

# BA (HONS) ILLUSTRATION (WITH INTEGRATED FOUNDATION YEAR)

Institute of Education, Arts and Society

<b>Academic Level:</b>	Level 6	<b>Credits:</b>	480
<b>UCAS Code:</b>	W222		
<b>Awarding Body:</b>	University of Cumbria		
<b>Delivery Site:</b>	Brampton Road		
<b>Programme Length:</b>	Standard registration period (full time) - 4 years		
<b>Mode of Delivery:</b>	Face-to-face		
<b>Pattern of Delivery:</b>	Full time		
	Total weeks of study:	24	
	Delivery pattern:	2 x 15-week semesters comprised of 12 teaching weeks, 2x assessment weeks and 1x Enhancement Week	
	Standard semester dates:	Yes	
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/undergraduate/illustration-with-integrated-foundation-year/">https://www.cumbria.ac.uk/study/courses/undergraduate/illustration-with-integrated-foundation-year/</a>		

## Entry Criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [RPL](#), please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage.

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

This programme aims to provide a supportive transitional route into higher education.

By the end of this foundation year you will be able to:

1. Apply the academic skills essential for successful participation in undergraduate academic study
2. Demonstrate the ability to solve problems and study independently
3. Develop creative confidence and technical skills through practical exploration and expression
4. Develop critical reflection and self-directed learning skills to support informed creative decision-making.

By the end of the L4-6 programme you will be able to:

5. Enable you to acquire, practice and develop the key visual skills that underpin effective illustration work
6. Enable you to develop as a creative individual with the capacity for independent judgement, initiative, innovation, flexibility, ambition and with a responsible awareness of the social, cultural and ethical contributions of your work
7. Enable you to make appropriate use of developing technologies and develop your digital capabilities to communicate effectively as a socially responsible global citizen
8. Encourage you to work across disciplines and with other people, be open to new ideas, responsive to change and evolve in relation to the developments in illustration practice
9. Encourage you to develop confident, imaginative and creative approaches to problem solving through enquiry, research, understanding, and the use of critical judgement
10. Develop appropriate self-reflective approaches to research, analysis, production and presentation
11. Develop the skills, knowledge and personal/professional confidence that will enable you to identify, generate and access opportunities in industry, or in continuing education
12. Enhance, through increased opportunities for student-centred learning, qualities of personal initiative, self-motivation, management and self-discipline
13. Integrate ethical considerations into your practice by fostering a deep understanding of the societal impact of your work, encouraging responsible decision-making, and ensuring that ethical principles are reflected in all aspects of your illustration practice.

### Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (FdCert) you will be able to demonstrate:**

**FK1.** Understanding of basic creative processes, research methods, and safe technical practice

**FK2.** Recognition of how ideas connect to cultural and professional contexts

**FK3.** Structured approaches to research, idea generation, experimentation and iterative development.

**After 240 credits of study (CertHE) you will be able to demonstrate:**

- K1.** Your understanding of the ideas and development process, and imagination in the conception, development, production and presentation of illustration artefacts
- K2.** Knowledge of visual communication theory – message, tone of voice, artefact
- K3.** Knowledge of the historical contexts that have influenced the development of illustration
- K4.** Knowledge of the principles, behaviour and dynamics of working in a team.

**After 360 credits of study (DipHE) you will be able to demonstrate:**

- K5.** Knowledge of the ethical, legal and moral contexts and frameworks that apply to illustration projects
- K6.** A critical appreciation of the roles of commissioning agent, client, audience and illustrator
- K7.** Knowledge of the social, political and technological contexts that have influenced the development of illustration
- K8.** Knowledge of print and on-screen production processes.

**After 420 credits of study (BA) you will be able to demonstrate:**

- K9.** Your understanding of the principles and practice of problem identification and project management
- K10.** Knowledge of a variety of sources for research and the conventions and formats for presentation of academic research
- K11.** Knowledge of a range of methods and technical skills to present your creative work to the client and others involved in the development and production process.

**After 480 credits of study (BA Hons) you will be able to demonstrate:**

- K12.** An independent, creative and professional approach to illustration projects
- K13.** Independent critical evaluation skills in the resolution of creative work
- K14.** Critical interpersonal skills, professional team working practitioners with analytical and contextual reflective abilities.

**Programme Outcomes – Skills and other Attributes**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (FdCert) you will be able to demonstrate:**

- FS1.** Academic, personal, and professional skills needed to succeed in higher education
- FS2.** Effective problem-based learning (PBL) skills to work collaboratively and solve simple creative challenges
- FS3.** Basic discipline-specific techniques and competencies safely and appropriately in creative practice.

**After 240 credits of study (CertHE) you will be able to demonstrate:**

- S1.** Your ability to respond appropriately to a brief by visualising a range of ideas and making informed value judgements about their effectiveness

**S2.** Your ability to develop your ideas through a process of open-minded experimentation and critical evaluation

**S3.** Personal organisation, time management skills and taking responsibility for your own learning

**S4.** Your ability to research a given topic and to present your findings in written, verbal and visual formats

**S5.** Your ability to work meaningfully within a team.

**After 360 credits of study (DipHE) you will be able to demonstrate:**

**S6.** Your ability to respond creatively and systematically to a wide range of visual problems using your individual visual voice to create original illustration work

**S7.** Effective verbal, visual and written communication skills with those involved in the process of delivering appropriate illustrative solutions

**S8.** Effective verbal, visual and written presentation skills

**S9.** Independent visual research skills.

**After 420 credits of study (BA) you will be able to demonstrate:**

**S10.** A critical understanding of the production processes and how these influence decision-making in illustration projects

**S11.** Your independent research skills and the ability to formulate a design project proposal

**S12.** Your fluency in a range of industry-standard design software packages

**S13.** Confidence in evaluating and reflecting on your own practice.

**After 480 credits of study (BA Hons) you will be able to demonstrate:**

**S14.** Your ability to think systematically and strategically and to reflect critically and analytically on your own work

**S15.** Your ability to work independently in formulating and resolving illustrative briefs

**S16.** Your ability to experiment with and challenge the conventions of form, function and communication

**S17.** Your ability to apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations.

## PROGRAMME FEATURES

### Programme Overview

The aim of BA (Hons) Illustration at the University of Cumbria, is to help you become a creative and innovative illustrator with a unique approach to producing high-quality work that can lead to various opportunities such as commissions, employment, self-directed projects, or advanced studies at Master's level.

In a professional context, the term "illustration" encompasses a diverse and dynamic discipline that includes a wide range of creative work. This includes self-authored projects like graphic novels and comic art, concept art for film, television, and video games, as well as more traditional work for magazines, books, advertising, and animation. The common thread among these various disciplines is the unique ability to effectively communicate ideas, narratives, and information to audiences through engaging and memorable visual communication.

Broadly speaking, illustration has traditionally been a freelance industry. However, in recent years, there has been a shift due to the growth and development of internet-accessed print and manufacturing facilities, as well as sales platforms. This has led to the illustrator taking on the role of author creating self-generated work without need of a 'client'. We acknowledge and embrace this expanded role of the illustrator and actively incorporate it into our programme delivery reflecting this exciting development.

#### **Drawing Skills**

We will work with you to enhance your drawing skills and underpinning knowledge, laying a strong foundation for your career as an illustrator. Instead of prescribing a specific style or approach to image making, we will provide you with a framework that serves as the basis for all forms of illustration. Ultimately, the style, approach, and level of ambition you choose to pursue will be entirely up to you as a unique, creative individual.

#### **Professional Community**

We foster a tight-knit, creative community within a welcoming and collaborative environment, ensuring that you are known and supported throughout your university experience. This level of personalised interaction allows for individual creative growth and the opportunity to pursue your unique illustration goals. You will have access to our spacious, open plan studio shared by all years, providing dedicated workspaces for you and your peers. We embrace professionalism from the start of the programme by providing you with a personal website. By the end of the programme your website will act as your professional, online portfolio, showcasing your work to the world.

Our institutional membership of the Association of Illustrators (AOI) enables you to access their extensive illustration resources and professional advice. You will also learn from visiting lecturers who have included; freelance illustrators, comic artists, children's illustrators, animators and Hollywood concept artists. We will also visit relevant exhibitions and encourage and support you in any entrepreneurial activities that will help place and promote your work in the public realm.

#### **Location and Lifestyle**

Our base in Carlisle gives you easy access to the spectacular county of Cumbria, renowned for its world-famous Lake District National Park (a World Heritage Site). This ease of access to nature and

the wider landscape offers opportunities for exploration as well as supporting personal well-being enabling you to benefit from the abundant creative inspiration and lifestyle choices available here. Our programme aims to provide you with the opportunities to develop your skills, knowledge and above all confidence, enabling you to make appropriate and relevant choices regarding your future career development.

### **Integrated Foundation Year (IFY)**

The integrated foundation year provides the opportunity for you to settle into university life and gain the confidence and skills to succeed in your chosen arts and creative practice degree through participating in a supportive academic, personal, and professional development programme.

The foundation year modules provide a strong grounding in academic and study skills, preparing you for progression to higher levels of study (Levels 4–6). This route offers a unique opportunity to develop problem-solving, creative, practical, and investigative skills that underpin the interdisciplinary approach to the study of art, design and media, while nurturing your career aspirations.

On the Arts IFY, you will study six modules that explore academic skills and the theoretical and practical concepts underpinning creative disciplines. Two of these modules will be academic and professional skills aligned to your programme of study and the demands of the creative industries, and the following:

- Introducing Creative Research Practice introduces the role of research in creative development, helping you connect ideas to cultural and professional contexts.
- Ideas, Images and Objects develops observation and experimentation skills, encouraging process-led exploration across media.
- Innovation Lab focuses on teamwork and collaborative problem-solving through short, mixed-discipline projects.
- Creative Playbook synthesises research, making, and reflection into a polished artefact, supporting your transition to Level 4.

You will learn how to use specialist equipment and develop techniques for safe and effective practice in studios and digital labs. Through practical application, you will gain awareness of issues such as sustainability, ethics, and audience engagement. Cross-cultural awareness is encouraged through collaborative modules and shared projects with students from other pathways.

Throughout the foundation year, you will develop professional skills such as communication, teamwork, self-management, and organisation. You will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduate skills. You will also work on your digital skills profile, using university resources such as LinkedIn Learning to enhance your digital literacy and employability.

### **Level 4**

During the first year, you will have the opportunity to develop confidence, practical skills, and a strong understanding of the basic principles of visual communication, which serve as the building blocks of a professional illustration language.

Distinctive features include:

- Working alongside other art, design and media students
- Exploring the fundamentals of typography, layout and design
- Learning colour and composition theory
- The use of traditional materials and digital media
- Explorating the design process
- Developing presentation skills
- Critical thinking
- Collaborative working
- Exploring a range of workshop areas including printmaking, 3D workshops, audio-visual resources.

### **Level 5**

In year two you will develop and deepen the skills and understanding you developed in Year one through:

- Developing accomplished drawing and illustration skills
- Developing expertise in effectively using a wide range of materials and media
- Showcasing the broad reach of contemporary illustration
- Familiarising yourself with current industry practices
- Advanced critical thinking
- Understanding diverse areas such as visual narratives, editorial and book illustration, packaging, animation, promotion and publicity.

### **Level 6**

In year three you will have the opportunity to explore the specific areas of the illustration industry and profession that interest you most. This year is designed to showcase your mastery of the skills and knowledge you have acquired, allowing you to take full ownership of your creative and professional development. You will do this through:

- Selecting from a broad range of industry aligned briefs
- Exploring a range of outcome types
- Writing your own assessment briefs
- Identifying your own research ambitions

Collaborating to produce an end of year graduate showcase.

### **Key features of the programme**

- **Integrated Foundation Year (IFY):** A supportive entry route designed to build confidence, academic skills, and creative practice for progression to Level 4.
- **Interdisciplinary Approach:** Opportunities to explore multiple creative pathways including Animation & Visual Effects, Film & TV, Fine Art, Games Design, Graphic Design, Photography and Wildlife Media.
- **Process-Led Learning:** Emphasis on research, experimentation, and iterative development rather than focusing solely on final artefacts.
- **Authentic Assessment:** Portfolio-based tasks, showcases, and collaborative projects aligned with industry expectations.

- **Professional Skills Development:** Communication, teamwork, planning, and reflective practice embedded throughout the programme.
- **Access to Specialist Facilities:** Studios, digital labs, print workshops, and industry-standard software from the start of your studies.
- **Digital and Employability Focus:** Integration of digital skills, LinkedIn Learning, and career development activities to prepare for graduate employment.

## Learning and Teaching

### Teaching

The University of Cumbria Learning, Teaching and Assessment (LTA) strategy underpins the development of this programme. As a student, you will join an inclusive learning community that values diversity and creativity. Teaching, assessment, and support are designed to provide equitable opportunities for you to optimise your potential and develop autonomy as a creative practitioner.

You will learn in a collegiate, facilitative, and dynamic environment, combining studio-based practice, digital learning, and collaborative projects. Our aim is to create a stimulating and innovative community of learning—whether encountered on campus, online, or through live briefs and external engagement. Facilitated by expert practitioners, you will experience well-equipped studios, digital labs, and flexible learning spaces that reflect professional practice.

A key feature of the BA (Hons) Illustration programme is the opportunity, in first year, to work alongside students studying graphic design, fine art, photography and wildlife media. By learning as an integrated member of this creative community you will experience, first-hand, the methods and techniques used by other visual practitioners. This will foster an appreciation of how your work fits into the wider world of the visual arts and provide you with greater confidence, knowledge and skills as you progress through the levels.

Planned collaborative and interdisciplinary learning tapers off towards the end of Level 4 as more specialist skills, knowledge and understanding become the focus of learning and your identity as a illustrator is nurtured. Collaboration is still encouraged, it is a fact of professional creative life, but the learning is centred on you and the operational contexts illustrators work within.

Most of your studies will be centred around practical projects that have been designed to not only help you practice and improve visual skills, but also develop your study skills, methods of research, critical and analytical abilities, and your ability to manage your time and plan your work.

A wide range of learning, teaching and assessment methods are used in order to develop work related skills:-

- **Lectures** are used by both studio and theory tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to any group discussions that ensue.
- **Seminars, Presentation and Discussion** sessions will explore issues in greater depth with both tutor and student-led formats. These will require you to engage in research and

background reading and will consider the relation of theory to practice and help develop wide ranging transferable skills.

- **Practical Workshop Sessions** will provide the opportunity for you to develop specialist technical skills and knowledge. They normally take the form of tutor-led studio workshop demonstrations, designed to allow you to focus on, experiment with, develop and personalise specialised skills, media, techniques and concepts.
- **Problem based learning** will comprise the majority of your programme. Illustration is a problem-solving discipline. There will never be only one answer to a specific design problem (normally defined by the *project brief*). You will be expected to work on your own or as part of a small team to find a range of possible solutions. This will involve thorough research, synthesising the information you have discovered and developing and presenting a range of appropriate visual responses.
- **Group work** is very important in Illustration as collective activities where communication, trust, responsibility and reliability are fundamental requirements. We write projects and tasks that allow you to experience, consider and develop your team-working skills.
- **Projects** are the usual vehicle by which you develop your design knowledge and expertise. The project work you undertake during year two and three will form the content of the professional portfolio of work you will take with you when pursuing employment at the end of the programme.
- **Written work** is central to a degree programme. Different forms of written language will be explored to ensure appropriate critical skills and creative authorship are examined.
- **E-learning and Blackboard** is the VLE where you can to access project briefs, timetables and lecture notes, to submit module assessments and summative feedback.

### **Foundation Year Approach**

We want to motivate you in your foundation year through varied teaching and learning approaches that support different student needs and help you integrate into university life. Modules combine practical workshops, critiques, seminars, and guided independent study, encouraging you to explore ideas, experiment with media, and reflect on your process.

Vocational and creative practice opportunities form an essential part of the programme, enabling you to make meaningful links between theoretical concepts and practical application. During the integrated foundation year, you will work alongside students from a range of creative pathways, allowing for a richer, interdisciplinary learning experience. You will collaborate in groups to solve design problems, research case studies, and deliver creative outputs.

Each module is led by a module leader with overarching responsibility, but delivery is team-taught, ensuring you benefit from subject specialists and experience diverse teaching styles. This approach mirrors the collaborative nature of the creative industries and prepares you for progression to Level 4.

### **Overview of Learning and Teaching Methods**

At **Level 3**, you typically have around 12 scheduled learning hours per week, including:

- 6 hours of practical workshops and seminars
- 6 hours of lectures and group critiques
- 13 hours of guided independent study
- 2–4 scheduled personal tutoring meetings across the academic year

At **Level 4** you typically have around 10–12 scheduled learning hours per week, typically consisting of:

- 2 hours of lectures
- 2 hours of seminars
- 6 hours of supervised studio time
- 0.5 hour of personal tutoring

At **Level 5** you typically have around 9-10 scheduled learning hours per week, typically consisting of:

- 2 hours of lectures
- 1 hour of seminars
- 6 hours of supervised studio time
- 0.5 hour of personal tutoring

At **Level 6** you typically have around 9 scheduled learning hours per week, typically consisting of:

- 1 hour of lectures
- 1 hour of seminars
- 6 hours of supervised studio time
- 0.5 hour of personal tutoring

### **Independent Learning**

When not attending scheduled sessions, you will engage in self-directed study, including research, experimentation, and portfolio development. Independent learning is supported by digital platforms such as Blackboard, LinkedIn Learning, collaborative tools like Padlet, and curated reading lists via OneList.

### **Digital Capabilities**

Digital literacy is embedded throughout the programme. You will use industry-standard software (e.g., Adobe Creative Suite, 3D modelling tools), develop online portfolios, and access LinkedIn Learning and MOOCs to enhance your skills.

### **Teaching Staff**

Our illustration team consists of highly experienced professionals with nearly 50 years of combined teaching and industry experience. Our priority is to the development of fundamental skills in both traditional and digital mediums, such as drawing and painting. We are dedicated to cultivating ownership and mastery of these skills, which drives our personal work and programme philosophy.

Members of our illustration team have diverse backgrounds in editorial, publishing, advertising, animation, graphic novels, and more. We have collaborated with galleries, agencies, and art directors worldwide, and our work has been featured in magazines, journals, and books on various creative subjects ranging from the Arts and Crafts movement to Photoshop.

While illustration is our primary focus, we also have a wide range of interests in contemporary and historical visual culture. We engage in activities such as music, furniture building, artwork restoration, and metalworking alongside our illustrative work.

Through interdisciplinary collaboration, we leverage a wealth of expertise and experiences, providing opportunities for interaction with academic teams across the creative industries, enriching your understanding and creative output.

Through our industry connections we provide exposure to a range of voices from the field at every stage of study, ensuring that your education remains relevant and dynamic.

## Assessment

Throughout the programme assessment takes either of two forms: formative assessment or summative assessment.

- Formative assessment is designed to continually monitor student progress and provide feedback that can help enhance your comprehension and application of knowledge and practical abilities. Formative assessment occurs in both structured settings, such as scheduled group critiques, and informal situations, like impromptu discussions about student work. As you advance from level 3 to level 6, you will be encouraged to take on a more proactive role in formative assessments
- Summative assessments evaluate learning outcomes at the conclusion of a module, typically at the end of a semester. These assessments involve the submission of work, such as a web portfolio, showcasing the curation and presentation of all aspects of development and final artwork created during the module.

### **Integrated Foundation Year (Level 3):**

At regular points in a module, we will evaluate your work in progress. For the Integrated Foundation Year formative assessment will include methods such as proposal pitches, critiques, technical checks, peer review and self-assessment. These are valuable points of learning where feedback informs your development. This leads to the summative assessment point where your grades are awarded. We utilise a variety of assessment methods at level 3 including portfolio, presentation, project work and written work.

### **Levels 4-6:**

Wherever possible our assessment methods are practice oriented – meaning we embed professional, industry practices within programme delivery and submission mechanisms. For example, utilising a web-based portfolio for presenting, discussing, and submitting work aligns with current industry practice.

You will be continuously involved in the assessment of your own work and that of your peers; developing the critical, interpersonal and team-working skills that are vital to gaining confidence and independence as a creative practitioner.

- **Tutorials** provide individually tailored feedback to you. They can range from one-to-one to small group situations. There will often be informal sessions conducted in the studio on timetabled taught days. As the programme progresses you will be assigned weekly time

slots with specialist tutors for more involved and technical feedback reflecting the advanced level at which you are working

- **Crits** (short for 'critique') lie at the heart of an education in Illustration. These take place at the end of a project and will normally comprise a small group of your fellow students, and tutors, where you will be expected to present your work to the group. The effectiveness of your work and presentation will then be discussed by all present and you will receive a large amount of verbal feedback
- **Portfolio/s** In assessment terms, 'portfolio' refers to the presentation of a body of visual work via an illustrator's presentation portfolio which can be physical and/or digital. We will provide you with a website in level 4 and you will use this throughout your studies to present all aspects of your illustration process. As a result, by graduation you will have industry standard capabilities with regard to sharing and presenting your work. It is important to note that two things make up the 'portfolio' – the qualities of the work itself (is it good illustration / contemporary / fully resolved); and the manner in which that work is presented on the portfolio pages (visual narrative / flow / sequencing / attention-to-detail)
- **Written Assignments** feature at all levels of your degree and give you the opportunity to research and write to an increasing academic standard. Critical theory and themes are explored through modules that test your knowledge and articulation of this in the written format. This culminates in the Independent Research paper in year three, an in-depth and academically rigorous piece of work
- **Blogs and Websites** are introduced in year one as you start to exercise your digital capabilities. By year three your work will be embedded in your personal website for assessment and as your professional digital portfolio.

### **Feedback**

Feedback on formative assessments is delivered promptly through various methods, including in-person discussions in group or one-to-one settings. Additionally, real-time digital tools like Microsoft Forms are utilised to collect feedback through tailored questionnaires for specific modules or assessment briefs.

Feedback on summative assessments utilises a combination of students' personal website portfolios and screen recording software. Summative assessment feedback is delivered verbally and recorded in conjunction with the work under review. Feedback on summative assessments will be returned within 20 working days in accordance with UoC Learning and Teaching policy. Following the submission of summative assessments, you will receive feedback and provisional marks within 20 working days, in line with the University of Cumbria Assessment Feedback Policy. This ensures timely guidance to help you reflect and act on feedback before your next assessment.

### **Graduate Prospects**

As a successful graduate of the BA (Hons) Illustration programme you will be able to access a variety of career options. A degree in illustration becomes a passport to enter an extensive range of careers throughout the creative industries.

**Transferrable skills** (these skills are valued by most employers):

- Being able to work independently, but also working effectively with others
- Clear communication and good interpersonal skills
- The ability to manage your time effectively
- Innovation, creativity and problem-solving
- Presentation skills
- Self-evaluation
- Technical, research, critical and analytical skills

**Progression Routes:**

- Independent freelance illustration practice
- Salaried or freelance employment
- Setting up your own business
- Postgraduate education: MA, MPhil and PhD level study

**Examples of Illustration Graduate Destinations:**

- Animator
- Book illustrator
- Art director
- Advertising illustrator
- Reportage illustrator
- Editorial illustrator
- Illustration agent
- Studio assistant
- Designer/Maker
- Graphic design assistant
- Printmaker
- Teaching

The scope described by these destinations is testament to the flexibility of the programme that supports all the individual interests of our students. It also speaks to the potential that illustration holds as a great career choice.

\* <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/illustration>

## MODULES

<b>Level 3</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
FYUN3014	Introducing Creative Research Practice	20	Compulsory
FYUN3015	Seeing, Thinking, Making Meaning	20	Compulsory
FYUN3016	Ideas, Images and Objects	20	Compulsory
FYUN3017	Innovation Lab	20	Compulsory
FYUN3018	Creative Industries Toolkit	20	Compulsory
FYUN3019	Creative Playbook	20	Compulsory
<b>Students exiting at this point with 120 credits would receive a FdCert Illustration</b>			

<b>Year 1</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
VCOM4000	Introducing Visual Communication	40	Compulsory
UCIA4030	Cultural Contexts	20	Compulsory
UCIA4020	Collaborative Practice	20	Compulsory
ILLU4050	The Anatomy of an Illustration Project	20	Compulsory
ILLU4060	The Fundamentals of Drawing	20	Compulsory
<b>Students exiting at this point with 120 credits would receive a CertHE Illustration (with Integrated Foundation Year)</b>			

<b>Year 2</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
ILLU5070	The Illustrator's Toolkit	40	Compulsory
ILLU5080	Drawing	20	Compulsory
ILLU5090	Illustration Projects	40	Compulsory
ILLU5060	The Critical Illustrator	20	Compulsory
<b>Students exiting at this point with 240 credits would receive a DipHE Illustration (with Integrated Foundation Year)</b>			

<b>Year 3</b>			
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Code	Title	Credits	Status
ILLU6060	Advanced Illustration Projects	40	Compulsory
ARTD6000	Independent Research Paper	20	Compulsory
ILLU6070	Illustration Showcase	60	Compulsory
<p><b>Students exiting at this point with 300 credits would receive an Ordinary BA Illustration (with Integrated Foundation Year)</b></p> <p><b>Students exiting at this point with 360 credits would receive a BA (Hons) Illustration (with Integrated Foundation Year)</b></p>			

### Additional Module Information

Students must successfully complete 100 credits at Level 3 before progressing to Level 4. A failed student will not be permitted to re-register on the same programme.

This programme uses a 40 and 60 credit module structure in levels 4-6, this allows for larger / sustained assessments with a greater emphasis on creative development and on modelling process and outcomes on industry practice.

The 40 and 60 credit modules are all dedicated visual practice modules and have been designed such to:

- **Enable progression:** the intensity of the modules will establish and ensure a working practice that is maintained throughout the degree from level 4 to 6, and designed so that you will be equipped to meet the increasing expectations as you progress through each level.
- **Streamline assessments:** the longer modules allow fewer assessments with a greater emphasis on linking practice to professional outcomes, hence you will be more focused and driven on achieving holistically rather than in separate components.
- **Reduce the Intended Learning Outcomes (ILOs):** as with the streamlining of assessment, this would have the same effect of the ILOs, these can be more focused and relevant to real-world expectations.

The modules are designed so that you have a longer period to rigorously develop your work. This aspect allows you to manage bigger projects, develop personal management skills and experience. You will be well supported on these modules with stop-reviews, timely formative assessment points and interim objectives that monitor progress, encourage reflection and guard you against failure.

Larger modules of 40 and 60 credits are recognised by the QAA to be typical in Art and Design programmes and reflect the pedagogic approach that encourages independent working on significant bodies of work reflective of industry.

### Key to Module Statuses

Compulsory modules	Must be taken although it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
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## Timetables

Timetables are normally available in August. Please note that while we make every effort to ensure timetables are as student-friendly as possible, scheduled learning can take place on any day of the week.

Our Timetabling team work hard to ensure that timetables are available to students as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

## ADDITIONAL INFORMATION

### Student Support

We provide responsive student support that promotes student success. Our approach to student support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

#### Induction

As a student at the University of Cumbria, you will have access to a University of Cumbria on-line provision, currently known as 'Head Start'. This feature provides guidance and exercises for you to enable you to prepare for academic study. Furthermore, you will have access to staff details to ask any questions in advance of commencing the programme.

An undergraduate induction is timetabled for the week before the programme delivery starts and will be your first week on the programme. You will undertake a series of activities designed to form cohesion amongst your peer group, to familiarise you with the University and introduce you to a range of support services who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. You will attend centrally organised sessions, Student Life and Help is at Hand.

During the induction week you are allocated a Personal Tutor (PT), as are all students at the University, but in addition foundation year students will receive dedicated supported from the Student Learning Developer.

#### Transitioning to Level 4:

Progressing students will not be required to attend all induction activities at Level 4, but will be invited to activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and team building activities. In addition, the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UoC student.

#### Personal Tutor

You will also be allocated a Personal Tutor at the start of your programme. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, progress reviews and other support as outlined in the Personal Tutoring Policy. You will meet with your Personal Tutor on a minimum of four occasions per academic year at Level 3 and 4 (and twice yearly at Levels 5 and 6). These meetings are in addition to any discussions you may initiate which are without limit. The scheduled meetings will include the opportunity to

examine your marks and feedback across modules to identify practice which can be encouraged across modules and recognising where further support may be beneficial.

### **Student Learning Developers (IFY)**

During the first year of your programme (Foundation Year) you will have access to support from dedicated Student Learning Developers (IFY support). These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and study skills.

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Advice Service](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

## **Course Costs**

### **Tuition Fees**

Course fees can be found here [BA \(Hons\) Illustration with Foundation Year - University of Cumbria](#)

The following course-related costs are included in the fees:

- Course membership of the Association of Illustrators.
- Personal portfolio website, hosting and content management system.
- We endeavour to provide subsidised enhancement activities such as guest speakers and field trips.

### **Additional Costs**

The following course-related costs are not included in the fees:

There will be some additional costs. For example, you will need to purchase stationery and print and you may wish to purchase textbooks. Extra costs may also be applicable to cover field trips, membership fees etc. although such features are usually options within the programme. It is estimated that these costs are sub £200 annually.

There is no requirement for you to have personal computer hardware or software.

## **Exceptions to the Academic Regulations**

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:

Module credit size: 60 credits (Undergraduate study)

The 60-credit module in year 3 is a semester long module. All the skills, knowledge and other attributes synthesise at this point and the larger module gives sufficient time for this to develop and find resolution. Formative assessment and interim objectives will support you to make the most of this opportunity.

## **External and Internal Benchmarks**

[QAA Subject Benchmark Statements: Art & Design](#) (Published: December 2019)

<https://creativepool.com/articles/jobdescriptions/illustrator-job-description>

The programme is also informed by the following internal reference points:

- Business Plan for the Institute of Education, Arts and Society
- [The Academic Strategy - Transforming lives and livelihoods](#)
- [cumbria.ac.uk/media/towards-2030.pdf](http://cumbria.ac.uk/media/towards-2030.pdf)
- [Learning, Teaching and Assessment Plan](#)
- [Academic Regulations](#)

## **Disclaimer**

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular

intake year will be as detailed on the programme webpage:

<https://www.cumbria.ac.uk/study/courses/undergraduate/illustration-with-integrated-foundation-year/>

<b>Date of Programme Specification Production</b>	Oct24
<b>Date Programme Specification was last updated</b>	March 2026