

Course Title	BA (Hons) Character Design & Concept Art
Final Award	BA (Hons) Character Design & Concept Art
Interim Awards	Certificate of Higher Education in Character Design & Concept Art Diploma of Higher Education in Character Design & Concept Art BA Character Design & Concept Art
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W225
HECOS code (with Subject percentage Splits if applicable)	100062 – 60% 101268 – 40%
QAA Subject Benchmark	Art & Design (2019) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 years FT
Type (open/closed)	Open
Validation period	Five years (September 2024 – September 2029)
Intended First Cohort Start Date	09.2023
Date produced/amended	12.2023
Course Leader	David Foldvari
Course Development Team Members	David Foldvari (Course Leader) Dan Duran (Academic Head)
Course Administrative Contact	Sejuti Mansur

#### Course Description

Character Design & Concept Art is a focussed new course created in response to the increasing demand for illustrators who possess the specialist image-making skills needed to enter the gaming, animation and media production industries. The course will allow ambitious illustrators who are interested in gaining employment in this growing field to build the specialist skillset required for industry success.

Working closely with studios across the globe, Character Designers and Concept Artists are at the heart of countless well-known productions, applying advanced drawing and image-making skills to bring stories and ideas to life through the creation of visual assets that give a unique

identity to games, animated movies and tv shows. Working as a vital part of a production team, creatives specialising in this field possess the ability to deconstruct narrative works in order to visualise complex settings and environments, creating convincing characters and building expansive imaginary worlds.

As the course is primarily designed as a specialist branch under the Illustration umbrella, Character Design & Concept Art will share Level 4 with Ravensbourne’s well established Illustration for Communication BA, allowing students to build networks and collaborate whilst forming a solid understanding of the core fundamentals of the discipline.

During Level 4, students will be introduced to the discipline’s foundations, exploring fundamental drawing and image-making skills using both state-of-the-art digital tools as well as traditional materials, allowing for versatility and rapid technical progress through the exploration of ideas and themes across commercial, social and cultural contexts, utilising narratives in compelling and innovative ways. Practical work will be supported by a theoretical understanding of colour, perspective and composition. Students’ development will be informed by a thorough understanding of illustration’s history and ongoing cultural relevance.

From Level 5 onwards, students will specialise in building the essential skillset required for entry into the creative industries as Character Design and Concept Art specialists. Students will refine technical skills through in-depth anatomical study, supported by an exploration of drawing methodologies, and utilise research to deconstruct narrative works to inform the concept development process. Specialist 3D software learning will allow students to expand their skillset and bring complex characters and environments to life. Professional skills and industry engagement will be supported by giving students the opportunity to work on live projects and with visiting industry professionals.

During Level 6, students will be given the opportunity to consolidate and apply their learning by creating a full visual concept for a production of their choice. Students will then be given the opportunity to work on live briefs commissioned by industry partners, with the year culminating in the preparation of a professional portfolio, preparing for direct industry entry after graduation.

**Course Aims**

The course aims to:

- provide an inclusive learning environment for a diverse range of visual communicators who wish to specialise in concept art and character design
- give students the opportunity to initiate and maintain links with successful and established industry practitioners, as well as potential future employers
- provide students with discipline-specific technical knowledge which comes directly from current industry practice
- provide students with discipline-specific historical and contextual knowledge
- allow ambitious students with a firm focus on the future to explore cutting edge technology to create specialist visual media

**Course Learning Outcomes**

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA (Hons) Character Design & Concept Art** students will be able to:

## COURSE SPECIFICATION

<b>Explore</b>	Evidence and contextualise capacity for utilising and synthesising specific knowledge relating to Character Design & Concept Art, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for Character Design & Concept Art. (CLO2)
<b>Influence</b>	Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to Character Design & Concept Art. (CLO3)
<b>Integrate</b>	Evidence a critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Character Design & Concept Art. (CLO4)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Character Design & Concept Art** students will be able to:

<b>Explore</b>	Evidence and contextualise capacity for utilising and synthesising specific knowledge relating to Character Design & Concept Art, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Character Design & Concept Art. (CLO2)
<b>Influence</b>	Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Character Design & Concept Art. (CLO3)
<b>Integrate</b>	Evidence ability to effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Character Design & Concept Art. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Character Design & Concept Art** students will be able to:

## COURSE SPECIFICATION

<b>Explore</b>	Evidence evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Character Design & Concept Art. (CLO1)
<b>Create</b>	Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to Character Design & Concept Art.  Exhibit developed technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Character Design & Concept Art. (CLO2)
<b>Influence</b>	Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Character Design & Concept Art. (CLO3)
<b>Integrate</b>	Evidence evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Character Design & Concept Art. (CLO4)

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Illustration for Communication** students will be able to:

<b>Explore</b>	Demonstrate capacity for engaging with research and critical thinking, developing Character Design & Concept Art specific knowledge and emerging ability to problem solve. (CLO1).
<b>Create</b>	Exhibit emerging technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Character Design & Concept Art. (CLO2).
<b>Influence</b>	Demonstrate emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Character Design & Concept Art. (CLO3).
<b>Integrate</b>	Demonstrate emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Character Design & Concept Art. (CLO4).

### Ravensbourne University Assessment Criteria

Explore	Research and Analysis Subject Knowledge
---------	--

	Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

**Core Competencies**

Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> <li>Evaluate their own beliefs, biases and assumptions</li> <li>Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>
<b>Emotional, Social and Physical</b>	Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: <ul style="list-style-type: none"> <li>Self-awareness &amp; regulation (including metacognition)</li> </ul>	<b>Explore, Influence, Integrate</b>

## COURSE SPECIFICATION

	<ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does	<b>Create, Influence, Integrate</b>

## COURSE SPECIFICATION

	not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	<b>Explore, Create, Influence, Integrate,</b>

### Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
<p>A variety of learning and teaching methods are employed across all levels. They include: Briefings, Lectures, Project work, Tutorials, Seminars, Workshops, Group work, Online activity, Individual Presentations and critiques, Group presentations, critiques and self-directed independent study.</p> <p>You may also work in teams and collaborate with external partners and students from other programmes. These assignments will build a personalised approach to Character Design &amp; Concept Art while recognising and understanding the parameters of professional practice.</p> <p>There are also range of procedures in place for evaluating the effectiveness of learning and teaching methods. They include: module evaluation, in year and end of year surveys , Staff Student Liaison Committee meetings, Personal Progress, Review meetings and the National Student Survey.</p> <p>There will be a strong focus on a staggered and supported independence and autonomous learning environment in which you flourish and grow in confidence. There is also a strong</p>	<p>A variety of assessment methods are employed across all levels. They include: formative and summative presentations, peer assessment and external reviews. These methods encourage you to critically reflect on your learning and progress.</p> <p>Formative feedback is given at the midpoint of modules and will provide ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria.</p> <p>Alongside studio based teaching and activities, self-directed study is embedded into each module. Self-directed study will be supported by the provision of materials and facilities to assist students with research tasks, digital / software learning and testing / prototyping.</p> <p>In order to complete work successfully, students will be given the opportunity to explore Ravensbourne’s facilities and specialist equipment including high-spec desktop</p>

focus on widening participation and that includes consideration for a range of learners with unique abilities and skills. At Ravensbourne we work closely with professional services and resource teams including the Study Zone, Central Loan Resources and Prototyping teams as well as Student Services.

computers and industry standard digital drawing devices.

At the end of each module summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements.

**Work Based Learning**

The work placement or equivalent industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.



## COURSE SPECIFICATION

### Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
CDC24101	Introduction to Illustration Culture	x	Mandatory	20
CDC24102	Introduction to Illustration Practice	x	Mandatory	20
CDC24104	Illustration Futures	x	Mandatory	20
CDC24105	Narrative Concepts and Communication	x	Mandatory	20
PLP22103	Professional Life Practice: Developing Your Practice	x	Mandatory	20
PLP22106	Professional Life Practice: Exploring Your Practice	x	Mandatory	20
			Total	<b>120</b>
Level 5				
CDC24201	Organic Forms - Anatomy & Dynamics		Mandatory	20
CDC24202	New Dimensions - From 2D to 3D		Mandatory	20
CDC24204	Building Imaginary Worlds - Deconstructing Narrative & Applied Research		Mandatory	40
PLP22203	Professional Life Practice: Applying Your Practice		Mandatory	20
PLP22206	Work Based Learning	x	Mandatory	20
			Total	<b>120</b>
			Total	<b>240</b>
Level 6				
CDC24301	Pro Level - Live Briefs and Real World Projects		Mandatory	40
PLP22306	Professional Life Practice: Situating Your Practice	x	Mandatory	20
CDC24302	Pitch - Major Project		Mandatory	40
CDC24304	Concept Art & Character Design Portfolio		Mandatory	20
			Total	<b>120</b>
			Total	<b>360</b>

### Learning Hours

Learning Hours (per 20 credit module excluding the Work Placement)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent study, self-directed study and assessment	152
<b>Total</b>			<b>200</b>

## Course Regulations

### Entry Requirements

Students will be expected to have five GCSEs (grade C/level 4 or above) or equivalent (including English), and hold at least one of the below or equivalent UK/international qualifications.

#### Qualifications accepted:

- Two A levels, grade C or above
- Four AS levels, grade C or above
- Two vocational A levels, grade C or above
- Level three Foundation Diploma or National Diploma
- Advanced Diploma, grade C or above
- International Baccalaureate, 24 points or above
- Ravensbourne fully supports T Levels as a new pathway to university study and will accept the relevant UCAS Tariff points for T Levels across all courses.

#### Selection criteria:

Students should ideally have a background in art, creative media or design. Applicants are expected to submit a portfolio of work which shows a range of their skills and demonstrates why they would be a good fit for the course.

We may also consider a combination of portfolio and academic qualifications and take into consideration progress made during studies and/or relevant work experience.

### Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

### Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

### Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

**Conditions for the Granting of Awards**

A student who completes an approved course of study, shall be awarded BA (Hons) Illustration for Communication

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Illustration for Communication , provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Illustration for Communication, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Illustration for Communication (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

**Any derogation(s) from the Regulations required?**

N/A

Student Support	<a href="https://www.ravensbourne.ac.uk/student-services">https://www.ravensbourne.ac.uk/student-services</a>
Assessment Regulations	<a href="https://www.ravensbourne.ac.uk/staff-and-student-policies">https://www.ravensbourne.ac.uk/staff-and-student-policies</a>

<b>Course Learning Outcomes</b>	<b>CLO1</b>	<b>CLO2</b>	<b>CLO3</b>	<b>CLO4</b>
<i>Level 4 Modules</i>				
Introduction to Illustration Practice	MLO1	MLO2,3		MLO1
Introduction to Illustration Culture	MLO1	MLO2	MLO2	MLO3
Narrative Concepts and Communication	MLO1	MLO2,3		
Illustration Futures	MLO1,2		MLO3	MLO4
Professional Life Practice: Developing Your Practice	MLO1	MLO4	MLO2	MLO3
Professional Life Practice: Exploring Your Practice	MLO1	MLO2		MLO3,4
<i>Level 5 Modules</i>				
Organic Forms - Anatomy & Dynamics	MLO1	MLO2,3		
New Dimensions - From 2D to 3D	MLO1	MLO2		MLO3
Building Imaginary Worlds - Deconstructing Narrative & Applied Research	MLO1,2	MLO3		MLO4
Professional Life Practice: Applying Your Practice	MLO1,4	MLO5		MLO2,3
Work Based Learning	MLO1,2		MLO3	MLO4
<i>Level 6 Modules</i>				

## COURSE SPECIFICATION

Pro Level - Live Briefs and Real World Projects	MLO1,2		MLO3	MLO4
Professional Life Practice: Situating Your Practice	MLO1,2	MLO3,4		
Pitch - Major Project	MLO1	MLO2,3		MLO4
Concept Art & Character Design Portfolio	MLO1	MLO2		MLO3

## COURSE SPECIFICATION

### Course Diagram

	Semester 1	Semester 2	
Level 4	<b>Introduction to Illustration Practice</b> 20 credits	<b>Narrative Concepts &amp; Communication</b> 20 credits	
120 credits	<b>Introduction of Illustration Culture</b> 20 credits	<b>Illustration Futures</b> 20 credits	
	<b>Professional Life Practice: Developing Your Practice</b> 20 credits	<b>Professional Life Practice: Exploring Your Practice</b> 20 credits	
	Semester 1	Semester 2	
Level 5	<b>Organic Forms - Anatomy &amp; Dynamics</b> 20 credits	<b>Building Imaginary Worlds - Deconstructing Narrative &amp; Applied Research</b> 40 credits	<b>Work Based Learning</b> 20 credits
120 credits	<b>New Dimensions - From 2D to 3D</b> 20 credits		
	<b>Professional Life Practice: Applying Your Practice</b> 20 credits		
	Semester 1	Semester 2	
Level 6	<b>Pro Level - Live Briefs and Real World Projects</b> 40 credits	<b>Pitch - Major Project</b> 40 credits	<b>Concept Art &amp; Character Design Portfolio</b> 20 credits
120 credits	<b>Professional Life Practice: Situating Your Practice</b> 20 credits		