



Module Specification

Introduction to Illustration

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Introduction to Illustration

Module code: UADAWA-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Design

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: An introductory module aimed at exploring approaches to visual problem solving and awareness of facilities and associated creative opportunities.

Features: Not applicable

Educational aims: Students undertake a series of introductory projects designed to introduce the core skills and activities they will encounter in the discipline of Illustration. The introductory module introduces new approaches and techniques in

drawing, painting and printmaking at the same time as building on the skills students already displayed at the point of admission to the Illustration course.

Outline syllabus: Students are introduced to the nature of a peer-group dynamic at the same time as orientating to the School of Arts through introductory workshops, seminars and critiques. Students will be introduced to central workshops and technical areas. Issues related to health and safety are addressed throughout the module.

Introductory projects focus on the development of drawing skills and techniques as a means of interpreting concepts and ideas. This project work is complemented by a series of exercises designed to develop visual vocabulary through observational drawing in a variety of different contexts and environments. The use of sketchbooks is central to the development of approaches to drawing and visual problem-solving.

All students present a case study of a selected practitioner as a means of gaining greater group understanding of the depth and range of the subject discipline. Students are encouraged to further investigate practitioners whose work particularly interests them and to consider the criteria for their selection.

The above activities culminate in the development of a body of work through which students explore their individual approaches to drawing, image-making and ideas generation. Students are encouraged in the selection and manipulation of source material. This work forms the basis for the module assessment.

Part 3: Teaching and learning methods

Teaching and learning methods: Introductory projects are tutor-lead and designed to introduce and consolidate a range of different concepts, skills and techniques. During this module, students establish themselves within the studio and orientate themselves towards working within this commonly held workspace. The dynamics of the studio are central to the teaching and learning strategy of the programme and most introductory critiques and tutorials are held here to encourage students to

understand the potential and nature of the space. Students are encouraged to assume responsibility for their space within the studio, to work and to engage with the staff and their peer group on a regular basis.

Projects allow students to work individually or collaboratively according to the nature of the work being proposed. Weekly critiques focus on peer group interaction and the monitoring of individual and group development. These weekly meetings allow students to consider the advice given by peers and staff and to assimilate this advice with their own critical reflection on the development of their project work. At this stage 'the project' allows for the parallel development of critical, conceptual and practical skills. Workshops introduce new skills and techniques which are then explored and implemented when applied to pre-determined tasks (projects).

The case study presentation requires the whole group to individually research and present a practitioner. This process increases group knowledge and understanding and allows individuals to develop research, organisation, editing and presentation skills. This presentation builds on the weekly discussions and debates taking place in the studio throughout the module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Experiment with a range of approaches to overcome subject-specific challenges.

MO2 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to your field of study.

MO3 Employ effective research methods to explore and gather information related to specific areas of study.

MO4 Employ visual media effectively to communicate ideas, concepts, and information.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uadawa-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uadawa-30-1.html>

Part 4: Assessment

Assessment strategy: This module will align to the School's assessment strategy via the methods below.

This module will be assessed as a pass/fail.

Assessment strategies within the programme that this module contributes to reflect the School of Art's philosophy, which considers assessment to be part of the learning process.

Formative feedback and summative assessment are designed to provide the opportunity for students to understand and reflect upon their achievements, and to support the monitoring of progress by tutors and students. Assessment methods used are varied, are relevant in demonstrating achievement to both academic and industry stakeholders, and form a coherent programme of assessment which is designed to offer students the maximum opportunity to demonstrate the skills, knowledge and experience that they have gained through the course of study, as well as to support ongoing and continuous improvement in their individual creative practice and development as practitioner-researchers.

The principle of 'learning through making' is core to learning strategies in the School of Arts – these learning activities are then expanded into and through an exploration of contemporary practice in relevant and related subject areas.

At assessment, therefore, students are expected to present evidence of work which

demonstrates engagement with the minimum number of learning hours for the module (contact and independent study hours).

Assessment tasks:**Portfolio (First Sit)**

Description: Body of developmental work, individual summative critique, documentation of work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Body of developmental work, individual summative critique, documentation of work

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Illustration {Foundation}[Bower] BA (Hons) 2024-25

Illustration [Bower] BA (Hons) 2025-26

Illustration [Bower] BA (Hons) 2025-26

Illustration [Bower] BA (Hons) 2025-26

Illustration [Bower] BA (Hons) 2025-26

Illustration {Foundation}[Bower] BA (Hons) 2024-25