

Programme Specification for BA Illustration

This document applies to Academic Year 2024/25 onwards

Table 1 programme specification for BA (Hons) Illustration

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Honours
5.	Programme title	Illustration
6.	Pathways available	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Either full or part time
9.	UCAS Code	Illustration BA - W220 BA/III
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Art and Design (2019)
11.	Date of Programme Specification preparation/ revision	January 2013. March 2014 – CDME2008 removed. CDME2011 added as optional (SH/Maj/Min). April 2014 – JOIN module codes added to Level 6 JH options. August 2014 and October 2014 – regulations amended. February 2015 – Module titles corrected on GDES1012 & GDES1013. March 2015 – New module added ILTN2015. April 2015 – Amend Award Map error (credits page 8) June 2015 – New module added ILTN1013. July 2016 – notes for joint honours requirements at Level 4 (for Joint Animation and Illustration) amended due to clerical error. January 2017 – CPWT1001 and CPWT2001 added as shared modules. ANIM1003 recoded as ILTN1003 and title changed. January 2018 – Change to title ANIM2000. August 2017 - AQU amendments. August 2018 – AQU amendments. December 2018 – Amendments to award map. August 2019 – AQU amendments to Section 19. June 2020 – ILTN1105 removed. GDES1013 added as a shared module. Module codes changed for: ILTN1101 to ILTN1006; ILTN1011 to ILTN1004; ILTN1012 to ILTN1005. Excluded combinations updated as a result of the change in module codes. August 2020 – AQU amendments to Section 19. Nov 2020 - Dissertation-equivalent module noted on award map (AQU). August 2021 and 2022 – AQU amendments July 2023 – annual updates

12 Educational aims of the programme

The course aims to:

- Mobilize students' interest in Illustration to develop, broaden and contextualise their knowledge base of Illustration, Digital Arts and the broader creative environment
- Develop students' creative, imaginative, technical and problem solving skills to enable them to perform effectively and creatively in Illustration and related industries
- Encourage students to understand relationships between concept and practice as well as underpinning theory – both within Illustration and in relation to other subject areas – and to demonstrate this understanding
- Develop intellectual, practical & creative skills appropriate to students' future interests and needs in relation to further study, employment and entrepreneurial enterprises
- Develop students' critical and analytic skills as well as their ability to derive and apply principles and concepts from practical digital media experience
- Enable students to evaluate and prioritise independently regarding their own production and the industry; to be self-sufficient and independent but also liaise and cooperate effectively with fellow students, partners and clients

13 Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding:

On successful completion of the course, students will be able to:

- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity;
- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making;
- select, test and make appropriate use of materials, processes and environments;
- develop ideas through to material outcomes, for example images, artefacts, products, systems and processes, or texts;
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination;
- apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practice of others.
- Identify the relationship between image and text
- source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;
- employ materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied with skill and imagination whilst observing good working practices.

Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- demonstrate a critical awareness by analysing information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation;
- formulate reasoned responses to the critical judgements of others in an open-minded and constructive context;
- identify personal strengths and needs.

Practical skills relevant to communication and employment:

On successful completion of the course, students will be able to:

- manage themselves effectively by studying independently, set goals, manage their own workloads and meet deadlines;
- anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.
- demonstrate confident information skills such as selecting and employing communication and information technologies.
- articulate ideas and information comprehensibly in visual, oral and written forms;
- present ideas and work to audiences in a range of situations.

Transferrable/key skills:

On successful completion of the course, students will be able to:

- acquire a range of interpersonal and social skills, such as interacting effectively with others through collaboration, collective endeavour and negotiation.
- tolerate and value the views and opinions of others
- enhance self-awareness, confidence responsibility and independence

Outcomes specific to illustration:

In addition, students on the Illustration single honours course, will be able to attain the following outcomes specific to the discipline:

- Develop an understanding of the historical and cultural context for the practice and development of illustration – both in Eastern and Western traditions
- Document an identified site or environment in terms of its physical and potential emotional characteristics and relate that to an application within the Illustration field
- Develop, in negotiation with their tutors, a research question that focuses on an area of interest relevant to Illustration and contextualise that in relation to their own practice and to Illustration and the broader environment of visual communication.

Learning, teaching and assessment

Examples of learning, teaching and assessment methods used:

In terms of Learning and Teaching, modules are delivered through a combination of:

- Lectures and presentations (All levels, especially 4 and 5)
- Illustration studio workshops (All levels)
- Illustration practice on locations off-campus (Levels 4 and 5)
- Seminars and student-led presentations (All levels)
- Individual and group tutorials (All levels)
- Keynote lectures from tutors and visiting speakers/illustrators (All levels)
- Group work, based on community or charity projects (Level 5)
- Project-based activities (All levels)
- Technical and technique and medium demonstrations (Levels 4 and 5)
- Self-directed study (All levels)
- E-learning, through the use of websites, Blackboard and e-mail (All levels)
- Screenings (All levels)
- Gallery and studio visits (All levels)
- Work-based learning (Levels 5 and 6)

The duration of teaching sessions for modules would normally be three to four hours, depending upon the nature of the module. The emphasis within Illustration is on learning through subject practice and most modules involve some form of practical work. These would normally be timetabled into three/four-hour slots. Tutors often require students to work independently and/or in small groups on set tasks during contact time. To engage in individual or group practical work, it may be necessary to work during periods when the facilities are not timetabled for teaching, and students are encouraged to take advantage of these wherever possible.

Staff are available throughout the semester for individual tutorials.

Students will be assessed by the following methods:

- Preparatory work (Levels 4, 5, 6)
- Learning journal (Levels 4, 5, 6)
- Finished artwork or production (Levels 4, 5, 6)
- Presentation to peers (All levels, especially Levels 5 and 6)
- Critical report (Levels 4, 5 and 6)
- Essay, critical review (Level 5 and 6)
- Contextual statements for competitions and pitches (Level 6)
- Observational reports and portfolio statements (Levels 4 and 5)
- Aural reports and presentation will be an option on some modules (Levels 4, 5, 6)
- Visual and written research (Levels 4, 5, 6)

14 Assessment strategy

As listed above, a variety of assessment strategies is consciously utilized in order to maximize students' opportunity to acquire a wide range of transferrable skills.

Illustration employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and can be useful preparation for the related summative assessment. Formative assessment can take the form of student support teams, group critiques during class, informal peer assessment, or rehearsed presentations. In addition, formative assessment is a part of the individual tutorial

system and feedback on Item Report Forms. This is an important part of the student development as it creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities, so it is clear what is being assessed.

Teaching and learning in **Level Four** is largely diagnostic. Students are being introduced to the relevant knowledge of the discipline by studying the origins and development of Illustration and its nature as a vehicle for communication. In addition to this, students get the opportunity to develop the skills paramount to the discipline, for example rigorous drawing, experimenting with techniques and mediums and understanding basic design and compositional principles. The introductory modules embed theoretical and contextual aspects of visual communication and also familiarize students with processes of delivery and assessment.

At this level students are being given considerable structured tutor support amongst other means, also through the Academic Tutor system. During these sessions additional explanation on submission of assignments and procedures will be given.

Level Five requires students to apply and interpret the diagnostic skills and knowledge gained during Level Four to the most prominent contemporary illustration forms and contexts. Students are guided to become more independent as learners and researchers, and are expected to analyse illustration within different contexts and be experimental with regards to their own practice.

At **Level Six**, illustration students are able to engage with their subject through self-directed, and self-motivated study, research and practice. They are equipped and able to specialise in one or more field of illustration and to identify the relevant vocational contexts and options. This is being demonstrated in their ability to promote and manage their professional practice, exhibiting their practical work and expressing their research in a sound reflective and analytical manner in a Negotiated Project and the Final Research Project.

Professional development is provided by the following:

Professional Practice (ILTN3009) and *Authorial Practice* (ILTN3011) investigates the vocational potential of the subject and prepares students for professional practice in illustration. In addition to this module, there is *Contemporary Practice* (ILTN3010), in which students need to engage with realistic deadlines set by outside agencies, publishers, live briefs and participation in exhibitions and illustration competitions.

All of the methods listed in section 13 above, may be used – appropriate to the module aims and objectives, content and learning objectives. Double modules (30 credits) will often have more than one assessment point around weeks 13 and 14 or weeks 28 and 29. At week 12 or 27, in most modules, students are required to participate in a formative, peer assessment session. This develops the students' critical faculties and also allows valuable feedback for individual students two weeks before the hand in for the summative assessment.

15 Programme structures and requirements

The course is available in full and part-time modes and across the full range of pathways. In the first year, students study either Single Honours or Joint Honours.

The degree programme has three levels, within the definitions of the National Qualifications Framework and each level should total 120 credits. Each Level offers at least two mandatory 30 credits modules in addition to 15 credit modules. Please see Appendix 1 for the award map.

16 QAA and Professional Academic Standards and Quality

This award is located at Level 6 of the [OfS sector recognised standards](#) and is located at level 6 of the Framework for Higher Education Qualifications (FHEQ) and is informed by standards drawn from QAA Subject Benchmark Statement for Art and Design 2017. It is designed to meet the requirements of the UK Quality Code for Higher Education.

17 Support for students

The Illustration Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. This very personal support is also being extended to the lecture room where students will experience lecturers as supportive and sympathetic. In addition, students benefit from excellent Learning Support Services (Library, IT Media and Print) and technical support provided by the department's technicians.

Student's transition into University life is assisted by an initial short, one week's induction programme which, through a range of activities, introduces students to their course, the staff who will be teaching them and the School. Students are for example invited to attend the School of Arts Freshers' Party in induction week.

During this initial induction week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second and third year in the core mandatory taught modules *Visual Statement* (ILTN2001) and *Contemporary Practice* (ILTN3010). Direct entry students are also being supported by the Illustration teaching team through a brief induction in the Illustration course and support systems of the University.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group-based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester.

Details of academic tutoring sessions will be announced during ILTN1006 (Image and Text), which is a mandatory module for all single honours as well as joint Illustration students.

Staff teaching students on modules, support students through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or online tutorials. All modules are supported through the virtual learning environment accessed

through Blackboard. The Illustration course also has a Facebook account that is used to communicate course matters. The Course Handbook is also available online.

The Course team liaises with a range of centrally provided support-services to ensure that students access all appropriate channels of support, these include for example:

- The [Disability and Dyslexia Service](https://www2.worc.ac.uk/studentsupport/) within Student Services - <https://www2.worc.ac.uk/studentsupport/> specialist support on a one to one basis.
- Writing support from the Royal Literary Fund Writers in Residence.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

18 Admissions

Admissions policy

The admissions policy for Illustration seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full time applicants apply through UCAS (E/W220)

Part time applicants apply directly to the University of Worcester (UW)

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. Suitable applicants are then selected on the strength of their qualifications, predicted grades, personal statement and references. If evidence of the ability to think visually is not apparent, students will be asked to submit a portfolio of 7 – 10 images in PDF format. The portfolio will be examined for evidence of background subject knowledge and of a foundational understanding of fine art processes. In cases where students don't have the required qualifications but have other experience, for example mature students, they may be invited for interview.

19 Regulation of Assessment

The course operates under the University's [Taught Courses Regulatory Framework](#).

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either

complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2
OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#)

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

20 Graduate destination, employability and links with employers

Graduate destination

Illustration students, when leaving the course, mostly engage with freelance practices. Previous graduates have specialised in independent work, sculptural illustration, design work in the textile industry, illustration of children's literature and designing of T-shirts and promotional material related to the music industry. In addition to the world of work, illustration students also enrol onto post-graduate courses such as PGCEs or MAs.

Employability

The course offers a suitable foundation for careers in Illustration, as well as in media management, arts administration or employment in industries outside the media. Illustration graduates will have experienced an education that demands lateral thinking, problem solving abilities and an ability to work cooperatively within a team. These qualities will always be in demand, whether or not the location is in the new media industries.

The culture in the University also serves to enhance student's career prospects. There are continuing opportunities for students to work with the community, providing workshops and producing work with youngsters in and around the area. In addition, work is also done in the business sectors using digital techniques to provide bespoke training and services. Students benefit from a range of talks given by Illustration professionals during their course, and the annual UW Careers week gives them the chance to meet professionals from a range of industries.

As part of the course design and its focus on employability in Level 6, a portfolio of modules have been written to prepare students for the Illustration profession. The *Professional Practice* module (ILTN3009) aims at preparing students for careers or entrepreneurial endeavours in the Illustration industry by including very practical learning about self-promotional materials and strategies, business skills as well as critical reflection on the student's subject related as well as transferrable skills. This is being extended in *Contemporary Practice* (ILTN3010) which engages students with partaking in national and international awards and competitions. The rigour of working according to challenging briefs against deadlines is invaluable experience to familiarise students with the professional environment. The success achieved by third year students in competitions both nationally and internationally, has raised the profile of the course and creates networking opportunities to the students.

Links with employers

The course team continues to develop links with publishing industries in the region, as well as nationally. A collaborative relationship has been established with Hereford based publisher Otter Barry Books. The Illustration course has also established relationship with Walker Books in London as well as Lemniscaat publishers in Rotterdam, The Netherlands. Otter Barry Books is the sponsor of the annual prize for best narrative student in Illustration and is involved in a live brief project on the Contemporary Practice module.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award map

Table 2 heading for course title

Course Title: Illustration	
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Table 3 award map for level 4 single/joint honours/major/minor BA (Hons) Illustration

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Co-requisites/exclusions and other notes
			Single Hons	Joint Hons	
ILTN1003	Drawing for Illustrators	30	M	M	None
ILTN1006	Image and text	30	M	M	Excluded: ILTN1004 and ILTN1005. ILTN1006 consists of two 15-credit modules, ILTN1004 and ILTN1005 which are offered to other courses.
ILTN1013	Illustration: Digital Processes	15	M	O	None
ILTN1104	Illustration: Origins and Function 1	15	M	N/A	None
GDES1013	Creative Typography	15	O	NA	None
ILTN1010	Illustration and Printmaking	15	O	O	None
CODExxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15	O	N/A	None

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English; Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include ILTN1003 (30 credits) and ILTN1101 (30 Credits).

Table 4 award map for level 5 single/joint honours/major/minor BA (Hons) Illustration

Level 5							
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min	
ILTN2001	Visual Statement	30	M	M	O	O	None
ILTN2012	Illustration Forms and Genres	30	M	M	O	O	Excluded: ILTN2013 and ILTN2014. ILTN2012 consists of two 15-credit modules ILTN2013 and ILTN2014, which are offered to other courses.
ILTN2015	Book Arts & Creative Publishing	15	M	O	N/A	N/A	None
ILTN2026	Location drawing and Reportage	15	M	O	O	O	None
ILTN2011	Sequential Illustration	15	O	O	N/A	N/A	None
ANIM2003	Stop Motion	15	O	O	N/A	N/A	None
GDES2014	Children's book design	15	O	O	N/A	N/A	None
CODExxxx	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	30/15	O	N/A	N/A	N/A	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English, and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ILTN2001 (30 Credits) and ILTN2012 (30 Credits).

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include **either** ILTN2001 (30 Credits) **or** ILTN2012 (30 Credits), students may choose to take both modules.

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include **either** ILTN2001 (30 Credits) **or** ILTN2012 (30 Credits).

Table 5 award map for level 6 single/joint honours/major/minor BA (Hons) Illustration

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			SH	Maj	JH	Min		
ILTN3101/2	Final Research Project (Dissertation equivalent module)	30	M	M	O	N/A	None	Taken in one or two semesters
ILTN3009	Professional Practice	15	M	M	O	O	None	Excluded: DFPR3103, GDES3012
ILTN3010	Contemporary Practice	30	M	M	M	O	None	None
ILTN3011	Authorial Practice	15	M	O	O	O	ILTN2001 or ILTN2012 or ILTN2013 or ILTN2014	None

ILTN3012	Negotiated Project	30	M	N/A	O	N/A	None	Excluded: ILTN3014
ILTN3014	Negotiated Project 1	15	N/A	O	O	O	None	Excluded: ILTN3012

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include ILTN3101/2 (30 credits), ILTN3009 (15 credits), ILTN3010 (30 credits) and ILTN3011 (15 credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ILTN3101/2 (30 credits), ILTN3009 (15 credits) and ILTN3010 (30 credits)

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include ILTN3010 (30 credits), and unless they are undertaking a professional practice module i.e. DFPR3103, GDES3012 in their other subject they must include ILNT3009 (15 credits).

Joint students not taking their Independent Study (equivalent) in their other Joint subject must take **either** ILTN3012 Negotiated Project (30 credits) **or** ILTN3014 Negotiated Project 1 (15 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take 45, 60 or 75 credits from the table above (excluding ILTN3012 and ILTN3014).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include **either** ILTN3009 (15 credits) **or** ILTN3010 (30 credits)

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Table 6 credit requirements

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons