

January Start Distance Learning

MODULE HANDBOOK

**BA (Hons) Commercial Photography for
Fashion, Advertising & Editorial**

BA (Hons) Fashion

BA (Hons) Fashion Media & Marketing

BA (Hons) Graphic Communication

BA (Hons) Illustration

**BA (Hons) Interior Decoration, Design &
Styling**

**Note: for Level 5 and 6 modules, please refer
to the programme specific handbook**

Contextual Studies:

1. Factual Information			
Module Code & Title	DLCS101 Contextual Studies	Level	4
Module Leader	Jason Hiron	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. Rationale for the module and its links with other modules	
<p>This module introduces students to key theories and ideas and provides a range of critical approaches to support the investigation, interpretation and analysis of contemporary art, design and media. Students will study a range of concepts that have shaped the way that we understand art, design and media in its wider historical and cultural contexts. Students will develop core research and communication skills to help them to articulate and contextualise their understanding of the themes covered in this module, and the knowledge gained will support creative practice by developing an understanding of the relationship between thinking and making.</p>	

3. Aims of the module	
<ul style="list-style-type: none">• To introduce and develop an understanding of a range of key social, cultural and economic theories and discourses that impact on the production and consumption of creative outputs;• To introduce approaches to and perspectives on the interpretation of practice;• To introduce and develop core research skills for the study of contemporary creative practice;• To introduce and develop a range of communication skills.	

4. Indicative content	
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to the study of global perspectives of creative practice. The series will explore a range of discourses that affect the way we perceive and value these practices, including, key social and cultural theories concerned with issues of representation, ideology and narrative. The module encourages students to explore the impact of production, consumption, distribution and dissemination of creative arts in its contemporary context.</p>	
<p>Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks. Specifically:</p>	
<ul style="list-style-type: none">• Engage in research activities that identify and demonstrate a developing understanding of key ideas and theories that affect the production and consumption of arts, design, and media practices;• Show developing core research skills for the study of creative practice through the development of a reflective journal/blog. This should contain reflections on the	

lectures/seminars and all related tasks. This will be used to inform formative assessment on progress in the module and on completion of the module will be summatively assessed;

- Demonstrate understanding and application of theoretical approaches to arts, design and media practices through a written essay. The essay may take the form of a written essay (appropriately illustrated) or a video essay/vlog. Your tutor will advise you on the most appropriate method and agree on an approach to take;
- Respond to an essay question based on the learning within the module.

To complement learning in the unit, additional support for writing is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

5. External/Industry links

Visiting lecturers/practitioners

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

- An essay/ video essay (1500 words)
- A reflective journal/commentary

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A1	B2	C3	D4
An essay/ video essay (1500 words)	X	X	X	X
A reflective journal/ commentary			X	

8. Key reading list

There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.

Author	Year	Title	Publisher	Location
Collins, H.,	(2019)	Creative research: the theory and practice of research for the creative industries	Bloomsbury Visual Arts	London
Struken, M.,	(2017)	Practices of looking: an introduction to visual culture.	Oxford University press	New York
Sean, H.,	(2012) Ebook	This Means This, This Means That.	Laurence King	London
Sean, H.,	(2013)	Representation : cultural representations and signifying practices	SAGE Publications	New York

9. Other indicative sources (e.g. websites)

Resources: Library databases - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.

Additionally the library has online journals, ebooks and Digital videos, which cover art, design and media courses, these resources support distance learning as well as different learning styles.

Annex 1 – Intended Learning Outcomes

Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes.

Knowledge and understanding		Learning and teaching strategy
A	1. Communicate knowledge of key theories and discourses that affect the practice, production and consumption of a creative arts discipline	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Apply appropriate theoretical approaches to the study and interpretation of a named discipline related to the creative arts & design	
Practical and professional skills		
C	3. Apply contextualised research and evaluative skills to a named area of practice informed by key ideas and theories	
Key transferable skills		
D	4. Demonstrate effective communication skills aligned to practice noting relevant critical, cultural, ethical and contextual considerations	

Professional Practice:

1. Factual Information			
Module Code & Title	DLPP102 Professional Practice	Level	4
Module Leader	Milly Brown/Alannah Morgan	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module is designed to help students explore the shape and patterns of employment, to enable them to start to match their current skills knowledge and creative portfolio to those required to successfully compete for work in their intended career. Having identified areas for development, students will work with the module leader to update their Professional Development Plan (PDP) enabling them to identify those experiences and skills they will need to acquire during their degree course. The module will cover a wide range of general skills including personal SWOT analysis, effective professional communication with employers, CVs, applications, looking at freelance working, including starting to consider issues around contracts, intellectual property rights and working with agencies. Students on this module will align their work to that of their named academic discipline.</p>

3. Aims of the module
<p>To investigate the employment structures and work patterns within arts, media, design, communication and associated industries.</p> <ul style="list-style-type: none">• To reflect on own personal skills, qualities, experience and abilities and on the expectations of the workplace;• To explore appropriate career opportunities developing an action plan to enhance potential career progression;• To develop effective professional communication methods and knowledge for use in contacting employers, networking, interviews, self-presentation and the production of effective and professional CV communications;• To develop an understanding of soft and interpersonal skills in effective communication and the importance of these skills in acquiring and sustaining employment.

4. Indicative content
<p>This module will help to raise student awareness of career paths within arts, media, design, communication and associated industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures & seminars, research tasks, individual, reflective activities and team assignments/ critiques.</p> <p>This module takes the student through in depth investigation of the structures and working patterns currently operating in the specific creative industry that the student aspires to pursue a career in. Alongside this, the student will be asked to undertake SWOT analysis of his or her own current skills and abilities. They will be asked to look at job roles or at practitioners, analysing their career histories. Through this process,</p>

students will be asked to identify their own personal development needs feeding into their PDP and planning for their future careers.

To complement learning in the unit, additional support is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

5. External/Industry links

Industry / practice-based research
Visiting lecturers / practitioners

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

- Research/Seminar journal – record of all tasks undertaken throughout the module;
- Reflective commentary – presents and archives ongoing reflection of developing & expanding skills
- Presentation - visual/verbal/film - exploring the requirements of a creative industry against own values, identity and aspirations.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A1	B2	C3	D4	D5
Research/Seminar journal		X	X		
Reflective commentary				X	
Visual presentation of creative industry trends (up to 10 mins + questions)	X				X

8. Key reading list

There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.

Author	Year	Title	Publisher	Location
Brown, T.,	(2009)	Change by design : how design thinking transforms organizations and inspires innovation	Harper Business	New York
Etherington, B.,	(2018)	Presentation Skills for Quivering Wrecks	Marshall Cavendish Business	Singapore
Innes, J.,	(2012)	The CV book : your definitive guide to writing the perfect CV	Pearsons Business	Harlow
Cottrell, S.,	(2015) Ebook	Skills for success : personal development and employability	Palgrave Macmillan	London

Grade, A.,	(2020)	The Freelance Bible: Everything you need to know about going solo in any industry	Portfolio Penguin	London
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9. Other indicative sources (e.g. websites)

<https://www.coroflot.com/>

<https://www.dezeen.com/>

<https://www.businessoffashion.com/>

<https://www.dandad.org/>

<https://www.dazeddigital.com/>

Resources: Library databases - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.

Additionally the library has online journals, ebooks and Digital videos, which cover art, design and media courses, these resources support distance learning as well as different learning styles.

Annex 1 – Intended Learning Outcomes

Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes.

Knowledge and understanding		Learning and teaching strategy
A	1. Articulate an understanding of own creative identity, values and aspirations against the context and requirements of named creative industries	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Through practice, make constructive use of results recognising these as vital to the creative process and ongoing developments in own personal visual language.	
Practical and professional skills		
C	3. Apply creative practice aligned to a named creative industry demonstrating knowledge of networks, values, stakeholders and effective working	
Key transferable skills		
D	<p>4. Create a professional development strategy, through an awareness of practical knowledge, skills and attributes required of a named creative industry</p> <p>5. Communicate effectively and professionally employing effective visual and written communication techniques.</p>	

Academic Skills for Creative Learning:

1. Factual Information			
Module Code & Title	DLAS103 Academic Skills for Creative Learning	Level	4
Module Leader	Tim Dickinson	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module introduces students to the standards and expectations of academic practice required for degree-level study. Drawing from evidence related to the application of creative practice, students will develop core skills in digital literacy, information management, academic writing, referencing and communication - relating to the themes of creative practice and synthesised through the lens of the individual. The importance of transcultural engagement and practice will be explored and discussed as an approach to develop understanding and the co-creation of knowledge. Importantly, the skills and knowledge developed in this module will underpin all future study and help ensure sound academic practice. Students will be required to construct a short written essay and visual presentation as the assessment tasks for this module - both relating to the theme of creative practice - synthesised through the lens of the individual and their named academic discipline.</p>

3. Aims of the module
<ul style="list-style-type: none">● To introduce good academic communication through the construction of evidence-informed written and visual synthesis;● To apply good academic practice through the searching and referencing of material;● To engage in digital research and construct evidence to inform a position and/or argument;● To develop the core digital literacy skills required for successful study;● To explore transcultural interactions and customs;● To explore the concept of globalisation on creative art practice.

4. Indicative content
<p>A series of themed lectures and seminars will introduce students to key ideas and theories relevant to good academic practice. The series will include academic honesty, referencing, intellectual property, time management, and effective/impactful written and verbal communication skills.</p> <p>Drawing from published practice, the module encourages students to develop the necessary digital literacy skills required for academic study and future employment. Seminars and group tutorials develop the concepts presented in the lectures and allow students to begin to critically examine these core themes in relation to their own practice. Seminars are led or facilitated by a tutor, and individual and/or group tutorials provide guidance in relation to the assessment tasks.</p> <p>To complement learning in the unit, additional support for writing is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty</p>

and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

5. External/Industry links

None for this module

6. Assessment strategy, assessment methods

- Engage in research activities to inform the construction of a written essay and a visual presentation;
- Deliver fully-referenced work following the PCA Harvard style;
- Present to a small audience a 10-minute presentation in response to a named theme;
- Respond to questions in response to a visual presentation.

7. Mapping of assessment tasks to learning outcomes (see annexe 1)

Assessment tasks	A1	B2	B3	C4	D5	D6
10-minute visual presentation				X	X	X
1,000 word written synthesis	X	X	X			X

8. Key reading list

There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.

Author	Year	Title	Publisher	Location
Cottrell, S.,	(2019) Ebook	The study skills handbook	Palgrave Macmillian	London
Mann, S.,	(2011)	Study skills for art, design and media students	Pearson Education Ltd	Essex
Collins, H.,	(2019)	Creative research: the theory and practice of research for the creative industries	Bloomsbury Visual Arts	London
McMillan, K., and Keyes, J.,	(2013)	How to Write for University: Academic Writing Success	Pearsons	London

9. Other indicative sources (e.g. websites)

Resources: Library databases - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.

Additionally the library has online journals, ebooks and Digital videos, which cover art, design and media courses, these resources support distance learning as well as different learning styles.

Annex 1 – Intended Learning Outcomes

Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes. .

Knowledge and understanding		Learning and teaching strategy
A	1. Explore a sense of creative identity, values and direction	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Apply a range of appropriate research methods to inform the genesis of work	
	3. Evidence and correctly reference different methods of research (thematic, inspirational, visual etc) gathered from a range of sources.	
Practical and professional skills		
C	4. Demonstrate applied knowledge and understanding of academic skills and digital literacy in the context of global creative industries.	
Key transferable skills		
D	5. Apply effective communication methods to support the engagement and understanding of an audience	
	6. Work to deadlines, plan realistic goals and schedules and apply effective time management.	

Exploring Practice:

1. Factual Information			
Module Code & Title	DLEP104 Exploring Practice	Level	4
Module Leader	Ally Bragg (Turner)	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. The rationale for the module and its links with other modules
<p>This is a practice-based module designed to support students to explore their creative practice relative to a named academic discipline. Underpinned through contextual study and supported by the Academic Skills for Creative Learning module, students will develop their individual creative practice in response to two module projects. Students may retain practice aligned to a core subject discipline or begin to explore a multidisciplinary approach.</p> <p>Through experimentation, play and technical development, students on this module are encouraged to develop reflective and critical evaluation skills in relation to a range of visual outcomes. Specifically, and through the development of critical reflection, students will begin to foster their creative and professional identity to deliver the effective communication of concepts and ideas within a creative arts context.</p>

3. Aims of the module
<ul style="list-style-type: none">● To introduce an understanding of fundamental principles through research, analysis and application, including an introduction to, and a basic understanding of key approaches in the creative arts;● To employ and develop creative problem-solving strategies, ideas generation and communication skills in order to apply and develop a growing awareness of wider practices;● To experiment and evaluate a range of creative recording techniques, extending visual vocabulary from a range of sources;● To develop a sense of professional and creative identity through exploration, play and application of thinking, materials and processes;● To produce creative visual communication, through the application and manipulation of a range of media, materials and techniques.

4. Indicative content
<p>At the core of this module are a series of lectures, x2 module projects and online workshops intended to support students to explore their individual creative practice through selected digital and practice-based approaches. Students will be encouraged to experiment with new and unfamiliar approaches to the development of new creative work, as they explore analogue and/or digital techniques and processes to inform their visualisation of ideas. Working towards creative outcomes in response to a brief, students will begin to identify areas of future interest and study through critical reflection and evaluation.</p> <p>To compliment learning in the unit, additional support for writing is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.</p>

5. External/Industry links
Visiting lecturers/practitioners

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework:
<ul style="list-style-type: none"> • Body of creative work to include all visual experimentation (e.g. sketchbooks, worksheets, experiments & tests) & final outcomes; • 500-word written critical reflection in response to feedback on creative practice in the context of identity, values and aspirations.

7. Mapping of assessment tasks to learning outcomes (see annex 1)				
Assessment tasks	A1	B2	C3	D4
Body of creative work	X	X	X	
500-word written critical reflection in response to feedback on creative practice in the context of identity, values and aspirations				X

8. Key reading list				
There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.				
Author	Year	Title	Publisher	Location
Berger, J.,	(2008)	Ways of Seeing	Penguin Classics	London
Pipes, A.,	(2008)	Foundations of Art and Design	Laurence King	London
Gray, C., and Malins, J.,	(2016) Ebook	Visualising Research: A Guide to the Research Process in Art and Design.	Ashgate Publishing	Aldershot
Candy, L.,	(2019)	The Creative Reflective Practitioner: Research Through Making and Practice	Routledge	London
Rose, G.,	(2016)	Visual Methodologies: An introduction to researching with visual material	Sage	London

9. Other indicative sources (e.g. websites)
Resources: <u>Library databases</u> - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.
Additionally the library has <u>online journals</u> , <u>ebooks</u> and <u>Digital videos</u> , which cover art, design and media courses, these resources support distance learning as well as different learning styles.

Annex 1 – Intended Learning Outcomes

<p>Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes.</p>		
Knowledge and understanding		Learning and teaching strategy
A	1. Identify the use of approaches, theory and techniques relating to the subject and intention of creative work.	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Apply research practice and methodologies to independently inform creative practice	
Practical and professional skills		
C	3. Creatively apply a range of practical and technical skills in response to a named project brief	
Key transferable skills		
D	4. Develop own autonomous practice, skills acquisition and a growing awareness of wider creative practices.	

Amplifying Practice:

1. Factual Information			
Module Code & Title	DLAP105 Amplifying Practice	Level	4
Module Leader	Amanda Duffin	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This is the second practice-based module and is designed to build upon and amplify learning in trimester one through the development of an independent body of creative work. Students may opt to retain practice aligned to a core subject discipline or explore a multidisciplinary approach.</p> <p>Adopting a project planning approach, students on this module will plan and deliver an individual body of creative work in response to a project brief. Students will be encouraged to take risks in the development of their practice and to develop reflective and critical evaluation skills. Specifically, and through the development of critical reflection, students will continue to foster their creative and professional identity to deliver the effective communication of concepts and ideas within a creative arts context. By the end of this module, students will be able to clearly articulate their areas of interest and future creative direction.</p> <p>To complement learning in the unit, additional support for writing is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.</p>

3. Aims of the module
<ul style="list-style-type: none">• To adopt a project planning approach in response to a creative brief;• To test the boundaries of practice through considered and reflective risk-taking;• To further develop an awareness of style and their relationship to a contemporary audience;• To foster a creative identity drawn from area of interest, practice and future aspirations;• To encourage reflective and critical evaluation skills in relation to a range of media and visual communication circumstances, with a view to the development of the student's personal visual vocabulary.

4. Indicative content
<p>Students will develop a new body of creative work that accelerates their visual practice in response to a project brief. An understanding of the audience in relation to visual outputs will form a basis for discourse within this module.</p> <p>At the core of this module are a series of lectures and online workshops intended to broaden the student's visual vocabulary and creative practice. This module follows Exploring Practice whereby students may either continue to explore multiple fields of work or remain within an area of specialism. The student will be encouraged to take risks</p>

and experiment further with their practice as they explore relevant physical, digital, design materials and related techniques.

Working towards creative outcomes in response to a brief, students will identify areas of future interest and study through critical reflection and evaluation. Assessment will relate to the production of a portfolio of experimentation and the student will be encouraged to reflect and suggest ideas for further study through the development of reflective journals/blogs.

5. External/Industry links

Visiting lecturers/practitioners

6. Assessment strategy, assessment methods

Formative assessment in seminar feedback, critiques and individual progress tutorials.
Summative assessment 100% by coursework:

- Body of creative works to include all visual experimentation (sketchbooks, worksheets, experiments & tests) & final outcomes;
- Reflective journal/ blog to include a research-informed project plan detailing the planning and approach for responding to a creative brief.

7. Mapping of assessment tasks to learning outcomes (see annex 1)

Assessment tasks	A1	B2	C3	D4
Body of creative work	X	X	X	
Reflective Journal / blog				X

8. Key reading list

There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.

Author	Year	Title	Publisher	Location
Chambers, E., and Northedge, A.,	(2008), Ebook	Arts Good Study Guide	Open University	Milton Keynes
Mann, S.,	(2011)	Study Skills for Art, Design and Media Students	Pearson Education Ltd	Essex
Gray, C., and Malins, J.,	(2016) Ebook	Visualising Research: A Guide to the Research Process in Art and Design.	Ashgate Publishing	Aldershot
Rose, G.,	(2016)	Visual Methodologies: An introduction to researching with visual material	Sage	London
Leavy, P.,	(2020)	Method Meets Art: Arts-Based Research Practice	Guilford Press	New York
Struken, M.,	(2017)	Practices of looking: an introduction to visual culture.	Oxford University press	New York

9. Other indicative sources (e.g. websites)

Resources: Library databases - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.

Additionally the library has online journals, ebooks and Digital videos, which cover art, design and media courses, these resources support distance learning as well as different learning styles.

Annex 1 – Intended Learning Outcomes

<p>Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes.</p>		
Knowledge and understanding		Learning and teaching strategy
A	1. Demonstrate knowledge to manage the aligned application of techniques and skills in response to a named project brief	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Evaluate own and others work responding professionally to informed criticism.	
Practical and professional skills		
C	3. Make creative work in response to a brief underpinned by an awareness of principles and forms of visual communication.	
Key transferable skills		
D	4. Apply a creative industries project planning approach to support the delivery of a creative project.	

Interdisciplinary Practice:

1. Factual Information			
Module Code & Title	DLIP106 Interdisciplinary Practice	Level	4
Module Leader	Charlotte Warren	Credit Value	20
Module Type	Distance Learning	Notional learning hours	200

2. Rationale for the module and its links with other modules
<p>This module provides an opportunity to expand and develop skills and knowledge, through the consideration of new approaches and methods that broaden and extend the student's understanding of practices both in their immediate subject area, and the wider creative context in which they work.</p> <p>The module will encourage students to explore interdisciplinary approaches and methods in their subject field, and open up future possibilities for engagement with practices both within and outside their immediate subject area. As such, this module complements all of the student's study to date, and contributes to their wider knowledge and understanding of creative practices.</p> <p>The module will develop an inquiry-led approach in the development of independent ideas and outcomes, through an exploration of a range of complimentary new skills, knowledge and approaches. Through research, analysis and reflection of 'expanded' interdisciplinary practices, students will engage in visual research and analysis, documenting their investigation through a digital reflective journal/blog (incorporating images, sketches, research and annotated written commentary). To accompany this, students will produce a short critical reflection (1,000 words), outlining the choice of interdisciplinary approaches and contexts explored within the module, and the potential use(s) of this new knowledge within future practical development.</p>

3. Aims of the module
<ul style="list-style-type: none">• To provide the opportunity to research, explore and reflect upon interdisciplinary approaches and solutions for creative practice;• To develop skills and knowledge that could be applied to future projects and situations;• To broaden awareness of new or unfamiliar materials-led, process-based creative practices.

4. Indicative content
<p>Students will be encouraged to explore and develop their understanding of interdisciplinary approaches and solutions for creative practice, through inquiry-based learning. They will have the opportunity to explore interdisciplinary approaches through a range of activities including group analysis of interdisciplinary practices in art and design; contributing to an online collaborative discussion forum; analysis and reflection of independently collated research; development of critical reflection capabilities; and exploring new or unfamiliar approaches through directed study or independent learning.</p> <p>The module is delivered through a mixture of group learning and tasks, independent subject-based research and investigation; and opportunities for reflective writing. Specific content and activities may vary according to your subject area or interests. The</p>

development of new knowledge and skills associated with production and critical understanding will be encouraged through developing your research into a range of approaches such as identifying or working with unfamiliar methods, processes and team based approaches to production. An understanding of the possibilities inherent in interdisciplinary approaches within both your subject area and the wider creative context in which you work, will form the core of your investigation in this module.

Throughout the module, students will be invited to record and reflect on the work undertaken. At the midpoint, students will be given formative feedback on their progress during the module through individual, and/or group tutorial. Students are required to keep a digital reflective journal/blog (you only need to choose one of these methods), in which you should record and document the development of your ideas, work in progress, realised outcomes and your engagement with all aspects of the module. This should be a combination of your research to include images, writings, drawing and sketches, photographic records of experimentation, ideas and or contexts for practice etc. Your tutor will offer advice on which method might suit each student's approach best. Evidence of this ongoing record will inform the formative review of your progress, and provide the basis for individual or group tutorial during the module. At the end of the module, all students will provide evidence of their digital reflective journal/blog for assessment.

The unit will be comprised of the following indicative content and delivery mode:

- Lecture(s) (college-wide and/or school-specific): Exploring interdisciplinary practice; ideas generation, documentation and journaling; forms of critical reflection.
- Seminar (school specific): interdisciplinary themes/ approaches; Historical, cultural and ethical considerations in relation to interdisciplinary issues and ideas.
- Lab (subject specific): online technical resources available to support practical investigation;
- Extended studio practice (subject specific): Tutor supported development of practical journal work via online support;
- Directed study: independent work in support of unit outcomes;
- Online interdisciplinary forum(s);
- Tutorial: Online group and/or individual tutorial.

A 1000-word critical evaluation provides students with the opportunity to consider the breadth of their investigation, to reflect upon the impact of new approaches and solutions within their individual creative practice, and consider the potential use(s) of this new knowledge on future practical development..

To compliment learning in the unit, additional support for writing is available to all students via the Learning Lab online portal. The Learning Lab offers a range of academic skills to support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

In addition, students can access a range of video material via the Technical Lab pages through the Student Portal, in support of practice-based learning and skills.

5. External/Industry links

Opportunities to engage in wider college or school-based lectures will be publicised through the respective Schools.

6. Assessment strategy, assessment methods
Formative assessment in seminar feedback, critiques and individual progress tutorials. Summative assessment 100% by coursework: <ul style="list-style-type: none"> • Digital reflective journal/ blog • 1000-word critical evaluation

7. Mapping of assessment tasks to learning outcomes (see annex 1)					
Assessment tasks	A1	B2	C4	D4	D5
Digital reflective journal/commentary	X	X	X	X	
1000-word critical evaluation (written synthesis)	X				X

8. Key reading list				
There is no core reading list of this module as it depends on the subject interest of each individual student. Students will be given a subject-specific version for core reading to support their studies.				
Author	Year	Title	Publisher	Location
Houghton, R.,	(2012)	Blogging for creatives : how designers, artists, crafters and writers can blog to make contacts, win business and build success	Ilex	Lewis
Bassot, B.,	(2013)	The reflective journal	Palgrave Macmillan	New York
Ambozy, L.,	(2011)	Ai Weiwei's Blog: Writings, Interviews and Digital Rants, 2006-2009 / edited and translated by Lee Ambrozy.	MIT Press	Cambridge
Blume, E., and Knapstein, G.,	(2015)	Black Mountain: An Interdisciplinary Experiment 1933 - 1957	Bahnhof-Museum Berlin	Hamburger
Francis, P.,	(2009) Ebook	Inspiring Writing in Art and Design: Taking a Line for a Write	University of Chicago press	Chicago

9. Other indicative sources (e.g. websites)
<p>Resources: Library databases - Vogue archive, Berg Fashion Library, LSN and WGSN support Commercial photography, Fashion and Fashion, Media and Marketing. Art and Architecture Source, Oxford Art online and Jstor are multidisciplinary resources.</p> <p>Additionally the library has online journals, ebooks and Digital videos, which cover art, design and media courses, these resources support distance learning as well as different learning styles.</p>

Annex 1 – Intended Learning Outcomes

Convergent mapping of level 4 programmes level outcomes are included in 2020-21 distance learning delivery. This includes the Integration of learning outcomes from individually-validated programmes.

Knowledge and understanding		Learning and teaching strategy
A	1. Show evidence of breadth & depth of understanding of the experience and practical application of techniques and skills within a broad range of creative art & design contexts.	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area;</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved;</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module;</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other digital tools.</p>
Cognitive skills		
B	2. Initiate independent research and exploration through the gathering of information and experiences, and utilise both to help form independent judgements and decision-making.	
Practical and professional skills		
C	3. Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner, in accordance with professional practice and applied to a variety of situations and contexts.	
Key transferable skills		
D	<p>4. Identify and apply appropriate knowledge and production processes, in order to solve creative and professional problems, realising the potential of the student's own ideas.</p> <p>5. Develop reflective individual practice that will lead to the acquisition of skills aligned to an area of professional practice and industry</p>	