Course Specification

BA (HONS)
ILLUSTRATION



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Illustration** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of the Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Illustration
Award Title	BA (Hons) Illustration
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Arts and Communication
Professional accreditation	None
Length of course / mode of study	3 years full-time / 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	W220
Language of study	English
External Examiner for course:	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	2000
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

The BA (Hons) Illustration course promotes an expansive notion of illustration. It recognises the breadth of practices and contexts within which this discipline operates, taking an inquisitive and pro-active approach to exploring new territories and emerging platforms.

The course is informed by a continuous engagement with the evolving discourses that impact on the discipline. It provides an arena where contemporary ideas and practices are tested and challenged in order to continually reinvigorate understandings of illustration.

Students define their own boundaries whilst building the skills to enable them to adapt to the rapidly expanding and diversifying field of contemporary illustration, whether those are drawing, print, digital or time-based practices. Throughout their study, they are equipped to be resourceful and agile creatives whilst maintaining a clear sense of their disciplinary identity.

Distinctive features of the course

The course presents a dynamic learning experience based upon practice and critical discourse within a vibrant creative studio environment. Individual development is supported and nurtured through experimentation, exploration, innovation, and risk-taking. The progressive structure of the course promotes the development of visual thinking and autonomous individual learning. The course offers the opportunity for the student to explore diverse outcomes, based upon a reflective and critical understanding of the historical and contemporary contexts in which illustration continues to evolve.

The ethos of the course nurtures individual specialisation, through the investigation of diverse disciplinary forms. Through an engagement with traditional and emerging creative practices, students are encouraged to understand and locate their voice as illustrators.

Individual units are designed to be responsive to the changing nature of contemporary practice, developing theoretical positions, and the wider context of creative practice. Students are supported in the development of a broad and diverse response to a range of strategies, processes, and techniques.

Students will develop a broad portfolio of skills that support their individual practice. Through diagnostic exploration, students will have the opportunity to sample drawing, printmaking, photography, animation, and will certainly involve the use of both digital and analogue approaches. The curriculum acknowledges that the creative process is informed and nourished by their development as an independent, critically self-reflective learner.

The Course Team consists of a range of practitioners who are active within the academic and professional field of illustration. Visiting lecturers and industry liaison members enhance the currency of the learning experience, as well as contributing to an understanding of the realities of working within the professional environment and the wider creative community.

Students will graduate with the knowledge, professional skills, and creative agility necessary to develop their individual practice. Students will also be equipped with the necessary skills, knowledge and differentiated modes of learning that will enable them to pursue postgraduate study or related forms of employment within the creative industries. The course recognises that to remain alert to the ever-changing demands of a dynamic subject area, they are required to be flexible, inclusive, proactive, reflexive, and progressive practitioners, graduating from the course fully equipped to be a pioneer within their chosen field.

Course Industry Patron Scheme

All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic Vision

The BA (Hons) Illustration course fits with the university's strategic vision in several ways:

Innovation: The course curriculum is adaptive and responsive to new technologies, processes, and contexts, and aims to give students the skills to adapt to a constantly evolving creative landscape. Through practice and critical engagement students are encouraged to test and examine the practical and theoretical challenges that new

technologies present, as well as an understanding of the cultural and historical context in which these changes take place.

Collaboration: The course allows for interdisciplinary collaborations across different courses or schools within the university as well as external partners. Fields within which collaboration is encouraged include Creative Technologies, Photography, Graphic Design, and Games Design and much more. There is flexibility within the curriculum across all three years of the course that allows a culture of collaboration to develop among students on self-initiated practice as well as external partners through optional live briefs.

Connection: The course attracts a broad range of students from diverse backgrounds both nationally and internationally. The course embraces this diversity - it is global in its outlook and aspirations and seeks to relate curriculum content to the range of issues and concerns that underpin the modern world. Both practice and theory elements of the course relate to issues of the environment, representation, and other social concerns.

Passionate: The course team is actively engaged in practice and research with close links to the wider creative and academic community. Staff are passionate about the subject and its potential to communicate and engage with people. Our diverse backgrounds and enthusiasm for the subject is also reflected in our enthusiasm to engage with students and help them to develop their own unique vision as practitioners of the subject.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.

Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.

Develop and recognise their own work ethic and powers of critical reflection.

Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Art and Design*
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching, and Assessment Strategies

Learning is through intellectual enquiry, research, and practice. The course outcomes are met by deploying a wide variety of teaching and learning methods supervised by members of the team, visiting support staff, practitioners, and consultants from industry. In consultation

with the Course Leader, Unit Leaders are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and the student experience.

Importance is placed upon students acquiring the skills to be able to learn independently and to develop a critical awareness. This is facilitated through a variety of learning and teaching methods such as workshops, individual and group tutorials, seminars, lectures, studio practice, educational visits, project, and live briefs, learning agreements, exhibition, and group work.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as they reach the later stages of the course. The promotion of independent learning reflects their anticipated maturity as a student and allows them to direct their learning towards individual goals.

Theoretical, contextual, studio and professional practices are embedded within all units. This integration dissolves the artificial barriers between these forms of engagement, such as recognising theory in making, allowing students to fully realise their potential and understand the rich relationship between these elements of practice.

Student Engagement

The studio environment and focus on group activities will allow students to situate their work in relation to the diversity of practices that the subject of illustration presents and learn from each other.

This collaborative nature fosters a vibrant community where peer engagement plays a crucial role in the learning process. Students will participate in various group activities, including workshops, lectures and collaborative projects, which encourage the sharing of ideas and techniques. This interactive setting not only enhances their understanding of diverse illustrative practices but also helps them develop critical and constructive feedback skills.

Engagement with student peers will also offer opportunities for collaboration and learning that extends student practice and understanding of their work in relation to the diversity of ideas and methods employed by the student cohort.

These activities create a dynamic and supportive learning environment where students are encouraged to experiment, take risks, and challenge the boundaries of their creative practice. This immersive approach ensures that students are well-prepared to adapt and thrive in the ever-evolving field of illustration.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment provides a measure of student achievement and a mechanism through which students receive regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is

graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills, and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity, and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places, and the planet. Through our commitment to working with those who are different to us, or challenge us, we

grow stronger together, creating new synergies, global connections, and sustainable futures." (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Aims

The Course aims to develop creative individuals who embrace the breadth and diversity of the discipline. Students will be equipped to engage with practice, some of which will be at the forefront of their chosen field, and they will be able to interrogate and challenge the nature of illustration.

Students will be critically reflective and able to learn independently in preparation for professional environments or postgraduate study. Students will be confident in working within the creative industries, able to utilise a broad range of creative processes, and realise outcomes that effectively communicate in specified contexts.

The curriculum is designed to be responsive to the shifting nature of creative practice, encouraging theoretical exploration and practical application. With support from active practitioners and industry professionals, students gain valuable insights into the realities of working within the creative industries.

The course aims to equip graduates with the knowledge, professional skills, and creative agility necessary for success in their chosen field, ensuring they are flexible, inclusive, and proactive practitioners ready to pioneer new developments in illustration.

Course Outcomes

By the end of the course, students will be able to:

1. Relate the specialist knowledge and skills that they have developed in illustration to contemporary practice and the creative industries.
2. Make coherent visual statements integrating observation, analysis, interpretation, and speculation.
3. Develop and refine arguments through a continuing engagement with cultural, social, environmental, theoretical, and historical contexts and issues.
4. Use research skills with an understanding of relevant protocols specific to illustration. Provide reasoned solutions, recognising the uncertainty and limits of knowledge within the discipline.
5. Critically evaluate discourses and practices, making informed judgments using an appropriate range of sources from both within and beyond the field of illustration.
6. Apply transferable skills, exercise initiative and personal responsibility within the context of illustration.
7. Extend their academic learning as an independent, self-reflective, and creative practitioner, fully prepared for professional environments or postgraduate study.
8. Employ specialist making skills and media in the production of professional visual outcomes in the field of illustration.

An outline of learning and teaching strategies

Demonstrations offer practical experience, and students will be introduced to new and relevant skills that will enhance their practice.

Individual tutorials provide an opportunity to discuss students individual progress within a unit and the course. They are used to air specific issues raised through the work, provide critical observation, recommend new direction, and research strategies.

Group tutorials offer the opportunity for students to discuss their work, approach, and ideas regarding the unit that students are involved with tutors and their fellow students.

Workshops include students in activities that develop creative strategies and outcomes through short one or two-day projects.

Individual and group presentations offer students the opportunity to prepare and present to a group of peers. It enables students to develop and improve their presentation skills.

Lectures are used as oral and visual presentations intended to present information in a formal context to a large group of students.

Seminars are important opportunities for generating discussion. They explore issues related to practice in context, give an opportunity for students to test and develop their ideas These may include group critiques, in which discussion of student's work will take place with staff and students.

Independent study encourages students to become a self-directed autonomous learner able to manage their time in relation to the unit of study. Each level has regular independent study days so that students can plan their working week.

Studio Practice offers opportunities to make work in the studio environment whilst supported by staff advice and feedback. This may include technical support or academic guidance on student's practice.

Group Work allows students to collaborate with or work alongside their peers in developing their practice, as well as developing an understanding of relevant creative processes of teamwork.

The course focus is upon active learning, with the majority of the course outcomes focused on the development of practical and intellectual skills, developed within a studio environment. Engagement with student peers and staff provides a supportive environment for developing their learning, and engagement with specialist practitioners allows students to develop skills relevant to their career aspirations.

The teaching and learning methods for course units have been selected as the most appropriate for the successful delivery of the syllabus, and appropriate achievement of the aims of the unit. All units involve student contact time and independent study, which come together to indicate the total study hours requirement for the unit.

The University sets indicative contact hours for units at each level. Course teams are free to vary this according to the demands of the different units, but the total for the year will be in line with the totals set out in the Learning, Teaching and Assessment Framework. In addition, the student contact hours information provided in unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning.

Some teaching may be delivered online when appropriate and will count as student contact hours.

Course Content

The curriculum is informed by a student-centred approach. The progressive structure of the course promotes the development of individual learning. The course structure provides the opportunity for students to develop expertise in a particular area of illustration, or a broader approach that may combine a number of disciplines. Students are encouraged throughout the course to work collaboratively, within and across courses, and externally, on an informal basis. At level 5, some units will direct students towards collaborative possibilities. The course is structured in a way that builds systematically, with the content of the individual units relating not only to others within the level but also linked with units in the later levels of the course.

The Illustration course supports the integration of theory and practice through the unitary structure by allowing students to understand how theory underpins, frames, and informs practice. Theory is not presented as an abstract set of ideas or practices set apart from studio-based work. Students will engage with theory through practice.

Cross course activities including life drawing, open access to printmaking, educational visits and drawing workshops. There is also an exciting and lively guest lecture programme open

to all students. Diverse and often early career practitioners are invited in to talk about their work and discuss their experiences of the creative industries.

Illustration specific professional information – pricings, copyright, agency practice, etc. is embedded within the course. The Course Team have experience within industry to support and provide students with a range of business and entrepreneurial skills. Students are encouraged to join the Association of Illustrators and utilise staff advice, particularly in relation to live projects and collaborations. Students will be supported and encouraged to engage with work experience opportunities such as commissions, competitions, art events and exhibitions.

Each level operates within three terms over a period of thirty weeks. Each unit has its own aims, learning outcomes, assessment components and assessment criteria. The positive nature of progressive assessment is made clear throughout the experience. Units are self-contained but build upon previously acquired knowledge and skills. The assessment process summarises what has been achieved previously within the unit and identifies developmental strategies, enabling students to build a portfolio of knowledge, an ability to articulate their practice verbally and specific skills appropriate to the subject and their practice.

Level 4

At Level 4 the emphasis is on developing core skills: the drawing and image-making strategies essential to the illustrator, as well as the intellectual skills to evaluate and reflect upon students work and that of others. Units at this level provide students with a sound intellectual and practical base for their academic study of Illustration, which progresses towards increasingly experimental approaches to working. Emphasis is placed on learning through practical experience and critical reflection to establish their own particular visual vocabulary. Students will also be introduced via lectures and seminars to the historical, social, and professional contexts of illustration. At the end of the year, students will have begun to define their own unique illustrative universe, and to contextualise it within a breadth of contemporary practices.

Unit content is delivered by a dynamic group of tutors from the Course Team, as well as visiting lecturers selected for their specialist expertise in particular areas and focus on professional practice coupled with meeting industry standards. An appropriate amount of taught and independent learning is timetabled to enable students to develop ideas and outcomes through a personal and on-going studio and independent practice. Ideas are tested and discussed through tutorials and seminars, with formative feedback provided at regular intervals throughout the level.

Level 5

At Level 5 the emphasis is on experimentation, exploration, context, and the development of an increasingly independent and critically reflective practice. Students will consider the position of illustration in relation to audience, media, and language, and explore the impact of new technologies, processes, and contexts for student work. Students will continue to expand their visual practice and develop new understandings of the boundaries of the discipline as they engage with new and emerging forms. Students will also explore how illustrators can navigate the expanding professional field, exploring the potential for innovation and entrepreneurship, within a broadening field of practice. Units will individually address specific challenges as students begin to locate themselves within the professional world of illustrative practice.

Level 5 units will provide an opportunity to extend the eclectic nature of image-making and explore the interrelation between theory and practice. Collaborative projects and cross-course activities are also afforded within the level. Students will be increasingly expected to drive their own learning and will begin to define their own positions and specialist practices.

To this end, students will be introduced to Learning Agreements as a way of outlining their working aims, managing their time and practical ambitions. Students will be encouraged to define and challenge the parameters of their illustration practice, and that of the field, through the attainment of wider contextual awareness.

Units explore specific evolving contexts for Illustration, and the acquisition of professional skills and knowledge provide a foundation for the development of independent, entrepreneurial practitioners prepared for Level 6 study.

At the conclusion of Level 5, students have the option to undertake a Placement Year, which will be recognised on their degree transcript. Throughout the Placement Year, students will remain registered at the university and will continue to have access to all university support services. This provides students with the opportunity to gain valuable industry experience while still benefiting from the resources and support offered by the university.

Level 6

At Level 6 the emphasis is on professionalism, ambition, and innovation. Students will be expected to manage their own practice and they will have a mature appreciation of the uncertainty, ambiguity, and limits of knowledge. Some of this will be at or informed by practice and research considered to be at the forefront of the discipline.

Through the ‘Pre-Major Project’ students will identify their concerns, subject matter and selected contexts that inform and position their practice. These findings will then be developed, consolidated, and refined within the ‘Major Project and ‘Professional Practice’ units. Through students development at Levels 4 and 5, they will have decided which specialist approaches are most suited to their practice and future career plans and will therefore produce outcomes to support this decision.

Student research and learning are related to the professional context of Illustration, and they are encouraged to consider their professional potential beyond graduation. Students will build a portfolio of work appropriate and relevant to their aspirations, and develop business planning, that will prepare them for career opportunities within the creative industries or further study.

Specialist resources:

The course seeks to be at the forefront of practice and has access to a broad range of specialist media and tools, allowing students to engage, and become proficient, with both analogue and digital processes.

Image-making is at the centre of illustration practice, the specialist studios used by the course are equipped with equipment that allows to produce a wide range of traditional techniques such as painting, print making, and book binding.

Studios are equipped with digital resources allowing for a seamless transition between analogue and digital media. Apple and Windows based computers all come equipped with industry standard software from the Adobe Suite, as well as 3D and interactive tools such as Blender and Unity, and animation software including Toon Boom. iPads and tablets allow for specialist digital drawing and animation techniques to be employed.

In addition, the course has access to specialist media resources, some of which is bookable by individual students. These include access to the Innovation Studio, Drawing Studios, Print room and Bindery.

Course Units

Unit Code	Unit Title	Credit Weighting
Level 4		
ILL401	Illustration Strategies	40
ILL402	Visual Thinking	40
ILL403	Locating Practice	40
Level 5		
ILL501	Convergence/Divergence	40
ILL502	Narrative	40
ILL503	Interpretation of Text	40
Level 6		
ILL604	Pre-Major Project	40
ILL605	Major Project	60
ILL606	Professional Practice	20

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

	Level 4																												
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Induction week	**ILL401 Illustration Strategies** **Weeks 1-10** (40 credits) Pass/fail unit										**ILL402 Visual Thinking** **Weeks 11-20** (40 credits)										**ILL403 Locating Practice** **Weeks 21-30** (40 credits)									

	Level 5																												
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	ILL501 Convergence/Divergence **Weeks 1-10** (40 credits)										**ILL502 Narrative** **Weeks 11-20** (40 credits)										**ILL503 Interpretation of Text** **Weeks 21-30** (40 credits)									

	Level 6																													
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**							
	ILL604 Pre-Major Project **Weeks 1-10** (40 credits)										**ILL605 Major Project** **Weeks 11-30** (60 credits)																			
											ILL606 Professional Practice **Weeks 11-30** (20 credits)																			

Image: Léane Ruggli | BA (Hons) Illustration