

Course Title	BA (Hons) Illustration for Communication
Final Award	BA (Hons) Illustration for Communication
Interim Awards	Certificate of Higher Education in Illustration for Communication Diploma of Higher Education in Illustration for Communication BA Illustration for Communication
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W220
HECOS code (with Subject percentage Splits if applicable)	
QAA Subject Benchmark	Art & Design (2019) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Level 6 Top Up Option (online only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Study Load	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
Mode of study	<input checked="" type="checkbox"/> Face-to-face
Delivery Location(s)	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2022 – September 2027)
Intended First Cohort Start Date	09.2022
Date produced/amended	02.2022
Course Leader	David Foldvari
Course Development Team Members	David Foldvari (Course Leader) Rose Gridneff (Programme Director) Zara Wood (Senior Lecturer) Kathryn Martin (Senior Lecturer)
Course Administrative Contact	TBA

#### Course Description

Illustration for Communication is a new dynamic course where students will gain the skills and knowledge to embark on a career within the expanding creative industries. The teaching ranges from traditional image-making skills to screen based digital media project, and will sit at the intersection between graphic design, animation, publishing, advertising, fashion, games design, film, television and architecture.

Contemporary illustration is positioned at the intersection of graphic design, advertising and publishing, fashion and product design, animation and games design. Illustrators create images and narratives for print and screen, and are the creators of direct visual communication. There are unparalleled opportunities for image-makers to work with time-based, sequential and narrative forms, and due to its versatility and adaptability, contemporary illustration practice is increasingly integrated across the creative industries. Illustrators are visual storytellers. An illustrator's work will enhance and describe the content of material such as books, print, screen media, film, television, games design, mobile devices and many other platforms. The trans-disciplinary nature of illustration today is at the cutting edge of a wide range of new media.

As a contemporary Illustration graduate, students will be entering a world of work where the industry calls for adaptability, lateral thinking and the development of complex visual responses to briefs. Illustrators can work independently as freelancers but often work in teams of creatives from other industries to deliver ever more dynamic and interactive material for contemporary culture.

Illustration is at the core of many of the creative industries because it offers a more personally expressive approach to visual communication. The 'style' or 'voice' of an illustrator offers deeper insight, and it enriches and enhances the communication of content.

This practice-led course uniquely prepares students for entry into the rapidly changing field of contemporary illustration through the exploration of ideas and themes across commercial, social, political and cultural contexts utilising narratives in compelling and innovative ways. Ravensbourne will prepare illustrators to be experimental and creative practitioners equipped to work across media and formats, aware and informed by illustration's rich heritage yet forward-thinking in their understanding of the application of contemporary illustration in the 21st century.

Exploiting the numerous existing and evolving platforms for visual communication and storytelling, this course identifies the professional scenarios and applications for the illustrated image and prepares you for entry into the creative industries with an online portfolio of both self-directed and project-led personal and professional work that emerges from developing your own distinctive visual voice.

You will be taught drawing and other image-making skills from a broad methodology including observation and interpretation. You will also be guided by the rich history of illustration to encompass painting, collage, digital print and animation. You will also be encouraged to make use of Ravensbourne's state of the art technical resources to develop new skills and imaginative ideas.

**Course Aims**

The course aims to:

- provide an inclusive learning environment for a diverse range of visual communicators, who are not afraid to push the discipline beyond its current boundaries
- give students the opportunity to initiate and maintain links with successful and established industry practitioners, as well as potential future employers
- provide students with discipline-specific technical knowledge which comes directly from current industry practice
- provide students with discipline-specific historical and contextual knowledge
- allow ambitious students with a firm focus on the future to explore cutting edge technology to create visual media
- encourage cross-disciplinary collaboration through a series of collaborative projects across a wide range of creative courses, including graphic design, animation, games design, UX/UI, advertising, sound design and music.

**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 **BA (Hons) Illustration for Communication** students will be able to:

<b>Explore</b>	Evidence and contextualise capacity for utilising and synthesising specific knowledge relating to Illustration for Communication, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Critically engage with the iterative development of ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms aligned to Illustration for Communication.  Evidence ability to synthesise idea development, experimentation, and technical ability supporting fully resolved outcomes with consideration of audience/user regarding communication and presentation for Illustration for Communication. (CLO2)
<b>Influence</b>	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 Illustration for Communication (CLO3)
<b>Integrate</b>	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 Illustration for Communication. (CLO4)

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Illustration for Communication** students will be able to:

## COURSE SPECIFICATION

<b>Explore</b>	Evidence and contextualise capacity for utilising and synthesising specific knowledge relevant to Illustration for Communication, critical thinking and reflection, supporting problem solving and development. (CLO1)
<b>Create</b>	Evidence ability to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms aligned to Illustration for Communication.  Evidence ability to synthesise idea development, experimentation, and technical ability supporting resolved outcomes with consideration of audience/user regarding communication and presentation for Illustration for Communication. (CLO2)
<b>Influence</b>	Evidence a coherent working approach and ethos that identifies consideration of social ethically and environmentally responsible working methods and how this aligns and supports personal development in relation to Illustration for Communication. (CLO3)
<b>Integrate</b>	Evidence ability to effectively synthesise collaboration, industry interactions & practices and professional working models in order to facilitate self-efficacy, personal agency and professional development in relation to Illustration for Communication. (CLO4)

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Illustration for Communication** students will be able to:

<b>Explore</b>	Evidence evolving ability to utilise research and critical reflection to support developing understanding of subject knowledge and ability to problem solve in relation to Illustration for Communication. (CLO1)
<b>Create</b>	Evidence capacity to combine ideas, materials, tests and outcomes into solutions that inform and guide iterative practical and theoretical development in physical, written and oral forms aligned to Illustration for Communication.  Exhibit developed technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Illustration for Communication. (CLO2)
<b>Influence</b>	Evidence developing working processes that identify consideration and interpretation of social, ethically and environmentally responsible working methods and how this guides personal professional practice in relation to Illustration for Communication. (CLO3)
<b>Integrate</b>	Evidence evolving ability to engage with collaborative working to support academic development, industry interactions & practices to enhance and progress self-efficacy and professional development in relation to Illustration for Communication. (CLO4)

## COURSE SPECIFICATION

<p>Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p> <p>On completion of the <b>Certificate of Higher Education in Illustration for Communication</b> students will be able to:</p>	
<b>Explore</b>	<p>Demonstrate capacity for engaging with research and critical thinking, developing Illustration for Communication specific knowledge and emerging ability to problem solve. (CLO1).</p>
<b>Create</b>	<p>Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform iterative practical and theoretical development in physical, written and oral forms in relation to Illustration for Communication.</p> <p>Exhibit emerging technical competencies, supporting ideation, communication and presentation with consideration of audience/user for Illustration for Communication. (CLO2).</p>
<b>Influence</b>	<p>Demonstrate emerging working approach/attitude that identifies consideration of social, ethical and environmentally responsible working methods and how this informs personal practice in relation to Illustration for Communication. (CLO3).</p>
<b>Integrate</b>	<p>Demonstrate emerging capacity to engage with collaboration, teamwork, industry interactions, and professional working practices to support self-efficacy and professional development in relation to Illustration for Communication. (CLO4).</p>

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

**Core Competencies**

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

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	<p>The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Evaluate their own beliefs, biases and assumptions</li> <li>• Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>• Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>• Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>• Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>• Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>
<b>Emotional, Social and Physical</b>	<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"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p>	<b>Explore, Influence, Integrate</b>

## COURSE SPECIFICATION

	<ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul>	
	<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"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> <li>• Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	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).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	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)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador.	<b>Explore, Create,</b>

	<p>Demonstrate a knowledge of current events and social issues          Identify their personal convictions and explore options for putting these convictions into practice          Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	<p><b>Influence, Integrate,</b></p>
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**Learning, Teaching and Assessment**

Learning and Teaching methods	Assessment Strategy
<p>A variety of learning and teaching methods are employed across all levels. They include: Briefings, Lectures, Project work, Tutorials, Seminars, Workshops, Group work, Online activity, Individual Presentations and critiques, Group presentations, critiques and self-directed independent study.            You may also work in teams and collaborate with external partners and students from other programmes. These assignments will build a personalised approach to illustration while recognising and understanding the parameters of professional practice.</p> <p>There are also range of procedures in place for evaluating the effectiveness of learning and teaching methods. They include: module evaluation, in year and end of year surveys , Staff Student Liaison Committee meetings, Personal Progress, Review meetings and the National Student Survey.</p> <p>There will be a strong focus on a staggered and supported independence and autonomous learning environment in which you flourish and grow in confidence. There is also a strong focus on widening participation and that includes consideration for a range of learners with unique abilities and skills. At Ravensbourne we work closely with professional services and resource teams including the Study Zone, Central Loan Resources and Prototyping teams as well as Student Services.</p>	<p>A variety of assessment methods are employed across all levels. 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 midpoint of modules and will provide ongoing advice and guidance (feed forward) alongside a critique against learning outcomes and assessment criteria.</p> <p>At the end of each module summative assessment will provide conclusive feedback in response to an online submission of the assessment requirements.</p>



### Work-Based Learning

The industry-led experience will be supported by the careers team at Ravensbourne. All Level 5 students have the opportunity to undertake this during Semester 2. A common module descriptor will ensure parity of assessment that places an emphasis on individual critical reflection, but individual experiences can be tailored to specific subjects and their aligned industries.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
COM22101	Introduction to Illustration Culture		Mandatory	20
COM22102	Introduction to Illustration Practice		Mandatory	20
COM22104	Illustration Futures		Mandatory	20
COM22105	Narrative Concepts and Communication		Mandatory	20
PLP22103	Professional Life Practice: Developing Your Practice	x	Mandatory	20
PLP22106	Professional Life Practice: Exploring Your Practice	x	Mandatory	20
Total				<b>120</b>
Level 5				
COM22201	Self-Authorship & Publishing		Mandatory	20
COM22202	Collaborate	X (part shared)	Mandatory	20
COM22204	The Expanded Practice		Mandatory	40
PLP22203	Professional Life Practice: Applying Your Practice	x	Mandatory	20
PLP22206	Work-Based Learning	x	Mandatory	20
Total				<b>120</b>
Total				<b>240</b>
Level 6				
COM22301	Competitions and Live Briefs		Mandatory	20
COM22302	Self-Directed Major Projects		Mandatory	40
PLP22303	Professional Life Practice: Situating Your Practice	x	Mandatory	20
COM22304	Self-Promotion & Professional Practice		Mandatory	40
Total				<b>120</b>
Total				<b>360</b>

Learning Hours

Learning Hours (per 20 credit module excluding the Work-Based Learning)			
Staff – Student Contact Hours		Independent Study Hours	
Taught hours	48	Independent study, self-directed study and assessment	152
<b>Total</b>			<b>200</b>

## Course Regulations

### Entry Requirements

*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 and Student Transfer Plan.

### Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 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 BA (Hons) Illustration for Communication

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

1. Certificate of Higher Education in Illustration for Communication , provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Illustration for Communication, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA Illustration for Communication (ordinary degree), 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?	
N/A	
Student Support	<a href="https://www.ravensbourne.ac.uk/student-services">https://www.ravensbourne.ac.uk/student-services</a>
Assessment Regulations	<a href="https://www.ravensbourne.ac.uk/staff-and-student-policies">https://www.ravensbourne.ac.uk/staff-and-student-policies</a>

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<i>Level 4 Modules</i>				
COM22102 Introduction to Illustration Practice	x	x		x
COM22101 Introduction to Illustration Culture	x		x	x
COM22105 Narrative Concepts and Communication	x	x		
COM22104 Illustration Futures	x		x	x
PLP22103 Professional Life Practice		x		x
PLP22106 Professional Life Practice		x		x
<i>Level 5 Modules</i>				
COM22201 Self-Authorship and Publishing	x	x	x	
COM22204 The Expanded Practice	x	x	x	
COM22202 Collaborate				
PLP22203 Professional Life Practice	x			x
PLP22206 Work Based Learning		x	x	x
<i>Level 6 Modules</i>				
COM22301 Competitions and Live Briefs		x	x	x
COM22302 Self-Directed Major Projects	x	x	x	
PLP22303 Professional Life Practice	x		x	x
COM22304 Self-Promotion & Professional Practice		x	x	x

## COURSE SPECIFICATION

### Course Diagram

	Semester 1	Semester 2	
Level 4	<b>COM22102 Introduction to Illustration Practice</b> 20 credits	<b>COM22105 Narrative Concepts &amp; Communication</b> 20 credits	
120 credits	<b>COM22101 Introduction of Illustration Culture</b> 20 credits	<b>COM22104 Illustration Futures</b> 20 credits	
	<b>PLP22103 Professional Life Practice</b> 20 credits	<b>PLP22106 Professional Life Practice</b> 20 credits	
	Semester 1	Semester 2	
Level 5	<b>COM22201 Self-Authorship and Publishing</b> 20 credits	<b>COM22204 The Expanded Practice</b> 40 credits	<b>PLP22206 Work Based Learning</b> 20 credits
120 credits	<b>COM22202 Collaborate</b> 20 credits		
	<b>PLP22203 Professional Life Practice</b> 20 credits		
	Semester 1	Semester 2	
Level 6	<b>COM22304 Self-Promotion &amp; Professional Practice</b> 40 credits	<b>COM22302 Self-Directed Major Projects</b> 40 credits	<b>COM22301 Competitions and Live Briefs</b> 20 credits
120 credits	<b>PLP22303 Professional Life Practice</b> 20 credits		