

PROGRAMME SPECIFICATION

The Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes.

SECTION A: DETAILS OF THE PROGRAMME AND AWARD

Programme Title	BA (Hons) Illustration BA (Hons) Illustration with Foundation Year BA (Hons) Illustration (Top-Up)
Awarding Body	Buckinghamshire New University
Teaching Institution / Programme Location	Buckinghamshire New University
Name of Final Award	Bachelor of Arts with Honours, BA (Hons)
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Subject Benchmark Statement(s)	Art and Design, February 2017
UCAS Code	546
Course Code(s)	BV1ILL1 BV1ILL4 (with Foundation Year) BV6ILL1 (Top-Up)
Mode of Delivery	Full-time
Length of Study	3 years full-time, 4 years full time
Number of Intakes	Single – September
Regime of Delivery	Campus Based
Language of Study	English
Programme Accreditation	N/A
Month and Year valid from	01 September 2018
Publication & Revision Dates	05 October 2018 / August 2019 / July 2020

Programme Introduction

The BA (Hons) Illustration course is aimed at visually creative people who want to make successful careers in the design industry. Students should consider choosing this award if they enjoy solving visual problems with their own unique aesthetic solutions. They should be culturally aware and enjoy experimenting with image and type. They should also be willing to experiment with appropriate digital technologies.

Our Illustration specialisation has a long history of shaping and training successful illustrators to national renown and beyond. Illustrators identify and solve problems working with ideas, information

and visual story-telling to develop work which informs, instructs, engages and entertains an intended audience often working collaboratively with other creatives and clients. The world of illustration is an exciting and ever-expanding area of practice with many opportunities in emerging digital technologies such as virtual reality, gaming, film, web based platforms, moving image, animation and mobile devices as well as the more familiar areas of editorial and advertising platforms.

This course is structured to encompass and develop a student's knowledge and understanding of the fundamental skills necessary for a successful career in this area, and includes problem identification and problem solving, creative and intellectual thinking, understanding sequence, narrative, technical skills in the use of traditional and digital technologies, development of a personal visual vocabulary, ability to produce effective solutions, craft skills, awareness of historical and contemporary illustration issues, applying meaningful research and the presentation of ideas using verbal and visual communication across multiple platforms.

Distinguishing Features and Key Characteristics of the Programme

Buckinghamshire New University has a well-established and highly successful tradition of running image-based courses. This strong foundation has enabled the course team to maintain and develop a broad based and adaptable approach to illustration. Students learn the fundamental structure of the subject through the exploration of traditional skills such as drawing systems and typography along with experimentation using craft-based skills such as letterpress and screen-printing. Project-led work allows students to explore a variety of approaches to problem solving within a tutor-led and supportive environment. A combination of historical and contemporary technologies is integrated. These skills can be applied through the use of digital software

As the programme progresses, an individual's skillset and confidence builds. Students are then encouraged to take a more critical and strategic approach to the analysis and evaluation of their own work and that of their peers. As levels of creative autonomy increase, students consult and negotiate with tutors. Student independence is encouraged through the ability to make choices regarding competition, live and self-initiated projects in support of individual intended career pathways.

Central to the ethos of the Illustration course is the development of two aims; the first is self-authorship, where a student's point of view and vision play the pivotal role in identifying and communicating images and messages that are central to their own personal interests, opinions, and core values, and secondly a multi-disciplinary confidence and ability to accomplish communication tasks across a range of media and client bases. These aims reflect the current contemporary vocabulary of a modern illustrator.

Distinguishing Features

- Dedicated studio space for each year group having a base and a large communal area, encourages both independent and collaborative working.
- Tutors are highly qualified, working within professional practice. They contribute as part-time and visiting tutors, expanding students' understanding of the broad range of career opportunities and transferability of their knowledge and skills.
- Access to a huge range of resources which includes fully functioning workshops in wood, metal, fashion and ceramics, as well as the more traditionally associated mediums of print, photography, laser cutting and digital technologies. Following induction sessions in the workshops students can choose to expand their creative practice by following innovative and experimental approaches within their project work.
- Supportive contribution of workshop technicians, demonstrators and library/learning resources staff.
- Illustrators have opportunities to work on external and internal live projects.

- A strong alumni network and a good portfolio of successful graduates now flourishing within the industry.
- Industry professionals make valuable contributions as part-time and visiting tutors, expanding students' understanding of the broad range of career opportunities and transferability of their knowledge and skills.
- Annual study trips, to locations such as London, Europe and New York, which embrace international cultural, economic and environmental perspectives.
- Part of a community of creative students on campus.

Admission Requirements

The BA (Hons) Illustration Course is aimed at visually creative people who want to fulfil rewarding careers within the design industry. Students should consider choosing this course if they enjoy uncovering and solving challenging visual communication problems through the use of aesthetic language outcomes. Students need to be culturally aware and have a passion for experimentation across a range of creative media.

The course welcomes applications from students with a variety of backgrounds: Foundation Art and Design Diploma, school-leavers with relevant A Levels, Graphic Design or General Art and Design National Extended Diploma, Access to Art and Design, FDA Degrees, or prior experience or workplace history demonstrating likelihood to thrive on the course. All applicants will be interviewed and their portfolios reviewed. The decision rests upon three factors: portfolio, academic background and the interview.

At interview, we endeavour to select students who are highly creative, self-motivated, ambitious, passionate, enquiring, reflective, collaborative, informed, opinionated, innovative, articulate individuals.

Applications from Higher National Diplomas to entry at Level 6 is possible via a Top-Up route at Level 6 following a successful interview and portfolio viewing.

Direct application may be appropriate under special circumstances such as transfer. The interview is the most important part of the process, with the onus on the tutor to see potential in each candidate. This is the student's opportunity to make an impression and use their time slot to good effect. A good interview for us is one in which we have to talk little and listen. At interview, an applicant needs to:

- show evidence of a high level of involvement and achievement in the subjects they are currently studying; [SEP]
- demonstrate basic design and drawing skills appropriate to the level through their work; [SEP]
- show personal work that goes beyond the basic requirements of their course; [SEP]
- include work of a problem-solving nature; [SEP]
- demonstrate good cultural and aesthetic awareness; [SEP]
- display diversity of approach. [SEP]

As a minimum, an applicant should be able to demonstrate at a portfolio interview the following attributes:

- read, write and converse in English, to a standard necessary for academic study; normally this would be IELTS level 6.0 or equivalent; [SEP]
- show that applicants have an understanding of the chosen course; [SEP]
- demonstrate that applicants have the necessary (or required) academic, artistic and practical skills, as appropriate, to enable them to embark upon their chosen course of study;

- show that applicants are motivated to undertake the chosen course of study;
- show an awareness of, and interest in, creative ideas.

The minimum entry requirements for the programme are as follows:

Applicants will have achieved one of the following:

- Two full A-Levels and GCSE Maths and English at Grade C or above
- UCAS Tariff score of 80-96
- Foundation Diploma in Art and Design
- BTEC, National Diploma or equivalent

Applications are welcome from those who may not possess formal entry qualifications, mature students, or with qualifications different to those listed. Such applicants should demonstrate their potential to complete the course successfully at interview stage.

International students may be Skype interviewed or may send an electronic portfolio. All international applicants should have English language to IELTS Level 6.

BA (Hons) Illustration with Foundation Year (4 year)

Applicants who do not meet the minimum requirements for the 3-year programme, or those who do not feel fully prepared for a Level 4 course, will be considered for the 4-year programme including a Foundation Year. This could also be an option for a student who may be making a significant change in terms of the subject they would like to study. The 4-year programme provides a student with a solid grounding into University life, developing key study and employability skills as well as core subject knowledge to support progression onto their next three years of study.

It is expected that applicants to the 4-year programme will likely possess a lower UCAS Tariff score than that required to join Level 4 of the 3-year BA (Hons) Degree programme, but will normally have achieved 90 credits from a Level 3 qualification. Mature Students with no recent or advanced level qualifications, will be assessed for entry based on their work experience and may be subject to interview. International students should hold an IELTS of 5.5 (minimum of 5.5 in all areas). And international students with IELTS 6 or below will have to undertake an enhanced curriculum in addition to the advertised programme. Applicants will normally be interviewed, particularly where reassurance is required with regards to their motivations, ambitions and abilities, and in order to establish their potential to be a successful student at this level.

BA (Hons) Illustration (1 Year Top-Up)

This Level 6 programme is also offered as a Top Up qualification for students who have completed a HND, FdA or other equivalent qualification in a relevant Art and Design subject and who wish to progress further to achieve an Honours degree. The major project and dissertation are seen as a culmination of studio practice and theoretical development. They provide the framework for students to undertake a sustained independent investigation in specialist areas of focus within their subject. Additionally, the course supports students in their professional development, preparing them for future careers in the creative industries.

Recognition of Prior Learning

Students may apply for entry to any level of the course and have their previous learning, qualifications or experience taken into consideration under the Accreditation of Prior Learning (APL) scheme. The suitability of a candidate will be considered based upon the following criteria:

- Interview
- Portfolio review
- Ability to cope with the rigours of course level sought

Employability Statement / Career Prospects

The illustrator is one who can identify, inform and persuade through visual means, using a variety of media, in order to achieve stated objectives. Illustration is an intellectual process (not merely an 'end product') and is fundamental to, and utilised within society's cultural and industrial communities.

The illustrator for the future will need vision and the capacity for change. They will need the ability to focus on the problem, as well as the solution and be able to work in multidisciplinary environments in order to gain maximum benefit from the range of communication technologies available.

Illustration skills are used in many areas of the design and creative industries such as movie special effects, video games, and advertising, therefore successful and motivated graduates have many viable career options across a broad range of creative industries and businesses, both nationally and internationally. This course is specifically designed to develop illustrators who can work within the many areas of the creative industries.

'Art and design is a subject that embraces an overlapping and changing community of many disciplines. It also engages with many other subjects, including media and communications; the performing arts; the built or natural environment; information technology and computing; engineering; business; and the history of art, architecture and design.'

QAA Benchmark statements, Art and Design, 2017

Employment opportunities can include:

- Image maker
- Illustrator
- Photographer
- Printmaker
- Concept Artist/ Character designer
- Branding and identity illustration
- Art direction
- Visualiser
- Storyboard artist
- Publishing and Editorial illustration
- Digital imaging
- Advertising/art direction
- Animator
- Packaging design
- Environmental design
- Set Design

The nature of a design and Illustration education encompasses many transferable skills which also enables determined and flexible graduates the opportunity to seek employment within many related areas of the creative, cultural or entertainment sectors.

'Increasingly, graduates in art and design disciplines are finding employment in areas unrelated to the subject but which value and actively seek their abilities of lateral thinking and creative skills.'

- QAA Benchmark statements, Art and Design, 2017

Recent examples of graduates who have been successful in related areas of employment include:

- Teaching
- Museum curation
- Classroom assistants
- Technical demonstrator

Account handler
Account planner
Retail visual merchandising

Postgraduate study, for those students with a conventional and/or strong academic profile accompanied by design expertise, is welcome in all education sectors, with routes into Design Management and Art Therapy, as well as more traditional routes of MAs in related subjects such as Visual Communications.

The University Career Service runs a timetabled 'Career Start' sessions during the first week for all new level 4 students which includes access to 'MyBucksCareer', the university's online platform for careers employability information. Students can access support around career choice and job search from trained careers practitioners, who maintain their knowledge via membership of AGCAS and regular employer contact. The service provides a range of interactive career advice including CV and covering letter builders, videos and reports from industry professionals as well as information, advice and signposting to help all students move beyond university positively, and encourage employers the university works with to take a positive approach to Bucks applicants.

The careers platform includes targeted support for students interested in exploring business start-up. There is dedicated office space available for students and alumni requiring quiet working areas, and board room style accommodation for meeting potential investors or customers.

A drop-in service is available any day of the week for quick queries and sessions up to 20 minutes, longer appointments are available by appointment.

Professional Statutory and Regulatory Body Accreditation

N/A

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Equip graduates with a broad range of technical, aesthetic, sustainable, transferable and intellectual skills which can be successfully applied to visual communication problems within a changing society;
- develop professional illustrators, suitable equipped with the language, knowledge, understanding, skills and experience to enable them to seek freelance employment within the creative industries and/or continue their studies at post graduate level;
- to deliver a progressive programme of study that bridges the gap between further and higher education, encourages the development of independent thinking and personal responsibility and provokes creative experimentation that is supported by robust research and design development that cultivates independent creative practitioners with an appreciation for lifelong learning;
- encourage students to seek out resources and demonstrate an awareness of contemporary networking structures within the creative industries.

Programme Learning Outcomes

Table 1: Programme Learning Outcomes and Mapping to Modules

On successful completion of Level 6 BA (Hons) Illustration, a graduate, will be able to:

Programme Learning Outcomes				
K	Knowledge and Understanding	Core Modules (Code) Level 4	Core Modules (Code) Level 5	Core Modules (Code) Level 6
K1	Evidence knowledge of the underlying concepts and principles associated with illustration, and an ability to evaluate, analyse and interpret these within the context of this area of study.	GD401 AC406 GD402	IL504 IL505 AD502	
K2	Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.		IL505 IL504 AD502	GD603
K3	Demonstrate knowledge and critical understanding of the emerging principles and ethical issues of the illustrator's disciplines, and of the way in which those principles have developed and evolved.		GD506 IL505	AD603* AD602*
K4	Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.	GD401 GD402		GD603 AD603*
K5	Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within an illustration context.		IL504 IL505 GD506	GD603 AD603*
C	Intellectual/Cognitive Skills			
C1	Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of illustration.	AC406 GD402 AD402	AD502	GD603 AD602*
C2	Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.		IL505 IL504 GD506	GD603 AD602*
C3	Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within illustration and culture in general.	AD402	GD506 AD502	GD603 AD603*
C4	Demonstrate an awareness and basic understanding of the ethical and appropriate codes of practice, and industrial standards underpinning visual communication disciplines.		GD506 AD502	AD602* AD603*

C5	Display an ability to create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.			AD603* GD603
C6	Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the graphic industries.			GD603 AD603* AD602*
C7	Communicate information, ideas, problems, and solutions to a professional illustration standard.		IL504 IL505 GD506	GD603 AD603*
C8	Analyse, comment upon and/or debate particular aspects of current research, or equivalent advanced scholarship, within an area of the visual communications industry.			AD603* AD602*
P	Practical Skills			
P1	Show an appropriate level of skill in the use of tools and materials, technical equipment and technologies, and be cognisant of any potential risks and dangers in their handling.	GD401 GD402		
P2	Demonstrate an ability to effectively communicate an informative argument and analysis, and present proposed solutions in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the illustration and design industry effectively.	AC406 GD402 AD402	IL505 IL504 GD506 AD502	
P3	Evidence an ability to apply underlying concepts, principles and techniques outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.		IL505 IL504 GD506	
P4	Define a problem and evaluate the appropriateness of different approaches to solving problems related to the illustration and design industries.		IL505 IL504 GD506	
P5	Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.	AC406		GD603 AD603*
P6	Present and justify their own work convincingly to both specialist and non-specialist audiences.			GD603 AD603* AD602*
P7	Position their own practice within the context of the visual communications industry.			GD603 AD603*
T	Key/Transferable Skills			
T1	Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.	GD401 AC406 GD402 AD402	GD506	GD603 AD603*

T2	Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.	GD401 AD402	GD506	GD603 AD603*
T3	Manage own learning and make use of research materials appropriate to defined contexts.		IL505 IL504 GD506 AD502	GD603 AD602*

*Delete or add rows as applicable

Level Four Programme Outcomes

On successful completion of a Certificate of Higher Education, a graduate will be able to demonstrate achievement of the following learning outcomes:

Knowledge & Understanding

- Evidence knowledge of the underlying concepts and principles associated with illustration, and an ability to evaluate, analyse and interpret these within the context of this area of study.
- Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.

Intellectual / Cognitive Skills

- Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within illustration and culture in general.

Practical Skills

- Show an appropriate level of skill in the use of tools and materials and technical equipment and be cognisant of any potential risks and dangers in their handling.
- Demonstrate an ability to effectively communicate an informative argument and analysis, and present proposed solutions in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the illustration and design industry effectively.
- Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.

Key / Transferable Skills

- Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.
- Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.

The above learning outcomes will be demonstrated by the achievement of 120 credits listed at Level 4 for this programme.

Level Five Programme Outcomes

On successful completion of a Diploma of Higher Education, a graduate will be able to demonstrate achievement of the following learning outcomes:

Knowledge & Understanding

- Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.

- Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within a professional illustration context.

Intellectual / Cognitive Skills

- Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of illustration.
- Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.
- Demonstrate an awareness and basic understanding of the ethical and appropriate codes of practice, and industrial standards underpinning visual communication disciplines.
- Communicate information, ideas, problems, and solutions to a professional illustration standard.

Practical Skills

- Evidence an ability to apply underlying concepts, principles and techniques outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- Define a problem and evaluate the appropriateness of different approaches to solving problems related to the graphic design industries.

Key / Transferable Skills

- Manage own learning and make use of research materials appropriate to defined contexts.

The above learning outcomes will be demonstrated by the achievement of a combined total of 240 credits comprising 120 credits at Level 4 and 120 credits at level 5 for this programme.

On successful completion of a Level 6 Ordinary degree, graduates will have achieved the majority of the learning outcomes specified above for the full Honours award with the exception of those marked with a *.

The above learning outcomes will be demonstrated by the achievement of a combined total of 300 credits comprising 120 credits at Level 4, 120 credits at Level 5 and 60 credits at Level 6 from the following modules (excluding the dissertation or equivalent):

- **Bulleted list of module codes**
- GD401
- AC406
- GD402
- AD402
- IL504
- IL505
- GD506
- AD502
- GD603

On successful completion of a **Bachelor of Arts (Ordinary degree)**, a graduate will be able to demonstrate achievement of the following learning outcomes:

Knowledge & Understanding

- Show knowledge and understanding and the main methods of enquiry in the subject area, and an ability to evaluate critically the appropriateness of different approaches to solving problems in the context of the illustration and design industry.

- Understand and recognise the interaction between materials, media and processes and the consequences of appropriate selection.
- Demonstrate an understanding of the relationship between designer, client, manufacturer and audience/user within a professional illustration context.

Intellectual / Cognitive Skills

- Demonstrate an ability to identify, evaluate, interpret and present research, develop lines of enquiry, ideas and concepts and make sound visual judgements in accordance with subject knowledge, basic theories and concepts of illustration.
- Show an ability to use a range of established techniques to initiate and undertake critical analysis, and to propose solutions to problems arising from that analysis.
- Identify, evaluate, interpret and recognise the significance and impact of the work of others on their own practice and that of others within illustration and culture in general.
- Display an ability to create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.
- Deploy accurately, with minimum guidance, established techniques of analysis and enquiry within the graphic industries.
- Communicate information, ideas, problems, and solutions to a professional illustration standard.

Practical Skills

- Create new solutions to problems of an increasingly complex nature with sophisticated analysis, synthesis or creative responses.
- Present and justify their own work convincingly to both specialist and non-specialist audiences.
- Position their own practice within the context of the visual communications industry.

Key / Transferable Skills

- Demonstrate continuing personal and professional development through the acquisition of communication and independent learning skills.
- Demonstrate qualities and transferable skills necessary for employment requiring the exercise of personal responsibility, increasing independence and decision-making.
- Manage own learning and make use of research materials appropriate to defined contexts.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

How will students learn

Studio-based activity is a significant feature of the course, providing locations for both individual and group tuition. In an effective learning environment, staff and students create a community of practice as partners in the process of learning. The pedagogy is discursive with an emphasis on student presentations, peer group learning, workshops and group critique. Both individual and group tutorials are an important approach, providing a supportive environment for the student and encouraging reflective learning.

A variety of teaching and learning strategies are employed, including lectures, tutorials and seminar presentations. The key learning vehicle is through the project briefs which are practical in nature and originate from the following sources:

- Tutor written projects written to address specific areas of learning
- Competition/award schemes, briefs written by creative professionals from an industry/society facing perspective

- Live projects, originating from businesses, organisations, and from within the university such as research funded projects
- Self-written student initiated projects in negotiation with course tutors.

Projects and workshops are staged throughout the course to make increasingly complex demands of the student. The final level of study requires each student to manage and generate professional quality work which is suitable for exhibition and public dissemination. In-line with pedagogic practice within art and design a period of development is built into the course before students consolidate their work within their final project outcomes. Although modular in construct, the course requires the student to bring together the parts into a coherent learning experience manifested within the Integrated Final Major Project.

Knowledge and understanding of commercial and professional practice is developed in a variety of ways. Externally-set, 'live' projects, which include engagement with the wider university and regional community. In addition, the course takes advantage of the many national student design competitions/award schemes which are set by industry and business specialists all of which serves to expand students' awareness of contemporary contexts and issues. *Adapted from QAA 5.9*

The early stage of the course is dedicated to supplying fundamental concepts, information and experience of process underpinning creative practice which can be expanded and utilised at a later stage. Visits to external institutions and from visiting professionals reinforce this experience. Subsequently, the emphasis moves to the growing independence and self-direction in students' work, and the tuition assumes a more individual dialogue with students. Students are encouraged to explore a diverse range of applications for images from which they will decide a personal balance and direction.

Learning strategies, under the direction of the course team, are designed to increase students' active involvement in the learning process. Broadly the aims are to increase student independence as the course progresses. On-going critical dialogue enables staff and students to shape the overall coherence of the student's experience. Tutorial guidance fosters discussion on the progress of the students' intellectual and creative development. Group critiques encourage sharing of best practice, facilitate alternative student approaches to practical work and allow tutors to identify common concerns in the learning experience.

Showing work to peers and in the public domain is common pedagogic practice on the course. This takes various forms including, the use of digital platforms, group peer critique, interim exhibitions, and graduate show exhibitions (including but not limited to D&AD New Blood). These methods enable students to introduce their work to a wider audience, engage in public/peer review and situate their practice in a professional environment. *Adapted from QAA 5.8*

The development of students' independent learning skills is promoted through self-directed and self-initiated study at levels 5 and 6, which may be formalised through individually negotiated learning agreements. Such personal and professional development is generally expressed in a range of forms which may include reflective journals, blogs and personal development records. *Adapted from QAA 5.11*

Students are encouraged to maximise their use of the workshop facilities contained within the Faculty far beyond the traditional graphic design domains of print and screen-based equipment. The value of this, outside straightforward experimental aims, is to make design thinking and digital skills sharper and more personal and to develop a personal voice linked to an ability to think and work flexibly as part of a design team. The ability to negotiate access or assistance from technicians and lecturers outside of their course is a key transferable skill and only possible under a scheme that allows

students such freedom of choice.

The following key features help foster an engaged approach to student-centred learning:

- Students negotiating their own projects will enhance the motivational context of second and final year work
- Seminar groups will foster interaction within and outside regular meetings
- Students will regularly encounter different views and perspectives, which will help them to construct a wider knowledge base.

The strategies which embody these features include:

- independent learning, involving increased student decision making
- personal development, supported by tutorial seminars and seminar group discussion
- student identification of issues through negotiated assignments
- improving personal reflection
- learning by experience
- developing individual and group skills

How will students be assessed?

Assessment strategies support students' understanding of their learning processes and are designed to foster a deep approach to learning. Strategies also promote autonomous learning and self-evaluation as vital elements within the overall learning process.

Students will be asked to complete a series of projects and workshop tasks given in the form of a project brief and workshop task sheet. Self and peer feedback during regular group and individual discussions will be an essential element in the maturation of ideas and visual development. Students will be expected, during critiques and other discussions, to display a critical and reflective approach to their own and the work of others.

Formative feedback and feed forward are considered a vital part of the assessment process on the course and is offered in oral form on a weekly basis within the studio situation. More formal oral and/or written formative feedback is given at key identified points, usually during student led presentations of work in progress. At these points, a formative grade based upon performance up to that stage is applied, to help students establish action planning and critical awareness. Grades given at this stage are only indicative and can go down as well as up at the summative assessment point.

Self and peer-evaluation constitute an important part of formative assessment and, on occasion, of the formal summative assessment process.

Summative assessment will take place at the end of the module based upon a portfolio submission of project and workshop outcomes and an industry investigation presentation. Submitted work will be assessed on the achievement of the module **Learning Outcomes** and awarded a grade based upon the **Assessment Criteria** and the **Marking Scheme**. The assessments will take place with a full review of the design briefs and all the supporting development work, which should clearly document the breadth and depth of research and the development of conceptual ideas and visual language for each project undertaken.

Work-Based / Placement Learning

Although work placements are not essential to completion of the course, they are recommended for the summer period following the completion of level 5 of the course. Additionally, students are very much encouraged to engage with work-based learning opportunities at Levels 5 and 6 of the course, which will contribute to their development on the Professional Studies and Professional Practice modules. Whilst individual initiative is encouraged, students will be given support on locating a suitable position and on making a professional application.

Learning takes place within a studio setting to best simulate 'real world' employment conditions. This integrates practice and theory, encourages student debate, collaboration, and peer support in an interactive situation.

SECTION C: PROGRAMME STRUCTURE(S) AND HOURS

Table 1: Programme Structure Table

Programme Title		BA (Hons) Illustration							
Course Code		BV1ILL1 (BV6ILL1 – Top-Up)							
Mode of Study		Full-time							
Credit Value		UK	360	ECTS			180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award ([C]ore / [O]ptional)	Credit Value	Assessment Regime			Semester Taught *
						Written Exam %	Coursework %	Practical %	
Level 4									
GD401	Design Workshops	4	1	C	30		100		SB
AC406	Conceptual Communications	4	1	C	30		100		SB
GD402	Type and Image	4	1	C	30		100		SB
AD402	Critical and Historical Studies– Historical and Critical Thinking	4	1	C	30		75	25	SB
Level 5									
IL504	Narrative Illustration	5	2	C	30		100		S2
IL505	Editorial Applications	5	2	C	30		100		S1
GD506	Professional Studies	5	2	C	30		100		SB
AD502	Critical and Historical Studies– Design Research and Theory	5	2	C	30		100		SB

Level 6 (for Top-Up only)									
GD603	Integrated Final Major Project	6	3	C	60		100		SB
AD603	Professional Practice	6	3	C	30		80	20	SB
AD602	Critical and Historical Studies– Dissertation	6	3	C	30		100		S1

Course Title		BA (Hons) Illustration with Foundation Year							
Course Code		BV1ILL4							
Mode of Study		Full Time Attendance							
Credit Value		UK	360			ECTS	180		
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award	Credit Value	Assessment Regime			Semester Taught
						Written Exam %	Coursework %	Practical %	
FY026	Preparing for Success Knowledge and Creativity	0	1	C	n/a		100		1/2
FY027	Preparing for Success Self-development and Responsibility	0	1	C	n/a		60	40	1/2
FY028	Inquiry Based Learning	0	1	C	n/a		100		1/2
FY038	Photography, Design and Visual Communication	0	1	C	n/a		100%		1/2
GD401	Design Workshops	4	1	C	30		100		SB
AC406	Conceptual Communications	4	1	C	30		100		SB
GD402	Type and Image	4	1	C	30		100		SB
AD402	Critical and Historical Studies–Historical and Critical Thinking	4	1	C	30		60	40	SB
IL504	Narrative Illustration	5	2	C	30		100		S2
IL505	Editorial Applications	5	2	C	30		100		S1
GD506	Professional Studies	5	2	C	30		100		SB
AD502	Critical and Historical Studies–Design Research and Theory	5	2	C	30		100		SB
GD603	Integrated Final Major Project	6	3	C	60		100		SB
AD603	Professional Practice	6	3	C	30		80	20	SB
AD602	Critical and Historical Studies– Dissertation	6	3	C	30		100		S1

Table 3: Breakdown of Contact Hours

Note: Hours are worked on the basis of full-time study. 1 Academic Credit is equated to 10 notional learning hours. A full-time undergraduate student will normally study 120 credits in an academic year which is therefore equated to 1200 notional hours. A full time postgraduate student will normally study 180 credits in an academic year which equates to 1800 hours. Module Descriptors provide detailed breakdowns of the categories given below.

Year of course	Scheduled Learning and Teaching Activities	Guided Independent Study	Placement / Study Abroad	Total
Year One	367	833	–	1200
Year Two	360	840	–	1200
Year Three	291	909	–	1200
Total	1018	2582	–	3600

*These hours should be calculated based on the hours stated in the module descriptors.

Students who study this programme with a Foundation Year will complete an additional 1200 hours during that year.

SECTION D: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website with the following exceptions:

The classification of degrees will be decided by the weighted average of Level Six modules only. There will be no marks carried forward from Levels Four or Five although students must receive academic credit for these modules consistent with normal regulations; ¹¹Level Six students must pass GD603 Integrated Final Major Project in order to be awarded their Ordinary Degree. This module may not be condoned.

External Examiners will make an interim visit midway through the academic year (normally February/March/April). They will look at negotiated briefs and work in progress of Level Six students at this time, including in particular for GD603 Integrated Final Major Project. This interim visit replaces the normal requirement for External Examiners to agree assessment briefs in these modules at the beginning of the academic year. External examiners will visit the University for moderation of students' final assessment pieces, normally during June.

The calculation of this award will be as follows: ¹¹Weighted average of the Level 6 modules only (120 Credits) GD603–Integrated Final Major Project and AD603– Professional Practice, AD602– Dissertation.

This programme complies with the approved University regulations *University Academic Framework and Assessment Regulations* and procedures as detailed on the University website.

With the following exceptions:

- In line with the developmental nature of the subject and course structure the calculation of this award will be 100% at level 6.

The following modules will be non-compensable: ***(if not applicable, please state this under the bullet points)***

- GD603

Referral Opportunities

Standard University referral opportunities apply.

Exit Awards Available

Exit Award Type	Award Title	Credits Achieved
Certificate of Higher Education	CertHE in Illustration	120 Credits
Diploma of Higher Education	DipHE in Illustration	240 Credits
Ordinary Degree	Ordinary Degree in Illustration	300 Credits

SECTION E: FURTHER INFORMATION

Reference Points

The following reference points were used when designing the programme:

- University Strategy 2016-2021
- Buckinghamshire New University Approval of Academic Provision policy and procedure
- QAA Subject Benchmark Statement for Art and Design (2017)
- QAA Framework for Higher Education Qualifications (2014)
- University Academic Qualifications Framework

Ethics

The following ethics sub-committee will be responsible for ensuring good research practice and student awareness of ethical concerns and risks.

Art, Design and Performance

Annual Review and Monitoring

This programme will be monitored annually through the University's Annual Monitoring Process, which is a continual cycle of review and enhancement. This process is supported by both the periodic review of departments and the periodic re-approval process for individual programmes. All processes are completed in consultation with students via the Students' Union or student representatives.

The re-approval of this programme is scheduled for academic year:
September 2023

SKILLS MATRIX

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
GD401	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AC406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD402	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IL504	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IL505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GD506	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD502	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD602	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SUBJECT BENCHMARK MAPPING

QAA Subject Benchmark Standard	Programme Outcome(s)	Module Code(s)			
		Level 4	Level 5	Level 6	Level 7
Subject knowledge, understanding and abilities					
6.4 Graduates are able to:					
i present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	K2 P6 T1	GD401 AC406 GD402 AD402	IL505 IL504 AD502	GD603	
ii demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making	C1, C2	AC406 GD402 AD402	AD502 IL505 IL504 GD506	AD602 GD603	
iii develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments	K4 C8 P2, P4	GD401 GD402 AC406	IL505 IL504 GD506 AD502	GD603 AD603 AD602	
iv make connections between intention, process, outcome, context and methods of dissemination.	K1, K4, K5 C1	GD401 AC406 GD402 AD402	IL504 IL505 GD506 AD502	GD603 AD603	
Subject-specific skills					
6.5 A graduate's work is informed by aspects of professional practice in their discipline(s). This is evidenced by some knowledge and understanding of:					
i the broad critical and contextual dimensions of the student's discipline(s)	K1, K3	GD401 AC406 GD402	IL504 IL505 AD502 GD506	AD603 AD602	
ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants	K5 C4 P2	AC406 GD402	IL504 IL505 GD506 AD502	GD603 AD603	
iii major developments in current and emerging media and technologies in their discipline(s)	K3 C5 P3	GD401 AD402	IL505 IL504 GD506	AD603 AD602	
iv the significance of the work of other practitioners in their discipline(s)	K5 C3 P7	AD402	IL504 IL505 GD506 AD502	GD603 AD603	
v the role and impact of intellectual property.	C4		GD506 AD502	AD603	
Generic and graduate skills					

<p>6.6 Graduates have demonstrated that they have some ability to:</p> <p><i>Self-management:</i></p> <p>i exercise self-management skills in managing workloads and meeting deadlines</p>	T1, T2, T3	GD401 AC406 GD402 AD402	IL505 IL504 GD506 AD502	GD603 AD602 AD603	
ii accommodate change and uncertainty.	P4 C5		IL505 IL504 GD506	GD603	
<p><i>Critical engagement:</i></p> <p>i analyse information and experiences, and formulate reasoned arguments</p>	C1, C3 P3	AC406 GD402 AD402	AD502 GD506 IL505 IL504	AD602 GD603	
ii benefit from the critical judgements of others and recognise their personal strengths and needs.	K2, K5 C3 T1	GD401 AC406 GD402 AD402	IL505 IL504 AD502 GD506	GD603 AD603	
<p><i>Skills in communication and presentation:</i></p> <p>i communicate ideas and information in visual, oral and written forms</p>	C7, C8 P2	AC406 GD402 AD402	IL504 IL505 GD506 AD502	GD603 AD603 AD602	
ii present ideas and work to their audiences.	C1 P2, P6	AD402 AC406 GD402	IL504 IL505 GD506 AD502	AD602 GD603	
<p><i>Research and information skills:</i></p> <p>i navigate, retrieve, and manage information from a variety of sources</p>	K2 C1, C6 T3	AC406 GD402 AD402	IL505 IL504 GD506 AD502	GD603 AD603 AD602	
ii select and employ communication and information technologies	K4 P2, P4, P6 T1, T3	GD401 GD402 AC406 AD402	IL505 IL504 GD506 AD502	GD603 AD603 AD602	
iii the ability to identify IP issues, prevent infringements of other's IPRs, and take the appropriate steps to safeguard the innovation and commercialisation processes.	K3, K5 C4		IL504 IL505 GD506 AD502	GD603 AD603	

EMPLOYABILITY MAPPING

Module Code	CD Career Development Learning			E Experience			DS Degree Subject Knowledge Understanding & Skills			GS General Skills			EI Emotional Intelligence			RE Reflection & Evaluation			S Self-esteem, Self-confidence & Self-efficacy		
	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed	Taught	Practised	Assessed
GD401	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AC406	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
GD402	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD402	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IL505	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IL504	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GD506	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD502	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GD603	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AD603	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AD602	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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