

MA by Research

MODULE HANDBOOK

Definitive Module Record

1. Factual Information			
Module Code & Title	MARS101 Research and Experimentation	Level	7
Module Leader	TBC	Credit Value	60
Module Type	Theory	Notional learning hours	600

2. Rationale for the module and its links with other modules
<p>This first 60-credit module provides students with an interdisciplinary context in which to articulate, test and refine a project proposal.</p> <p>This module provides students with an introduction to models of research for creative practitioners, including debates about practice-led research and research into practice. Students will explore methodological debates around research in the creative arts, media and design. In dialogue with teaching staff and their peers, they will develop their own area of interest into a research trajectory.</p> <p>The goal of the module is for students to shape their interests into a research proposal and a cogent research question, by interrogating assumptions, testing hypotheses and identifying relevant theoretical frameworks. They will be invited to build a reflective dialogue with their research, which documents their critical engagement with experimental approaches through secondary research methods and techniques, and develops an engagement with qualitative research design as well as epistemological questions posed by research into practice.</p> <p>The research skills requirement will inevitably be different for each student. A series of lectures and seminars will introduce students to aspects of research design and the different ways that practice might transition into research where the primary output is a written thesis.</p> <p>Supported by lectures, seminars and tutorials students will also have the opportunity to reflect upon the various modalities of practice that are posed within Art, Design and Media disciplines while investigating writing as a transdisciplinary space of mediation between creative practice, the humanities, natural sciences and social sciences.</p> <p>This module will allow students to map the trajectory of their research into module 201 in negotiation with their tutor, to be recorded on their Research Plan.</p> <p>Students will also start engaging with the ethical dimension of the research project. Over the course of this module, students will identify issues of ethical concern in their research and take steps to resolve them. As part of this first module, they will be supported by their supervisor (and available resources) in identifying issues relating to data protection and the safeguarding of their own safety and that of people involved in their research.</p>

3. Aims of the module
<p>Introduce students to methods, approaches and debates that will allow them to test, analyse and refine their research trajectory which will:</p> <ul style="list-style-type: none"> ● Enable them to articulate, test and refine a research project by engaging with methodologies and debates. ● Enable them to evaluate the ethical implications of their research. ● Develop their critical and reflective skills and to establish a cogent plan which engages with the research and technical resources of the college. ● Provide the opportunity for students to explore interdisciplinary and trans-disciplinary implications of their research.

4. Indicative content

During the module, students develop their Research Proposal and research question through a series of formative assessments.

Students will use seminars and tutorials to negotiate a **Research Plan** with their tutor, which will map the trajectory of their project and their planned engagements with the research and technical resources offered by the College. The Research Plan is an ongoing reflective document recording agreements negotiated between student and academic tutor

The module delivery will cover introduce and debate methodologies of research and students will be introduced to aspects of qualitative and quantitative approaches and distinctions between fundamental and applied research. The delivery will also explore questions of ethics in relation to research in this domain; problems of research design informed by qualitative research methodologies; and opportunities to explore writing as a transdisciplinary space of mediation between the creative arts, humanities, natural sciences and social sciences.

The delivery will introduce the core academic skills required for postgraduate study including reading skills, gathering and processing evidence; presenting findings; developing a skills audit; accessing and using libraries, databases, archives; organisation and action planning; and academic expectations for critical writing and reading. There will be a series of timetabled workshops and in session module delivery focusing on academic research skills and development.

Alongside taught lecture series, students will engage in regular seminar groups which will interrogate the core content in relation to the specific concerns of their research, and support them in identifying networks, debates and institutional frameworks relevant to their work which may include strategic partnerships formed by the College (Tate, V&A, Making Futures, The Box etc).

These activities will provide the materials for a dialogue with their research project, where students will make decisions about areas to be developed through focused experimentation with sources, methodologies, theoretical concepts and approaches. During this module it is expected that there will be a range of ideas and means pursued, and that theoretical frameworks, methods and approaches to research design will be gradually refined.

The tutorial system, group work, lectures and seminars regularly review progress and typically explore decisions about areas to be developed, research into relevant contemporary research practice, analysis and evaluation of work in progress.

5. External/Industry links

Visits to and/or speakers drawn from a range of local and regional links depending on cohort: Plymouth Arts Centre; Plymouth City Museum and Art Gallery; KARST; Devon Guild of Craftsmen; CCANW / Haldon Forest, Eden Project, Agroforestry Research Trust; Crafting Spaces, Tamar Arts, Effervescent Social Alchemy.

Students will engage with the core research groups at Plymouth College of Art, supplemented by national events and, where relevant, international events such as the research conference, exhibition and publishing platform Making Futures, which has developed international links with Cheongju Craft Biennial and Beijing Design Week.

The networks provided by Making Futures have exposed MA students to international research in craft and design. In recent years, speakers have included Cameron Tonkinwise (Director of Design Studies at Carnegie Mellon University) and Mark Miodownik (Director of the 'Institute of Making' UCL).

The MA programme synchronises to maximise access to the Gallery Programming at PCA, which operates with a seasonal programme themed to address in turn the different disciplines represented by the College. Students on all MA programmes have access to regular talks and portfolio reviews from a range of industry professionals including Patricia van den Akker, director of 'The Design Trust'

and engagement with South West animation company Aardman Productions. The programme will arrange optional, national and international, trips to events and exhibitions such as the Venice Biennale or the British Art Show.

6. Assessment strategy, assessment methods

Formative assessment:

A formative assessment point approximately half-way through the module requires students to present their **research proposal** (including research question) and **research plan** as a work in progress.

Summative assessment:

Research proposal. This includes the research question and a critical discussion of relevant methodological questions and theoretical frameworks. (5000 words) This should include a Harvard referenced bibliography of research sources.

Reflective research journal maintained throughout the duration of the module. This reflective journal will document your engagement with methodological debates, cross and transdisciplinary experiments and engagements informing the process of research design. It should include the ongoing **research plan**.

Documentation of research networks. A document which identifies regional, national and international networks relevant to your research trajectory. This document should identify relevant conferences, journals and research groups, mapping potential cross- and inter- research points of connection and opportunities for dissemination of your research in progress. (equivalent to 2000 words)

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

Assessment tasks	A4	A5	B2	B3	C3	C6	D1	D3
Research Proposal (5000 words)	x		x	x				x
Reflective research journal (to include a research plan)		x			x		x	
Documentation of research networks (equivalent to 2000 words)						x		

8. Key reading list

This list is indicative, and serves as a point of departure for students to find their own sources according to specialism. Additional reading may be added to specific assignments based upon each cohort's needs and the research interests of individual students.

- Arends, B., and Thackara, D., (2003). Experiment: conversations in art and science. London: The Wellcome Trust.
- Barone, T., and Eisner, E. W., (2012). Arts Based Research, London: Sage.
- Barrett, E., and Bolt, B., (2010). Practice As Research - Approaches to Creative Arts Enquiry, London: Tauris.
- Borgdorff, H., (2012). The Conflict of the Faculties: Perspectives on Artistic Research and Academia Leiden: Leiden University Press.
- Bourriaud, N., (1998). Relational Aesthetics, Paris: Les Presse Du Reel

- Collins, H., (2010). Creative Research: The Theory and Practice of Research for the Creative Industries. Lausanne: Ava Publishing.
- Davies, C., (2008). Reflexive Ethnography: a guide to researching selves and others. London: Routledge.
- Davies, G., (2010). Copyright Law for Artists, Photographers and Designers. New York: A & C Black Publishers.
- Emmison, M., Smith, P., (2000). Researching the Visual: Images, Objects, Contexts and Interaction in Social and Cultural Enquiry. London: Sage Publications.
- Harrison, C., And Wood, P., (2002). Art In Theory 1900-2000, London: Wiley-Blackwell
- Ingold, T., (2013). Making: Anthropology, Art, Archaeology and Architecture London: Routledge.
- Law, J. (2004). After Method: Mess in Social Science Research. International library of sociology. London: Routledge
- Mason, J., (2002). Researching your own Practice: The Discipline of Noticing. London: Routledge.
- Theron, L., Mitchell, C., and Smith, A., (2011). Picturing Research: Drawing as Visual Methodology, London: Sense Publishers.
- Wisker, G., (2007). The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD (Palgrave Study Skills) 2nd Edition. Basingstoke: Palgrave Macmillan

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

Research sources Further guidance on annotated bibliography formats here:

<http://www.brookes.ac.uk/services/upgrade/study-skills/annotations-brief.html> (shorter annotation) and here http://www.lc.unsw.edu.au/onlib/annotated_bib.html (more comprehensive annotation)

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>A4. Understanding of how established techniques of research and learning are used to create and interpret knowledge in their field.</p> <p>A5. The application of experimental and speculative enquiry in their field of research.</p>	<p>Learning and teaching strategy</p> <p>Lectures, workshops, seminars Group peer critique 1:1 tutorials</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B2. Identify and select management tools and theories appropriate to their chosen field.</p> <p>B3. Formulate a research question that contextualises their research and addresses their conceptual understanding developed during the module.</p>	<p>Learning and teaching strategy</p> <p>Group peer critique Self-study learning resources (including VLE) Seminar- based work</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C3. Identify and select appropriate planning and project management tools and theories appropriate to their chosen field.</p> <p>C6. Demonstrate engagement with professional opportunities, including research networks, conferences or other opportunities relevant to their stated professional goals.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Demonstrate a flexible approach to problem solving skills, to exercise initiative, personal responsibility and accountability.</p> <p>D3. Demonstrate decision-making through the detailed planning of a self-initiated research project.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	MARS201 Research in external contexts	Level	7
Module Leader	TBC	Credit Value	60
Module Type	Theory	Notional learning hours	600

2. Rationale for the module and its links with other modules
<p>This second 60-credit module provides an opportunity to consider how student research projects might develop their cross and trans-disciplinary implications and their social impact.</p> <p>Working with the research proposal and research plan established in module MARS101, and drawing upon the mapping undertaken in their 'Documentation of Research Networks', students will explore their research project in relation to cross- or transdisciplinary research sources. Students will articulate a cogent <i>research paradigm</i> for their research project and map its implications through a literature review.</p> <p>The work undertaken in the module is expressed in two related module outcomes:</p> <ol style="list-style-type: none"> 1. An extended literature review, which identifies problems, debates or points of connection from cross- or transdisciplinary selection of research sources which are relevant to the student's research proposal. The literature review should articulate a cogent research paradigm for the project. The development of this literature review will be supported by seminars and tutorials, utilising secondary research methods which focus on the relationship between a research paradigm and critical implications of research in art, design and media. 2. A 'Test project', (TP) where students will develop explore actual and / or potential collaborators and audiences for their research, by formulating a real or speculative engagement. The 'Test project' is designed to help students to develop cross- or trans-disciplinary research networks, or to explore the potential impact of the research that students propose to undertake. <p>A viable TP might be a research symposium, a publication or other knowledge transfer event. Alternatively, the 'Test project' might scope of the potential for collaboration with an academic, a commercial enterprise, or non-governmental organisation. Importantly, the TP may be speculative or hypothetical proposal, which is intended to aid critical reflection on the potential impacts of research.</p> <p>The planning and execution of a students' TP will be supported by lectures exploring theories of social engagement, alongside workshops that develop skills involved in project management and developing collaborative research networks. The TP should be designed at a scale which can be achieved within a notional 60 hours of learning time.</p>

3. Aims of the module
<ul style="list-style-type: none"> ● For students to deepen their engagement with cross- and trans-disciplinary research relevant to their chosen research question. ● For students to understand the importance of a research paradigm and to represent a relevant paradigm cogently in relation to their research project. ● For students to explore a professional, public-facing dimension to the research project in the form of a research symposium or other appropriate test project. ● For students to understand the forms of communication required to advocate for a research project to audiences within and outside academia. ● For students to identify directions for the development of their research in the Final Major Project, Module 301.

4. Indicative content

A key part of this module is the TP (Test Project) which is designed and managed by the student within the module. The TP should be at a scale which can be achieved within a notional 60 learning hours. It is supported by a continuation of taught elements, students own research and by tutorial support. Indicative taught elements include:

- Framing purpose, pitching and communicating proposals to general audiences. The module will encourage live presentation in the post graduate Symposium and with opportunities in external conferences.
- Politics and Ethics of social engagement (theoretical frameworks).
- Planning and managing research projects, including budgeting.
- Working collaboratively. The module will explore strategies for effective collaborative practice and cross/inter/transdisciplinary approaches to research.
- Co-futuring – addressing contemporary cultural, social, environmental, economic and institutional issues through critical research practice. Students will be encouraged to take up opportunities with College partners and research groups to further explore these issues eg. Impact Lab; Art & Social Action research group; Eden Project; Devon BioRegion etc. as well as internationally through Making Futures and Making Learning research platforms.

As well as engaging with strategies for developing social impact, students will continue to develop a literature review which deepens their understanding of cross- and trans-disciplinary debates relevant to their research proposal. There will be a series of timetabled workshops and in session module delivery focusing on academic research skills and development.

5. External/Industry links

The institution has links with a range of regional, national and international cultural initiatives including Plymouth Arts Centre; The Box- Plymouth City Museum and Art Gallery; Making Learning; KARST; Devon Guild of Craftsmen; Exeter Phoenix; Plymouth School of Creative Arts; Tate St.Ives; Tate Exchange; the Royal College of Art; The Craft Council and the Arts Council.

The research conference, exhibition and publishing platform Making Futures, developed by PCA, has also developed international links with Cheongju Craft Biennial and Beijing Design Week. It is anticipated that students will be able to draw upon these external links, where they are relevant to their research, while also developing platforms and networks from their own activities.

6. Assessment strategy, assessment methods

Formative assessment:

A formative assessment point approximately half-way through the module requires students to lead a short seminar on a topic relevant to their research proposal. The purpose of the seminar is to reflect on the skills required to communicate a research project and its implications in such a way that they can be grasped by non-specialists. The formative task is preparation for the presentation at the end of the module.

- **Literature Review** mapping cross- and trans-disciplinary debates relevant to the students' research project, identifying problems and points of connection between relevant fields (8000 words). This document should be Harvard referenced and supported by a bibliography of sources.
- **Presentation** reporting on the Test Project, which communicates its contextual purpose, key activities or proposals and critically informed points of reflection. (15 minutes).

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

Assessment tasks	A1	A2	B4	B5	C4	C5	D2
Literature Review (8000 words)	x	x	x				x
Presentation of Test Project (15 minutes)				x	x	x	

8. Key reading list

This list is indicative, and serves as a point of departure for students to find their own sources according to specialism. Additional reading may be added to specific assignments based upon each cohort's needs and the research interests of individual students.

- Adorno, T., et al (2007). *Aesthetics and Politics*, London: Verso.
- Bishop, C., (ed.) (2006). *Participation*. MIT Books.
- Bourriard, N., (2002). *Relational Aesthetics*. Les Presses du Reel, Paris.
- Critchley, S., (2013). *Infinitely Demanding: Ethics of Commitment, Politics of Resistance*. London and New York: Verso.
- Esposito, R., (2010). *Communitas: the Origin and Destiny of Community*. University of Stanford Press.
- Ferguson, B., and Greenberg, R., (1996). *Thinking About Exhibitions*. London: Routledge.
- Finkelpearl, T., (2013). *'What we Made': Conversations on Art and Social Cooperation* Duke University Press.
- Foster, H., (eds.) (2010). *Art Since 1900: Modernism, Antimodernism, Postmodernism*. 2nd Edition. London: Thames and Hudson.
- Hart, C., (1998). *Doing a Literature Review*. London: Sage Publications.
- Harvey, D., (2005). *A Brief History of Neoliberalism*. Oxford: OUP.
- Howells, R., (2003). *Visual Culture*. Cambridge: Polity Press.
- Kavanagh, G., (2000). *Dream Spaces: Memory and the Museum*, Leicester University Press.
- Kester, G., (2004). *Conversation Pieces: Community and Communication in Modern Art*. Berkeley and Los Angeles: University of California Press.
- Kester, G., (2011). *The One and the Many: Contemporary Collaborative Art in a Global Context*. Duke University Press.
- Lefebvre, H., (2005). *Critique of everyday life*. London: Verso.
- Littler, J., (2009). *Radical Consumption: shopping for change in contemporary culture*. Berkshire: Open University Press.
- Osborne, P., (2013). *Anywhere or Not at All: Philosophy of Contemporary Art*. London: Verso.
- Rancière, J., (2013). *Aisthesis: Scenes from the Aesthetic Regime of Art*. Verso.
- Roberts, J., (2015). *Revolutionary Time and the Avant-garde* London: Verso
- Rose, G., (2016). *Visual Methodologies*, London: Sage.
- Sholette, G., (2011). *Dark Matter: Art and Politics in an age of Enterprise Culture* London: Pluto Press
- Vergo, P., (1989). *The New Museology*, London: Reaction Book

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>A1. The ability to communicate the research paradigm for their project.</p> <p>A2. A comprehensive understanding of the current debates, issues and ideologies in their field of research.</p>	<p>Learning and teaching strategy</p> <p>Lectures, workshops, seminars Group peer critique 1:1 tutorials</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B4. Situate a research project so that it can be understood in relation to an existing disciplinary or cross-disciplinary field.</p> <p>B5. Analyse and critically evaluate the ethical dimensions that affect research in their chosen field.</p>	<p>Learning and teaching strategy</p> <p>Group peer critique Self-study learning resources (including VLE) Seminar- based work</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C4. Demonstrate a competence around Intellectual Property issues in relation to their research or enterprise.</p> <p>C5. Communicate the core concerns of the research project to a non-specialist audience.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D2. Demonstrate competence in the use of ICT, relevant written, research skills and academic conventions, in work that shows a high standard of presentation.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>

Definitive Module Record

1. Factual Information			
Module Code & Title	MARS301 Final Major Project	Level	7
Module Leader	TBC	Credit Value	60
Module Type	Theory	Notional learning hours	600

2. Rationale for the module and its links with other modules
<p>This final 60-credit module of the MA programme is the culmination of the Masters level studies and should clearly communicate the central ideas, concepts and skills developed throughout the programme. Although student's research practice will extend beyond the course of study, this module should achieve a resolution of the student's research project, critically reflecting upon the work undertaken in modules 101 and 201. Depending upon the research trajectory undertaken, and through negotiation with tutors, this will mean that students demonstrate evidence of advanced conceptual, theoretical and or self-/project management capability. In this way, the 'Final Major Project' synthesises the knowledge that has been acquired over an extended period of self-directed research.</p> <p>The module is largely led by student's self-defined research trajectory but is supported through regular individual tutorial supervisors, research mentoring, small group seminars as well as the rich diet of visiting lectures, artist talks and research seminars.</p> <p>Research projects should indicate students' understanding of the research networks where they might engage in cross-, inter-or transdisciplinary dialogue. They should prepare the ground for further research outcomes utilising primary or secondary methods, which may include academic dissemination, collaboration with industry, or forms of community engagement. Students will work towards an academic scholarly written output in order to synthesise the knowledge gained from their research during the course.</p> <p>Students will ensure that they have identified and resolved any issues of ethical concerns relating to data protection and the safeguarding of their own safety and that of people involved in their research.</p>

3. Aims of the module
<p>Apply the conceptual theoretical understanding built up through the programme to a sustained piece of self-initiated research within the Arts, Design and Media and beyond these specialist fields:</p> <ul style="list-style-type: none"> ● Demonstrate a highly developed ability to be original, insightful and imaginative through shaping theories and solutions to identify cross-, inter-or transdisciplinary connections within Art, Design and Media disciplines and beyond. ● To work within a supervision relationship to develop research which is cognisant of potential impact within academic research networks and the Creative and Cultural industries. ● Produce a substantial body of written work which will form a springboard into further research, opportunities for new enterprise and/or employment, and or further study/MFA or PhD.

4. Indicative content
<p>This module is largely led by the students individual research trajectory with taught elements delivered in the form of 1:1 supervision, mentoring, group crits and seminars (with staff, visiting lecturers with relevant research profiles and student-led symposia) and participation in student-led symposia. Students will also be encouraged to engage with the wider field of symposia and conferences both regional and national/international.</p> <p>The start of the module will be devoted to developing and honing the Project Proposal in response to the issues raised by the Literature review submitted in module 201. Students will be supported</p>

8. Key reading list

This list is indicative, and serves as a point of departure for students to find their own sources according to specialism. At this point, it is expected that students' research should have developed an individualised reading list.

- Brown, B., Gough, P., Roddis, J., (2004). *Types of Research in The Creative Arts and Design*.
- Biggam, J., (2008). *Succeeding with your Masters dissertation*. Milton Keynes: Open University Press.
- Biggs, M., Karlsson, H. (2011). *The Routledge Companion to Research in the Arts*. Oxford: Routledge.
- Mauch, J. E., (2003). *Guide to the Successful Thesis and Dissertation*. Abingdon: CRC.
- Newton, R. R., Rudestam, K. E. (2007). *Surviving your Dissertation: A Comprehensive Guide to Content and Process*. 3rd ed. London: Sage Publications.
- Ostrow, S., King Roth, S., (1998). *Beauty is Nowhere: Ethical Issues in Art and Design*. Routledge.
- Smith, H., Dean, R. T., (2009). *Practice-led Research, Research-led Practice in the Creative Arts (Research methods for Arts and Humanities)*. Edinburgh: Edinburgh University Press.

Annex 1 – Intended Learning Outcomes

<p>A. Knowledge and understanding</p> <p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>A2. A comprehensive understanding of the current debates, issues and ideologies in their field of research.</p> <p>A3. The ability to apply appropriate advanced research and knowledge to their chosen discipline.</p>	<p>Learning and teaching strategy</p> <p>Lectures, workshops, seminars Group peer critique 1:1 tutorials</p>
<p>B. Cognitive skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Analyse, critically evaluate and articulate their work in the wider contexts of current research, practice and debate.</p> <p>B5. Analyse and critically evaluate the ethical dimensions that affect research in their chosen field.</p>	<p>Learning and teaching strategy</p> <p>Group peer critique Self-study learning resources (including VLE) Seminar- based work</p>
<p>C. Practical and professional skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Apply research skills appropriately to chosen ideas, concepts and areas of research.</p> <p>C2. Work independently and organise your own work efficiently and effectively.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>
<p>D. Key transferable skills</p> <p><i>At the end of the module, learners will be expected to:</i></p> <p>D3. Demonstrate decision-making through the detailed planning of a self-initiated research project.</p> <p>D4. Demonstrate considered and highly professional presentation skills in the display and / or dissemination of a self-initiated research project.</p>	<p>Learning and teaching strategy</p> <p>External visits Lectures, workshops, seminars Group peer critique Self-study learning resources (including VLE) 1:1 tutorials Formative assessment</p>