Course Specification

MA
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 **MA 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	Master of Arts
Course Title	MA Illustration
Award Title	MA (Illustration)
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Professional accreditation	None
Length of course / mode of study	1 year Full-Time / 2 years Part-Time
Level of final award (in FHEQ (Framework for Higher Education Qualifications))	Level 7
Subject benchmark statement	Art and Design.
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	May 2014
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

MA Illustration welcomes a diverse range of individuals and celebrates an expansive notion of contemporary Illustration. In understanding the value of what students bring in terms of cultural, social, practical, and emotional currency, the course supports the student in locating what they do, why they do it, who they do it for, and how it functions for others. As an active and dynamic community of innovative practice, critical discourse, and relevant debate, the course provides the catalyst for passionate and visually aware individuals to reach deeper self-awareness, professionalism, reflexivity, and confidence.

Our students come from various educational, experiential, and professional backgrounds. Those from Art and Design have included Illustrators, Graphic Designers, Animators, Fine Artists, Model-makers, Product Designers, Photographers and Textile Artists. Others have studied Philosophy, Anthropology, Science, Creative Writing, Linguistics, Social Science, and the Humanities to name but a few of the disciplines enriching our distinct and shifting cohorts. Embracing difference provides a fertile foundation for study and peer learning.

There is no hierarchy or preference in terms of style, genre, or media. We accept a range of previous achievement, both academically certificated and acquired through related commercial experience. The various technical skills and image-making processes students

bring might include digital or traditional methods of drawing, painting, printmaking, moving image, and virtual world-building. We recognise how a wide range of skill sets, and knowledge bases are needed to meet the fast-evolving demands of today's creative industries and technologies.

In line with the inclusive course ethos, students are not asked to come with a predefined project in mind. Rather, it starts with a drive to deconstruct, reconstruct, and re-imagine a student's individual working process through experimentation. Revisiting the fundamentals of image-making shapes the first of the three units. The second unit requires a topical focus to be defined through a Learning Agreement. Navigating potential contexts and audiences moves towards identifying applications and appropriate portfolio choices. The final stage of the course works towards resolving a students' outcomes in line with long-term career aspirations as illustrators, artists, teaching academics or creative researchers.

An MA Illustration student, will benefit from being part of the AUB (Arts University Bournemouth) community, becoming an active participant in a critical and vibrant research network of staff, students, and alumni. Workshops, crits, and tutorials connect students with industry experts and practitioners working at the forefront of illustration. Lecture programmes and artist talks open minds to current trends and concepts and access to printmaking, letterpress, bookbinding, life drawing, software training, and collaboration is supported.

Self-driven, meaningful, and enquiring studio practice is underpinned by a reflective journal. Ranging from bullet points to academic prose, this personalised aspect of the course encompasses action plans, business planning, diaristic documentation, and critiques of the influential ideas and practices of others. Combined, these two elements of the course will focus on content that fascinates and drives the personal work. Strong emphasis is placed on career planning and carving a niche within an evolving global market. A summary and future planning document are submitted for assessment at the end of each unit alongside selective documentation of developmental and final outputs. A presentation narrates and makes the learning achievements explicit.

MA Illustration graduates reflect positively on their personal and professional transformation. They leave with an effective understanding of their image-making possibilities and their potential fit. Outward-facing, curious, and motivated, they are agile, robust illustrators of the future. We see their work in publications, periodicals, websites, editorial platforms, gaming, agencies, children's picture books, art exhibitions, creative teams, academia, and prestigious awards. Alumni support each other beyond the period of the course in continuing to address the boundaries of illustration and creating new visual perspectives on the world.

Distinctive features of the course

- A synergy of cohorts as multifarious disciplines, experiences, ethnicities, dispositions, circumstances, and neurodiversity are shaped into relevant and impactful communities of contemporary practice.
- Asking students to question ‘Who am I?’ as an illustrator functions as the launchpad for connecting micro and macro in a reflexive reassessment of artistic roles, responsibilities, boundaries, discourses, and methodologies.
- Foregrounding what socially engaged art practice can ‘do’ as a mode of research for finding out, gaining understanding, and offering up new perspectives of value to oneself and others.

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 MA Illustration Course fits with the university's strategic vision in several ways:

Collaboration: MA Illustration staff, students and alumni work together as a community of practice supporting interdisciplinary collaboration throughout the course and beyond. Close ties with MA Fine Art and MA Painting enable students to benefit from joint exhibitions, workshops, and theory sessions. MA Illustration students regularly instigate collaborative and participatory opportunities open to student on other MA courses. Open submission competitions, live briefs, and other public-facing events are always ongoing.

Internationalisation: The course is highly attractive to international students who are motivated to study in this field. In contributing to the university's internationalisation goals, these students bring invaluable knowledge and experience to their peers and the institution in terms of challenging, decolonising and diversifying the curriculum.

Inclusivity: Celebration of difference is embedded within the MA Illustration course ethos and invites individuals from a vast range of ethnicities, disciplines, backgrounds, and neurodiversity to share, debate, theorise, connect, practise, contextualise and update their artistic activities.

Currency: The focus on locating a meaningful and contemporary practice ensures that MA Illustration students become personally invested in an academic experience which is current, relevant, well-informed, and appropriate for roles within the creative industries.

Course Aims

The course aims to:

1. Support students to interrogate and experiment with illustration technologies, from traditional approaches to emergent innovations.

2. Facilitate the ongoing development and transformation of a student's thinking and practice, from experimentation to resolution.

3. Equip students with the skills and confidence needed to realise their career aspirations.

4. Support students in advancing communication and impact in relation to audience, function, and context.

5. Establish autonomous research methods of critical reflection, analysis, and contextual enquiry to support a student’s personal and professional transformation long-term.

6. Instil the means of citing sources, referencing influences, and making academic frameworks explicit within the student’s role as an ethical, responsible, and sustainable artist-researcher.

Course Outcomes

By the end of the course, a graduate will be able to:

1. Evidence an understanding of relevant technologies, innovations, and techniques, applied through individual Illustration practice.

2. Demonstrate an understanding of the discipline and the integration of related theory through practice.

3. Identify appropriate creative contexts and career aspirations, aligning these with working process and a professional portfolio.

4. Identify and impactfully interact with audiences, contexts, cultures, and discourses of relevance.

5. Independently question, mediate and articulate their attitudes, integrity, values, actions, outputs, and artistic role in relation to others.

6. Utilise academic protocols as a responsible, ethical, and sustainable artist-researcher.

Reference Points

UK Quality Code for higher education, including:

- Office for Students' (OfS) regulatory framework: 4.17 Degree for a descriptor for a higher education qualification at level 7 on the FHEQ: Master's degree.
- Subject Benchmark Statement: Master's Degree Characteristics.
- Framework for Higher Education Qualifications (FHEQ).
- AUB LTAF (Learning, Teaching and Assessment Framework) and Postgraduate Taught Assessment Regulations.

Level 7

Students who successfully complete Level 7 will have demonstrated the following outcomes:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.

- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

- Conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline;
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

- The qualities and transferable skills necessary for employment requiring: − the exercise of initiative and personal responsibility:
  - decision-making in complex and unpredictable situations;
  - the independent learning ability required for continuing professional development.

Award holders will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

- Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Learning, Teaching, and Assessment Strategies

MA Illustration aligns with other AUB courses in reflecting the shared University values of Collaboration, Connection, Innovation and Passionate. In accordance with the pedagogical framework laid out by the institution, postgraduate course delivery is strategically designed to:

- Maintain the highest quality and consistency of student experience.
- Provide teaching and assessment that is credible, progressive, and innovative.
- Apply a curriculum that is enlightened, agile and meaningful.
- Ensure students deploy core techniques of disciplinary enquiry and analysis.
- Enable an experiential and transformative learning journey.
- Enable future professional practice and careers across a diversity of graduate roles.

Students on the MA Illustration course benefit from belonging to the wider AUB community and provision of shared learning opportunities alongside subject specific sessions. At MA level, students are strongly encouraged to engage with their peers, developing essential skills through peer learning and group work. Students are encouraged to play an active role in collaborative learning activities, initiating such activities as part of a continuing experiential learning journey that starts before joining the course and continues afterwards.

Through participation in cross-course collaborative assignments, working groups, transdisciplinary lectures, study skills workshops, drawing lessons, educational trips, and student-led events, MA students work together to establish the roots of good practice and form potentially valuable peer networks. Establishing trust among students is vital in promoting an environment in which collaboration thrives. Through mutual support, students can engage in activities, such as idea testing and peer review. This environment stimulates broader conversations around the arts, sustainability, ethics, socio-political issues, and the creative industries, acting as a catalyst for innovation, enriching the learning experience and empowering students to excel in their creative research activities.

The University embraces blended and technology-enhanced approaches to learning. AUB learning technology effectively provides course, school and institutional-wide communication and is integrated into teaching delivery as appropriate. A range of technical workshops are offered to support the student in the use of digital media, from good housekeeping and file management practices to more sophisticated video, sound, and image-manipulation software.

MA Illustration

At course level, discipline specific characteristics or signature pedagogies influence student-centred learning, teaching, and assessment strategies. In common with other creative art and design courses MA Illustration embraces a wide range of approaches to teaching, learning and assessment, while maintaining the distinctive inclusivity of the discipline. The teaching environment consists of structured learning activities, but these can be accessed in a flexible way according to individual student needs.

To deliver an overview of the field and to target students' individual interests, the course maintains a balance between group and individualised learning, and there is a strong emphasis on dialogue between students and tutors either in a tutorial or supported studio environment. Students are also offered access to a range of staff support, including Visiting Tutors that supplement the expertise of the permanent course team and support in the studio from technical staff.

Large group teaching is weighted towards the first unit, where students are introduced to different disciplinary concerns through a range of lectures and workshops and are asked to respond to centrally set assignments that are designed to revisit and re-evaluate fundamental image making skills.

In the second and third units, where students are working on individually devised research projects, teaching is more concentrated on small group seminars and supported studio sessions, and teaching and assessment strategies are designed to promote autonomous learning and self-evaluation. In this context, students and tutors will make use of individualised Learning Agreements to define components that will be submitted for assessment. A portfolio of work in each unit is accompanied by pieces of written reflection and/or contextualisation.

The following forms of teaching, as defined in AUB's Learning, Teaching and Assessment Framework, may be incorporated at some point over the course of this MA:

Delivery Type	**Description**
Briefing	An academic staff member will deliver unit introduction information in a presentation to the cohort. It will usually include: • Unit introduction • Unit Assessment criteria • Unit schedule/scheme of work • Assessment requirements and submission deadlines • Assessment feedback deadlines • Assessed Presentation dates.
Induction	An introduction into resources, specialist equipment or processes, specialist software induction.
Lectures	An academic staff member or guest speaker will deliver information via a presentation to a cohort.
Workshops	Interactive learning sessions in a practise-based setting. These are a vehicle for expansive experimentation and exploration of working process, habits and thinking, particularly early in the course. They underpin an overarching ethos of studio practice as essential to learning through doing, making, building, visualising, and problem-solving. In this way, workshops enable knowledge exchange between peers, industry professionals and lecturing staff.
Seminar Activity	A group session that usually relates to a lecture topic or subject-related topic aligned to the Learning Outcomes and assessment requirements of the unit. This might include: • Group discussion of a topic. • Critique (peer and/or staff feedback on work in progress). • Peer Review (students discuss or feedback on each other's work). Seminars are important opportunities for generating dialogue and interrogating practice. They help to contextualise learning delivered through other sessions. These explore issues related to practice in context.

Individual and Group Tutorials	Individual or group engagement of staff with students to discuss their work or progress. These can be scheduled or sign-up tutorials. Tutorials provide an opportunity to discuss individual progress within the unit and on the course. They are used to raise specific issues related to the work, provide critical observation, feedback, and facilitate new directions and research strategies. The tutorial following a summative assessment is known as an Assessment Feedback Tutorial.
Educational Visit	Supervised trips organised for students off campus to a destination, organisation or business relevant to their learning for the unit, e.g. galleries and museums, theatres and performances, design collections, trade fairs, expositions, biennales and design practices here in the UK, the EU and worldwide. There are added costs notified in advance of the visit. Student attendance at academic and discipline specific conferences is encouraged.
Open Studio with Support	Opportunity for students to use studio space in their own time with academic or technician demonstrator support available.
Assessment presentation	Students in a group or individually present their work to an audience or panel for assessment.

Student Engagement

Both the Full Time and Part Time Courses share many taught sessions including workshops, seminars, and talks. This collective learning experience engenders a dynamic sense of community across the cohorts. Creative and social networks emerge, and students are encouraged to use the MA Illustration Studio on a regular basis to establish their daily work pattern, a strong work ethic as well as contribute to the dialogue and participate in the hub of practice. Competitions, live briefs, and collaborative projects are important in providing opportunities to be outward facing.

Full and Part Time Modes of Study

The course offers Full-Time (FT) and Part-Time (PT) modes of study that overlap via shared points of contact and core activities, such as workshops, group tutorials, individual presentations, talks and critiques. Interconnected and mutually invested in a united community of practice, the Full-Time Course is delivered across one academic year, and the Part-Time across two academic years. The dynamic synergy between FT, PT1 and PT2 cohorts is driven by individual student practice and research.

The designated weekly study hours for PT are half of those for FT students, and for reasons of parity, access to subject area resources and academic support must be understood commensurately. The overall study hours and proportionate access for each unit sustain parity of experience for FT and PT students as outlined in the individual unit descriptors.

An ability to study independently is valued at postgraduate level. Students opting for the PT route on this course allow themselves the additional time and space in which to develop their practice and thinking. Although the specific commitment differs between study modes, both positively contribute to the community of practice.

Autumn and Spring intakes

MA Illustration accepts intakes at two different points in the year (subject to viability). Both FT and PT modes are available to those starting in September (Autumn), whilst January (Spring) only allows for FT mode. The rolling nature of cohorts means that there are always existing students to welcome newcomers onto the course and act as mentors. As well as learning from their skills, experience, and knowledge of the University, students can gain real understanding of what is expected in the Units ahead by attending their critiques and Assessment Presentations.

The Use of Learning Outcomes

To promote consistency, transparency and understanding in terms of learning, teaching and assessment, the MA Illustration Learning Outcomes have been aligned to six overarching characteristics considered appropriate for Illustration practitioners. Indicated by the words Technical, Synthesis, Professionalism, Impact, Context and Protocol, they form a structure that is mapped across both the Course Learning Outcomes and the Unit Learning Outcomes.

- LO1-LO4 relate to the Portfolio of Work
- LO5-LO6 relate to the Reflective Journal

Please see the following diagram for further clarification**:**

MA ILLUSTRATION	**INDICATOR WORDS FOR APPROPRIATE CHARACTERISTICS**
LO1 TECHNICAL	Process, Technique, Technology, Skillset, Industry Standard, Forefront, Innovation, Specialism, Digital literacy, Experimentation, Interrogation, Testing, Materiality, Media, Sustainability, Reconciliation, etc.
LO2 SYNTHESIS	Investigation, Integration, Reflection in Action, Experimentation, Recognition, Breakthrough, Analysis, Findings, Critique, Resolution, Cohesion, Enquiry, Reflexivity, Problem-solving, Creative Thinking, Visual Literacy, etc.
LO3 PROFESSIONALISM	Autonomy, Role, Resilience, Agility, Adaptability, Confidence, Collaboration, Connected, Management, Aspirations, Autonomy, Application, Relevance, Currency, Remuneration, Credible, etc.
LO4 IMPACT	Relevance, Recognition, Communication, Interaction, Awareness, Presentation, Cultural, Global, Context, Application, Audience, Values, Voice, Discourses, Debates, Interaction, Collaboration, Competition, Ethical, Emotional, Social, Environmental, Sustainable, etc
LO5 CONTEXT	Research Methods, Methodology, Independent, Autonomy, Reflection, Reflexive, Enquiry, Interrogate, Practice-based Practice-led, Critical, Analytical, Evaluate, Interpret, Knowledge, Relatable, Connectivity, etc.
LO6 PROTOCOL	Academic, Ethical, Critical, Argument, Understanding, Methodology, Analysis, etc

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and provides students with 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.

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 at 50 to successfully complete the unit.

On successful completion of a Master's Degree (MA), a Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit of Distinction.

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

The following forms of assessment, as defined in AUB's Learning, Teaching and Assessment Framework, may be incorporated at some point over the course of this MA. Alternative forms of assessment, such as recordings, web-based content, and oral reports, are possible outcomes in all units.

Assessment Type	**Description**
Assessed Presentation	Assessed Presentation – Students will individually or in a group present their work to a panel for assessment.
Portfolio of Work	A compilation of academic, professional, developmental, or creative materials that demonstrate a students' skills, creativity, knowledge, and experience in response to a brief. This can be hard copy or digital, and the amount of work required will be specified in the unit brief or a learning agreement.
Research File	Work that demonstrates diligent, focussed, and considered research. This might include, but is not limited to: • Evidence of visual or written enquiry or examination of a subject, designer, creative approach, era, artistic style, or industry. • Investigation or experimentation intended to assist with the discovery and interpretation of facts. • Creative or written exploration of theory or practice. • Practical investigation of new or revised theory or practice. • Collecting of a range of information about a particular subject appropriate to the level and area of study.

	• Audience, industry, business, creative or design investigations. The extent of the research file required will be specified in the unit brief or a learning agreement.
Essay	An academic written piece of work (containing visuals), that: • Responds to a question or approaches a subject from an informed individual perspective. • Is based on academic research. • Presents arguments, showing subject and critical awareness. • Demonstrates academic methodology, utilising aims objectives and academic referencing in line with AUB requirements. • Word counts for essays will be specified either in the unit brief or a learning agreement.
Creative Artefact	A clear description of the expective creative artefact and the extent of the submission will be outlined either in the unit brief or a learning agreement.
Process Work	Documentation of a series of development work that creatives go through to generate ideas and outcomes. These might include, but would not be limited to: • Project Planning. • Developmental Research. • Developmental Experimentation. • Annotation of development work. The extent of the research file required will be specified in the unit brief or a learning agreement.
Technical File	Selection of work that contributed to an outcome. These might include, but would not be limited to: • Samples/Prototypes • Patterns/Technical Drawings • Construction Notes • Materials The extent of the technical file required will be specified in the unit brief or a learning agreement.
Reflective Journal	A personal record of a student's reflections on their learning experiences during a unit. Usually taking the form of a written document or blog, it is a space where students record and reflect upon their own work, progress and outcomes, providing personal responses to situations that have occurred during their study. This could also include visual or creative work and could also be in response to work experience. Word counts for all reflective journals will be specified in the unit brief or a learning agreement.

Reflective Commentary	An overview of a student's reflection upon their learning experience once they have reached the end of a project or placement. Word counts for all reflective commentaries will be specified in the unit brief or a learning agreement.

Assessment at AUB is aligned to the unit Learning Outcomes and consists of two types:

Formative Assessment is used throughout the learning process to assess students' progress and understanding. It may take place in tutorials, seminars, critiques, and other discussions about their work and provides ongoing feedback on students' learning-in-process. By identifying positive practices and thinking to potentially take forward and develop it serves to enhance their progress. This kind of dialogue-based, written, or recorded feedback (or 'feedforward') is usually ungraded.

Summative Assessment will take place at the end of the unit to reflect upon what students have achieved. It evaluates evidence of their outcomes, skills acquisition and learning achievements. Marks are graded using a matrix of assessment criteria aligned to the Learning Outcomes in order to ensure the greatest possible clarity.

Unit Assessment Feedback
Students can expect to receive Assessment Feedback four weeks after the submission deadline. Assessment Feedback for all units provides Summative explanation of what has been done well and what could have been done better, as well as feedforward commentary on how the work might be further developed.

Assessment of Collaborative or Group Work

In the event of collaborative or group work produced and submitted for assessment, the contribution of each student will be assessed individually against the Learning Outcomes according to their specific input. The Learning Agreement will serve to indicate the individual contribution to the task for each individual student and is confirmed by a member of the course team. Consideration is given to how any unsuccessful group work might be rectified for resubmission. In theory, this approach allows students who participate in a collaborative project with a final group output that is subpar or fails to still have the opportunity to receive a high grade based on their individual contribution.

Course Structure

The MA is structured around three 60-credit units that each offer a discrete award on completion. All students are registered for the award of Master of Arts; however, exit awards are available if a student leaves the course early.

For the award of Postgraduate Certificate (PGCert) a student must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), a student must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), a student must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook. This qualification will be awarded upon successful completion of the course

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 a student's 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 the course, both curricular and extra-curricular activities will give students the opportunity to prepare for their 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 the 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 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. 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.

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 Content

The MA Illustration Course is exclusively structured around three 60 credit units:

- Master's 1: Re-imagining Practices and Content
- Master's 2: Navigating Audiences and Contexts
- Master's 3: Realising Professional Futures

Each unit has two assessed components:

- Portfolio of Work 80%– as demonstrated through the physical/digital submission and presentation of outputs, both developmental and resolved.
- Reflective Journal 20%– a written or recorded visual reflective analysis of the students learning submitted as an electronic document.

Master's 1: Re-imagining Practices and Content encourages students to dismantle and deconstruct their own creative assumptions through re-visiting the fundamentals of the subject discipline. It requires students to develop an intellectual depth of understanding of Illustration via the application of critical reasoning. Shared studio activities and practical workshops enable those of diverse backgrounds and experience to develop common skill sets and adjust to new ways of working. As the Master's 1: Re-imagining Practices and Content unit progresses, students are encouraged to survey and identify promising areas of investigation, a student's framework of interests, theories, and career aspirations. These findings form the basis of a Learning Agreement that students write towards the end of the unit. Learning Agreement 1 outlines a project/s, and related outcomes proposed for Master's 2: Navigating Audiences and Contexts.

Master's 2: Navigating Audiences and Contexts drives this period of directed independent study. Students will explore, transform, and test their findings in relation to the function of their illustration, related sector, and chosen target audience. This new awareness and understanding will inform Learning Agreement 2. Within this second Learning Agreement of the course, students will articulate their intended Portfolio of Work for Master's 3: Realising Professional Futures.

Master's 3: Realising Professional Futures supports students in establishing orderly practice-based research methodologies. Through editing, selecting, and resolving their Portfolio of Work, they will gain the confidence to embrace the complex and unpredictable challenges of creative industries. In this way, students acquire the strategies needed for agile and sustainable working practice in their chosen field.

The three Reflective Journals reflect upon the Portfolio of Work and integrated research of each unit, enabling students to focus their learning, development, and planning. These are ongoing self-referential, reflective documents, updated continuously and made available for assessment at the completion of each unit. In identifying strengths and weaknesses, a student’s Reflective Journals enable them to take remedial action to improve and/or develop new relevant skills in preparation for the future.

Specialist resources:

- MA Illustration Studio, Scanners and Desk Top Computers
- Shared AUB Workshop for Metal and Woodwork
- AUB Innovation Studio, Laser Cutters, Metal Milling, CNC
- 3D Printing Studio

- Main Lecture Theatre
- Crab Drawing Studio, Life drawing.
- Print Room, Screen-printing, Intaglio, Etching
- Bindery and Letterpress
- Central Media Store, Equipment Hire.
- AUB Library
- The Gallery

Course Units

Unit Code F/T	Unit Code P/T	Unit Title	Credits
ILF701	ILP701	Re-imagining Practices and Content	60
ILF702	ILP702	Navigating Audiences and Contexts	60
ILF703	ILP703	Master's 3: Realising Professional Futures	60

Course Diagram

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

Level 7 Full-Time mode of study Autumn start (45 weeks)												
	Trimester One				**Trimester Two**				**Trimester Three**			
Wk. 0	Weeks 1-15				Weeks 16-30				Weeks 31-45			
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
Induction	**ILF701 Master's 1: Re-imagining Practices and Content (weeks 1-15)** (60 credits)			Assessment	**ILF702 Master's 2: Navigating Audiences and Contexts (weeks 16-30)** (60 credits)			Assessment	**ILF703 Master's 3: Realising Professional Futures (weeks 31-45)** (60 credits)			Assessment

Level 7 Full-Time mode of study January start (45 weeks)												
	Trimester One				**Trimester Two**				**Trimester Three**			
Wk. 0	Weeks 1-15				Weeks 16-30				Weeks 31-45			
	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEP	OCT	NOV	DEC
Induction	**ILF701 Master's 1: Re-imagining (weeks 1-15)** (60 credits)			Assessment	**ILF702 Master's 2: Navigating (weeks 16-30)** (60 credits)			Assessment	**ILF703 Master's 3: Realising Professional Futures (weeks 31-45)** (60 credits)			Assessment

Level 7 Part-Time mode of study September start (90 weeks)																								
	Trimester One								**Trimester Two**								**Trimester Three**							
Wk. 0	Weeks 1-30								Weeks 31-60								Weeks 61-90							
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Induction	**ILP701 Master's 1: Re-imagining (weeks 1-30)** (60 credits)							Assessment	**ILP702 Master's 2: Navigating (weeks 31-60)** (60 credits)							Assessment	**ILP703 Master's 3: Realising Professional Futures (weeks 61-90)** (60 credits)							Assessment

Image: Xiaoxuan Wang | MA Illustration