Programme Title	MA Illustration
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
Final Award	Level 7 – MA Illustration
Interim awards	Postgraduate Certification (60 Credits)
	Postgraduate Diploma (120 Credits)
UCAS Code	N/A
QAA Subject Benchmark	QAA Master's Degree Characteristics Statement (2015)
PRSB reference	N/A
Mode of study	Part-time and Full-time modes
Date produced/amended	May 2021
Course Leader	Dr Mireille Fauchon

Distinctiveness

Overview

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 Studies 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.

MA Illustration

The MA *Illustration* sits in the Postgraduate School within Ravensbourne University's new Institute for Creativity and Technology. The Institute is located in the Design District in the North Greenwich Peninsula. This geographic, practical and conceptual alignment will serve the aim of the course to embed participants in a dynamic physical and conceptual matrix of practice and potential. The Institute for Creativity and Technology connects academics, researchers and students with industry partners to explore the interplay between creativity and technology for education, industry and society. *MA Illustration* is delivered over three terms alongside the other courses within Ravensbourne's Institute of Creativity and Technology; MA *Luxury Brand Management*, MA *Design Communications*, MDes *Service Design* and MDes *Social Innovation*. No other institution is offering an MA in this context.

The MA *Illustration* is positioned at 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, include 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; 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 these areas of practice will be determined by the interests of the individual MA students. The course will aim to support and develop these individual interests through the delivery of a discursive, participatory, activated studio experiences in which a series of briefs, provocations and collaborative projects are used to bring students critically closer to the kind of practitioner they wish to become. Through a series of shared units with other postgraduate courses, *Illustration* students will also be encouraged to expand their own practice through examining how it intersects with other disciplines and how, from this intersection, innovative ideas emerge.

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. The *MA Illustration* recognises the magnitude of this ongoing shift and will aim to provide participants with the understanding, skills and practical means to redefine, refine and reset the role of illustrator in both established and emerging fields.

Programme aims

- To enable students to develop the skills to originate and manage processes to effect real social, technological and cultural change.
- To create the wellspring of a new kind of practitioner whose skills enable them to craft the visual elements of communication that contemporary narrative, dynamic- and time-based media demand.
- To provide participants with the understanding, skills and practical means to redefine, refine and potentially reset the role of illustrator in both established and emerging fields.
- To equip students with the means to communicate their ideas in the most appropriate ways

Programme Learning Outcomes

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

Learning Outcome 01: Identify and Research

You should be able to 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. You should demonstrate how you use research to develop critical perspectives, systems thinking and future thinking on real world research and its ethical dimension of your professional practice in order to enhance your capacity for judgement, values, perceptions and sustainable actions. You should demonstrate that you are able to use your research to further identify key areas of practice in which you as a practitioner wish to be involved.

Assessment Criteria aligned to Learning Outcome 01

Assessment on: Evidence of research, development, evidence of developed criticality, identification of key areas of practice, relationship to and understanding of professional practice.

Learning Outcome 02: Investigate and Analyse

By building on your research process you should develop the ability to critically appraise and evaluate appropriate materials to generate concepts and strategic project themes to inform and underpin concept development with an understanding of multiple outcomes, relationships and interactions. You should maintain a log/evidence /journal demonstrating your process and thinking around key issues you have identified in order to communicate your progress.

Assessment Criteria aligned to Learning Outcome 02

Assessment on: reflective narration of process, clarity and coherence in application of research; clear analysis of issues and problems arising, definition of interests in relation to practice.

Learning Outcome 03: Ideate and Develop

You should be able to develop iterative processes that will allow you to explore and experiment embracing human centred research methodologies, risk, testing, prototyping and evaluation in order to determine, improve and apply your knowledge and understanding of the desired outcomes across a range of appropriate processes, media, materials and organisational models.

Assessment Criteria aligned to Learning Outcome 03: Ideate and Develop

Assessment on: evidence of iteration, design of test systems, prototyping, process-oriented analysis of outcomes desired and otherwise, strategy for development of process based analysis of results, evidence and communication of development and application of knowledge and understanding.

Learning Outcome 04: Innovate

You should be able to demonstrate your ability to question and critique the orthodoxy of your chosen subject area/ discipline and show how this is reflected in the work and projects you are developing. You should be able to demonstrate and communicate how you can apply different problem solving frameworks to complex problems and develop viable, inclusive and participatory solutions

Assessment Criteria aligned to Learning Outcome 04: Innovate

Assessment on: demonstration of originality of idea and execution; knowledge of cultural, commercial and critical contexts; importance of innovation, development and communication of critical analysis and judgement.

LO 5 Instigate and Influence

You should be able to reflect on your own 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. You should develop and demonstrate your ability to instigate, manage and record/reflect on the issues around and affecting your chosen area of research or practice, applying the knowledge and understanding you have gained.

Assessment Criteria aligned to Learning Outcome 05: Instigate and Influence

Assessment on: the clarity and currency of your message, the communication of your project purpose; structure and delivery of narrative.

LO 6 Implement

You should be able to synthesise and demonstrate your research and practice and demonstrate possible pathways towards implementation being able to assess the consequence of actions and impacts. you should demonstrate the development of judgement in using the most appropriate medium for successful delivery.

Assessment Criteria aligned to Learning Outcome 06: Implement

Assessment on: the positioning of your practice within broader critical, cultural, creative and commercial contexts.

Learning and Teaching methods	Assessment Strategy
Ravensbourne's community of Illustrators are passionate specialists in their creative fields committed to building and sharing knowledge and inspiration. **Our approach** The learning blend used will alter from unit to unit according to the nature of the design concept and the level of the unit. Typically, most units combine some face to face studio teaching through 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 creative and entrepreneurial capacities. Tutor and student led workshops 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.	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. 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.

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.

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 and blogs 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.

Unit Code	Unit Title	Credits
	Core Units	
PG20701	Design Principles, Application and Impacts	30
PG20702	Speculative Design and Transmedia Storytelling	30
PG20703	Research Methods, Ethnography and User Centred Approaches	30
PG20704	Collaboration, Co-Creation and Facilitation	30
PG20705	Outcomes and Outputs	60
TOTAL CREDITS		**180**

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.

In order to be eligible for a course, you will need to be a competent speaker and writer of English. This also applies if you are from the European Union, or if you're from a country outside the EU. You need to provide us with an IELTS or equivalent English language qualification demonstrating 6.0 overall with minimum 5.5 or CEFR Level B2 in each component.

Accreditation of Prior Learning

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.

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

Course LOs	Unit PG2071	Unit PG2072	Unit PG2073	Unit PG2074	Unit PG2075
LO1	x				x
LO2	x				x
LO3		x	x		x
LO4		x	x		x
LO5				x	x
LO6				x	x

Description of the Course

The MA *Illustration* is a Master's programme running within Ravensbourne University's new Institute for Creativity and Technology in the heart of London's new Design District. As the need for visualisation, visual narratives and the articulation of concepts grows across the creative industries, the course has been designed to sit at the intersection of a diverse range of practice including but not limited to animation; moving image; data visualisation; illustration for social media; character

illustration and development; games design and world forming; illustration for architecture and interiors; narrative environments; and fashion illustration. Students will be supported and encouraged to define themselves as practitioners in a programme that embeds participants in a dynamic physical and conceptual matrix of practice and potential with strong links to industry, and an optional incubation programme for start-ups.

Course Diagram Full Time

	Term 1	Term 2	Term 3
Level 7 180 credits	**PG20701** **Design Principles, Application and Impacts** 30 credits	**PG20703** **Research Methods, Ethnography and User Centred Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation and Facilitation** 30 credits
	PG20702 **Speculative Design and Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Course Diagram - Part Time (2 years)

	Term 1	Term 2	Term 3
Level 7 Year 1	**PG20701** **Design Principles, Application and Impacts** 30 credits	**PG20703** **Research Methods, Ethnography and User Centred Approaches** 30 Credits	**PG20704** **Collaboration, Co-creation and Facilitation** 30 credits

	Term 1	Term 2	Term 3
Level 7 Year 2	**PG20702** **Speculative Design and Storytelling** 30 Credits	**PG20705** **Outcomes and Outputs** 60 Credits	

Contact teaching – 1 x 5 hour day per week = 60 hours per 30 credits / teaching timetable – 12 weeks + 1 reading week per term = 36 weeks per year + 3 reading weeks

The Student Journey

1 Year Full Time

2 Years Part Time
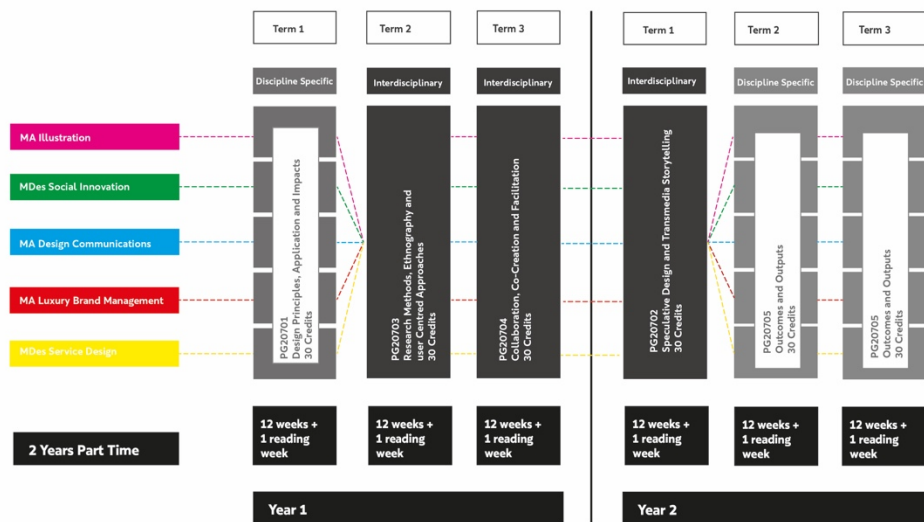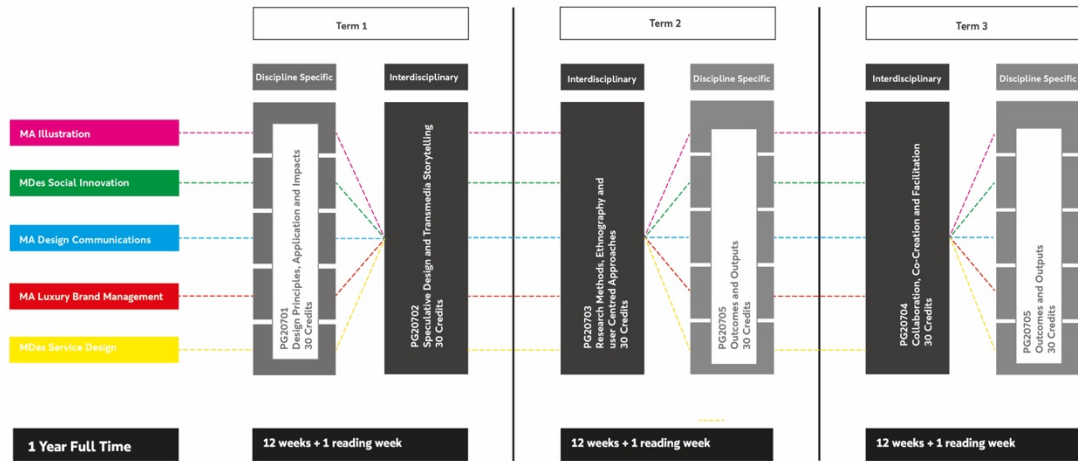
The Master's programmes at the Institute are designed with the idea of experimentation and exploration at the forefront. The programme is constructed through a series of discipline specific and interdisciplinary Units. The year-long programme consists of three terms.

Each term is divided between a discipline specific unit, led by discipline specialists, and a collective interdisciplinary unit, delivered by a transdisciplinary staff team.

These units support and build upon one another to create an enriched holistic experience. Students will complete as with a rich and distinctive practice, confident in their own specialisms but with the ability to lead, collaborate and share knowledge within wider creative teams.

Each Unit of the course works with the shared structure within which Masters programmes are delivered at The Institute.

The *MA Illustration* aims to provide the opportunity for students to develop creative thinking and innovative strategies through an advanced understanding of the practical development of and application to complex multichannel communication in order to equip students with the knowledge and skills to apply their learning and creativity in a global context. In particular, the MA aims:

- To equip students with an advanced knowledge and understanding of the contextual background to and developments in illustration and its communicative potential and to reflect on that learning in order to innovate and advance their own practice and subject area.
- To develop illustrators as communicators with effective organisational and narrative skills who through their creativity and global cultural awareness are able to influence and create positive change whether as an individual or at a collective/organisational level.
- To equip individuals with independent study skills that support their research, practice and professional development and allow them to continue developing as life-long learners throughout their professional lives maintaining contact with emerging practice from a variety of fields.
- To provide a stimulating environment, which is supportive, flexible and collaborative and allows each individual to develop to his/her potential.

The programme consists of five units of study which will take the individual student through an exploration of design thinking and creative practice underpinned by participation in studio projects which allow the Illustrator to develop his/her own approach to creativity, design practice, and creative innovation. Students learn to understand the perspectives of the different professionals and practice areas/business functions which may be involved in a complex design projects and how to collaborate and lead diverse teams. Major emphasis is placed on the growth of the learner's capacity to develop his/her own practices and methodologies in order to create original solutions to social challenges, consumer behaviour, organisational and leadership issues. The learner is also encouraged to engage proactively in the wide range of activities and events and in the opportunities for cross-disciplinary learning offered at Ravensbourne. Of particular importance is industry engagement through external speakers, events and live project briefs as part of the Institute for Creativity and Technology.

MA Illustration – Course Units

PG20701 - Design Principles, Application and Impacts (Discipline Specific)
The first taught Unit is delivered under *Design Principles, Application and Impacts.* Within the context of the *MA Illustration* the initial briefs are designed to encourage exploration of the culture surrounding the kind of work the students which to develop. So we will be looking at research and research methodologies, at how we might define a "literature" (the material culture, imagery, texts and thinking) surrounding an area of development and research, and how we use that research to inform the development of the core projects that will see students through the MA. Students will be expected to start and maintain a learning journal/portfolio, with which they can chart their progress and the development of their process.

Sample Project Brief:
> ***From Principles to Practice***
> *Practice-informed research task.*
> *Students will collaboratively interrogate the roles and relevance of contemporary illustration practice and its potential influence and uses in the creative industry and beyond. The findings / outcomes will be showcased as part of a student lead research event and/or developed into a shared resource.*
>
> *Themes:*
> · *What are the roles and purposes of illustration today? How does it / can it perform?*
> · *What are the illustrator's unique skills sets?*
> · *What are the tools, behaviours and principles of contemporary illustration practice.*
> · *How can illustrators contribute to creative industries in ways currently under exploited?*
> · *Position of illustrators within broader interdisciplinary teams.*
> · *Developing discourses within and across sectors.*
>
> *The outcome you should work to is a short (10 minute) structured presentation that employs your current research to articulate your critical analysis of the relevance of contemporary illustration practice.*

PG20702 - Speculative Design and Storytelling (Interdisciplinary)
This Unit will look at ways in which Illustration can be used as a method to generate new ideas based on how things 'could be' using speculation and anticipation to inform the designing of new solutions based on visions of the future. The Unit will develop and deploy prompts, artefacts and narratives to critically interrogate preferable futures, the processes, methods mental models and stories for imagining the future to inform the present. In doing so it will apply storytelling techniques using immersive technologies to engage mass audiences in a way that's nonlinear, interactive, participatory and immersive. The aim of the Unit is to allow students to look into the future where very radical innovation is likely to be necessary. It will draw on futurology, the philosophy and ethics of technology and concepts around the circular economy.

> **Sample Project Brief:** *Working in teams, students will consider 'publishing' in the wisest possible sense as the methods and means of making illustration public. Illustrators will work with immediate peers and the wider postgraduate community to design, organise and facilitate a programme of live, socially conscious events or outcomes concerned with the act of producing and sharing information.*

Students are asked to consider:

· *The effects of their creative practices and the content produced or facilitated.*
· *Networks of distribution*
· *Participation and the use of illustration to foster communities.*
· *Appropriate contexts, platforms and audiences as relevant to desired audience*
· *Interdisciplinary, innovative and experimental public contexts for their practices and productions.*

Themes: Outward facing practice - Socially conscious illustration - Innovate and experimental approaches applying illustration.

PG20703 - Research Methods, Ethnography and User Centred Approaches (Interdisciplinary)

This Unit will comprise a combination of theoretical and practical focus allowing students to test out the observational skills and user-centred design skills in order to understand human behaviour in context. At the heart of this unit is the aim to 'make the familiar strange': questioning a familiar and taken-for-granted service in their lives through ongoing personal reflection and, as a result develop new service blueprints from ethnographic data, and how to communicate this data. A key part of this Unit will involve students working in groups to apply their knowledge of ethnographic and human centred/eco-centred approaches.

PG20704 - Collaboration, Co-creation and Facilitation (Interdisciplinary)

This Unit occupies Term Two and is designed to promote cross-disciplinary collaboration and experimentation. The scope here allows students to approach a either a brief common to students across courses, or a brief specific to a course, through a variety of design "lenses". Students are expected to find ways to collaborate in order to produce their desired outcome; to document and journal the processes of task/brief analysis of leadership method, iteration and editing, programme and exhibition. The aim of the Unit is to produce an outcome derived from the combination of different skills and cross-disciplinary collaboration.

Sample Brief:

Forming inter-disciplinary teams working both face-to-face and remotely you will be expected to apply an Illustration for Communication approach for a platform which has the capacity to disrupt and enhance an existing set of Illustration practices and services. In doing so you will be invited to prototype a new platform environment for creative interactions, peer engagement, ways to generate social and organisational value for Illustrators using the following design principles:

Play – using chance, absurdity, inversion, response and competition to bring to life innovative ideas.

Disrupt - generating a disruptive strategy in relation to an incumbent model, environment, set of practices.

Narrate - using the power of structured narrative.

Occupy - identifying and mapping out unoccupied spaces where opportunities to expand and disrupt might reside.

Publish - exploring methods for taking your prototype to a broader audience.

PG20705 - Outcomes and Outputs (Discipline Specific)

This is Unit is designed to provide the scaffolding within which students will complete their portfolios and Research Projects. During the Outcomes and Outputs Unit students will create their own bespoke practice-based research project based on a sustained critical inquiry that engages individual creative practice and disciplines. The research project is an opportunity for students to design an ideal project and immerse themselves in the areas in which they are most motivated and fascinated.