

BA (Hons)

# Illustration



ARTS UNIVERSITY BOURNEMOUTH

## ARTS UNIVERSITY AT BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme 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 within this Handbook and the online Unit Information.

<b><u>Key Course Information</u></b>	
Final Award	BA (Hons)
Course Title	Illustration
Award Titles	BA (Hons) Illustration BA (Hons) Illustration (Animation) BA (Hons) Illustration (Printmaking)
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
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	George Hart Birmingham City University
<i>Please note that it is not appropriate for students to contact external examiners directly.</i>	
Date of Validation	2000
Date of most recent review	2018
Date programme specification written/revised	September 2022

### **Course Description**

This 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 universe 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.

### Introduction to the Course Experience

The course proposes a dynamic learning experience based upon 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 you 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 adaptive to the changing nature of contemporary practice and developing theoretical positions. You are supported in the development of a broad and diverse response to a range of strategies, processes and techniques. You will develop a broad portfolio of skills that support your individual practice. These might include drawing, printmaking, photography, animation, and will almost certainly involve the use of both digital and analogue approaches. The curriculum acknowledges that the creative process is informed and nourished by your 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.

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

### **Course Aims**

The Course Aims to develop creative individuals who embrace the breadth and diversity of the discipline. You will be equipped to engage with practice, some of which will be at the forefront of your chosen field, and you will be able to interrogate

and challenge the nature of illustration. You will be critically reflective and able to learn independently in preparation for professional environments or postgraduate study. You 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.

### **Course Outcomes**

By the end of the course you will be able to:

1. Relate the specialist knowledge and skills that you have developed to contemporary practice.
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.
4. Use research skills with an understanding of relevant protocols. Provide reasoned solutions, recognising the uncertainty and limits of knowledge.
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.
7. Extend your academic learning as an independent, self-reflective and creative practitioner, fully prepared for professional environments or postgraduate study.

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Art and Design*
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Undergraduate Assessment Regulations

### **Employability Skills**

The BA (Hons) Illustration course supports you in developing excellent presentation skills, in terms of visual, verbal and written articulation. This ability to present allows you to confidently embrace a whole range of employment opportunities within the creative industries and beyond. Possible employment may include working as a freelance illustrator, art director, animator, studio assistant, teacher, curator, graphic designer, web designer, etc. It is the course's aim to enable you to develop strong organisational skills, the facility to work to deadlines and be a professional practitioner able to work in collaboration with others as well as independently. On concluding the course, you will have constructed a professional and relevant portfolio in preparation for the next stage in your career development.

## Learning and Teaching 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, Level 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 you 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 tutorials, group critiques, discussion groups, peer learning activity, projects, lectures, workshops, seminars, study visits, demonstrations, skills-based workshops, educational visits, on-site learning, 'live projects', learning agreements, exhibition and group presentation.

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 you reach the later stages of the course. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your 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 you to fully realise your potential and truly understand the rich relationship between these elements of practice.

### **An outline of learning and teaching strategies**

- **Demonstrations** offer practical experience and you will be introduced to new and relevant skills that will enhance your practice.
- **Individual tutorials** provide an opportunity to discuss your individual progress within a unit and the course generally. They are used to air specific issues raised through the work, provide critical observation and recommend new direction and research strategies.
- **Group tutorials** offer the opportunity for you to discuss your work, approach and ideas regarding the unit that you are involved with tutors and your fellow students.
- **Workshops** include you in activities that develop creative strategies and outcomes through short one or two-day projects.
- **Group critiques** involve all students and form a distinctive learning and teaching point within the unit. You are encouraged to discuss your work and respond to feedback within a group of students and tutors.
- **Individual and group presentations** offer you the opportunity to prepare and present to a group of peers. It enables you to develop and improve your 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 you to test and develop your ideas
- **Independent study** encourages you to become a self-directed autonomous learner able to manage your time in relation to the unit of study. Each level has regular independent study days so that you can plan your working week.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one to one tutorials. It is important that you engage with on-line course delivery in the same way that you would if you were on campus.

A proportion of assessment takes place during group critiques of work whereby a small group of students and two members of the staff team critically engage the students during an open discussion. The staff write up their notes and agree upon a mark following this session. The use of the group critique as a means of assessment allows you to develop your ability to verbally articulate your individual practice. It also offers an opportunity for you to see fellow students work and discuss it. This assessment approach is transparent and promotes assessment as part of the learning within the unit of study for the full range of learners. You will learn not only from the assessment and discussion relating to your own work but also from that of your peers. This approach will enable you to understand how your work is assessed.

### **Educational Trips**

Educational visits are organised to occur throughout the academic year. At least one trip to London or other UK cultural centre is offered during the academic year. Bournemouth's proximity to London enables you to easily arrange visits to galleries and museums in the capital to support your studies. Primary research is fundamental to your development as practitioners.

Trips empower you and encourage independence and can offer possibilities for your future career and personal development. Any added costs are notified in advance of the visit.

### **Learning Agreements**

Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the course. Within the Learning Agreement you will indicate why and how you are going to fulfil the unit aims and outcomes. This allows you to vary the work you produce according to your own personal and professional aspirations whilst meeting the specified aims and learning outcomes of the unit.

### **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for

presenting your work for assessment. This is made available through the online Unit Information.

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

The final mark for each unit will be recorded on your formal record of achievement (transcript). With the exception of the pass/fail unit, 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 your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If you have 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 your 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 you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

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

For the award of a Diploma of Higher Education (DipHE), you 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 you leave the University following successful completion of the second year of your course.

For the award of a BA (Hons) you 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 your course.

A BA without Honours may be awarded if you have achieved 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 wanted to create a curriculum that reflected its values and ethos. It should prepare you for the future not only in enabling you to have a successful career, but we also want to empower you with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. We have 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.

### **Equalities 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 have 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.

## **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 you to develop expertise in a particular area of illustration, or a broader approach that may combine a number of disciplines. You are encouraged throughout the course to work collaboratively, 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 you 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. You will engage with theory through practice.



Cross course activities including life drawing, open access to printmaking, locational 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 you with a range of business and entrepreneurial skills. You are encouraged to join the Association of Illustrators and utilise staff advice, particularly in relation to live projects and collaborations. You 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 you to build a portfolio of knowledge, an ability to articulate your practice verbally and specific skills appropriate to the subject and your practice.

#### **Level 4**

At Level 4 the emphasis is on developing core skills: the drawing and image-making strategies essential to the illustrator. Units at this level provide you with a sound intellectual and practical base for your academic study of Illustration, which progress towards increasingly experimental approaches to working. Emphasis is placed on learning through practical experience and critical reflection in order to establish your own particular visual vocabulary. You will also be introduced via lectures and seminars to the diverse professional context of illustration, including issues of copyright, pricing, and marketing. At the end of the year you will have begun to define your own unique illustrative universe, and to contextualise it within a breadth of contemporary practices

Unit introductions in the form of briefings are used to outline the flavour of each unit, clearly defining aims and learning outcomes and explaining the assessment components. You are encouraged to undertake independent research and are equipped with the necessary skills to evaluate and analyse findings in relation to your Illustration practice.

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 you to develop ideas and outcomes through a personal and on-going studio practice. Ideas are tested and discussed through tutorials and group critiques, 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. You will continue to expand your visual practice and develop new understandings of the boundaries of the discipline as you engage with new and emerging forms. You 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 gradually define their own positions and specialist practices. To this end, you will be introduced to Learning Agreements as a way of outlining your working aims, managing your time and your practical ambitions. You will be encouraged to define and challenge the parameters of your 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.

## **Level 6**

At Level 6 the emphasis is on professionalism, ambition and innovation. You will be expected to manage your own practice and you 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' and 'Investigative Study' you will identify your concerns, subject matter and selected contexts that inform and position your practice. These findings will then be developed, consolidated, and refined within the 'Major Project' and 'Professional Practice' units. Through your development at Levels 4 and 5, you will have decided which specialist approaches are most suited to your practice and future career plans, and will therefore produce outcomes to support this decision.

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

### **Named Awards**

The BA (Hons) Illustration course offers you the opportunity to gain a named award in your chosen specialist pathway. The specialist awards, which are available are:

**BA (Hons) Illustration (Animation)**  
**BA (Hons) Illustration (Printmaking)**

You can opt to take a named award in either Animation or Printmaking by demonstrating your practice in either of these disciplines at Level 5 through the 'Narrative' or 'Convergence/ Divergence' units. You will choose to undertake a named award if this is appropriate to your practice and future career aspirations. This will then prepare you for the 'Pre-Major', 'Major Project' and 'Professional Practice' units at Level 6. It will be through demonstration and conversation that you decide to select either named award. Most students will decide to select the BA (Hons) Illustration route.

**Course Units**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
<b>Level 4</b>		
ILL487	Illustration Strategies	40
ILL488	Visual Thinking	40
ILL489	Locating Practice	40
<b>Level 5</b>		
ILL561	Interpretation of Text	40
ILL562	Narrative	40
ILL563	Convergence/Divergence	40
<b>Level 6</b>		
ILL661	Investigative Study	20
ILL662	Pre-Major Project	20
ILL663	Major Project	60
ILL664	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
	<b>Autumn Term</b>										<b>Spring Term</b>										<b>Summer Term</b>									
Induction week	<b>ILL487 Illustration Strategies</b> <b>Weeks 1-10</b> (40 credits)										<b>ILL488 Visual Thinking</b> <b>Weeks 11-20</b> (40 credits)										<b>ILL489 Locating Practice</b> <b>Weeks 21-30</b> (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
	<b>Autumn Term</b>										<b>Spring Term</b>										<b>Summer Term</b>									
	<b>ILL561 Interpretation of Text</b> <b>(weeks 1-12)</b> (40 credits)										<b>ILL562 Narrative</b> <b>(weeks 11-22)</b> (40 credits)										<b>ILL563 Convergence/Divergence</b> <b>(weeks 21-30)</b> (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								
<b>ILL661 Investigative Study</b> (weeks 1-12) (20 credits)											<b>ILL663 Major Project</b> (weeks 11-30) (60 credits)																			
<b>ILL662 Pre-Major Project</b> (weeks 1-12) (20 credits)											<b>ILL664 Professional Practice</b> (weeks 11-30) (20 credits)																			



