skills relevant to your professional employability

**Assessment Map**

Unit Code	C / O	Wk 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<b>L4</b>																											
L4 NEW SEM1 <i>Intro Studio Practice</i>	C					PJ Exhib					CW- ePort																
L4 NEW SEM1 <i>Thinking thr Making</i>	C	PR Oral								CW Jour																	
L4 NEW SEM2 <i>Materials &amp; Methods</i>	C																PR Oral						CW- Port				
L4 NEW SEM2 <i>Context and Ideas</i>	C																PJ- ART									CW- ePort	
<b>L5</b>																											
ART007-2	C																										CW- Port
GAD029-2	C																										CW- Port
ART001-2	C	PR Oral									CW Ess																
ART002-2	C																										PJ- Art
<b>L6</b>																											
ART002-3	C										PJ- ART																
ILL002-3	C																										PJ- Art
ART021-3	C																PJ- Art										CW- Port

### **Developing your employability**

Employability skills are integrated into the course and provide you with an awareness of the real-world context of the creative industries in general and Illustration in particular. You will be helped to develop a strategy for obtaining appropriate employment at the end of your course.

Professional practice will be emphasised as part of all learning units but a work-related learning unit especially will help you to become more focused on managing your career. You will be helped with the preparation of a professional portfolio; including a CV (curriculum vitae) and social media skills needed to promote yourself in a social mediated art and design world.

### **Additional Information**

During the course you will have the opportunity to work on live briefs and start working on your professional cv. You will be encouraged to work outside of your set briefs and will be supported in the work that you do and how you communicate with your clients. You will have opportunities to work on joint projects with other disciplines including animation, graphic design and creative writing, with editorial, publishing and moving image projects.

The course provides an opportunity to shape your degree course in accordance with your personal preferences and future career aspirations. To promote professional practice, including self-marketing techniques, presentation skills and team working, so that you can gain insights into professional levels of practice that will prepare them for the world of work and employment.

### **Student Support during the course**

All students will be allocated a personal academic tutor (PAT) at the start of the course. The tutor will provide you with personal tutorials providing academic support and monitoring of academic and professional development.

You will also have Unit Co-ordinators and the Course Coordinator who will also be able to assist you with decisions relating to career possibilities and final project topics.

Unit co-ordinators and the course coordinator are always available to discuss your concerns through published office hours, personal appointments arranged by e-mail and informal guidance on the phone/Skype. The feedback given to students as part of the assessment process will enable self- assessment and development of your learning and skills, and promote progress to overcome any of your problems. Tutors will also refer you to appropriate services in the event of issues that lie outside the boundaries of the tutor relationship.

For example, you can make use of the University's Study Hub to support your particular learning needs. Language and communication skills are also addressed when need is identified and support provided by the Study Hub team.

For students whose English is a second language, the University provides free English lessons from intermediate up to more advanced level English language skills. For assistance with developing your IT skills, Library Services offer tutor led computer skill training workshops.

**Course Equality Impact Assessment**

Question	Y/N	Anticipatory adjustments/actions
Is the promotion of the course open and inclusive in terms of language, images and location?		
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.		If so indicate the anticipatory adjustments and arrangements here
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics <sup>1</sup> ?		If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios how have you demonstrated fairness and avoid practices that could lead to unlawful discrimination?		
Have you framed the course learning outcomes and Graduate Impact Statements in a non-discriminatory way?		
Does the course handbook make appropriate reference to the support of disabled students?		

**Administrative Information – Faculty completion**

<b>Faculty</b>	<b>CATS</b>
<b>Portfolio</b>	<b>Undergraduate Art and Design</b>
<b>Department/School</b>	<b>Art and Design</b>
<b>Course Coordinator</b>	<b>Vivienne Cherry</b>
<b>Trimester pattern of operation</b>	Trimester 1 and Trimester 2
<b>PSRB renewal date (where recognised)</b>	N/A
<b>Version number</b>	1/17
<b>Approved by (c.f. Quality Handbook ch.2)</b>	University Approval
<b>Date of approval (dd/mm/yyyy)</b>	April 2018
<b>Implementation start-date of this version (plus any identified end-date)</b>	2018
<b>Study model type (e.g. study centre)</b>	

<sup>1</sup> Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

	Name	Date
Form completed by		
Signature of Chair of Faculty TQSC		

Course Updates – ensure that the revised CIF is given a new version number each time a change is made		
Date	Nature of Update	FTQSC Minute Ref:
2018	CLOs	
	Assessment map	

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



## Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

### General course information

<b>Course Title</b>	BA (Hons) Illustration BA (Hons) Illustration (with Professional Practice Year)
<b>Qualification</b>	BA (Hons)
<b>Route Code (SITS)</b>	BAILL-S,BAILPAAF
<b>Faculty</b>	CATS
<b>Department/School/Division</b>	Art and Design
<b>Version Number</b>	1/17

### Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	ARTxxx-1 (Intro Studio Practice)	ARTxxx-1 (Thinking Through Making)	ARTxxx-1 (Exploring Materials & Methods)	ARTxxx-1 (Context & Ideas)	ARTxxx-2 (Developing Materials & Methods)	ARTxxx-2 (Developing Prof Practice)	ARTxxx-2 (Context and Meaning)	ARTxxx-2 (Collaborative Enterprise)	ARTxxx-3 (Creative Futures)	ARTxxx-3 (Critical & Creative Contexts)	ILL001-3 (FMP)
Level	4	4	4	4	5	5	5	5	6	6	6
Credits	30	30	30	30	30	30	30	30	30	30	60
Core or option	C	C	C	C	C	C	C	C	C	C	C
Course Learning Outcome (number)	Unit Learning Outcome (number)										
CLO1	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2	LO1, LO2			LO1		LO2
CLO2	LO2		LO1, LO2	LO1, LO2		LO2	LO1, LO2		LO1, LO2	LO1, LO2	LO1, LO2
CLO3	LO1		LO2			LO1,	LO2	LO1	LO1		LO1, LO2
CLO4	LO1, LO2			LO1, LO2		LO2	LO1	LO1, LO2		LO1, LO2	LO1
CLO5						LO2		LO1, LO2			LO1, LO2
CLO6		LO1, LO2			LO1, LO2				LO2		LO2
CLO7	LO1, LO2									LO2,	LO1,
CLO8	LO2			LO1, LO2		LO1,	LO1, LO2	LO2	LO1, LO2	LO1, LO2	LO1,
CLO9					LO1, LO2	LO1,	LO1, LO2	LO1, LO2	LO1, LO2		

## Annex B: Named exit or target intermediate qualifications

*This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.*

### Section 1: General course information

<b>Intermediate Qualification(s) and titles</b>	<i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i>
<b>Mode(s) of Study and Duration</b>	<i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i>
<b>Type of Intermediate Qualification(s)</b>	<i>State whether the intermediate qualifications are named exit and/or target awards.  Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i>
<b>Route Code(s) (SITS) of Intermediate Qualification(s)</b>	

### Section 2: Qualification unit diet

*One table to be used for each intermediate qualification*

<b>Confirmation of unit diet for:</b>	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-
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### Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

## Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

<b>Course (or intermediate) qualification and title</b>	BA (hons) Illustration
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FHEQ Descriptor for a higher education qualification	FHEQ Level 6	Course Learning Outcome(s)								
		1	2	3	4	5	6	7	8	9
<b>Bachelor's degrees with honours are awarded to students who have demonstrated:</b> a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.		x	x	x			x			x
an ability to deploy accurately established techniques of analysis and enquiry within a discipline			x		x	x				x
<b>conceptual understanding that enables the student:</b> - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.			x		x	x	x	x		

an appreciation of the uncertainty, ambiguity and limits of knowledge.					x	X		x	
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).				x	x		x		
<b>Typically holders of the qualification will be able to:</b>									
apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	x		x		x		x		X
critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem		x			x			x	X
communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	x	x	x		x	x			X
<b>And holders will have:</b> the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.		x	x		x		x		X

<b>Subject Benchmark Statement(s)</b>	<i>QAA Subject benchmark for Art and Design (2017)</i>	<b>Evidence and/or Course Learning Outcome(s)</b> <i>How the course takes account of relevant subject benchmark statements</i>
<b>Subject-specific knowledge and understanding, attributes and skills:</b>		
i.	generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs	CLOs:1, 6, 7,9
ii.	employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	CLOs: 2, 4
iii.	select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail	CLOs:1, 6
iv.	show judgement and self-critique in the development ideas through to outcomes, context, and the methods of dissemination	CLO5
v.	manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	CLO2
vi.	be resourceful, ethical and entrepreneurial.	CLOs: 7, 8,9

The graduate's understanding is informed by research, practice and theory in their discipline(s), including:	
<ul style="list-style-type: none"> <li>the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general</li> </ul>	CLOs: 2, 4, 5,6,8, 9
<ul style="list-style-type: none"> <li>the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment</li> </ul>	CLO3, 5,6,,9
<ul style="list-style-type: none"> <li>the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design</li> </ul>	CLO2
<ul style="list-style-type: none"> <li>Knowledge and understanding of the role and impact of IP within the art and design practice.</li> </ul>	CLO3, 6,8,9
<b>Generic and graduate skills</b>	
Self-management: <ul style="list-style-type: none"> <li>i study independently, set goals, manage workloads and meet deadlines</li> <li>ii anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity</li> </ul>	CLO7

<p>Critical engagement:</p> <ul style="list-style-type: none"> <li>i analyse information and experiences, and formulate independent judgements</li> <li>ii articulate reasoned arguments through reflection</li> <li>iii question, review and evaluate</li> <li>iv use the views of others in the development or enhancement of their work</li> <li>v identify personal strengths and needs, and reflect on personal development.</li> </ul>	<p>CLOs: 2, 5,6,9</p>
<p>Group/team working and social skills:</p> <ul style="list-style-type: none"> <li>i interact effectively with others, for example through collaboration, collective endeavour and negotiation</li> <li>ii articulate ideas and information comprehensibly in visual, oral and written forms</li> <li>iii communicate and present ideas and work to audiences in a range of situations.</li> </ul>	<p>CLOs: 1, 3, 5,6,9</p>
<p>Research and information skills:</p> <ul style="list-style-type: none"> <li>i source and research relevant material, assimilating and articulating relevant findings</li> <li>ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources</li> <li>iii select and employ communication and information technologies</li> <li>iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes</li> </ul>	<p>CLOs: 1, 2, 4, 5, 7,9</p>

<p>Personal qualities: i enquire into their discipline, their place within that discipline, and the motivation to advance it ii apply ethical principles and personal values to their work.</p>	<p>CLO8,9</p>
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## Annex D: Diet Template

<b>Course Title:</b>	<b>Illustration</b>		
	<b>Illustration with Professional Practice Year</b>		
<b>Route Code:</b>	BAILL-S BAILPAAF	<b>Mode: e.g. Full Time</b>	<b>FTY / PT</b>
<b>Length of course:</b>	FT 3 years (FT 4 years for PPY / FY), 6 years PT		

Please note a separate diet sheet is needed for each location of delivery (i.e. Luton, Bedford, partner location), each start date (i.e. October, February), each course length (i.e. 12 month, 15 month) & each attendance mode (i.e. Full Time).

### Location of delivery (please tick):

Luton AA	✓	Alexon Building, School of Art and Design
Bedford AB		
Milton Keynes AD		
Other (please state)		

### Delivery pattern - please highlight all applicable start months, if other please state):

<u>Semesterised</u>	<b>OCT</b>	<b>FEB</b>	JUN	Exception.....		
<u>PG Block delivery (intake months ONLY)</u>	BLK1 OCT	BLK2 NOV	BLK3 FEB	BLK4 APR	BLK5 JUN	BLK6 AUG
<u>Yearlong delivery</u>	OCT (TY)	FEB (FY)				

<u>Other (outside of agreed patterns)<sup>2</sup></u>	
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A list of valid available period codes can be found on the intranet at <https://in.beds.ac.uk/registry/student-records/srs-training-and-development/sits>. Please refer to this when completing the diet sheet below. If your diets differ year to year e.g. SET A, SET B, please indicate clearly the academic year and set applicable.

If your diet includes units which have not yet been assigned codes, please ensure this is clear by using NEW in the unit code column, followed by the correct prefix to be used e.g. ASS. Student Records will then assign a new unit code. **Please note that a change in the credit value of an existing unit will require a new unit code to be created.**

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<sup>2</sup> Where you are proposing a teaching pattern outside of the University agreed patterns, you should provide a mapping document for the course against the University standard patterns of assessment points, exam boards, terms dates and breaks

**Units for Year 1 for Academic Year 2018/19 SEPTEMBER START**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEW	Introducing Studio Practice	AA	C	SEM1	30
NEW	Thinking Through Making	AA	C	SEM1	30
NEW	Communication Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30

**Units for Year 1 for Academic Year 2018/19 FEBRUARY START**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEW	Communication Design: Exploring Materials & Methods	AA	C	SEM2	30
NEW	Context and Ideas	AA	C	SEM2	30
NEW	Introducing Studio Practice	AA	C	SEM3	30
NEW	Thinking Through Making	AA	C	SEM3	30

**Units for Year 2 for Academic Year 2019/20**

<b>Unit Code</b>	<b>Unit Name</b>	<b>Unit Location</b>	<b>Core/ Option*</b>	<b>Period of study</b>	<b>Credits</b>
NEW	Illustration and Animation: Developing Materials and Methods	AA	C	SEM1	30

NEW	Context and Meaning	AA	C	SEM1	30
NEW	Developing Professional Practice	AA	C	SEM2	30
NEW	Collaborative Enterprise	AA	C	SEM2	30

#### Units for Year Professional Practice Year

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
ART050-2	Professional Practice Year	-	O	TY	-

#### Units for Year 3 for Academic Year 2020/21

Unit Code	Unit Name	Unit Location	Core/ Option*	Period of study	Credits
NEW	Critical and Creative Contexts	AA	C	SEM1	30
ILL002-3	Illustration: Final Major Project	AA	C	TY	60
NEW	Creative Futures	AA	C	SEM2	30

\*If your diet includes optional units, please ensure the appropriate rules are noted on the diet.

Please contact Student Records at [studentrecords@beds.ac.uk](mailto:studentrecords@beds.ac.uk) with any queries.