

# COURSE SPECIFICATION - BA (Hons) Illustration



## 1. General information

Course Title	BA (Hons) Illustration
UCAS code	W220
Course / Award Title	BA (Hons)
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	N/A
Relevant QAA Benchmark(s)	Art and Design Subject Benchmark Statement 2019
Date of most recent review/approval (for new courses)	April 2021
Date of next review	2026-27

Awards	Credits	Duration	Mode of study
BA (Hons) Illustration	360 (180 ECTS)	3 years	FT
BA Illustration*	300 (150 ECTS)	3 years	FT
DipHE in Illustration*	240 (120 ECTS)	2 years	FT
CertHE in Illustration*	120 (60 ECTS)	1 year	FT
*Exit award only			

## 2. Course Aims

### This course aims to provide you with:

- An understanding of illustration, free from the parameters of tradition, style or material. Illustration is an inherently multifaceted process; focused on effective communication of the here and now, illuminating ideas and issues both seen and unseen.
- A foundation of image-making, practical processes and technical competencies through exhaustive experimentation and playful investigation. Illustration seeks to disrupt and challenge ways of working through open, collaborative and inquisitive methods.
- An innovative and sustainable practice through the development of critical, conceptual and contextually aware communication skills. Illustration is an outward-looking discipline, concerned with developing a relationship with audience and community.

- An agile understanding of professionalism, industry contexts and expectations. Illustration is adaptable, flexible and resilient to change and illustrators can be situated within multiple professional industries.
- A progressive and perceptive approach to the changing landscape of illustration and expand ideas relating to process, visual language and communication to ensure that you are enabled to make valued contributions to the wider discourse of contemporary, professional illustration practice.

### 3. Distinctive Features

#### Distinctive features of the course:

The course questions and challenges illustrative traditions through a creatively robust programme of study. The focus is on developing individual creative practitioners through the active exploration and interrogation of the theoretical and practical methods at the forefront of illustrative practice.

The course encourages the development of an increasingly specialist understanding of illustration through critical research, image-making and communication skills. Investigation of visual literacy, visual language, visual thinking and visual research provide the foundations of well-rounded and informed approach.

With a conceptually driven and flexible approach, the course connects specialist practical and cognitive skills with a progressive understanding of the context and application of contemporary illustration. The course ethos is open, perceptive, empathetic and outward-looking.

It is responsive to the professional nature of illustration and in doing so aims to develop an awareness and understanding of contemporary illustrative discourse through exploration.

Collaboration is central to the course ethos. We believe that an appreciation of the relationship between individual creative concerns and contemporary design practices is essential to a professional understanding of contemporary illustration. Through group work, collaborative briefs and group critiques students will learn how to work as part of a team and identify their individual roles within the broader creative community. Collaboration can extend beyond students on the course. You are encouraged to work with others to share specialist skills and practices in the development of mutually beneficial outcomes.

You will be introduced to the programme of study through practical and critical consideration of the *Image*, how it is constructed and effectively communicates. The course progresses through to exploring *Communication* methods and their implications for image-making. This foundation leads to *Process* driven inquiry into tools, materials and methods. The *Application* stage of the course provides space for testing and experimentation around ideas of dissemination, audience and professionalism. In the final year of the course, an increasing understanding of individual creative concerns will lead you to embark on *Research*-led practice to understand the purpose and function of your work. The course culminates with an informed, contextually and professionally aware understanding of your own creative *Practice*.

### 4. Course Structure

#### 4a. Module Framework

Level 4	Credit Points	ECTS	Learning Hours
LAUIL411 Image	60	30	600
LAUIL412 Communication	60	30	600
Level 5	Credit Points	ECTS	Learning Hours

LAUIL511 Process	60	30	600
LAUIL512 Application	60	30	600
<b>Level 6</b>	<b>Credit Points</b>	<b>ECTS</b>	<b>Learning Hours</b>
LAUIL611 Research	60	30	600
LAUIL612 Practice	60	30	600

#### 4b. Course Map / Structure

<b>Level 4</b>	
Semester One	<b>Image (LAUIL411)</b> <i>60 credits</i>
Semester Two	<b>Communication (LAUIL412)</b> <i>60 credits</i>
120 credits (60 ECTS credits)	Certificate of Higher Education (Exit Award)

<b>Level 5</b>	
Semester One	<b>Process (LAUIL511)</b> <i>60 credits</i>
Semester Two	<b>Application (LAUIL512)</b> <i>60 credits</i>
120 credits (60 ECTS credits)	Diploma of Higher Education (Exit Award)

<b>Level 6</b>	
Semester One	<b>Research (LAUIL611)</b> <i>60 credits</i>
Semester Two	<b>Practice (LAUIL612)</b> <i>60 credits</i>
120 credits (60 ECTS credits)	BA (Hons) Illustration (Exit Award)
*Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an Ordinary degree.	

## 5. Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing

to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Learning Outcomes (CLOs) comprise the Level Learning Outcomes, which define what you are expected to be able to do on completion of each level. Level Learning Outcomes are achieved through successfully completing all modules at that level. Expectations for your learning are expressed within each module.

#### Level 4 (CertHE)

Level Learning Outcomes	Modules
<i>By the end of Level 4, you will be expected to:</i>	
4.1 Describe the basic principles of image-making and practical methods appropriate to illustration.	LAUIL411
4.2 Explain practical and theoretical approaches to research associated with illustration and related creative practices.	LAUIL412
4.3 Discuss historical and industry contexts related to illustrative practice.	LAUIL411 LAUIL412
4.4 Use a range of materials and techniques appropriate to illustration.	LAUIL411 LAUIL412
4.5 Visually investigate ideas through testing and experimentation with a range of practical approaches.	LAUIL411 LAUIL412
4.6 Record your individual learning through reflection and documentation of creative problem-solving.	LAUIL411 LAUIL412
4.7 Communicate your research, ideas and experimentation through appropriate methods of presentation.	LAUIL412

#### Level 5 (DipHE)

Level Learning Outcomes	Modules
<i>By the end of Level 5, you will be expected to:</i>	
5.1 Analyse and question well-established principles and practical approaches associated with illustration.	LAUIL511
5.2 Apply a range of practical and theoretical research methods associated with the diversity and inclusivity of international illustration.	LAUIL511
5.3 Generate a range of ideas to solve creative problems informed by conceptual thinking and material understanding.	LAUIL511 LAUIL512
5.4 Propose and apply creative solutions for a range of audiences and contexts of illustration.	LAUIL511 LAUIL512
5.5 Compare the appropriateness of different practical approaches to creative problem solving through experimentation and investigation.	LAUIL511
5.6 Identify and develop practical skills and technical competencies that are appropriate to your individual practice.	LAUIL511 LAUIL512
5.7 Communicate and document your emerging individual practice through appropriate methods of presentation.	LAUIL511 LAUIL512
5.8 Analyse your learning and knowledge through reflection on your creative problem solving.	LAUIL512

5.9 Appraise and reflect on collaborative and individual roles in relevant professional practices.	LAUIL512
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## Level 6 (BA Hons)

Level Learning Outcomes	Modules
<i>By the end of Level 6, you will be expected to:</i>	
6.1 Interpret practical and theoretical research methods at the forefront of global illustrative discourse.	LAUIL611
6.2 Critically analyse research into the diversity, inclusivity and ethical concerns of current illustrative practice.	LAUIL611 LAUIL612
6.3 Devise self-directed projects that synthesize research methods and practical approaches relevant to your creative concerns.	LAUIL611
6.4 Generate and critique ideas, conceptual thinking and practical approaches to resolve self-determined projects.	LAUIL611 LAUIL612
6.5 Apply practical skills and technical competencies to professional formats appropriate to your individual creative practice through sustained investigation.	LAUIL612
6.6 Organise, plan and manage self-directed projects and communicate creative problem solving through appropriate methods of presentation.	LAUIL611 LAUIL612
6.7 Present and critically evaluate your knowledge, skills and their influence on your career aspirations, progression and creative practice through analysis of appropriate professional contexts.	LAUIL612
6.8 Engage with collaborative and individual roles and ethical responsibilities of industry practices.	LAUIL612

## 6. Teaching, Learning and Assessment Strategies

Our overall approach to engagement is outlined in our statement on [Undergraduate Teaching & Learning at Leeds Arts University](#).

### 6a. Teaching and Learning

#### Level 4

The course structure will help you to transition to undergraduate study, by identifying your prior learning and creating a supportive and inclusive environment that promotes safe space for enquiry and investigation. Level 4 will introduce you to and expand the concept of illustration and question your preconceptions of what illustration can be, beyond traditional image-making processes. Modules will focus on understanding functional image-making and applying research strategies. You will explore the basic principles of image-making for effective communication through exhaustive material experimentation and deconstruct formal image-making methods. It will provide you with a contextual understanding of illustrative practice through research and reflection which will underpin your learning throughout the course.

Lectures and seminars will introduce theoretical and practical principles and promote inquisitive discussion. They will give you contextual understanding of illustration and situate it within creative industries. Practical workshops will help you to explore the limitations and opportunities of materials, processes, techniques and digital platforms at the forefront of illustrative practice through playful experimentation, creative challenge and collaboration.

## Level 5

As you progress into Level 5, you will examine the appropriate application of image-making in order to effectively communicate your ideas and consider their potential functions. You will analyse and thoroughly investigate the inherent materiality of processes, techniques and technologies at the forefront of illustrative practice to identify and begin to situate your individual emerging creative practice. You will explore the breadth of potential applications of illustration within an increasingly self-directed approach. Robust research and analysis will help you to challenge the content and application of contemporary illustration.

Lectures and seminars will expand your understanding of theoretical and practical creative methods through writing and conceptual thinking. This will enable you to explore the relationship between theory and practice. Visiting Professional lectures will give a relevant industry framework for the application of illustration in expanded contexts. You will be encouraged to engage with industry live briefs and appropriate modes of communication and presentation. Practical workshops focus on ideas generation and conceptual thinking to develop visual language and visual thinking for a range of audiences.

## Level 6

Level 6 focuses on the consolidation of your skills and learning through negotiated self-directed projects and research-led practice that promotes an increasingly independent approach. You will research, propose and realise work that will contribute to a portfolio and help you to become a resilient and sustainable creative practitioner. You will be encouraged to expand the boundaries of illustration through exploring challenging content that seeks to respond to emerging issues and critical illustrative discourse. You will focus on professionalism and specialisation to situate yourself within the creative industries or postgraduate study.

Lectures, seminars and 1:1 tutorial will support individually proposed projects through challenging discussion. This will enable you to critically examine concepts, theories and ideas relevant to your professional practice. Visiting professional lecturers, panel discussions and symposiums will highlight potential career opportunities and relevant trajectories for post graduate prospects. Formal presentations will provide an opportunity for you to critically reflect on your creative ambitions and propose informed strategies for future progression.

### 6b. Assessment

The aim of assessment is to inform you of your individual progress as you work through the course. Feedback is an essential element of assessment and explained in more detail in 6c. Assessment also ensures that you are meeting the required academic standards for the award.

Assessment reflects the teaching and learning content and is an integral part of the learning process. Specific assessment strategies and submission requirements are explained in the briefs that you will receive at the start of each module. Assessment is designed to reflect creative and academic practice and is aligned with the appropriate level of study. As far as possible assessment will be authentic in simulating professional practices.

The Leeds Arts University assessment approach regards 'performance' as the key term for the diverse creative outputs submitted in assessment across its provision. Your creative output therefore, is the performance of your learning, and will demonstrate the extent to which you have learned, developed, assimilated and mediated your knowledge, understanding and skills into appropriate forms for submission requirements. You will evidence module expectations, as expressed as 'what you are expected to learn' in module specifications.

The assessment of the modules is holistic; all material presented for assessment in each module is taken as a whole and a single mark is arrived at. Most assessment is by portfolio submission, the exact nature and content of which is determined by the subject matter, content and learning expectations for each module and is specified in your module briefs.

Your work will be assessed holistically using the undergraduate Assessment Criteria and Marking Scheme. These are used to evaluate your learning against the learning expectations specified for each module. Levels are clearly differentiated by learning outcomes, module expectations, teaching and learning approaches and assessment design.

## 6c. Feedback

Tutors will provide feedback, both in support of your ongoing development, as well as in direct response to your work formally within assessment contexts.

Provision of ongoing feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is demonstrated through frequent and ongoing discussions between staff and students.

Feedback is an integral part of your course and designed to offer challenging and constructive observations about your progress in relation to module specifications and individual set briefs in line with the relevant assessment criteria. You are expected to engage, offer and respond to feedback opportunities throughout the modules. This will help you reflect on the progress of your work and propose creative strategies and develop practical solutions to move your practice forward. All modules will have occasions where you will receive a formative progress review. You will receive written feedback on your progress to date against the assessment criteria. There will be an opportunity for you to discuss your current performance and feedback will help you to develop your practice and progress through the module. Summative feedback is provided at the end of the modules where you will be graded on your overall performance.

### Formative

You will receive formative feedback on your progress throughout the module in a number of ways. You will partake in ongoing evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive ongoing formative feedback from the teaching staff and peers. All the modules on this course contain formal formative feedback sessions using the assessment criteria where you will receive feedback on your progress to meet this developmental aim.

Examples of formative feedback include (without being limited to):

- Peer Reviews
- Group Tutorials
- Individual Progress Tutorials

### Summative

At the end of the module, you will receive summative feedback represented by a grade with tutor comments on your work. This feedback will help you to understand how you performed on the module, clarify your strengths and identify areas for further consideration.