

# **BA (Hons) : Fine Art**

## **Unit Specification Forms (USFs)**

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
<b>METHODS &amp; MATERIALS</b>

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Sarah King	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
4	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
401

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
x		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
-	-	-	-

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT DESCRIPTION:

This unit provides you with an opportunity to develop and extend your existing knowledge of processes and technologies associated with your field of study, through the exploration of associated methods and materials. You will be introduced to a range of practical methodologies, processes and techniques appropriate to your subject, and encouraged to develop your capacity as a critical maker.

This unit is designed to support and accelerate your individual development as an independent learner which is an essential part of undergraduate study. As a result, this unit is designed to support the successful transition into the 3 year degree by developing skills in self-organisation and critical reflection.

Learning in this unit will comprise a range of approaches including practical, technical and theoretical components appropriate to the subject field. Students will develop ways for generating creative ideas in response to a brief, with a primary focus on the acquisition of appropriate methods/knowledge/materials within the subject field.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

This unit comprises twelve weeks of study made up of two x 6 week subject-specific projects. Conceptually, this learning will support the development of your practice through technical and academic exploration and integration of learning through studio, labs and/or writing projects.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

This unit will introduce a range of methodologies through a combination of studio and/or workshop based activity, developing technical skills, competencies and applied methods. In support of developing practice, the unit will provide opportunities to develop skills of communication through writing, critique and reflection.

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Knowing, Being, Doing - the principles of creative practice;
  2. Best practice in reading, interpreting and responding to a brief;
  3. Introduction to creative research approaches, paradigms and their application;
- Seminar (subject specific):
  1. Examining methods/knowledge/materials;
  2. Textual analysis (thematic analysis of context, content and terminology);
  3. Historical, cultural and contextual considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific/course cognate): Group and/or individual critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

This unit will introduce a range of methodologies through a combination of studio and/or workshop based activity, developing technical skills, competencies and applied practical methods. In support of developing practice, the unit will provide opportunities to develop skills of communication through writing, critique and reflection.

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Knowing, Being, Doing - the principles of creative practice;
  2. Best practice in reading, interpreting and responding to a brief;
  3. Introduction to creative research approaches, paradigms and their application.
- Seminar (subject specific):
  1. Examining methods/knowledge/materials;
  2. Textual analysis (thematic analysis of context, content and terminology);
  3. Historical, cultural and contextual considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific/course cognate): Group and/or individual critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

An essential aspect of Fine Art as an academic subject is understanding what it means for a practice to be driven by an inquiry, explored through materials and processes.

This unit serves to introduce you to the idea of making which informs thinking, and vice versa. The two projects in this unit are designed to introduce essential making methods and processes as well as key materials and media which are central to Fine Art. It will familiarize you with independent studio practice, getting to know the campus and facilities, safe working procedures, learning how to use digital platforms and learning resources, as a means of managing your own studentship.

This unit is made up of 2 x 6 week subject-specific projects:

##### **Project One: Embodied practice**

This first project grounds you in embodied processes of Fine Art, using tools and media to explore the possibilities of creative work. We ask you to shift your creative attention from describing the

world through artistic means to a focus on your embodied presence, your creative process, in order to start thinking through an individual practice. This is pursued in more than one medium or material, allowing you to explore the expansive possibilities of diverse media and crossovers between disciplines.

**Project Two: Activated Space**

Selecting a working method or medium during the first project of the unit, you develop this further to explore different possibilities of developing individual creative concepts. We compare different experimental outcomes, and test ways in which individual practice can manifest in a three-dimensional environment or installation. Creative exploration is documented in a reflective journal and contextualised through relevant research.

As part of this unit, you will write a 500 word analysis in response to a given topic, which will help to develop a contextual awareness of subject areas relevant to project briefs. This contextual exploration is supported through seminars, group discussion and reading groups, which support familiarisation with the critical discourses that underpin Fine Art.

Cross-university lectures and subject-specific seminars support learning and introduce students to contexts of contemporary art, while group critiques allow testing of ideas with peers and tutors, and the opportunity to gain insights on the interplay between theory and practice as it manifests in individual work. Formative feedback and tutorials support your learning and offer you guidance with tasks throughout the unit.

Development of ideas and material making will be documented in a reflective journal which forms a record of your research and experimentation, evidencing the development of your body of work.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:****Project One: Embodied practice**

This 6-week project will comprise studio workshops and interdisciplinary activities that will enable students to work through a rigorous process of exploration and experimentation:

- Performative painting: using the body as a tool to capture movement, trace and energy; exploring non-representational expressive processes
- Experimental drawing: pushing the boundaries of drawing through alternative mark-making methods, body modifications, drawing machines and extensions
- Assemblage workshop: exploring possibilities of three-dimensional practice through a diversity of means and creative methods
- Inductions to facilities and workshops will introduce key techniques and material processes, which will enable the materialisation of ideas
- Seminars and group discussions on selected key texts will enhance critical awareness and reflection on expanded practice

Throughout this first stage of the unit students will be supported by academic and technical tutorials, group discussions and seminars, which will enable students to situate their inquiry within a wider critical arena of contemporary art, and to learn to work with key Fine Art media and processes.

**Project Two: Activated Space**

In this 6-week project students select one of the working methods or media engaged in Project 1, and carry this forward to Project 2, in order to further develop knowledge of materials and continue creative experimentation. Students are encouraged to test appropriate methods of professional

presentation, combining outcomes in a 3D environment. This second phase of experimental practice will include:

- Exploring interdisciplinary practice and different ways to explore a concept/idea through a range of media
- Combining 2D, 3D and time-based media as a spatial installation to open up new creative possibilities in the presentation of work
- Documenting the creative process and reflecting on different aspects or outcomes of exploration
- Comparing outcomes between live and documented, material vs action, performance vs outcome etc.
- Inductions and technical workshops in time-based and digital media

Students are expected to produce a portfolio of experimental outcomes for each project along with documentation of their developmental work with evidence of research and reflection. Written analysis will evidence their critical awareness of contexts underpinning their aesthetic inquiry, and insights gained through their practice.

#### 4.5 READING LIST:

##### Key texts

Jones, A., and Warr, T.,	(2000)	<i>The Artist's Body</i>	London	Phaidon
Goldberg, R.,	(2004)	<i>Performance: Live Art since the 60s</i>	London	Thames and Hudson
Bachelard, G.,	(2014)	<i>The Poetics of Space</i>	London	Penguin
Zweite, A., Schmidt, K., and von Drathen, D.,	(2005)	<i>Rebecca Horn : Bodylandscapes : drawings, sculptures, installations 1964 - 2004</i>	London	Hayward Gallery
Kholeif, O.,	(2018)	<i>Goodbye, World! : looking at art in the digital age</i>	Berlin	Sternberg Press

##### Links:

Frieze Magazine - [www.frieze.com](http://www.frieze.com)

E-flux - [www.e-flux.com](http://www.e-flux.com)

Artforum Magazine - [www.artforum.com](http://www.artforum.com)

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. [For some titles ebooks will be available.](#)

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

##### Hardware:

Access to on campus computer suite/room and/or use of personal computer

##### Software:

Adobe Creative Suite

**IT:**

Each student needs a persistent, robust internet connection  
 Each student needs a cloud-based drive for storing homework/projects

**Space Resources:**

Fine Art individual and/or shared studio space

Students will be engaged in practical activities and technical skills in Fine Art Studio Spaces and Base areas, as well as across University-wide facilities. Through induction in Workshops and Labs students will understand Health & Safety regulations in the workplace, and working practices across each area. These include but are not limited to:

**Materials Lab:**

- Ceramics Studio
- 3D Wood workshop
- Metal workshop

**Imprint Lab:**

- Screen Printing
- Digital Print Bureau

**Multimedia Lab:**

- Photography Studios/The Cove
- ERC

In addition to working in the Fine Art Studios, students may also explore the following AUP Labs:

FabLab  
 Drawing Lab  
 Fabric Lab

## SECTION 5: UNIT LEARNING OUTCOMES.

**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Identify appropriate methods and materials in the production of new creative practice  2. Investigate methods of concept visualisation in response to a creative brief
<b>COGNITIVE SKILLS</b>	3. Evidence research-informed judgements through the development of a creative output  4. Recognise how different modes of practice can be used to inform the development of creative practice
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION: This text is from the validated Blueprint</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
A body of creative practice	1, 2 ,3	100% FG	40%	To submit work from both 6 week projects
Textual analysis (500 words)	4	100% FG	40%	Written analysis to encompass learning from a specific task which relates to both 6 week projects

**6.2 ADDITIONAL ASSESSMENT NOTES:**

12 weeks/ 2 x 6 week projects. Project blocks comprise 5 weeks of working and 1 week of formative feedback.

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.**
**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Innovators who explore new ways of working using a flexible and inclusive approach.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Collaboration
- Device Security
- Health and wellbeing

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Adaptable & Flexible
- Organisational & management skills
- Self-awareness & resilience
- Digital excellence and a willingness to learn

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
ENCOUNTERING PLACE

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Louise Fago-Ruskin	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
4	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
402

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
x		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
-	-	-	-

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

**SECTION 4: UNIT CONTENT.****4.1 UNIT BLUEPRINT DESCRIPTION:**

The unit is place-based and focuses on the geographical offerings and potential of a site specific location (e.g. Plymouth or other location), and its surroundings to orientate practice through situational grounding. Conceptually, this place-based learning will support you to engage in projects linked to subject specialism through a consideration of place-oriented ideas and its relation to notions of production, materials and/or narratives. In particular it will utilise the potential of site-specificity and its immediate geographies to consider the relationship of the local to the global. Unit delivery will comprise a range of approaches to developing your learning, comprising practical, technical and theoretical components.

You will develop ways for generating creative ideas in response to a brief, with a primary focus on creative problem solving and methods and materials in relation to notions of place, within the context of the subject field.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

This unit comprises twelve weeks of study made up of two x 6 week subject-specific projects. Conceptually, this learning will support the development of your practice through technical and academic exploration and integration of learning through studio, labs and/or writing projects.

**4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:**

Students will be encouraged to develop their learning through the introduction of theoretical and practical approaches to problem solving, with an emphasis on the production of artefact (appropriate to subject enquiry). In addition, this unit will develop critical engagement with the concept of place, providing opportunities to develop skills of communication through writing, image/artefact and spoken word.

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Critical thinking/critical making;
  2. Developing approaches to solution-based learning;
  3. Presentation and communication skills (written & visual);
- Seminar (subject specific):
  1. Notions of place (narratives, identity and manufacture);
  2. The local and the global;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Group and/or individual critique;
- Tutorial: Group and/or individual tutorial.

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.

**4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Students will be encouraged to develop their learning through the introduction of theoretical and practical approaches to problem solving, with an emphasis on the production of artefact (appropriate to subject enquiry). In addition, this unit will develop critical engagement with the concept of place, providing opportunities to develop skills of communication through writing, image/artefact and spoken word.

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Critical thinking/critical making;
  2. Developing approaches to solution-based learning;
  3. Presentation and communication skills (written & visual);
- Seminar (subject specific):
  1. Notions of place (narratives, identity and manufacture);
  2. The local and the global;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

Where does an artists studio exist? Since the fall of the traditional *atelier*, there have been profound changes to the place of creation for artists. Is it a building? Is it an action? Is it the laptop? Is it the kitchen table? Can you make art anywhere? Can you show art everywhere? Who is your audience? From the church to the museum, from wilderness to social media, artists have occupied a multitude of places to make and share their work.

*Encountering Place* is a studio-based unit that asks you to think about the site of an artwork, through research and practice. Exploring the potential of a place as a subject, you will use the city as material, as a studio, and as a gallery. The unit encourages you to engage with the city virtually and physically, to develop an understanding of the role of memory and memorial, history, fiction, storytelling, architecture, community, inclusion and exclusion, private and public. You will develop ways for generating creative ideas in response to a brief, with a primary focus on creative problem solving and methods and materials to create meaning, through site specific outcomes, in relation to notions of place.

This unit comprises twelve weeks of study made up of two x 6 week projects.

**Project One: The City** How does a place become ours? What does it mean to belong? This project begins with notions of home, belonging, otherness and community. You will use a range of media and strategies of contemporary art practice to develop independent outcomes.

**Project Two: Place & Memory** You will use resources offered by the city or concepts of the city, to generate material to work with. You will explore the city through its history, stories, myths, architecture, borders, community and archives. You will interrogate and contextualise the notion of the 'local' and the 'global', to form the basis of site-specific outcomes.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

In response to briefs, students will develop practical work in the studio, supported by tutors. They will draw from memory and from observation at different times of day and night. Students explore digital tools such as video and photography, to blend the physical with the virtual, developing multiple narratives to understand the subject through multiple perspectives. They will explore the landscape of a place to understand the potential and range of the site, installation and audience.

University-wide lectures and course seminars will introduce students to a wide range of relevant theoretical ideas and global contemporary artists and art practices, through the following:

- engage with notions of place, memory, home, belonging, and otherness in the context of history and the art historical present
- examine the role of imagination in the creation of place using examples of artwork, films, literature and visual culture
- be introduced to relevant technical skills and their application through labs and workshops
- spend time in self-directed study to produce work in response to projects through writing, image/artefact and presentation.

Students will develop practical work in the studio, supported by tutors in response to a brief. They will explore the city through portals such as land, sea or sky. Mapping the city through its material traces, students gather information from local archives, architecture, and oral histories. Collaboration with peers, virtual communities, human and non human inhabitants of a site, will enable them to develop independent site-specific outcomes, and to begin to understand the role of audiences as well as their role as artist.

Course seminars will introduce students to a wide range of global contemporary artists and art practices, and key texts will be provided to learn various creative strategies in the construction of meaning. Students document their work, both written and visual, in order to share it informally and for final presentation. Students will take part in group and/or individual critiques to learn to give and receive feedback and to begin to identify the interpretive tools used in evaluating works of art.

Students will share a selection of formal and material experiments in a final 10 minute presentation indicating how their research process (form, strategy, image/artefact) has inspired and driven the development of one of the two unit projects.

#### 4.5 READING LIST:

##### Key texts

Farr, I. (ed)	2012	<i>Documents of Contemporary Art: Memory</i>	London	Whitechapel Gallery
Solnit, R.	2014	<i>Wanderlust: A History of Walking</i>	London	Granta

Ward, O.	2014	<i>Ways of Looking: How to Experience Contemporary Art</i>	London	Laurence King Publishing
Reiss, Julie, H.	1999	<i>From Margin to Center: The spaces of Installation Art</i>	Cambridge, MA	MIT Press
Doherty, C.	2009	<i>Documents of Contemporary Art: Situation</i>	London	Whitechapel Gallery
Calvino, I.	1997	<i>Invisible Cities</i>	London	Vintage Books
Coupland, D. Obrist, Ulrich H. Basar, S.	2015	<i>The Age of Earthquakes: A Guide to the Extreme Present</i>	London	Penguin

**Links:**

Palmer, K. The Loss Adjusters, a site-specific audio walk

<https://www.bbc.co.uk/sounds/play/p02qq01r>

Lanyon, B. Podcast, The Legacy of St.Ives <https://www.podbean.com/ew/pb-n2ch4-efc214>

Acconci, V. The Following Piece <https://www.youtube.com/watch?v=fG6XHUEEs-M>

Assemble. Interview, 2016 <https://www.youtube.com/watch?v=Ef4uvR0u-WA>

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. For some titles ebooks will be available.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

Our LABs support your learning and facilitate skill acquisition in response to your ideas and research. Each LAB holds specialist resources and offers a set of skill specific workshops which encourage exploration as you think through ideas, materials, processes and their applications.

**Hardware:**

Access to on campus computer suite/room and/or use of personal computer

**Software:**

Adobe Creative Suite

**IT:**

Each student needs a persistent, robust internet connection

Each student needs a cloud-based drive for storing homework/projects

**Space Resources:**

Fine Art individual and/or shared studio space

Students will be engaged in practical activities and technical skills in Fine Art Studio Spaces and Base areas, as well as across University-wide facilities. Through induction in Workshops and Labs students will understand Health & Safety regulations in the workplace, and working practices across each area. These include but are not limited to:

**Materials Lab:**

- Ceramics Studio
- 3D Wood workshop
- Metal workshop

Imprint Lab:

- Screen Printing
- Digital Print Bureau

Multimedia Lab:

- Photography Studios/The Cove
- ERC

In addition to working in the Fine Art Studios, students may also explore the following AUP Labs:

FabLab  
Drawing Lab  
Fabric Lab

## SECTION 5: UNIT LEARNING OUTCOMES.

### 5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:

<b>KNOWLEDGE &amp; COMPREHENSION</b>	<p>1. Demonstrate contextual knowledge and associated creative approaches in response to a project themes</p> <p>2. Explore ideas, concepts, proposals, solutions in response to a creative brief</p> <p>3. Identify appropriate ethical considerations in relation to the delivery of a named project brief</p>
<b>COGNITIVE SKILLS</b>	
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	<p>4. Communicate effectively the outcomes of a project brief to a named audience</p>

## SECTION 6: UNIT ASSESSMENT.

### 6.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF]	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
A 10 minute presentation to a small group (assessed on content)	1, 2, 3	75% FG	40%	Students are required to select one 6 week project and present their work
Assessment of presentation skills used in element 1 (above)	4	25% FG	40%	Students are assessed on their presentation skills as part of their 10 minute presentation (above).

**6.2 ADDITIONAL ASSESSMENT NOTES:**

Presentation format: Presentation format: to be determined by the programme for synchronous delivery. Delivery to be 10-mins. To a small group.

12 weeks/ 2 x 6 week projects. Project blocks comprise 5 weeks of working and 1 week of formative feedback.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Empathetic, and recognise the aspirations and needs of others to create a dynamic working environment.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING OF DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Artefact creation
- Intellectual property
- Sustainability
- Troubleshooting
- Creativity
- Self-sufficiency

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Critical thinking & creative problem solving
- Adaptable & flexible working
- Self-awareness & resilience

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
EXPLORING SUBJECT

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Sarah King	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
4	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
403

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
	x	

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
-	-	-	-

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit comprises a space of learning centred on your subject specialism within art, design or critical-cultural disciplines. It will support your engagement with subject-specific ideas and applications, encouraging critical reflection on your individual creative practice and subject within the larger creative arts domain. You will be supported to undertake an imaginative approach to your subject that challenges historical and cultural assumptions.

This unit will provide a framework to support your continuing engagement with concepts and contexts associated with your subject. You will develop ways for generating creative ideas in response to a brief, with a primary focus on developing personal interests and capacity as an individual practitioner within their chosen subject. The unit will foreground subject specific enquiry as a place of knowledge acquisition that generates practice-based and/or written outcomes. As such the unit is designed to encourage and develop approaches for independent learning, practice-based study, critical writing and reflection. As the unit progresses, you will be able to apply the knowledge and skills that you have acquired through a process of experimentation and critical analysis.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

This unit comprises twelve weeks of study made up of two x 6 week subject-specific projects. Conceptually, this learning will support the development of your practice through academic and /or technical exploration and integration of learning through studio, labs and/or writing projects.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Learning in this unit will focus on a deeper exploration of individual student interests, supported by subject-specific teaching. With an emphasis on the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies and problem-solving through a combination of studio and/or workshop based activity, technical application and approaches for gathering research. In support of producing new work, the unit will provide opportunities to develop skills of communication through writing and image/artefact

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Introducing practice-based methodologies;
  2. Developing a critical path for practical enquiry;
  3. Approaches to critical reflection (written & visual).
- Seminar (subject specific):
  1. Exploring contemporary practices;
  2. Identifying personal themes;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
- Lab (subject specific): Technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group and individual critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

Learning in this unit will focus on a deeper exploration of individual student interests, supported by subject-specific teaching. With an emphasis on the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies and problem-solving through a combination of studio and/or workshop based activity, technical application and approaches for gathering research. In support of producing new work, the unit will provide opportunities to develop skills of communication through writing and image/artefact

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

- Two x 6 week subject-specific projects;
- Lecture (university-wide):
  1. Introducing practice-based methodologies;
  2. Developing a critical path for practical enquiry;
  3. Approaches to critical reflection (written & visual).
- Seminar (subject specific):
  1. Exploring contemporary practices;
  2. Identifying personal themes;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique: Online group and individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

*Exploring Subject* aims to consolidate the development and production of a body of work that tests and demonstrates knowledge gained through previous units. You will define a series of key areas to explore which culminate in a sustained body of work and a direction to take into Level 5 of the course.

You will be tasked to engage and consider multiple viewpoints for your personal direction, explored as the following professional frameworks:

- As independent **practitioners** (how to design and manage a project) you must develop a clear management plan to sustain practical and theoretical research.
- As **researchers** (using research skills, critical & reflective thinking to map out trajectory) you need to communicate your intentions clearly and succinctly.

- As creative **producers** you will need to show evidence of appropriate personal organisational skills and knowledge of professional tools (proposal writing, networking, managing complex project production workflows).
- As **curators** and **communicators** you need to reflect on how your work meets an audience (formative point lecture), by presenting how your personal project exercises the skills required for your chosen direction.

You will show evidence of appropriate personal organisational skills, and communicate intentions clearly and succinctly to develop a clear management plan to sustain their practical and theoretical research. Technical workshops will offer support with specialist skills needed to develop creative work, while subject-specific lectures and seminars will bolster learning and engagement in critical discussion and questioning of your chosen area of inquiry. Written analysis will allow you to reflect on new skills acquired and gain insights through the development of a personal project.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

In this unit students build on previous skills and material knowledge gained in previous projects to develop a body of work of their own personal choice and interest. They begin by exploring key elements of their practice in more critical and formal depth, showing a clear refinement of ideas in order to produce a new body of work. Work is made more independently, as they engage in practice-led research and develop critical thinking around a proposed project.

In this first stage, students experiment with ideas and previously learned skills in order to consolidate the project that they will develop through to the end of the unit. Students are expected to produce a personal brief outlining a proposed area of research, the medium and context of their practice, and a detailed work plan that helps them to consolidate their formal and material interests in the second stage of the unit.

This 6-week project will comprise the following:

- You will explore **practice-led research**
- You will create a **body of experiments**
- You will write your own **Brief** mapping out your ideal continuing direction
- You will build on new **skills**, techniques and methodologies
- You will develop your **critical writing skills** through ongoing reflection on your research project

In the second part of the unit, students work towards the production of a body of work. They develop a personal project utilising materials, techniques and processes from relevant areas of traditional and contemporary creative practice, informed by research and specialist knowledge.

This 6-week project will comprise the following:

- **Working independently** to develop a personal project, both in and outside of taught time; focused on the planning of self-directed time
- The creation of a resolved **body of work**
- Engaging in **professional practice** through focus on Fine Art professional frameworks
- Honing **communication skills**, through sharing of a final body of work to peers
- **Submission** of final works in studio exhibition environment (exhibition/website/catalogue)
- Documenting **research** in a reflective journal to serve the basis of a **critical reflection** in written analysis.

The culmination of the unit requires students' self-selection of a body of work from both projects which provides the context for the discussion of the role of critique, function of aesthetic judgement, techniques of visual observation and the development of both a personal and objective language in assessing the strength of their own work.

**4.5 READING LIST:**

## Key texts

Bishop, C	2005	<i>Installation art: A critical history</i>	London	Routledge
Blazwick, I., Williams, G., Manchester, C. (eds)	2000	<i>Fresh Cream : contemporary art in culture</i>	London	Phaidon
Godfrey, T.	1998	<i>Conceptual Art</i>	London	Phaidon
Harrison, C. (ed) Wood, P. (ed)	2002	<i>Art in Theory 1900-2000 An anthology of changing ideas</i>	Oxford	Blackwell
Pedrosa, A., Hoffmann, J., Hoptman, L	2009	<i>Vitamin 3-D New Perspectives in Sculpture and Installation</i>	London	Phaidon
Buskirk, M.	2005	<i>The Contingent Object of Contemporary Art</i>	Cambridge, MA	MIT Press

## Links:

 The Tate - [www.tate.org.uk](http://www.tate.org.uk)

 Artreview Magazine - [www.artreview.com](http://www.artreview.com)

 Artists' Newsletter - [www.a-n.co.uk](http://www.a-n.co.uk)

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. For some titles ebooks will be available.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

## Hardware:

Access to on campus computer suite/room and/or use of personal computer

## IT:

Each student needs a persistent, robust internet connection

Each student needs a cloud-based drive for storing homework/projects

## Space resources:

Each student requires an individual and/or shared studio space

Fine Art Studio

In addition to working in the Fine Art Studios, students may explore the following University Labs:

Materials Lab

Drawing Lab

Multimedia Lab (photo and video cameras and related kit)

Imprint Lab (including Digital Print Bureau)

Learning Lab

**SECTION 5: UNIT LEARNING OUTCOMES.**

<b>5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:</b>	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate an awareness of audience in relation to the production of a creative practice output
<b>COGNITIVE SKILLS</b>	2. Select appropriate practical and contextual approaches in the development of individual practice outcomes.  3. Apply critical reflection in support of a creative position  4. Explore the relationship between the conception and production of practical work
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
A creative response to a project brief (submit samples from both projects)	1, 2, 4	100% FG	40%	To submit work from both 6 week projects
Critical reflection (500 words)	3	100% FG	40%	Written analysis to encompass learning from a specific task which relates to both 6 week projects

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
12 weeks/ 2 x 6 week projects. Project blocks comprise 5 weeks of working and 1 week of formative feedback.  Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Reflective practitioners who learn from past experience and welcome new opportunities to expand their views, knowledge and creative practice.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Self-aware and actively engage in managing their physical and mental wellbeing.
- Empathetic, and recognise the aspirations and needs of others to create a dynamic working environment.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- 2 Impactful contributors who recognise the importance of effective and considered communication.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Emotional intelligence & consideration of others
- Adaptable & flexible working
- Organisational & management skills
- Self-awareness & resilience

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
PLATFORMS OF EXCHANGE

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Louise Fago-Ruskin	Common core unit. One instance per school.

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
4	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
404

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
	x	

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
-	-	-	-

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit focuses on collaboration as a practice, way of working and an experience. This will support your engagement in teams, including with staff, to unite around projects that afford the creative development of methodologies for working on production cycles from concept to exhibition and/or display.

The unit serves as a platform for the exchange of critical thinking and practical exploration, and as such is designed to extend the possibilities for interdisciplinary discourse and approaches to practice. You will be encouraged to share your creative attributes in pursuit of creative problem solving, and to develop your capability through group mutual interests and cooperative approaches.

Through the introduction of issue-based learning and methodologies for team working & group work, you will engage in school wide interdisciplinary approaches to thematic enquiry, providing opportunities for collaboration, emergent thinking and cross-pollination to establish through mutual objectives. The project will respond to a contemporary theme or real world issue, devised in advance by the unit team.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

The unit will provide opportunities to engage with the wider creative community, bringing together students from across courses within the school to consider their agency in providing solutions to real world issues. Comprising twelve weeks of study made up of one interdisciplinary project, this learning will support the development of your practice through collaborative exploration and integration of thematic group learning through studio, labs and/or writing projects.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Students will broaden their subject focus through integration with the wider creative community, to produce creative solutions to a school-wide thematic project with a primary focus on social justice.

The unit will combine critical thinking and practical application with group-working at the centre of learning through the production of a project artefact (real or virtual). In support of producing new work, the unit will provide opportunities to develop skills of communication through team working, critical reflection, image/artefact and spoken word. The focus of this unit centres on the critical and applied knowledge gained through team working, evidenced through critical reflection upon collaborative working and the impact of individual contribution in determining creative project outcomes.

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

- School-wide thematic project
- Lecture (university-wide and/or school-specific):
  1. Social justice and the creative arts;
  2. Team working & group work theory/practice;
  3. Community engagement, communication strategies & forms of critical reflection;
- Seminar (school specific):
  1. Social justice themes;
  2. Interdisciplinary approaches;

3. Historical, cultural and ethical considerations in relation to interdisciplinary issues and ideas.

- Lab (school specific): technical skills and their application to a specific project;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique (school specific): Group critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Students will broaden their subject focus through integration with the wider creative community, to produce creative solutions to a school-wide thematic project with a primary focus on social justice.

The unit will combine critical thinking and practical application with group-working at the centre of learning through the production of a project artefact (real or virtual). In support of producing new work, the unit will provide opportunities to develop skills of communication through team working, critical reflection, image/artefact and spoken word. The focus of this unit centres on the critical and applied knowledge gained through team working, evidenced through critical reflection upon collaborative working and the impact of individual contribution in determining creative project outcomes.

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

- School-wide thematic project
- Lecture (university-wide and/or school-specific):
  1. Social justice and the creative arts;
  2. Team working & group work theory/practice;
  3. Community engagement, communication strategies & forms of critical reflection;
- Seminar (school specific):
  1. Social justice themes;
  2. Interdisciplinary approaches;
  3. Historical, cultural and ethical considerations in relation to interdisciplinary issues and ideas.
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

There are no specific additions required for this unit. Description as 4.1.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

A theme will be chosen at the school-level and the unit delivered as indicated in box 4.2a/4.2b.

**4.5 READING LIST:**

Key texts

Brown, V., Harris, J., Russell, J.,	2010	<i>Tackling wicked problems: through the transdisciplinary imagination</i>	London	Earthscan
Bishop, C	2006	<i>Participation (Documents of Contemporary Art)</i>	London	Whitechapel Gallery
Bishop, C	2012	<i>Artificial Hells: Participatory Art and the Politics of Spectatorship</i>	London	Verso
Gauntlett, D	2018	<i>Making Is Connecting</i>	London	Polity Press
Ledwith, M., Springett, J.,	2010	<i>Participatory practice: community-based action for transformative change</i>	Bristol	The Policy Press
Williams, K,	2020	<i>Reflective Writing (Pocket Study Skills)</i>	London	Red Globe Press

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

This unit will make use of appropriate Labs according to the project/s and theme/s. Students will be supported to develop practical outcomes to a theme, which may include the need for:

- Multimedia Lab
- Fab Lab
- Embodied Media Lab
- Print Lab
- 3D Studios/Workshops
- Film and Photographic Studios and Lighting
- Film and Photographic Equipment
- Games and Animation Studios and Specialist Resources
- Fine Art and PDP Studios
- Adobe CC

**SECTION 5: UNIT LEARNING OUTCOMES.**

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	
<b>COGNITIVE SKILLS</b>	1. Demonstrate the application of practice in the development and production of an interdisciplinary group project
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	2. Evidence the application of appropriate interpersonal, social and negotiation skills when working as part of a team  3. Articulate strategies to support the delivery a project brief to a deadline  4. Explore the knowledge and practice of effective team working to inform personal development

**SECTION 6: UNIT ASSESSMENT.**

6.1 ASSESSMENT INFORMATION: <b>This text is from the validated Blueprint</b>				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] %	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
An interdisciplinary project artefact in response to a project brief	1	50% FG	40%	Creation of work in response to a project brief
Team Project evaluation - exploring teamwork and the delivery of the project (2000 words)	2, 3, 4	50% FG	40%	Submission to be completed on a pre-structured proforma drawing from personal experience and reflection

6.2 ADDITIONAL ASSESSMENT NOTES:
12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.  Word count is maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Reflective practitioners who learn from past experience and welcome new opportunities to expand their views, knowledge and
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Empathetic, and recognise the aspirations and needs of others to create a dynamic working environment.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Confident working in teams and thrive through partnerships, collaboration and networking.
- Impactful contributors who recognise the importance of effective and considered communication.
- Global citizens who value collaboration to enrich and enhance their work.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Collaboration
- Networking
- Digital persona

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Critical thinking & creative problem solving
- Networking & public engagement
- Adaptable & flexible working
- Self-awareness & resilience
- Confidence, leadership & social influence
- Emotional intelligence & consideration of others

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
SPECULATIVE STRATEGIES

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Tom Milnes	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
501

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
x		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit builds on the development of individual and collective subject knowledge and understanding achieved through level 4, enhancing your awareness of research-informed practice, the role of speculation, risk and failure, and the development and/or adoption of new or unfamiliar methodologies in developing creative practice.

This unit focuses on the development of individual and/or group creative practice, in response to a subject-specific brief. In determining outcomes, you will be expected to investigate and develop new approaches to augment and extend your learning within your discipline. The focus of investigation lies in the exploratory nature of creative research. As such the unit places emphasis on the critical and practical processes used for the realisation of ideas generation, propositional and/or hypothetical creative outputs, rather than a focus on finished and final outcomes.

It will support you to engage in a multi-faceted consideration of creative problem solving, providing a range of possible solutions that fuel critical ongoing evaluation and critique. You will be supported to undertake an investigative approach to your specialist area of study that challenges historical, cultural assumptions in order to question subject and discipline orthodoxies.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

This unit comprises twelve weeks of study made up of one x 12 week subject-specific project. Conceptually, this learning will support the development of your practice through academic and /or technical exploration and integration of learning through studio, labs and/or writing projects.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Students will be encouraged to conceptualise their learning through the consideration of speculative theoretical and practical approaches to creative practice. With an emphasis on the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of unfamiliar or new methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research. The unit places an emphasis on the development of critical and practical understanding through associated 'works in progress' (such as drafts, concepts, proposals, demos, maquettes, trials, mock-ups, or other investigative forms of visualisation) that demonstrate propositional thinking and evidence the range of considerations and choices made in determining an outcome. In support of producing new work, the unit will provide opportunities to develop skills of communication through writing an evaluation of individual creative skills and attributes.

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

- One x 12 week subject-specific projects;
- Lecture (university-wide):
  1. Developing a research-informed approach to creative practice;
  2. Speculation, risk and failure;
  3. Project evaluation: auditing creative skills and attributes.
- Seminar (subject-specific):
  1. Speculative strategies for practice;
  2. Visualising research;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.

- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group and individual critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

Students will be encouraged to conceptualise their learning through the consideration of speculative theoretical and practical approaches to creative practice. With an emphasis on the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of unfamiliar or new methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research. The unit places an emphasis on the development of critical and practical understanding through associated 'works in progress' (such as drafts, concepts, proposals, demos, maquettes, trials, mock-ups, or other investigative forms of visualisation) that demonstrate propositional thinking and evidence the range of considerations and choices made in determining an outcome. In support of producing new work, the unit will provide opportunities to develop skills of communication through writing an evaluation of individual creative skills and attributes.

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

- One x 12 week subject-specific projects;
- Lecture (university-wide):
  1. Developing a research-informed approach to creative practice;
  2. Speculation, risk and failure;
  3. Project evaluation: auditing creative skills and attributes.
- Seminar (subject-specific):
  1. Speculative strategies for practice;
  2. Visualising research;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

*Speculative Strategies* guides you to develop a self-directed, dynamic studio project led by your own research interests. Working collaboratively at the start, you will be asked to respond and react to new speculative methods and disciplines introduced. Responses will be presented in a weekly schedule of informal presentations and critiques to deconstruct preconceived ideas and work patterns. This process allows new creative formations to emerge in your thinking and studio work by facilitating your calculated risk taking and capacity for critical reflection. At the conclusion of this collaborative working, personal research and deconstruction phase, you will write a speculative proposal for a work that will never be made.

With a focus on a particular area of aesthetic and formal interest discovered through the weekly thematic and speculative presentations, you spend the remaining time in this unit working independently to test and interrogate your own making and research strategies, specifically developing a position informed by contemporary, cultural or current, political or global social concerns. The unit will require self-directed research but you will be supported by individual tutorials aimed at guiding your development of appropriate scope and depth of subject matter required within your practice. You will be encouraged to develop an understanding of the role of research and experimentation in your creative practice as an artist.

Studio sessions and critiques will critically evaluate the strengths and limitations of your approach to your work and help you to consider new potential lines of enquiry. Focus of learning is on the critical and self-aware processes used to develop hypothetical creative ideas and experimental outputs rather than on finished outcomes.

Risk and failure are key learning modalities throughout this unit, and will be used as tools for improving and deepening your evolving creative output. It is expected that in this unit you will develop a focused studio practice that incorporates new and expansive methodologies introduced in both practice and theory, leading to a body of artwork that is critically engaged and multi-disciplinary.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

*Speculative Strategies* gives students the opportunity to further develop and focus their existing creative methodologies developed in Level 4. Initially working in small collaborative research groups, students are asked to respond to given themes with a series of short provocation sessions informed by current global events to question their own assumptions around form and meaning, subject and material.

Weekly short presentations of work-in-progress shaped as responses to provocation sessions will create an atmosphere of exploration and innovation to encourage critical rather than merely formal engagement with their work, inviting the formation of unique, personal links between theory and practice. Risk and failure are key throughout this unit, and students are encouraged to take conceptual leaps and work outside of their comfort zone through ongoing studio critiques and advanced technical workshops. At the conclusion of the weekly presentation series, their personal research will inform a work-in-progress formalised as a speculative proposal for a project that will never be made.

Working independently students begin to identify a field of scholarship relevant to their practice and frame their work practice within the larger critical and conceptual context of the art world. Through their increased knowledge of the lexicon of visual art, facilitated through cross-University lectures and in subject seminars students are able to trust speculation, risk and failure as an important tool in sustaining a personal studio practice independent from external or imposed perimeters. Critical writing workshops and seminars will explore methods for visualising and incorporating research into

their art practice, proposal writing, and reflective self-evaluation.

Weekly provocations help students deconstruct habitual notions of practice and will include topics such as:

- Curating
- 'Silent' critique
- Proposal writing
- In programme seminars
- Critical rewriting

An increased interaction with peers, staff and resources will strengthen existing and emerging skills in communication, aesthetic evaluation and self-critical reflection that will provide students strategies for continuous, creative development.

#### 4.5 READING LIST:

##### Key texts

Alexander, C., Knowles, C	2005	<i>Making Race Matter: Bodies, Space and Identity</i>	London	Macmillan Education
Le Feuvre, L	2010	<i>Documents of Contemporary Art: Failure</i>	London	Whitechapel/ MIT Press
O'Reilly, S	2009	<i>The Body in Contemporary Art</i>	London	Thames & Hudson
Downey, A	2014	<i>Art and Politics Now</i>	London	Thames and Hudson
Harman, G	2019	<i>Art and Objects</i>	New Jersey	Wiley
Rodríguez Muñoz, B	2020	<i>Documents of Contemporary Art: Health</i>	London	Whitechapel/ MIT Press

##### Links:

In Defense of the Poor Image. Hito Steyerl  
<https://www.e-flux.com/journal/10/61362/in-defense-of-the-poor-image/>

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. [For some titles ebooks will be available.](#)

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

##### Hardware:

Access to on campus computer suite/room and/or use of personal computer

Software:  
Adobe Creative Suite

IT:  
Each student needs a persistent, robust internet connection  
Each student needs a cloud-based drive for storing homework/projects

Space Resources:  
Fine Art individual and/or shared studio space

Students will be engaged in practical activities and technical skills in Fine Art Studio Spaces and Base areas, as well as across University-wide facilities. Through induction in Workshops and Labs students will understand Health & Safety regulations in the workplace, and working practices across each area. These include but are not limited to:

Materials Lab:

- Ceramics Studio
- 3D Wood workshop
- Metal workshop

Imprint Lab:

- Screen Printing
- Digital Print Bureau

Multimedia Lab:

- Photography Studios/The Cove
- ERC

In addition to working in the Fine Art Studios, students may also explore the following AUP Labs:

FabLab  
Drawing Lab  
Fabric Lab

## SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Critically engage with new approaches and methodologies to inform creative practice  2. Produce new work in progress as a result of research-informed visual investigation  3. Synthesise a body of work evidencing the underpinning strategies and considerations for its development
<b>COGNITIVE SKILLS</b>	
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	4. Evaluate the appropriateness of different approaches to solving problems related to a named creative project

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] %</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Research-informed 'work in progress'	1, 2, 3	75% FG	40%	Responding to a project brief.
Evaluation of an individual project	4	25% FG	40%	Written evaluation to focus on project outcomes and problem solving (1,000 words).

**6.2 ADDITIONAL ASSESSMENT NOTES:**

12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.**
**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Reflective practitioners who learn from past experience and welcome new opportunities to expand their views, knowledge and creative practice.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Innovators who explore new ways of working using a flexible and inclusive approach.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Artefact creation
- Sustainability

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Adaptable & flexible working
- Self-awareness & resilience
- Visual & analytical approaches to using data

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
GLOBAL CHALLENGES

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Tom Milnes	Common core unit. One instance per school.

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
502

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
x		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit will support your creative development through the application of your specialist skills and knowledge, and encourage deeper thinking about how creative solutions might help solve real world challenges. As a creative practitioner, you belong to a global network of like minded individuals and groups for whom citizenship, social justice and the opportunities posed by creative learning and new technologies provide a rich seam for solution-based enquiry.

This unit will provide you with the opportunity to engage with global challenges through thematic enquiry, enabling the utilisation and expansion of the specialist knowledge and skills developed in year 1 through focused experimentation and application. The unit will encourage you to explore and adopt new and unfamiliar methodologies and approaches, affording a broader perspective on alternative propositions for creative problem solving.

You will have the opportunity to explore a global challenge through the lens of your school, providing a range of possible solutions that fuel further ideas and knowledge exchange. You will be encouraged to undertake an investigative approach to project work, bringing your specialist area of study to bear on group strategies for creative outcomes within your course of study. Study will combine practical, theoretical and contextual components, with outcomes articulated in a summative project report.

The unit will support the continued development of your analytical and academic writing skills, through independent research in the form of a fully illustrated and referenced project report. Understanding and exploring methods of developing and presenting these outcomes of investigation form a key part of this unit.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

This unit comprises twelve weeks of study made up of one x 12 week thematic group project delivered in your school. Conceptually, this learning will support the development of your practice through academic integration of learning through writing labs and/or writing projects.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Students will be encouraged to conceptualise their learning through the consideration of solution-based responses to the global challenges of the 21st century. The unit will place an emphasis on the production of creative solutions as an outcome of issue based group enquiry, encouraging the adoption of new and/or unfamiliar methodologies or approaches. Central to student learning will be the development of a group creative campaign (appropriate to the school) to broadcast their response to the identified global challenge in the public domain (live or simulated). Campaign outcomes might take a variety of forms such as a published text, an installation, live event, or simulated online campaign. Group project work will include developing ideas through a combination of studio and/or workshop based activity, technical application, methods for ideas generation/gathering research, and report writing.

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

- School-wide thematic project
- Lecture (university-wide and/or school-specific):
  1. Thematic 'Global challenge' lecture;
  2. Project design and management;

3. Project reporting including data, project ethics and engagement considerations, skills for effective team working;
- Seminar (school specific):
    1. Citizenship and social justice;
    2. Creative agency and campaigns;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
  - Lab (school specific): technical skills and their application to a named practice; project management and report writing (Learning Lab); research methods & strategies (Learning Lab);
  - Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
  - Directed study: independent work in support of unit outcomes;
  - Critique: Group critique;
  - Tutorial: Group and/or individual tutorial.

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Students will be encouraged to conceptualise their learning through the consideration of solution-based responses to the global challenges of the 21st century. The unit will place an emphasis on the production of creative solutions as an outcome of issue based group enquiry, encouraging the adoption of new and/or unfamiliar methodologies or approaches. Central to student learning will be the development of a group creative campaign (appropriate to the school) to broadcast their response to the identified global challenge in the public domain (live or simulated). Campaign outcomes might take a variety of forms such as a published text, an installation, live event, or simulated online campaign. Group project work will include developing ideas through a combination of studio and/or workshop based activity, technical application, methods for ideas generation/gathering research, and report writing.

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

- School-wide thematic project
- Lecture (university-wide and/or school-specific):
  1. Thematic 'Global challenge' lecture;
  2. Project design and management;
  3. Project reporting including data, project ethics and engagement considerations, skills for effective team working;
- Seminar (school specific):
  1. Citizenship and social justice;
  2. Creative agency and campaigns;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
- Lab (school specific): online technical skill support and their application to a named practice; project management and report writing (Learning Lab); research methods & strategies (Learning Lab);
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

**There are no specific additions required for this unit. Description as 4.1.**

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

**A theme will be chosen at the school-level and the unit delivered as indicated in box 4.2a/4.2b.**

#### 4.5 READING LIST:

Key texts

Cottrell, S	2014	<i>Dissertations and Project Reports: A Step by Step Guide</i>	London	Macmillan Study Skills
Mara De Wachter, E.	2017	<i>Co-Art: Artists on Creative Collaboration</i>	London	Phaidon
Helguera, P	2013	<i>Education for Socially Engaged Art: A Materials and Techniques Handbook</i>	New York	Jorge Pinto
Honig, B and Rostain, A.,	2003	<i>Creative collaboration: simple tools for inspired teamwork</i>	Boston	Course Technology Inc
Kwon, M	2004	<i>One Place after Another: Site-Specific Art and Locational Identity</i>	Cambridge, MA	MIT Press
Thompson, N	2017	<i>Living as Form: Socially Engaged Art from 1991-201</i>	Cambridge, MA	MIT Press

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

This unit will make use of appropriate Labs according to the project/s and theme/s. Students will be supported to develop practical outcomes to a theme, which may include the need for:

- Multimedia Lab
- Fab Lab
- Embodied Media Lab
- Print Lab
- 3D Studios/Workshops
- Film and Photographic Studios and Lighting
- Film and Photographic Equipment

- Games and Animation Studios and Specialist Resources
- Fine Art and PDP Studios
- Adobe CC

## SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Explore ethical concerns relating to solution-based enquiry
<b>COGNITIVE SKILLS</b>	2. Evaluate the response to a global challenge drawing from multiple sources of information and data  3. Apply necessary research and information to evaluate the success of a creative investigation
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	4. Reflect on the application of relevant project management techniques used to support the delivery of a creative investigation

## SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. Project report responding to a global challenge	1, 2, 3, 4	100% FG	40%	Project report (Illustrated and referenced) responding to a global challenge (3,000 words)

6.2 ADDITIONAL ASSESSMENT NOTES:
2 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.  Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Impactful contributors who recognise the importance of effective and considered communication.
- Global citizens who value collaboration to enrich and enhance their work.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Artefact creation
- Intellectual property
- Data protection

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Adaptable & flexible working
- Self-awareness & resilience
- Visual & analytical approaches to using data
- Digital excellence and a willingness to learn
- Organisational & management skills
- Enterprise & entrepreneurial thinking

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
IDEAS & AUDIENCE

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Helen Billinghamurst	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
503

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
	x	

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit will provide you with the opportunity to extend the reach of your work by considering the relationship between ideas, outcomes, and the potential audience as receiver of the work within a given context. Through the use of real world scenarios (live or simulated), you will be encouraged to use the methods, knowledge and understanding gained in previous study to locate your work in relevant professional and creative contexts in order to facilitate knowledge transfer into the public domain.

The unit will promote engagement with external-facing activities, and where appropriate, to interact with a variety of audiences beyond the University, using appropriate forms of participation, dissemination and communication. Learning will centre on the production of new work for a specified audience, and focus on the delivery of professional outcomes through a client-oriented or public realm scenario. Study will place emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry).

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

As appropriate to your subject area, the unit provides a framework for a range of approaches to emerge such as individual, collaborative or interdisciplinary practices, team working, and/or project management. This unit comprises twelve weeks of study made up of one x 12 week project. The unit will facilitate learning through student-initiated projects and/or client/live briefs as determined by subject area. Conceptually, this learning will support the development of your practice through academic and /or technical exploration and integration of learning through studio, labs, live or simulated project(s) in the public domain.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, including practical, technical and theoretical components appropriate to the subject field. Students will develop ways for generating creative ideas in response to a brief, with a primary focus on exploring the relationship between ideas and audience within their chosen subject. The unit will consider the appropriate contexts for the dissemination of creative content within the subject area, and will utilise real world scenarios (live or simulated) to facilitate knowledge transfer into the public domain.

Students will be encouraged to conceptualise their learning through the consideration of mutual theoretical and practical approaches to problem solving. With an emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Ideas and audience;
  2. Working with a live or simulated brief;
  3. Professional development and lifelong learning
- Seminar (subject specific):
  1. Content and context;
  2. Working in the public domain;

3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
  - Lab (subject specific): technical skills and their application to a named practice;
  - Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
  - Directed study: independent work in support of unit outcomes;
  - Critique: Group critique;
  - Tutorial: Group and/or individual tutorial.

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Unit delivery will comprise a range of approaches to developing student learning, including practical, technical and theoretical components appropriate to the subject field. Students will develop ways for generating creative ideas in response to a brief, with a primary focus on exploring the relationship between ideas and audience within their chosen subject. The unit will consider the appropriate contexts for the dissemination of creative content within the subject area, and will utilise real world scenarios (live or simulated) to facilitate knowledge transfer into the public domain.

Students will be encouraged to conceptualise their learning through the consideration of mutual theoretical and practical approaches to problem solving. With an emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research.

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

- One x 12 week subject-specific projects;
- Lecture (university-wide):
  1. Ideas and audience;
  2. Working with a live or simulated brief;
  3. Professional development and lifelong learning
- Seminar (subject specific):
  1. Content and context;
  2. Working in the public domain;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

*Ideas and Audience* asks you to consider artistic practice as a professional proposition in the public realm. Through the exploration of a number of key professional frameworks and interconnected roles of a fine artist in professional contexts, you consider potential approaches to your creative practice in relevant opportunities and cultural networks. Experience gained through your exposure to new areas of professional activity will be reinforced through research and critical reflection on the contexts in question and enriched through group discussion and critique.

For this unit, you will be asked to select one of two frameworks (theoretical or practical) for developing a 12-week long project which will be determined by your submission of a statement of intent. The options for your development of your project are:

**Project One: External Research (Theoretical).** You will engage with a topic which corresponds to your theoretical and professional interests and ambitions. The topic will be explored in depth through sustained study, and external research (consultation with art professionals, mentoring, primary research in the form of interview, developing regional and national professional networks, etc.) to identify your audience.

**Project Two: Professional Platforms (Practical).** You will build external relationships to gain first-hand experience of relevant professional contexts and modes of production (individually or collaboratively), this project situates you within a professional platform aligned with your creative priorities, skills and professional aspirations. You are guided to embrace opportunities linked to AUP partnerships and institutional collaborations, arts organisations, working professional artists and available internships/relevant work experience as a means to identify the critical location of your practice.

The aim of this unit is for you to develop an integrated understanding of the relationship between the practical and professional aspects of creative practice, testing your emerging skills and knowledge in relation to existing professional frameworks.

By comparing modes of enquiry and engagement which are available to you, and examining diverse modes of exhibition making, curatorial practice, socially-engaged practice, arts management and freelance practice, you will be able to identify those areas of critical practice that makes up the ecology of the art world.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

The unit is framed by various modalities of Fine Art practice which constitute a professional proposition, including the artist functioning as freelancer, educator, curator, producer and publisher.

These modalities of fine art practice will inform student-led research and practical orientation for the development of their projects.

At the start of the unit, students write a statement of intent to describe an intended topic and selected option (theoretical or practical) for their project, including a project timeline. Students engage in one of two approaches to engaging with the professional context of art-making for a 12-week period:

External research project:

- to explore the work of an artist, artist group, or collective
- to explore artist-led spaces, art galleries or cultural institutions, such as museums and educational organisations (including AUP partners)
- to explore community-run projects, CICs and socially engaged practices
- to conduct research on the wider socio-political/geographical factors that shape local cultures, artistic ecologies and specific practices in a given regional, national or international scene

- conduct assessment of the conditions, risk and requirements of an external opportunity

Professional development project:

- work experience placement or internship in a relevant industry
- apprenticeship with local or regional artists or artists' groups, creative professionals or studios
- student residency (this can be self-led ie in a gallery/exhibition context, or in a relevant creative industry)
- educational workshop or event for students with an interest in teaching
- collaborative creative project as part of student-led collaborative initiative student conference to disseminate practice, present research findings, share skills, make networks etc. in an interdisciplinary context

At the end of the period students will have an opportunity to present their outcomes to their peer group for discussion. The unit will culminate in a public exposition of creative practice and the submission of a 500-word critical reflection to evaluate your findings, and the knowledge and experience gained through your project.

#### 4.5 READING LIST:

Key texts

E. Filipovic (ed.)	2017	<i>The Artist as Curator an Anthology</i>	Köln	König Books
Jackson. S	2011	<i>Social works : performing art, supporting publics</i>	New York	Routledge
Bishop. C	2012	<i>Artificial hells: Participatory art and the politics of spectatorship</i>	London	Verso Books
Kester. G	2011	<i>The One and the Many: Contemporary Collaborative Art in a Global Context</i>	London	Duke University Press
Steeds. L	2014	<i>Exhibition</i>	London	Whitechapel Gallery
Kester. G	2013	<i>Conversation pieces: community and communication in modern art</i>	Berkley	University of California Press
Thompson. N	2012	<i>Living as form : socially engaged art from 1991-2011</i>	New York	MIT Press

Links:

[Signpost: Stepping out as a new artist](#)  
[Guides and tips for creative freelancers](#)  
[Assessing opportunities](#)

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. For some titles ebooks will be available.

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

**Hardware:**

Access to on campus computer suite/room and/or use of personal computer

**Software:**

Adobe Creative Suite

**IT:**

Each student needs a persistent, robust internet connection

Each student needs a cloud-based drive for storing homework/projects

**Space Resources:**

Fine Art individual and/or shared studio space

Students will be engaged in practical activities and technical skills in Fine Art Studio Spaces and Studio areas, as well as across University-wide facilities.

**Research resources include:**

Plymouth Museum/The Box

Archives

Libraries

Reading resources/databases

Museum collections etc.

Links with AUP and programme partners

Campus facilities to host events

University workshops to develop practical projects

Career support / careers and enterprise

**SECTION 5: UNIT LEARNING OUTCOMES.**

<b>5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:</b>	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate critical awareness of the relationship between public exposition of practice and audience
<b>COGNITIVE SKILLS</b>	2. Evidence critical judgement in the selection and determination of a creative outcome
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	3. Deliver a (theoretical or practical) public exposition as part of the development of a creative practitioner  4. Investigate problems and their associated solution when designing and delivering a public exposition of creative practice

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Public exposition of creative practice	1, 2, 3	100% FG	40%	This assessment element can be theoretical or practical
Critical Reflection (500 words)	4	100% FG	40%	Critical reflection linked to life-long learning and professional development

**6.2 ADDITIONAL ASSESSMENT NOTES:**

12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.**
**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Passionate advocates for the creative arts as a catalyst for personal, professional and cultural transformation.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Collaboration
- Networking
- Digital persona
- Intellectual property

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Networking & public engagement
- Enterprise & entrepreneurial thinking
- Confidence, leadership & social influence
- Self-awareness & resilience
- Adaptable & flexible working
- Organisational & management skills

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
EMERGENT PRACTICE

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Tom Milnes	BA (Hons) Fine Art

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
504

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
	x	

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit is designed to encourage you to develop individual authorship in your creative practice, and ownership of their learning through a self-initiated project. The unit will foreground your individual research interests as a starting point for a period of self-negotiated study. You will be encouraged to conceptualise your learning through the consideration of appropriate theoretical and practical approaches to enhancing your creative practice.

At the start of the unit, you will be introduced to methods for managing and producing an independent creative project, developing skills in project articulation and management to include consideration for project scope, time and resources management. The unit will begin with the production of a statement of intent and project timeline outlining the creative intentions for the project and the anticipated methods that will inform the period of study. Individual project work will span a 12 week period and this may be self-initiated, or made in response to an industry or live brief approved by the University (appropriate to the subject area and where available).

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

Throughout the unit, you will be encouraged to develop your capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. The unit places an emphasis on the development of creative outcomes that support the development of your individual knowledge and professional understanding (appropriate to the subject area), giving particular focus on the development of personal voice and creative authorship of new practical outcomes. In support of producing new work, the unit will provide opportunities to develop your skills of communication through project planning and management.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Emphasis is placed on the development of student independence in the realisation of a creative project, from initial project proposal to output delivery. Students will be encouraged to deepen their perspective on the possibilities for their individual creative practice and develop confidence in their authorship, foregrounding their individual research interests as a starting point for a period of self-negotiated study.

At the start of the unit, students will develop a 300 word statement of intent and project timeline, outlining their creative intentions and the methods they anticipate will inform the period of study. The statement is non-binding but serves as a catalyst for initial peer group discussions and individual project development. Independent project work may be self-initiated, or made in response to an industry or live brief provided by the University (where appropriate/ available). Students will be encouraged to develop their capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. In support of producing new work, the unit will provide opportunities to develop skills of communication, project planning and management, and critical evaluation.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Authorship and personal voice;
  2. Formulating a statement of intent and project timeline;

- 3. Independent project management skills;
- Seminar (subject specific):
  1. Critical reading;
  2. Peer-led seminar;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group critique;
- Tutorial: Group and/or individual tutorial.

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Emphasis is placed on the development of student independence in the realisation of a creative project, from initial project proposal to output delivery. Students will be encouraged to deepen their perspective on the possibilities for their individual creative practice and develop confidence in their authorship, foregrounding their individual research interests as a starting point for a period of self-negotiated study.

At the start of the unit, students will develop a 300 word statement of intent and project timeline, outlining their creative intentions and the methods they anticipate will inform the period of study. The statement is non-binding but serves as a catalyst for initial peer group discussions and individual project development. Independent project work may be self-initiated, or made in response to an industry or live brief provided by the University (where appropriate/ available). Students will be encouraged to develop their capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. In support of producing new work, the unit will provide opportunities to develop skills of communication, project planning and management, and critical evaluation.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Authorship and personal voice;
  2. Formulating a statement of intent and project timeline;
  3. Independent project management skills;
- Seminar (subject specific):
  1. Critical reading;
  2. Peer-led seminar;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

*Emergent Practice* asks you to take various critical positions to examine your existing research interests and methodologies through differing approaches to Fine Art practice. You are guided to strengthen the critical dimension of your practical work and to develop an intentional position as an artist within the wider Fine Art discourses and professional frameworks.

Thinking through how contemporary 2D, sculptural and time-based practice continues to be at the core of a critical art practice, you will explore what constitutes a 'studio' practice by identifying personal thematics to develop a sustained and substantial body of work over 12 weeks to present to an audience.

Your working methods ('studio' and 'non-studio') will be tested through a variety of ideas presented in studio sessions, critiques and negotiated workshops, to expand your practical knowledge and examine how specific personal thematics can be articulated through diverse mediums, methodologies and visual languages.

Areas of emerging creative and critical interests will be framed by cross-University lectures on authorship and personal voice, by your formulating a statement of intent and project timeline and by honing your Independent project management skills. The unit is supported by philosophical and theoretical discourses explored in peer-led and tutor-led seminars that will deepen and support understanding of the historical, cultural and ethical considerations of artists within a global context.

The emphasis within this unit is on the dynamic development of your individual creative practice, ownership of your own development through a self-initiated project, and shaping your sense of personal authorship in the context of your critical understanding of this authorship within the cultural landscape of contemporary art.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

*Emergent Practice* is a testing space for an exploration of what constitutes Fine Art practice. Students focus on developing an independent, self-initiated research project and building on previous practical studio experience by testing and expanding their work in new and innovative directions.

They will be introduced to methods for managing and producing an independent creative project and developing communication skills in project articulation and management. Increased interaction with peers, staff and resources will strengthen and reinforce emerging skills in communication, material experimentation, reflection, and criticality of their studio (non studio) practice to create a sustained body of work/s. The unit is supported by workshops, student discussions, peer-led seminars, delivery of a written critical reflection, group critique tutorials and peer evaluation. Tutors facilitate this increasingly student led process throughout the unit.

At the start of the unit, students develop a 300 word statement of intent and project timeline, outlining the creative intentions and the methods which will inform this period of study and used to shape their proposal for a self-negotiated body of practice. Workshops will take place in AUP labs across the University as well as in the Fine Art studio to support meaningful integration of the

contextual and critical thinking about process, scale and materiality, and suggest the possibility of a multidisciplinary or multi-material approach to art practice.

This unit asks students to strengthen their critical position within a wider art world discourses, which is facilitated by cross-University lectures which present how to:

- formulate a statement of intent;
- develop a project timeline;
- learn independent project management skills;
- and identify a personal voice.

Subject seminars will introduce you to specific contemporary cultural, ethical, and global discourses and debates presented through the work of artists. A peer-led seminar will be at a formative point in the unit where students present and discuss the formal/contextual frameworks that underpin their practice, and deliver this as a critical reflection.

Regular critiques will take place throughout this unit, work-in-progress will be presented and discussed in regular group sessions aimed to provide constructive advice, challenge ideas, share good practice, and consider frameworks and test underpinning methodologies.

The unit culminates in the presentation of a sustained and independently authored body of practice that demonstrates a depth and breadth of enquiry, developed practical skills and conceptual awareness in a specific Fine Art context.

#### 4.5 READING LIST:

##### Key texts

Basar, S., Coupland, D., Ulrich Obrist, H	2015	<i>The Age of Earthquakes: A Guide to the Extreme Present</i>	New York	Penguin
Boon, M., Levine, G	2018	<i>Documents of Contemporary Art: Practice</i>	London	Whitechapel/ MIT Press
Candlin, F., Guins, R (eds)	2009	<i>The Object Reader</i>	Abingdon	Routledge
Grubinger, E., Heiser, J (eds)	2015	<i>Sculpture Unlimited 2, Materiality in Times of Immateriality</i>	Berlin	Sternberg Press
Kholeif, O	2018	<i>Goodbye, World! Looking at Art in the Digital Age</i>	Berlin	Sternberg Press
McDonough, T	2017	<i>Documents of Contemporary Art: Boredom</i>	London	Whitechapel/ MIT Press

##### Links:

UBUWEB - [www.ubuweb.com](http://www.ubuweb.com)

e-flux - <https://www.e-flux.com/>

This is tomorrow - <http://thisistomorrow.info/>

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. [For some titles ebooks will be available.](#)

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

Hardware:

Access to on campus computer suite/room and/or use of personal computer

Software:

Adobe Creative Suite

IT:

Each student needs a persistent, robust internet connection

Each student needs a cloud-based drive for storing homework/projects

Space Resources:

Fine Art individual and/or shared studio space

During this unit Fine Art students may use/explore (but are not limited to) the following LABS and resources:

Materials Lab:

- Ceramics Studio
- 3D Wood workshop
- Metal workshop

Imprint Lab:

- Screen Printing
- Digital Print Bureau

Multimedia Lab:

- Photography Studios
- ERC

Software:

- Adobe Audition
- Premier Pro
- Photoshop

FabLab

Drawing Lab

Fabric Lab

Libraries

The Gallery at AUP

**SECTION 5: UNIT LEARNING OUTCOMES.**

<b>5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:</b>	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate critically informed choices in the selection and use of appropriate media and contexts  2. Produce a self-initiated project as a catalyst for creative self-authored practice
<b>COGNITIVE SKILLS</b>	3. Justify decisions made between the relationship to content, context and production  4. Critically reflect upon a range of approaches and methodologies used in the formulation of creative ideas
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Self-negotiated creative project	1, 2, 3	100% FG	40%	Students required to develop work through a self-negotiated project
Critical reflection	4	100% FG	40%	Reflection related to the development of ideas to outcome (500 words).

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
<p><b>12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.</b></p> <p>Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.</p>

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Reflective practitioners who learn from past experience and welcome new opportunities to expand their views, knowledge and creative practice.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Self-aware and actively engage in managing their physical and mental wellbeing.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Adaptable & flexible working
- Organisational & management skills
- Self-awareness & resilience

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>		
IDEAS & AUDIENCE (STUDY ABROAD OPTION)		
<b>1.2 UNIT DELIVERY:</b>		
<b>UNIT LEADER</b>	<b>COURSE</b>	
Antigoni Pasidi	BA (Hons) Fine Art	
<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300
<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>		
506		

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>				
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>		
	x			
<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
				x

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>				
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>	
401 402 403 404	502			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit will provide you with the opportunity to extend the reach of your work by considering the relationship between ideas, outcomes, and the potential audience as receiver of the work within a given context. Through the use of real world scenarios (live or simulated), you will be encouraged to use the methods, knowledge and understanding gained in previous study to locate your work in relevant professional and creative contexts in order to facilitate knowledge transfer into the public domain.

The unit will promote engagement with external-facing activities, and where appropriate, to interact with a variety of audiences beyond the University, using appropriate forms of participation, dissemination and communication. Learning will centre on the production of new work for a specified audience, and focus on the delivery of professional outcomes through a client-oriented or public realm scenario. Study will place emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry).

As appropriate to your subject area, the unit provides a framework for a range of approaches to emerge such as individual, collaborative or interdisciplinary practices, team working, and/or project management. This unit comprises twelve weeks of study made up of one x 12 week project. The unit will facilitate learning through student-initiated projects and/or client/live briefs as determined by subject area. Conceptually, this learning will support the development of your practice through academic and /or technical exploration and integration of learning through studio, labs, live or simulated project(s) in the public domain.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

STUDY ABROAD: Students undertaking this unit will complete their learning for this unit during a year of study abroad. This will be subject to academic regulations concerning the study abroad option, any prerequisites and conditions prior to commencement.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, including practical, technical and theoretical components appropriate to the subject field. Students will develop ways for generating creative ideas in response to a brief, with a primary focus on exploring the relationship between ideas and audience within their chosen subject. The unit will consider the appropriate contexts for the dissemination of creative content within the subject area, and will utilise real world scenarios (live or simulated) to facilitate knowledge transfer into the public domain.

Students will be encouraged to conceptualise their learning through the consideration of mutual theoretical and practical approaches to problem solving. With an emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Ideas and audience;
  2. Working with a live or simulated brief;

- 3. Professional development and lifelong learning;
  - Seminar (subject specific):
    1. Content and context;
    2. Working in the public domain;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
  - Lab (subject specific): technical skills and their application to a named practice;
  - Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
  - Directed study: independent work in support of unit outcomes;
  - Critique: Group critique;
  - Tutorial: Group and/or individual tutorial.

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Unit delivery will comprise a range of approaches to developing student learning, including practical, technical and theoretical components appropriate to the subject field. Students will develop ways for generating creative ideas in response to a brief, with a primary focus on exploring the relationship between ideas and audience within their chosen subject. The unit will consider the appropriate contexts for the dissemination of creative content within the subject area, and will utilise real world scenarios (live or simulated) to facilitate knowledge transfer into the public domain.

Students will be encouraged to conceptualise their learning through the consideration of mutual theoretical and practical approaches to problem solving. With an emphasis on the consideration of the audience in relation to the production of artefact (appropriate to subject enquiry), students will be encouraged to utilise a range of methodologies through a combination of studio and/or workshop based activity, technical application and methods for gathering research.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Ideas and audience;
  2. Working with a live or simulated brief;
  3. Professional development and lifelong learning;
- Seminar (subject specific):
  1. Content and context;
  2. Working in the public domain;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

*Ideas and Audience* asks you to consider artistic practice as a professional proposition in the public realm. Through the exploration of a number of key professional frameworks and interconnected roles of a fine artist in professional contexts, you consider potential approaches to your creative practice in relevant opportunities and cultural networks. Experience gained through your exposure to new areas of professional activity will be reinforced through research and critical reflection on the contexts in question and enriched through group discussion and critique.

For this unit, you will be asked to engage in one of two frameworks (theoretical or practical):

**Project One: External Research** engaging with a topic which corresponds your theoretical and professional interests and ambitions. The topic will be explored in depth through sustained study, and external research (consultation with art professionals, mentoring, primary research in the form of interview, developing regional and national professional networks, etc.) to identify your audience.

**Project Two: Professional Platforms** building external relationships to gain first-hand experience of relevant professional contexts and modes of production (individually or collaboratively), this project situates you within a professional platform aligned with your creative priorities, skills and professional aspirations. You are guided to embrace opportunities linked to AUP partnerships and institutional collaborations, arts organisations, working professional artists and available internships/relevant work experience as a means to identify the critical location of your practice.

The aim of this unit is for you to develop an integrated understanding of the relationship between the practical and professional aspects of creative practice, testing your emerging skills and knowledge in relation to existing professional frameworks.

By comparing modes of enquiry and engagement which are available to you, and examining diverse modes of exhibition making, curatorial practice, socially-engaged practice, arts management and freelance practice, you will be able to identify those areas of critical practice that makes up the ecology of the art world.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

The unit is informed by the following five frameworks for Fine Art as a professional proposition:

- The Artist as Freelancer
- The Artist as Educator
- The Artist as Curator
- The Artist as Producer
- The Artist as Publisher

These will inform student-led research and practical orientation for the development of their projects.

At the start of the unit, students write a statement of intent to describe an intended topic and mode of engagement for your project, including a project timeline. Students engage in one of two approaches to engaging with the professional context of art-making:

An external research project:

- to explore the work of an artist, artist group, or collective
- to explore artist-led spaces, art galleries or cultural institutions, such as museums and educational organisations (including AUP partners)
- to explore community-run projects, CICs and socially engaged practices
- to conduct research on the wider socio-political/geographical factors that shape local cultures, artistic ecologies and specific practices in a given regional, national or international scene

A professional development project:

- work experience placement or internship in a relevant industry
- apprenticeship with local or regional artists or artists' groups, creative professionals or studios
- student residency (this can be self-led ie in a gallery/exhibition context, or in a relevant creative industry)
- educational workshop or event for students with an interest in teaching/the Artist as Educator.
- collaborative creative project as part of student-led collaborative initiative student conference to disseminate practice, present research findings, share skills, make networks etc. in an interdisciplinary context

At the end of the period you will present your outcomes to your peer group for discussion. The Unit will culminate in a public exposition of your creative practice. Further to the presentation of your creative project, you will submit a 500-word critical reflection to evaluate your findings, and the knowledge and experience gained through your project.

#### 4.5 READING LIST:

Key texts

E. Filipovic (ed.)	2017	<i>The Artist as Curator an Anthology</i>	Köln	König Books
Jackson. S	2011	<i>Social works : performing art, supporting publics</i>	New York	Routledge
Bishop. C	2012	<i>Artificial hells: Participatory art and the politics of spectatorship</i>	London	Verso Books
Kester. G	2011	<i>The One and the Many: Contemporary Collaborative Art in a Global Context</i>	London	Duke University Press
Steeds. L	2014	<i>Exhibition</i>	London	Whitechapel Gallery
Kester. G	2013	<i>Conversation pieces: community and communication in modern art</i>	Berkley	University of California Press
Thompson. N	2012	<i>Living as form : socially engaged art from 1991-2011</i>	New York	MIT Press

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. [For some titles ebooks will be available.](#)

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

This unit has been designed to be studied remotely, and you do not need campus access to complete it. The unit can be completed individually, but you are welcome to work with your peers if this fits with your placement and practice. During this unit, you will be supported by regular 1:1s with your unit leader. You will have online access to the AUP Portal, including the library, but additional resources are not provided. Your unit leader will advise you on how to get the most out of this unit and how it can be linked to your placement. Attendance at lectures and seminars is not mandatory but advised wherever possible, and the content will be made available. This unit is supported by a learning management system and you are required to engage with the content/activities provided on a regular basis.

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate critical awareness of the relationship between public exposition of practice and audience
<b>COGNITIVE SKILLS</b>	2. Evidence critical judgement in the selection and determination of a creative outcome
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	3. Deliver a (theoretical or practical) public exposition as part of the development of a creative practitioner 4. Investigate problems and their associated solution when designing and delivering a public exposition of creative practice

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Public exposition of creative practice	1, 2, 3	100% FG	40%	This assessment element can be theoretical or practical
Critical reflection (500 words)	4	100% FG	40%	Critical reflection linked to life-long learning and professional development

**6.2 ADDITIONAL ASSESSMENT NOTES:**

12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.**
**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Passionate advocates for the creative arts as a catalyst for personal, professional and cultural transformation.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Digitally confident who can work across multiple digital environments and platforms.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Collaboration
- Networking
- Digital persona
- Intellectual property

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Networking & public engagement
- Enterprise & entrepreneurial thinking
- Confidence, leadership & social influence
- Self-awareness & resilience
- Adaptable & flexible working
- Organisational & management skills

**SECTION 1: UNIT INFORMATION.**

1.1 UNIT TITLE:		
EMERGENT PRACTICE (STUDY ABROAD OPTION)		
1.2 UNIT DELIVERY:		
UNIT LEADER	COURSE	
Sarah King	BA (Hons) Fine Art	
1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	CREDITS	STUDY HOURS
5	30	300
1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:		
508		

**SECTION 2: UNIT DELIVERY.**

2.1 DELIVERY PATTERN				
TRIMESTER 1	TRIMESTER 2	TRIMESTER 3		
	X			
2.2 MODE [STUDY LOCATION] <sup>1</sup>				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
				X

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

3.1 DELIVERY INTEGRATION			
PREREQUISITE	DISREQUISITE	COREQUISITE	RESTRICTIONS (COURSE)
401 402 403 404	504		

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit is designed to encourage you to develop individual authorship in your creative practice, and ownership of their learning through a self-initiated project. The unit will foreground your individual research interests as a starting point for a period of self-negotiated study. You will be encouraged to conceptualise your learning through the consideration of appropriate theoretical and practical approaches to enhancing your creative practice.

At the start of the unit, you will be introduced to methods for managing and producing an independent creative project, developing skills in project articulation and management to include consideration for project scope, time and resources management. The unit will begin with the production of a statement of intent and project timeline outlining the creative intentions for the project and the anticipated methods that will inform the period of study. Individual project work will span a 12 week period and this may be self-initiated, or made in response to an industry or live brief approved by the University (appropriate to the subject area and where available).

Throughout the unit, you will be encouraged to develop your capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. The unit places an emphasis on the development of creative outcomes that support the development of your individual knowledge and professional understanding (appropriate to the subject area), giving particular focus on the development of personal voice and creative authorship of new practical outcomes. In support of producing new work, the unit will provide opportunities to develop your skills of communication through project planning and management.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

**STUDY ABROAD:** Students undertaking this unit will complete their learning for this unit during a year of study abroad. This will be subject to academic regulations concerning the study abroad option, any prerequisites and conditions prior to commencement.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Emphasis is placed on the development of student independence in the realisation of a creative project, from initial project proposal to output delivery. Students will be encouraged to deepen their perspective on the possibilities for their individual creative practice and develop confidence in their authorship, foregrounding their individual research interests as a starting point for a period of self-negotiated study.

At the start of the unit, students will develop a 300 word statement of intent and project timeline, outlining their creative intentions and the methods they anticipate will inform the period of study. The statement is non-binding but serves as a catalyst for initial peer group discussions and individual project development. Independent project work may be self-initiated, or made in response to an industry or live brief provided by the University (where appropriate/ available). Students will be encouraged to develop their capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. In support of producing new work, the unit will provide opportunities to develop skills of communication, project planning and management, and critical evaluation.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Authorship and personal voice;
  2. Formulating a statement of intent and project timeline;
  3. Independent project management skills;
- Seminar (subject specific):
  1. Critical reading;
  2. Peer-led seminar (synchronous or asynchronous);
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. Emphasis is placed on the development of student independence in the realisation of a creative project, from initial project proposal to output delivery. Students will be encouraged to deepen their perspective on the possibilities for their individual creative practice and develop confidence in their authorship, foregrounding their individual research interests as a starting point for a period of self-negotiated study.

At the start of the unit, students will develop a 300 word statement of intent and project timeline, outlining their creative intentions and the methods they anticipate will inform the period of study. The statement is non-binding but serves as a catalyst for initial peer group discussions and individual project development. Independent project work may be self-initiated, or made in response to an industry or live brief provided by the University (where appropriate/ available). Students will be encouraged to develop their capacity as independent learners, and to utilise appropriate resources in the pursuit of project aims and ambitions. In support of producing new work, the unit will provide opportunities to develop skills of communication, project planning and management, and critical evaluation.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Authorship and personal voice;
  2. Formulating a statement of intent and project timeline;
  3. Independent project management skills;
- Seminar (subject specific):
  1. Critical reading;
  2. Peer-led seminar (synchronous or asynchronous);
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online

- support;
- Directed study (subject specific): independent work in support of unit outcomes;
  - Critique (subject specific): Online group and/or individual critique;
  - Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

*Emergent Practice* asks you to take various critical positions to examine your existing research interests and methodologies through differing approaches to Fine Art practice. You are guided to strengthen the critical dimension of your practical work and to develop an intentional position as an artist within the wider Fine Art discourses and professional frameworks.

Thinking through how contemporary 2D, sculptural and time-based practice continues to be at the core of a critical art practice, you will explore what constitutes a 'studio' practice by identifying personal thematics to develop a sustained and substantial body of work over 12 weeks to present to an audience.

Your working methods ('studio' and 'non-studio') will be tested through a variety of ideas presented in studio sessions, critiques and negotiated workshops, to expand your practical knowledge and examine how specific personal thematics can be articulated through diverse mediums, methodologies and visual languages.

Areas of emerging creative and critical interests will be framed by cross-University lectures on authorship and personal voice, by your formulating a statement of intent and project timeline and by honing your Independent project management skills. The unit is supported by philosophical and theoretical discourses explored in peer-led and tutor-led seminars that will deepen and support understanding of the historical, cultural and ethical considerations of artists within a global context.

The emphasis within this unit is on the dynamic development of your individual creative practice, ownership of your own development through a self-initiated project, and shaping your sense of personal authorship in the context of your critical understanding of this authorship within the cultural landscape of contemporary art.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

*Emergent Practice* is a testing space for an exploration of what constitutes Fine Art practice. Students focus on developing an independent, self-initiated research project and building on previous practical studio experience by testing and expanding their work in new and innovative directions.

They will be introduced to methods for managing and producing an independent creative project and developing communication skills in project articulation and management. Increased interaction with peers, staff and resources will strengthen and reinforce emerging skills in communication, material experimentation, reflection, and criticality of their studio (non studio) practice to create a sustained body of work/s. The unit is supported by workshops, student discussions, peer-led seminars, delivery of a written critical reflection, group critique tutorials and peer evaluation. Tutors facilitate this increasingly student led process throughout the unit.

At the start of the unit, students develop a 300 word statement of intent and project timeline, outlining the creative intentions and the methods which will inform this period of study and used to

shape their proposal for a self-negotiated body of practice. Workshops will take place in AUP labs across the University as well as in the Fine Art studio to support meaningful integration of the contextual and critical thinking about process, scale and materiality, and suggest the possibility of a multidisciplinary or multi-material approach to art practice.

This unit asks students to strengthen their critical position within a wider art world discourses, which is facilitated by cross-University lectures which present how to:

- formulate a statement of intent;
- develop a project timeline;
- learn independent project management skills;
- and identify a personal voice.

Subject seminars will introduce you to specific contemporary cultural, ethical, and global discourses and debates presented through the work of artists. A peer-led seminar will be at a formative point in the unit where students present and discuss the formal/contextual frameworks that underpin their practice, and deliver this as a critical reflection.

Regular critiques will take place throughout this unit, work-in-progress will be presented and discussed in regular group sessions aimed to provide constructive advice, challenge ideas, share good practice, and consider frameworks and test underpinning methodologies.

The unit culminates in the presentation of a sustained and independently authored body of practice that demonstrates a depth and breadth of enquiry, developed practical skills and conceptual awareness in a specific Fine Art context.

#### 4.5 READING LIST:

##### Key texts

Basar, S., Coupland, D., Ulrich Obrist, H	2015	<i>The Age of Earthquakes: A Guide to the Extreme Present</i>	New York	Penguin
Boon, M., Levine, G	2018	<i>Documents of Contemporary Art: Practice</i>	London	Whitechapel/ MIT Press
Candlin, F., Guins, R (eds)	2009	<i>The Object Reader</i>	Abingdon	Routledge
Grubinger, E., Heiser, J (eds)	2015	<i>Sculpture Unlimited 2, Materiality in Times of Immateriality</i>	Berlin	Sternberg Press
Kholeif, O	2018	<i>Goodbye, World! Looking at Art in the Digital Age</i>	Berlin	Sternberg Press
McDonough, T	2017	<i>Documents of Contemporary Art: Boredom</i>	London	Whitechapel/ MIT Press

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision. [For some titles ebooks will be available.](#)

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

This unit has been designed to be studied remotely, and you do not need campus access to complete it. The unit can be completed individually, but you are welcome to work with your peers if this fits with your placement and practice. During this unit, you will be supported by regular 1:1s with your unit leader. You will have online access to the AUP Portal, including the library, but additional resources are not provided. Your unit leader will advise you on how to get the most out of this unit and how it can be linked to your placement. Attendance at lectures and seminars is not mandatory but advised wherever possible, and the content will be made available. This unit is supported by a learning management system and you are required to engage with the content/activities provided on a regular basis.

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate critically informed choices in the selection and use of appropriate media and contexts 2. Produce a self-initiated project as a catalyst for creative self-authored practice
<b>COGNITIVE SKILLS</b>	3. Justify decisions made between the relationship to content, context and production 4. Critically reflect upon a range of approaches and methodologies used in the formulation of creative ideas
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**
**6.1 ASSESSMENT INFORMATION:**

<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Self-negotiated creative project	1, 2, 3	100% FG	40%	Students required to develop work through a self-negotiated project
Critical reflection (500 words)	4	100% FG	40%	Reflection related to the development of ideas to outcome

**6.2 ADDITIONAL ASSESSMENT NOTES:**

**12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.**

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Reflective practitioners who learn from past experience and welcome new opportunities to expand their views, knowledge and creative practice.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Self-aware and actively engage in managing their physical and mental wellbeing.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Adaptable & flexible working
- Organisational & management skills
- Self-awareness & resilience

**SECTION 1: UNIT INFORMATION**

<b>1.1 UNIT TITLE:</b>
SANDWICH YEAR (OPTION)

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Peter Barker	University-wide

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
-	0	0

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
510

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
X	X	X

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
-	-	x	x	x

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404 501 502 503 504			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

**SECTION 4: UNIT CONTENT.****4.1 UNIT BLUEPRINT DESCRIPTION:**

A sandwich year is designed to provide an extended opportunity for independent learning via a period of time spent working away from academic studies. This will usually be taken in the form of a self-negotiated placement or internship, and is subject to agreement and approval by the University. 1 full academic year (Sandwich year), to be taken upon successful completion of Level 5 and commencement of Level 6.

**4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:**

1 full academic year (Sandwich year), to be taken upon successful completion of Level 5 and commencement of Level 6. Prerequisites: successful completion of all Level 4 and 5 units.

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.

**4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

1 full academic year (Sandwich year), to be taken upon successful completion of Level 5 and commencement of Level 6. Prerequisites: successful completion of all Level 4 and 5 units.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

**This is a university-wide unit and no specific course or school information is required.**

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

**This is a university-wide unit and no specific course or school information is required.**

**4.5 READING LIST:**

Key texts

Cottrell, S.,	(2014)	Dissertations and Project Reports: A Step by Step Guide	Macmillan Study Skills	London
Johns, C., Burnie, S., Lee, S., Brooks, S., and Jarvis, J.	(2013)	Becoming a reflective practitioner	Wiley & Sons	Chicester

Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

**4.5 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

This is a university-wide unit and no specific course or school information is required.

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate relevant industry knowledge and practice related to a pre-identified work placement
<b>COGNITIVE SKILLS</b>	2. Analyse information in response to placement or experience
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	3. Exhibit characteristics of a professional practitioner as evidenced through workplace learning  4. Reflect on skills, knowledge, attributes and literacies related to a career in the creative arts and identify future professional development

**SECTION 6: UNIT ASSESSMENT.**
**6.1 ASSESSMENT INFORMATION:**

<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Placement reflection and response to employer feedback	1,2,3,4	100% PF	40%	2,000 words

**6.2 ADDITIONAL ASSESSMENT NOTES:**

Word count is a maximum and there is no % upper variance. Students not penalised for submission under the word count.

Written submission to be Harvard referenced and illustrated.

**SECTION 7: ATTRIBUTES & SKILLS.**

**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
RESEARCH AND DEVELOPMENT

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
Gayle Matthias	University-wide

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
6	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
601

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
X		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

3.1 DELIVERY INTEGRATION			
PREREQUISITE	DISREQUISITE	COREQUISITE	RESTRICTIONS (COURSE)
401 402 403 404 501 502 503 504			

**SECTION 4: UNIT CONTENT.**

4.1 UNIT BLUEPRINT DESCRIPTION:
<p>This unit provides you with the opportunity to focus on the development of individual practice-based study appropriate for level 6 study, further developing the skills of research and development essential to maintaining a sustainable creative practice. The unit builds upon the knowledge and skills attained in Years 1 and 2 of the course to develop an approach that is informed by appropriate research and experiential learning.</p> <p>Learning in this unit will define the overarching direction and outline research methodologies that will inform your Final Major Project as the culmination of creative undergraduate studies. You will be encouraged to exercise increased autonomy and responsibility over your learning, developing ideas for a Final Major Project through research-informed visual and contextual approaches. The unit will encourage you to reflect upon creative practice to date and to build upon existing practice-based research methodologies.</p> <p>You will be encouraged to further refine your aims and ambitions for your final year of study through the development of self-initiated study that accelerates your potential as critical makers. The research and development of practice-based work in the unit will provide a robust basis from which to undertake the Final Major project (602), presenting a range of approaches and choices in the determination of new ideas.</p> <p>Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.</p> <p>In this unit, you will embark on a 12 week period of self-initiated research and development that demonstrates creative knowledge, expertise and critical understanding. At the culmination of the learning in this unit, you will present a Research Poster that outlines the research and development (key concepts, methods and references) behind your Final Major Project, and that demonstrates a sound awareness of appropriate professional contexts.</p>

4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:
<p>In this unit, students will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 602. Students will be encouraged to critically reflect on previous learning and encouraged to adopt appropriate methodologies and approaches in support of a proposed final project. Supported by lectures and seminars, students will be expected to demonstrate a range of creative ideas and solutions in the formulation of future project objectives.</p>

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

Utilising knowledge gained in previous units including project management, time management and an awareness of appropriate health and safety requirements, students will be required to formulate their ideas for the Final Major Project through research-informed idea development, indicative of an in-depth understanding of their subject specialism. This will involve utilising a range of practical and theoretical methods suited to the investigation and subject area, such as sketchbooks, workbooks, developmental work in progress, edits, design sheets, contextual research, proposals and prototypes. At the culmination of the learning in this unit, students will present a Research Poster that summarises the key concepts, methods and references behind their Final Major Project and demonstrates a sound awareness of appropriate professional contexts. These should include reference to appropriate historical, contemporary and/or environmental issues, ethical perspectives and/or health and safety obligations.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Research-informed methods for creative practice;
  2. Formulating a research question;
  3. Communicating your research (research poster).
- Seminar (subject specific):
  1. Critical framing of practical enquiry;
  2. Peer-led seminar;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group critique;
- Tutorial: Group and/or individual tutorial.

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

In this unit, students will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 602. Students will be encouraged to critically reflect on previous learning and encouraged to adopt appropriate methodologies and approaches in support of a proposed final project. Supported by lectures and seminars, students will be expected to demonstrate a range of creative ideas and solutions in the formulation of future project objectives.

Utilising knowledge gained in previous units including project management, time management and an awareness of appropriate health and safety requirements, students will be required to formulate their ideas for the Final Major Project through research-informed idea development, indicative of an in-depth understanding of their subject specialism. This will involve utilising a range of practical and theoretical methods suited to the investigation and subject area, such as sketchbooks, workbooks, developmental work in progress, edits, design sheets, contextual research, proposals and prototypes. At the culmination of the learning in this unit, students will present a Research Poster that summarises the key concepts, methods and references behind their Final Major Project and demonstrates a sound awareness of appropriate professional contexts. These should include reference to appropriate historical, contemporary and/or environmental issues, ethical perspectives and/or health and safety obligations.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Research-informed methods for creative practice;
  2. Formulating a research question;
  3. Communicating your research (research poster).
- Seminar (subject specific):
  1. Critical framing of practical enquiry;
  2. Peer-led seminar;
  3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

**This is a university-wide unit and no specific course or school information is required.**

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

**This is a university-wide unit and no specific course or school information is required.**

#### 4.5 READING LIST:

General reading:

Biggs, M and Karlsson, H (eds)	2011	<i>The Routledge Companion to Research in the Arts</i>	London	Routledge
Gray, C and Malins, J	2016	<i>Visualising Research: A Guide to the Research Process in Art and Design.</i>	Aldershot	Ashgate Publishing
Rose, G	2016	<i>Visual Methodologies: An introduction to researching with visual material</i>	London	Sage
Art/ Design/ Media specific:				
Adams, B and Yelavitch, S (eds)	2014	<i>Design as Future-Making</i>	London	Bloomsbury Academic

Mirzoeff, N	2015	<i>How to See the World</i>	London	Pelican
Sullivan, G	2010	<i>Art Practice as Research: Inquiry in Visual Arts</i>	London	Sage

This is a self-negotiated unit. **Further reading lists will be identified on an individual basis.** Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

**This is a university-wide unit and no specific course or school information is required.**

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Critically explore the relationship between the practitioner, audience, culture and contemporary practice
<b>COGNITIVE SKILLS</b>	2. Critically engage in research to inform judgements as part of a creative approach 3. Critically engage with feedback to defend a creative position within personal practice. 4. Analyse the dissemination of work and how it can be influenced by the relationship between intention, process and context
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**
**6.1 ASSESSMENT INFORMATION:**

<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Research Poster	1, 2, 4	75% FG	40%	Students are assessed on the content of their research and development work via an A1-sized digital research poster.
Assessment of presentation skills used in element 1 (above)	3	25% FG	40%	Students are assessed on their 1:1 live presentation skills as part of their presentation of the research poster (above).

**6.2 ADDITIONAL ASSESSMENT NOTES:**

Assessment format: A1-sized digital research poster to be submitted electronically

12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Digitally confident who can work across multiple digital environments and platforms.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Messaging others
- Artefact creation
- Intellectual property
- Troubleshooting
- Creativity
- Self-sufficiency

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Critical thinking & creative problem solving
- Networking & public engagement
- Effective & impactful communication
- Organisational & management skills
- Self-awareness & resilience
- Visual & analytical approaches to using data
- Digital excellence and a willingness to learn

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
<b>PUBLICATION</b>

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>SCHOOL</b>
Sarah King	University-wide

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
6	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
602

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
X		

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>DISTANCE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404 501 502 503 504			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit provides you with the opportunity to produce a research-informed critical text that contextualises your research interests and that demonstrates sustained critical engagement with subject level and/or interdisciplinary contexts. You will be encouraged to position your own creative practice and/or associated subject enquiry, within a research-informed critical or industrial context.

The unit will provide you with opportunities to choose between types of critical writing and associated texts appropriate to your discipline, to include either an extended critical essay or industry report; or an original publication (text/image) and accompanying critical essay. Through negotiation with an assigned supervisor, you will be supported in your choice of outcome, with opportunities for group discussion and individual appraisal. Supervision will draw upon cognate disciplinary expertise to support and develop your emerging critical engagement with wider research contexts and methods.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

Throughout the 12 weeks of the unit, you will develop your conceptual and critical thinking in relation to your own subject specialism or individual practice, and exercise critical judgement in making informed research choices. In particular, the unit provides the opportunity to hone the skills in secondary research, critical analysis and critical writing you will have developed in level 4 and 5, and to synthesise, communicate and articulate your ideas in an appropriate format.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their unit supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.

The delivery of the module is largely through individual or group supervision, and self-directed study, with students undertaking a consistent and rigorous independent written research project. Students will receive the academic support and guidance of their project supervisor, who will work with the student to guide and focus the research process.

Unit delivery will comprise a range of approaches to developing student learning, including opportunities to expand theoretical arguments through either 1. Extended critical essay or Industry Report, referenced and illustrated (5,000 words) Or 2. Critical essay + Publication (5000 words - 2500 words each). The unit will provide opportunities to further develop and hone the skills of communication through an extended piece of critical writing or through a combination of publication and critical appraisal.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. 'Writing a sustained argument';
  2. 'Extended essay or Industry report?';
  3. 'Self-authored original publication';
- Seminar (school supervisory groups): regular group discussion on themes, progress and

- shared best practice;
- Lab (Learning Lab): research & writing support; referencing; image/text formatting;
- Directed study: independent work in support of unit outcomes;
- Tutorial (school supervisory groups): Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

The module begins with the submission of an initial project proposal at the end of the summer term in level 5 indicating the research theme. At the start of the term in level 6, students will consolidate this proposal, after discussing it with their unit supervisor. Group seminars and discussions will address emerging research themes, reinforce research methodologies and develop a timeline for completion.

The delivery of the module is largely through individual or group supervision, and self-directed study, with students undertaking a consistent and rigorous independent written research project. Students will receive the academic support and guidance of their project supervisor, who will work with the student to guide and focus the research process.

Unit delivery will comprise a range of approaches to developing student learning, including opportunities to expand theoretical arguments through either 1. Extended critical essay or Industry Report, referenced and illustrated (5,000 words) Or 2. Critical essay + Publication (5000 words - 2500 words each). The unit will provide opportunities to further develop and hone the skills of communication through an extended piece of critical writing or through a combination of publication and critical appraisal.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. 'Writing a sustained argument';
  2. 'Extended essay or Industry report?';
  3. 'Self-authored original publication';
- Seminar (school supervisory groups): regular group discussion on themes, progress and shared best practice;
- Lab (Learning Lab): research & writing support; referencing; image/text formatting;
- Directed study: independent work in support of unit outcomes;
- Online tutorial (school supervisory groups): Group and/or individual online tutorial.

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

**This is a university-wide unit and no specific course or school information is required.**

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

**This is a university-wide unit and no specific course or school information is required.**

**4.5 READING LIST:**

Greetham, B	2019	<i>How to Write Your Undergraduate Dissertation (3rd Edition)</i>	London	Macmillan Study Guides
Oliver, P	2012	<i>Succeeding with Your Literature Review: A Handbook for Students</i>	Maidenhead	Open University Press
Cottrell, S	2014	<i>Dissertations and Project Reports: A Step by Step Guide</i>	London	Macmillan Study Skills
Booth, W, Colomb, G, Williams, J, Bizup, J, and Fitzgerald, W (eds)	2019	<i>The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing)</i>	Chicago	University of Chicago Press,

This is a self-negotiated unit. **Further reading lists will be identified on an individual basis.** Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

**This is a university-wide unit and no specific course or school information is required.**

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	<ol style="list-style-type: none"> <li>1. Critically engage with contextual knowledge to inform the synthesis of a creative proposition</li> <li>2. Analyse information to formulate reasoned arguments in response to a named research enquiry</li> <li>3. Through written synthesis, evidence convergent and divergent thinking to inform future practice</li> </ol>
<b>COGNITIVE SKILLS</b>	
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	<ol style="list-style-type: none"> <li>4. Critically explore a pre-identified topic relating to creative practice through the construction of a evidence-informed textual response</li> </ol>

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
OPTION (1) Extended critical essay or Industry Report	1, 2, 3, 4	100% FG	40%	Written submission (5,000 words)
OPTION (2) Critical essay + Publication	1, 2, 3, 4	100% FG	40%	Critical essay + Publication (5000 words) comprising: original self-authored content (2500 words image/text equivalence) and Critical essay, Harvard referenced and illustrated (2500 words)

**6.2 ADDITIONAL ASSESSMENT NOTES:**

12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.

Written submission to be Harvard referenced and illustrated.

Students are required to CHOOSE ONE element (OPTION 1 or 2) for the completion of this unit.

**SECTION 7: ATTRIBUTES & SKILLS.**
**7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Critical thinkers who use evidence and research to inform their decisions.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Self-aware and actively engage in managing their physical and mental wellbeing.
- Digitally confident who can work across multiple digital environments and platforms.
- Impactful contributors who recognise the importance of effective and considered communication.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Information search
- Information management
- Information authenticity
- Communication
- Artefact creation

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Critical thinking & creative problem solving
- Self-awareness & resilience
- Visual & analytical approaches to using data
- Digital excellence and a willingness to learn

**SECTION 1: UNIT INFORMATION.**

1.1 UNIT TITLE:	
Final Major Project	

1.2 UNIT DELIVERY:	
UNIT LEADER	SCHOOL
Richard Webb	University-wide

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	CREDITS	STUDY HOURS
6	30	300

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
603

**SECTION 2: UNIT DELIVERY.**

2.1 DELIVERY PATTERN		
TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
	X	

2.2 MODE [STUDY LOCATION] <sup>1</sup>				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

3.1 DELIVERY INTEGRATION			
PREREQUISITE	DISREQUISITE	COREQUISITE	RESTRICTIONS (COURSE)
401 402 403 404 501 502 503 504			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit forms the culmination of your undergraduate study providing a focussed period of consolidation and creativity. Drawing upon the knowledge and experience you will have gained in Levels 4 and 5, this unit provides you with the opportunity to realise a final major project to a high degree of resolution. The quality of outcome(s) should be commensurate with the professional standards required at the end of level 6 study, within the context of a specialist creative practice.

This 12 week unit is dedicated to creative practice and provides you with the opportunity to produce a substantive creative output, through supported and independent working within the framework of an individual creative project.

You will assume a heightened level of project ownership and direction, embarking on an ambitious and in-depth final outcome. You will utilise the critical thinking and research direction articulated in the Research and Development unit, to produce final outcomes that have critical agency and subject currency. The final major project will demonstrate high levels of practical application, critical judgement, awareness of audience and a sound understanding of its associated context within historical, contemporary and/or ethical frameworks within the subject domain.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

At the end of the unit, you will present the final major project within the context of a Summer Show or Exposition, utilising appropriate strategies (according to subject area and specialism) for the display and dissemination of your work to an audience.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, focusing on the practical application of creative skills in the development of a final major project. Students will be given the opportunity to focus exclusively on the production of a substantive creative output relevant to their subject area, through a synthesis of intellectual and practical application.

At the start of the unit, students will produce a statement of intent that outlines the project aims, demonstrates the rationale for the project, and includes a clear schedule for the delivery of a final major project. Utilising knowledge gained in previous units including project management, time management and health and safety planning, students will embark on a self-negotiated creative project that demonstrates creative knowledge, expertise and critical understanding.

The unit places a focus on the development of a final creative output, achieved to a high professional standard and at a level expected for the culmination of level 6 study (appropriate to the subject area). This nature of the final project will be determined in negotiation with the unit leader and/or a member of the unit teaching staff. Students will be encouraged to utilise the resources available to them within the university, to include open access resources and Workshop Wednesdays.

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

- One x 12 week subject-specific project;
- Seminar (subject specific):
  1. Research into production;
  2. Professional standards for creative outputs;

3. Presenting practice in the public domain;

- Lab (subject specific): technical skills and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Critique: Group critique;
- Tutorial: Group and/or individual tutorial.

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.

#### 4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:

Unit delivery will comprise a range of approaches to developing student learning, focusing on the practical application of creative skills in the development of a final major project. Students will be given the opportunity to focus exclusively on the production of a substantive creative output relevant to their subject area, through a synthesis of intellectual and practical application.

At the start of the unit, students will produce a statement of intent that outlines the project aims, demonstrates the rationale for the project, and includes a clear schedule for the delivery of a final major project. Utilising knowledge gained in previous units including project management, time management and health and safety planning, students will embark on a self-negotiated creative project that demonstrates creative knowledge, expertise and critical understanding.

The unit places a focus on the development of a final creative output, achieved to a high professional standard and at a level expected for the culmination of level 6 study (appropriate to the subject area). This nature of the final project will be determined in negotiation with the unit leader and/or a member of the unit teaching staff. Students will be encouraged to utilise the resources available to them within the university, to include open access resources and Workshop Wednesdays.

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

- One x 12 week subject-specific project;
- Seminar (subject specific):
  1. Research into production;
  2. Professional standards for creative outputs;
  3. Presenting practice in the public domain;
- Lab (subject specific): online technical skill support and their application to a named practice;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Online group and/or individual critique;
- Tutorial: Online group and/or individual tutorial.

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.

**4.3 UNIT SPECIFIC DESCRIPTION:**

**This is a university-wide unit and no specific course or school information is required.**

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

**This is a university-wide unit and no specific course or school information is required.**

**4.5 READING LIST:**

Nelson, R.,	2013	<i>Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances,</i>	London	Palgrave,
Smith, H., and Dean, R., (eds)	2009	<i>Practice-led Research, Research-led Practice in the Creative Arts</i>	Edinburgh	Edinburgh University Press
Smithson, P.,	2009	<i>Installing Exhibitions: A Practical Guide</i>	London	A & C Black Publishers
Sullivan, G.,	2010	<i>Art Practice as Research: Inquiry in Visual Arts</i>	London	Sage

This is a self-negotiated unit. **Further reading lists will be identified on an individual basis.** Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

**4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:**

**This is a university-wide unit and no specific course or school information is required.**

**SECTION 5: UNIT LEARNING OUTCOMES.**
**5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:**

<b>KNOWLEDGE &amp; COMPREHENSION</b>	<ol style="list-style-type: none"> <li>1. Evidence research-informed application of material, process and context in response to a named creative brief</li> <li>2. Demonstrate conceptual thinking and/or visualisation through investigation and enquiry</li> <li>3. Deliver a critically-engaged creative outcome in response to a self-initiated proposition</li> </ol>
<b>COGNITIVE SKILLS</b>	
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	<ol style="list-style-type: none"> <li>4. Synthesise a creative project demonstrating the necessary attributes of a critical and reflective practitioner.</li> </ol>

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Creative Final Project demonstrating resolved final outcome(s)	1, 2, 3, 4	100% FG	40%	Students required to develop final creative work to a high level of resolution through a self-negotiated project

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

**SECTION 7: ATTRIBUTES & SKILLS.**

<b>7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:</b>
<ul style="list-style-type: none"> <li>• Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.</li> <li>• Critical thinkers who use evidence and research to inform their decisions.</li> <li>• Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.</li> <li>• Ethical practitioners and work with an informed awareness of how their actions may impact others.</li> <li>• Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.</li> <li>• Self-aware and actively engage in managing their physical and mental wellbeing.</li> <li>• Empathetic, and recognise the aspirations and needs of others to create a dynamic working environment.</li> <li>• Passionate advocates for the creative arts as a catalyst for personal, professional and cultural transformation.</li> <li>• Champions of social justice and sustainability as seen through their creative and professional practice.</li> <li>• Innovators who explore new ways of working using a flexible and inclusive approach.</li> <li>• Impactful contributors who recognise the importance of effective and considered communication.</li> <li>• Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.</li> </ul>

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Communication
- Messaging others
- Collaboration
- Networking
- Digital persona
- Intellectual property

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Critical thinking & creative problem solving
- Adaptable & flexible working
- Organisational & management skills
- Self-awareness & resilience

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>
<b>POSITIONING PRACTICE</b>

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>SCHOOL</b>
Chris Bailey	University-wide

<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
6	30	300

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
604

**SECTION 2: UNIT DELIVERY.**

<b>2.1 DELIVERY PATTERN</b>		
<b>TRIMESTER 1</b>	<b>TRIMESTER 2</b>	<b>TRIMESTER 3</b>
	X	

<b>2.2 MODE [STUDY LOCATION]<sup>1</sup></b>				
<b>ON-CAMPUS LEARNING</b>	<b>HYBRID LEARNING</b>	<b>ONLINE LEARNING</b>	<b>WORK - BASED</b>	<b>STUDY - ABROAD</b>
X	X	X		

**SECTION 3: UNIT RESTRICTIONS<sup>2</sup>.**

<b>3.1 DELIVERY INTEGRATION</b>			
<b>PREREQUISITE</b>	<b>DISREQUISITE</b>	<b>COREQUISITE</b>	<b>RESTRICTIONS (COURSE)</b>
401 402 403 404 501 502 503 504			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

<sup>2</sup> **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit is designed to support and inform the development of an individually appropriate strategy for progression into employment, professional practice or continued education. Unit delivery will develop the necessary knowledge and professional skills to aid your successful entry into professional practice at the end of the final year of study. You will have the opportunity to develop a range of tools and approaches designed to support your creative position as an independent practitioner, alongside your knowledge and critical awareness of a range of professional contexts, relational industry networks and opportunities, and digital communication strategies.

This 12-week unit will extend your understanding and consideration of appropriate audiences, end-users and markets and raise your awareness of industry relevant technologies, techniques and innovations. Learning will support the articulation of your personal career ambitions, informed by an awareness of professional contexts and opportunities for creative practice. You will be encouraged to reflect on industry and/or workplace experiences and to consider the synergy between these and future professional practice aspirations.

Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.

During the unit, you will develop appropriate digital strategies for the professional presentation of your work and contextualise your creative position in relation to both your subject and wider professional practice.

### 4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:

Unit delivery will comprise a range of approaches to developing student learning, focusing on the practical development of professional practice skills and applications in support of level 6 outcomes.

During this unit, students will develop a creative online presence (website or eportfolio), to include creative practice, and a position statement (up to 500 words). Lectures and seminars will introduce appropriate strategies for developing professional practice and promote independent research of related areas such as individual professional networks, funding and entrepreneurial opportunities, postgraduate study, and strategies post graduation. Students will develop appropriate digital strategies for the presentation of their creative work, through the production of a website or similar online presence that showcases their professional practice.

In support of this unit, the production of a 'position statement' in Unit 604 will provide an opportunity for students to develop the skills required to write a research statement about creative practice, articulating project aims, outcomes and contexts. Full time students will produce their position statement as a summative text on the final major project aims, its intended outcomes and associated contextual underpinning. For part-time students, this statement will be completed prior to the commencement of the final project and will therefore be based on work produced up to the date of submission. Both statements however will provide a structured framework from which to develop associated textual information required for the summer show.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  1. Building professional networks;

- 2. Digital communication - strategies for creative practitioners;
- 3. Employability - strategies beyond art school.
- Seminar (school specific):
  - 1. Networks and opportunities;
  - 2. Pricing and selling your work;
  - 3. Professional next steps.
- Lab (Media Lab): developing a website; (Learning Lab) writing a position statement;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Directed study: independent work in support of unit outcomes;
- Tutorial: Group and/or individual tutorial.
- Online IP quiz pass/fail

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.

#### **4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning Delivery]:**

Unit delivery will comprise a range of approaches to developing student learning, focusing on the practical development of professional practice skills and applications in support of level 6 outcomes.

During this unit, students will develop a creative online presence (website or eportfolio), to include creative practice, and a position statement (up to 500 words). Lectures and seminars will introduce appropriate strategies for developing professional practice and promote independent research of related areas such as individual professional networks, funding and entrepreneurial opportunities, postgraduate study, and strategies post graduation. Students will develop appropriate digital strategies for the presentation of their creative work, through the production of a website or similar online presence that showcases their professional practice.

In support of this unit, the production of a 'position statement' in Unit 604 will provide an opportunity for students to develop the skills required to write a research statement about creative practice, articulating project aims, outcomes and contexts. Full time students will produce their position statement as a summative text on the final major project aims, its intended outcomes and associated contextual underpinning. For part-time students, this statement will be completed prior to the commencement of the final project and will therefore be based on work produced up to the date of submission. Both statements however will provide a structured framework from which to develop associated textual information required for the summer show.

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

- One x 12 week subject-specific project;
- Lecture (university-wide):
  - 1. Building professional networks;
  - 2. Digital communication - strategies for creative practitioners;
  - 3. Employability - strategies beyond art school.
- Seminar (school specific):
  - 1. Networks and opportunities;
  - 2. Pricing and selling your work;
  - 3. Professional next steps.
- Lab (Media Lab): developing a website - online support; (Learning Lab) writing a position statement;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;

- Directed study: independent work in support of unit outcomes;
- Tutorial: Online group and/or individual tutorial.
- Online IP quiz pass/fail

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.

#### 4.3 UNIT SPECIFIC DESCRIPTION:

**This is a university-wide unit and no specific course or school information is required.**

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

**This is a university-wide unit and no specific course or school information is required.**

#### 4.5 READING LIST:

Clarke, M	2007	<i>Verbalising the Visual: translating Art &amp; Design into Words</i>	Lausanne	AVA
Cottrell, S	2017	<i>Critical Thinking Skills: Effective Analysis, Argument and Reflection</i>	London	Macmillan Study Skills
MacLeod, K and Holdridge L	2006	<i>Thinking Through Art: Reflections on Art as Research (Innovations in Art and Design)</i>	Abingdon	Routledge
Tirhol, B	2015	<i>Law for Artists: Copyright, the obscene and all the things in between</i>	London	Routledge

This is a self-negotiated unit. **Further reading lists will be identified on an individual basis.** Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

**This is a university-wide unit and no specific course or school information is required.**

**SECTION 5: UNIT LEARNING OUTCOMES.**

<b>5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:</b>	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	
<b>COGNITIVE SKILLS</b>	1. Critically apply effective ICT solutions by making evidence-informed and appropriate judgements
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	2. Deliver an evidence-based communication strategy to support the engagement of multiple named stakeholders  3. Apply best practice for protection, sharing and use of intellectual property  4. Design a public-facing portfolio of practice which through critical application recognises the elements required for success as a creative practitioner

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
1. Online presence (website / ePortfolio)	1, 2, 4	100% FG	40%	Submit a web link to the URL. Online presence to include representation of creative practice and a position statement (up to 500 words)
2. Online IP quiz pass/fail	3	100% PF	90%	Online IP quiz pass/fail (unlimited attempts - assessment for learning)

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
<p>12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.</p> <p>Word count is a maximum, and there is no % upper variance. Students not penalised for a submission under the word count.</p>

**SECTION 7: ATTRIBUTES & SKILLS.****7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:**

- Critical thinkers who use evidence and research to inform their decisions.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Passionate advocates for the creative arts as a catalyst for personal, professional and cultural transformation.
- Digitally confident who can work across multiple digital environments and platforms.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

**7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:**

- Communication
- Messaging others
- Networking
- Digital persona
- Artefact creation
- Intellectual property
- Data protection
- Troubleshooting
- Creativity
- Self-sufficiency

**7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:**

- Effective & impactful communication
- Critical thinking & creative problem solving
- Networking & public engagement
- Enterprise & entrepreneurial thinking
- Business awareness & agile thinking
- Confidence, leadership & social influence
- Digital excellence and a willingness to learn