

Course Title	MA Illustration
Final Award	MA Illustration
Interim Awards	Postgraduate Certificate of Higher Education in Illustration Postgraduate Diploma of Higher Education in Illustration
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
HECOS code (with Subject percentage Splits if applicable)	N/A
QAA Subject Benchmark	QAA Master's Degree Characteristics Statement
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	N/A
Study Load	Full time and Part Time
Mode of study	Face to Face
Delivery Location(s)	Ravensbourne University London
Length(s) of Course(s)	One year FT, Two years PT
Type (open/closed)	Open
Validation period	Five years
Intended First Cohort Start Date	September 2022
Date produced/amended	May 2022
Course Leader	To be confirmed
Course Development Team Members	Rose Gridneff, Programme Director
Course Administrative Contact	To be confirmed

Course Description

Ravensbourne's MA Illustration is a taught Master's programme. It offers students the opportunity to develop advanced knowledge, understanding and skills through the research, development and implementation of ambitious illustration projects. These projects emphasise the alignment of an individual's prior experience, historic and contemporary understandings of international illustration and communication practice and encourages the extrapolation of knowledge and understanding to imagine future opportunities.

Ravensbourne believes that the world can be positively shaped through creativity and technology. Through Illustration students harness their creativity, develop their skills and using a range of technologies and processes, produce outcomes to inform and influence others.

MA Illustration is positioned at the crux of contemporary practice addressing the position, roles and functions of illustration now and moving forward. Not beholden to any one medium the course examines the methods, mechanisms and forms through which illustration can perform. The discipline is explored at the intersection of any

number of areas of practice, including but not limited to: moving image, audio visual, multi-sensory illustration, participatory and collaborative practices, illustration as a tool for mediation and interparty communication, illustration as visual translation data visualisation, experimental publishing and illustrative communication content for digital platforms, social media and post-digital networks, games design and immersive narrative environments, and world forming and graphic storytelling.

Through adopting a subject and audience centred approach students will define a distinctive and industry relevant practice through establishing their positions and intentions through critical thinking and making.

The specialisation in and/or combination of different areas of practice will be determined by the interests of individual MA students. The course will aim to support and develop these individual interests through the delivery of distinctive, discursive, participatory, activated studio experiences through which a series of briefs, provocations and collaborative projects are used to enable students to realise their aspiration for their practice.

The role of the Illustrator is in constant flux and open to continuous redefinition. Traditional hierarchies and relationships between image makers and the culture in which they work are changing, and consequently, the skill, craft, conceptual nous and activism needed to serve a multiplicity of new demands and opportunities are continuously evolving. MA Illustration recognises the magnitude of this ongoing shift and aims to provide participants with the understanding, skills and practical means to redefine, refine and reset the role of illustration in both established and emerging fields.

MA Illustration is delivered over three trimesters alongside the other postgraduate courses within Ravensbourne's new Institute of Creativity and Technology. Through two shared modules with these other postgraduate courses, Illustration students are encouraged to expand their own practice through examining how it intersects with other disciplines and how, from this intersection, innovative ideas emerge.

The Institute for Creativity and Technology is located in the Design District on the North Greenwich Peninsula at the heart of London. This geographic and conceptual alignment connects creative practitioners, designers, researchers and students with local and global partnerships to explore the interplay between creativity and technology for education, industry and society. No other institution offers an MA in this context.

Institutional context

Ravensbourne's Postgraduate Department provides a research and practice-led framework to allow designers, creative practitioners, entrepreneurs, technology specialists and changemakers to take a holistic view of the impact of their creative and professional practice. The Master's courses allow learners to respond to the dramatic and on-going changes in the field of design as it becomes the basis for actionable insights and creative problem-solving methodologies. Our area of specialism applies

across a wide range of creative, economic, technology and social fields – from the nature of human interactions to brand innovation and service systems, from the emergence of new business models to the challenge of consumption, health, wealth and wellbeing, from biodiversity to biotechnology. At the heart of postgraduate study is an understanding of collaborative competencies, critical making, creative practice, real world engagement and interaction.

Learners will be taught, collaborate and co-create with a staff team of interdisciplinary design and business practitioners working across but not limited to: business management, leadership, service design, content creation, information technology, visual communication, social sciences, design criticism, design systems, communication platforms, social and economic change.

Course Aims

- To enable rigorous research and analysis of sources, using appropriate research methods, leading to new concepts or insights to shape Illustration practice.
- Develop a comprehensive and critical understanding of Illustration and its underlying principles.
- Enable experimentation, risk taking, problem solving and deduction in relation to both ideas and materials in order to advance Illustration practice.
- Develop advanced skills and processes appropriate to Illustration and enable the presentation of work in a highly sophisticated manner appropriate to the audience and context.
- Develop professional skills including self-directed project management, collaboration and networking.

Course Learning Outcomes

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

On completion of the MA Illustration students will be able to:

Explore	Select, use and evaluate information gathering techniques using a wide range of sources, providing visual, contextual case-study research as appropriate and demonstrate and apply knowledge and understanding. Students should demonstrate use of research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical dimension on professional practice in order to enhance capacity for judgement, values, perceptions and sustainable actions.
Create	Students will be able to develop iterative processes that will allow them to explore and experiment embracing human-centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply knowledge and

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	understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.
Influence	Demonstrate ability to question and critique the orthodoxy of the chosen subject area/ discipline and show how this is reflected in the work and projects developed. Students will demonstrate and communicate how to apply different problem-solving frameworks to complex problems and develop viable, inclusive and participatory solutions
Integrate	Reflect on values, perceptions and actions at both an individual and global systemic level and develop narrative techniques to create visions of the future and build influence amongst key stakeholders and audiences. Students will develop and demonstrate the ability to instigate, manage and record/reflect on the issues around and affecting their chosen area of research or practice, applying the knowledge and understanding they have gained.

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

On completion of the Postgraduate Certificate of Higher Education in Illustration students will be able to:

Explore	Students should demonstrate use of research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical dimension on professional practice in order to enhance capacity for judgement, values, perceptions and sustainable actions.
Create	Students will be able to evidence an iterative process that will allow them to explore and experiment embracing human-centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply knowledge and understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.
Influence	Students will demonstrate and communicate how to apply different problem-solving frameworks to complex problems and develop viable, inclusive and participatory solutions
Integrate	Reflect on values, perceptions and actions at both an individual and global systemic level and develop narrative techniques to create visions of the future and build influence amongst key stakeholders and audiences.

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

On completion of the Postgraduate Certificate of Higher Education in Illustration students will be able to:

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Explore	Evidence and contextualise capacity for utilising and synthesising <i>MA Illustration's</i> specific knowledge, critical thinking and reflection, supporting deeper understanding of subject knowledge and problem solving.
Create	Critically engage with the development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to <i>MA Illustration</i> . <i>Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes regarding communication and presentation for MA Illustration.</i>
Influence	Evidence a methodical working approach and ethos that critically identifies consideration of social, ethical and environmentally responsible working methods and how this aligns and supports personal development and professional working practices in relation to <i>MA Illustration</i> .
Integrate	Evidence a critical ability to successfully synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to <i>MA Illustration</i>

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies

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

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> Evaluate their own beliefs, biases and assumptions Evaluate strengths, weaknesses, and fallacies of logic in arguments and information 	Explore, Create, Integrate, Influence

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	<ul style="list-style-type: none"> • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognise a problem and devise and implement a plan of action 	
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	Create
Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	Integrate, Influence
Emotional, Social and Physical	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> • Self-awareness & regulation (including metacognition) • Mindfulness • Cognitive flexibility • Emotional resilience • Motivation • Ethical decision- making 	Explore, Influence, Integrate
	<p>Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> • Managing your audience • Coordinating with others • Negotiation • Creativity • People management • Leadership & entrepreneurship • Service orientation • Active listening 	

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	<ul style="list-style-type: none"> • Coaching and mentoring 	
	<p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p>	
	<ul style="list-style-type: none"> • Self-discipline & management • Attention • Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience 	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	Influence, Integrate
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	Create, Influence, Integrate
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	Explore, Create, Integrate, Influence
Ravensbourne Return	<p>Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador.</p> <p>Demonstrate a knowledge of current events and social issues</p> <p>Identify their personal convictions and explore options for putting these convictions into practice</p> <p>Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	Explore, Create, Influence, Integrate,

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
<p>Ravensbourne’s academic practitioners are international experts in their disciplines, enthusiastic and committed to building and sharing knowledge with new entrants to the world of the creative industries. Ravensbourne’s increasing engagement with applied research means that tutors are actively engaged in specialist research areas especially around new technology. Learning is enhanced by Visiting Lecturers who are current practitioners and by speakers from the world of communications, platform design and brand innovation.</p> <p>The learning blend used will alter from unit to unit according to the nature of the curriculum content and the level of the unit. Typically, most units combine some face-to-face teaching through lectures, project briefings, seminars, screenings, and critiques with independent projects (undertaken by students independently (or when appropriate in groups) supported by activity on the virtual learning environment (AULA). During their studies, students will also experience guest lectures by world specialists, study visits, bootcamps, technical workshops, and be involved in pitches, presentations and online interactive activity. It is important at Ravensbourne that the blend is rich and varied in order to ensure students develop a range of learning capacities.</p> <p>Tutor and student led seminars encourage students to see themselves as part of a learning community which exchanges as well as develops knowledge. Critiques and presentations develop students’ abilities to reflect on and contextualise their work and provide an opportunity for students to explain their project’s developmental process including challenges, failures, adjustments, timing, materials, or team structure.</p>	<p>A variety of assessment methods are employed across all units. They include formative and summative presentations, peer assessment and external reviews. These methods encourage you to critically reflect on your learning and progress.</p> <p>Formative feedback is given at the end of each term and students will receive ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria. At the end of the unit summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements.</p>

Communications concept development, prototyping, and mind mapping are used at a formative stage to assist students in the narrowing down and refining of an idea, the analytic breakdown a complex task into component parts or the production of a product or artefact.

A central part of postgraduate course work consists of group work. This normally focuses on a live project and involves students self-organising into teams, allocating roles and responsibilities in order to respond to and meet a brief.

Group work is assessed on the basis of a presentation in front of tutors and external stakeholders from the world of the creative industries who often have commissioned the project. Students will also be invited to complete a reflective report on the group project outlining their own contribution and the learning they have gained from the project

Through the challenge of group work, report writing and reflective practice as well as the visualisation of ideas and giving creative form to solutions, students have the opportunity to develop strong leadership skills and conceptual skills, to consolidate their professional practice and analytical skills and to demonstrate a level of understanding and ability to articulate the depth of contextual understanding of Illustration for Communication.

Students are also encouraged to express thoughts and ideas using the range of media at their disposal: prototyping, VR/AR, the use of video, web and presentations. Reports are used to track and assess the unfolding process of a piece of work and the practical and intellectual journey taken by a student in response to a project brief.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 7				
ILL22701	Image and Story		Mandatory	20
ILL22702	Research Methods	x	Mandatory	20
ILL22703	Vision, Innovation and Influence		Mandatory	40
ILL22704	Future Practice	x	Mandatory	40
ILL22705	Application		Mandatory	60
				180

Learning Hours: 20 credit

Learning Hours (per 20 credit module)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	36	Independent Study, Self-Directed Study and Assessment	164
Total			200

Course Regulations

Entry Requirements

First or Upper Second-Class honours degree (or equivalent non-UK qualifications) in a relevant subject, or an equivalent professional qualification in a related subject area.
 If you are applying directly from an undergraduate degree course without experience or professional practice, you must be able to demonstrate a good knowledge of your chosen subject area.

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

Accreditation of Prior Learning (if applicable)

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

Conditions for Progression

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

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

Reassessment of Failed Elements

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

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

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

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

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded MA Illustration.

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

1. Postgraduate Diploma of Higher Education in Illustration, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Postgraduate Certificate of Higher Education in Illustration, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

None

Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Image and Story		x	x	x
Research Methods	x		x	x
Vision, Innovation and Influence		x	x	x
Future Practice	x		x	x
Application		x	x	x

Course Diagram (Full time)

Trimester 01	Trimester 02	Trimester 03
Image and Story 40 credits	Vision, Innovation and Influence 40 credits	Application 60 credits
Research Methods 20 credits	Future Practice 20 credits	