ARTS UNIVERSITY PLYMOUTH

BA (Hons) : Illustration

Unit Specification Forms (USFs)

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
METHODS & MATERIALS

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
4	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
401

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
x		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

SECTION 3: UNIT RESTRICTIONS[2].

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
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[1] **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

[2] **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

Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

As an illustrator you will adopt the role of a visual problem solver with image making at your core. Within this unit you will extend your visual language by exploring both new and familiar image making processes, from traditional approaches to drawing to more unusual or complex materials and methods.

You will begin to develop a personally relevant set of inspirational references that will inform your work and build towards an understanding of your own creative identity. You will support this with ongoing critical reflection and application to set tasks and briefs, to help recognise and understand the potential for ongoing and effective practice.

You will be encouraged to embrace the unpredictable, take risks and to find enjoyment in the unexpected, becoming creatively curious through drawing.

This unit is made up of two x 6 week subject-specific projects.

Project One: PLAY & PROCESS

You will be introduced to a range of image-making techniques and principles. Set tasks will encourage an approach based on drawing, experimentation and the development of visual communication skills within the context of Illustration.

Project Two: DEVELOPMENT & DISCOVERY

You will begin to independently identify processes, approaches and references that will support your ongoing progression which you will continue throughout your journey as an illustrator. This will require setting and reviewing your practice with regular goals as you continue to engage with a range of other projects.

To develop your ability to respond to illustration briefs, you will be introduced to methods of creative problem solving alongside the use of traditional and digital processes.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project One: PLAY & PROCESS

- Weekly prompts to produce visual imagery
- Research/reference: from primary and secondary visual reference gathering to effective inspiration
- Documentation and review of all work as it is produced.
- Design elements/principles and colour theory

Experimental life drawing in the Drawing Lab and inductions into labs within the university (Print Lab, Material Lab, Fab Lab) will introduce students to new and familiar processes and skills

Project Two: DEVELOPMENT & DISCOVERY

- Developing a design process with the emphasis on constant review and reflection of creative work.
- Research inspiration
- Experimentation and discovery
- Exploring how different modes of practice can be used to inform the development of creative practice

Outcomes and contexts for the work submitted for assessment for this Unit could include but are not restricted to: zines, publications, resolved drawings (single outcomes or as a series of related images) supported by the considered presentation of sketchbooks, development work and research.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice.

Cross university lectures have been designed to introduce best practice in responding to creative briefs, to introduce approaches to creative research and to support the development of a body of creative work for submission at the end of the unit.

Subject Seminars will inform practice, linking directly to the above activities:
- Examining methods/knowledge/materials: Exploring methods of image making that form a creative framework for practice: exploring ideas through practice.
- Textual analysis (to support submission of the end of unit 500 word textual analysis) - thematic analysis of context, content and terminology: exploring formal elements, form and content analysis, and applying critical and contextual language.

- Historical, cultural & contextual considerations: In Context/Looking and Seeing - explore what it means to actively look at, through and beyond creative practice as a way of informing critical ideas and practices: exploring ideas through theory.

Note: all AUP Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:				
Key texts				
Bang, M.,	(2016)	Picture This: How pictures work	San Francisco	Chronicle Books
Brereton, R.,	(2012)	Sketchbooks: The hidden art of designers, illustrators & creatives	London	Laurence King Publishing
Hall, A.,	(2011)	Illustration, - (Chapter 3 The mechanics of communication p58-74)	London	Laurence King Publishing
Stanfield, F.,	(2019)	The Drawing Ideas Book	London	Ilex Press
Sturken, M., and Cartwright, L.,	(2017)	Practices of Looking: An Introduction to Visual Culture (3rd edition) - (Chapter 1)	Oxford	Oxford University Press
Zeegen, L.,	(2020)	The Fundamentals of Illustration (3rd edition) - (Chapter 4 Communicating Ideas, p91-120)	Switzerland	AVA

Links:
https://theaoi.com/2018/12/07/varoom-activism-manifesto-for-illustrators/
http://artprompts.org/
https://www.creativeboom.com/inspiration/still-here-still-life/
https://goodbrief.io/

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:

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,

During this unit you may explore the following:

Drawing Lab
Material Lab
Fab Lab
Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	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
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION: This text is from the validated Blueprint				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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.

1.1 UNIT TITLE:
ENCOUNTERING PLACE

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
4	30	300

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
402

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
x		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**ONLINE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	x	x		

SECTION 3: UNIT RESTRICTIONS[2].

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
-	-	-	-

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[1] **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

[2] **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 it's 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 Academic skills online portal. Academic skills 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 [Online 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 Academic skills online portal. Academic skills 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:

Illustration can offer unique perspectives and interpretations of the world we live in. It has the potential to tell us stories about the places we encounter and reveal something about the people and objects that reside in those spaces.

From Palaeolithic deposits in the Cattedown Caves to Plymouth's complex maritime history, from the Plymouth Blitz to Abercrombie's urban Plan for Plymouth, the city and surrounding areas are rich in social and cultural history. Folk tales and folklore, myths and legends are also woven into the ancient landscapes of Devon and Cornwall, Dartmoor and Exmoor.

Throughout this unit you will adopt the role of image maker and storyteller, exploring two distinct approaches to narrative and storytelling centered around notions of place in and around Plymouth (or other location).

This unit is made up of two x 6 week projects:

Project One: Place, Space & Situations

You will explore drawing as a means to record, observe, define, interpret, document, capture and narrate. You will be introduced to Reportage Illustration - illustrators working as visual journalists, using drawing and other methods of visual communication to offer their unique view and interpretation of a place or event, stories captured in the moment.

Project Two: Characters and Contexts

Allowing your curiosity to take the lead, through research and investigation you will be invited to reveal and retell stories located in or connected to a specific place. Through processes of drawing and sketching, design and composition, you will develop your skills in enhancing a text with meaningful, lasting images.

To develop your ability to respond to illustration briefs, you will be introduced to methods of creative problem solving alongside the use of traditional and digital processes.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project One: Place, Space & Situations

- Observation drawing - observing and recording people and objects
- Site specific and location drawing in and around Plymouth (or other location) to capture a distinct sense of place, record the passing of time, documenting characters and objects, capturing sounds and ambience.
- Reportage - visual journalism, narrative viewpoints, documentary story-telling

Life drawing in the Drawing Lab will then inform the drawing of characters in 'real life' and observed drawings of people and objects will form the basis of imagery used during inductions into print processes in the Print Lab.

Project Two: Characters and Contexts

- Research - explore site specific local histories, narratives and cultures in Plymouth and surrounding areas (or other locations).
- The stories and characters revealed through investigation will then be developed visually through characterisation, portraiture, narrative structure and sequential image-making.
- Illustrations will emerge through exploratory sketches/drawings (visual brainstorming, image development, visual experimentation)

Digital imaging making - introducing image manipulation and image creation techniques alongside induction into the Digital Print Bureau.

Outcomes and contexts for the work could include but are not restricted to: books, illustrated zines, maps, visual typologies, limited edition prints, editorials, comics, children's picture books, wordless narratives and posters.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice. Students will

be introduced to presentation methods and skills that can be used to creatively communicate a body of work and at the end of the unit will select one of their 6 week projects for their end of unit presentation. Assessment will be based on both the content and delivery of the presentation.

Cross university lectures will explore critical thinking and developing approaches to solution-based learning. Lectures on presentation and communication skills will support preparation for the end of unit 10min presentation.

Subject Seminars will inform practice, linking directly to the above activities:
- Notions of Place: Everyday Narratives - reportage as a means to reveal the hidden, the overlooked and the everyday.
- Local/Global Narratives: Characters in relation to a sense of place, challenging and questioning preconceptions and assumptions, exploring the history and legacy of Plymouth within global contexts.
- Historical, cultural and ethical considerations: Observation, ethical considerations and responsibilities - exploring ideas around truth, interpretation, distortion, bias, empathy, representation, voyeurism and the gaze.

Note: all AUP Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:				
Key texts				
Berger, J.,	(2008)	Ways of Seeing	London	Penguin
Brazell, D., and Davies, J.,	(2014)	Understanding Illustration, – (Section 2: Documentary p48-87)	London	Bloomsbury
Embury, G., & Minichiello, M.,	(2018)	Reportage Illustration: Visual Journalism, – (Chapter 6: Creating A Narrative p112-127)	London	Bloomsbury
Madden, M.,	(2006)	99 Ways to Tell a Story: Exercises in style	London	Jonathan Cape
Mirzoeff, N	(2015)	How to See the World	London	Penguin
Wigan, M.,	(2009)	Global Contexts	Switzerland	AVA

Links:
reportager.uwe.ac.uk
https://mattmadden.com/comics/99x/99x-guest/
https://folklorethursday.com/
https://www.bl.uk/childrens-books/articles/interview-with-viviane-schwarz

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:

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,

During this unit you may explore the following:

Drawing Lab
Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate contextual knowledge and associated creative approaches in response to a project themes 2. Explore ideas, concepts, proposals, solutions in response to a creative brief 3. Identify appropriate ethical considerations in relation to the delivery of a named project brief
COGNITIVE SKILLS	
PRACTICAL & PROFESSIONAL ATTRIBUTES	4. Communicate effectively the outcomes of a project brief to a named audience

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 course 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.

1.1 UNIT TITLE:
EXPLORING SUBJECT

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
4	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
403

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
	x	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

SECTION 3: UNIT RESTRICTIONS[2].

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
-	-	-	-

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[1] **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
[2] **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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

As part of this unit you will begin to evaluate your own working methods, and begin to consider how effective your own working practices are as you develop techniques to move from ideas to creative solutions in a robust and efficient manner.

You will begin to expand upon your understanding of the illustration industry, applying your emerging image making practice to set tasks. You will undertake regular illustrative briefs in different areas of the industry, be provided with art direction and work to challenging deadlines.

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

Project One: WORK SMART

Multiple illustration briefs (modelled on professional contexts and briefs with snappy deadlines such as editorials and book cover design) are aimed at getting you to work from IDEAS to FINAL artwork in a personally effective manner.

Project Two: PAYOFF

You will be set a more substantial illustrative brief with regular internal deadlines (roughs, drafts etc). Options will align with various areas or approaches to illustration to allow you to use this project to support their ongoing illustrative goals.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project One: Work smart
- Regular, short briefs will inform a growing understanding of various areas found within illustration and their expectations.
- Visualisation - exploration of ideas through drawing
- Thumbnailing - presenting possible solutions to a client
- Art Direction - being provided with creative guidance and having to make changes/edits
- Time Management - managing workloads and working to various deadlines (interim and final)

Project Two: Payoff
- Design process (ideas generation, research, practical experiments)
- Showcasing your work and presenting it in a professional manner - a culmination of your creative progression so far.
- Reflecting upon the skills and knowledge gained to this point, and applying it successfully to a set brief
- Identifying areas of illustration for your progression alongside identifying and understanding illustration job roles - researching areas of illustration, assessing their expectations, understanding how illustrators work within them

Outcomes from this unit will be based around existing professional illustration outputs that integrate elements of design/layout and may include editorials, book cover design, image/text outputs, infographics and data visualisation, short comics, nonfiction picture book spreads,

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice. Critiques will also aid building confidence in effectively communicating ideas and work to others alongside developing reflective skills.

Cross university lectures will introduce practice-based methodologies and critical pathways for practical enquiry. A lecture on approaches to critical reflection will support preparation of the end of unit critical reflection.

Subject Seminars will inform practice, linking directly to the above activities:
- Exploring contemporary practices: Exploring style, visual language and how these might respond to the brief - solving creative problems with personally relevant inspirational sources.
- Identifying personal themes: Lenses and Labels - understanding and articulating ideas.
- Historical, cultural & ethical considerations: The contexts, critiques, cultures and histories of visual culture and communication.

Note: all AUP Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:

Key texts

Brazell, D., and Davies, J.,	(2017)	Becoming a Successful Illustrator (2nd Edition), – (Chapter 2: The professional world of the Illustrator p48-65)	London	Bloomsbury
Chatfield, T.,	(2017)	Critical Thinking - (Chapter p3-16)	London	SAGE
Hall, A.,	(2011)	Illustration, - (Chapter 4 The editorial brief p76-99 and Chapter 5 the publishing brief p100-125)	London	Laurence King Publishing
Heller, S., and Anderson, G.,	(2018)	The Illustration Idea Book	London	Laurence King Publishing
Wigan, M.,	(2007)	Text & Image	Switzerland	AVA
Zeegan, L., and Roberts, C.,	(2014)	Fifty Years of Illustration	London	Laurence King Publishing

Links:
theaoi.com
https://wepresent.wetransfer.com/
https://www.youtube.com/hashtag/theschooloflife
https://www.spaceshipearth.org.uk/
https://www.youtube.com/channel/UCJkMlOu7faDgqh4PfzbpLdg

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:

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,

During this unit you may explore the following:

Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate an awareness of audience in relation to the production of a creative practice output
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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

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.
- 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.

1.1 UNIT TITLE:
PLATFORMS OF EXCHANGE

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	Common core unit.

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
4	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
404

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
	x	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**			

SECTION 3: UNIT RESTRICTIONS[2].

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
-	-	-	-

[1] **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
[2] **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 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 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 university-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:

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

3. Historical, cultural and ethical considerations in relation to interdisciplinary issues and ideas.
- Lab (course 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 (course 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 Academic skills online portal. Academic skills 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 university-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:

- Thematic project (cognate or project-specific groups)
- Lecture (university-wide):
    1. Social justice and the creative arts;
    2. Team working & group work theory/practice;
    3. Community engagement, communication strategies & forms of critical reflection;
- Seminar (cognate or project-specific groups):
    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 Academic skills online portal. Academic skills 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 university-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)	Tackling wicked problems: through the transdisciplinary imagination	London	Earthscan
Jang, S., et a	(2020)	101 Things I Learned in Product Design School	New York	Crown
Ledwith, M., Springett, J.,	(2010)	Participatory practice: community-based action for transformative change	Bristol	The Policy Press
Resnick, E.,	(2016)	Developing Citizen Designers (Chapter 2.1 Collaborative Learning p139-187)	London	Bloomsbury
Williams, K., Woolliams, M., Spiro, J.,	(2009)	Reflective writing	Hampshire	Palgrave Macmillan

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:

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,

During this unit you may explore the following:
Drawing Lab
Material Lab
Fab Lab
Imprint Lab
Learning Lab
Sewing Lab
Digital Print Bureau
Mac Suite
Film and Photography Studios
Animation Studios
ERC

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	
COGNITIVE SKILLS	1. Demonstrate the application of practice in the development and production of an interdisciplinary group project
PRACTICAL & PROFESSIONAL ATTRIBUTES	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:				
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.

1.1 UNIT TITLE:
SPECULATIVE STRATEGIES

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
5	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
501

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
x		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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 unit invites you to trial new processes and approaches to build on your ability to reflect and adapt ideas based upon critique, and the resilience to move on from perceived failure.

Building on the skills and experiences you've gained on the course so far, you will be encouraged through speculation and risk-taking to interrogate your own choices in the directions you pursue in response to a brief.

You will be given the opportunity to research and interpret given starting points and constraints through your own unique lens. Tasks will encourage new perspectives on existing knowledge of genres, applications and outputs for illustration, as well as introducing unfamiliar approaches and practices to your creative and critical development.

This unit is made up of one x 12 week subject-specific project:

Project: Building

During this project, you will engage with a series of workshops, tasks and activities with an emphasis on responding to given starting points and constraints. Content may relate to specific areas of illustration but will often be based on divergent responses to common thematic prompts. The project will form a body of research and exploratory creative work.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: Building

- Researching and interpreting thematic starting points
- Interpreting and critiquing the brief
- Exploring static and sequential structures for narrative and storytelling
- Challenging time constraints
- Experiencing risk and failure
- Interpreting complex information
- Creative, academic, and evaluative writing approaches

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice. Outcomes and contexts for the work within this unit will vary from student to student as their ideas and responses diverge from each other.

Cross university lectures will inform practice and the end of unit submission of work in progress by introducing research-informed approaches to creative practice and exploring the creative potential of speculation, risk and failure. A lecture on auditing creative skills and attributes will support the end of unit project evaluation.

Subject Seminars will inform practice, linking directly to the above activities:
- Speculative strategies for practice: Ideas Generation Tools & Conceptual Devices
- Visualising research: The Power of Illustration - meaning and message as image
- Historical, cultural & ethical considerations: Narrative enquiry - authorship, autobiography and authenticity

Note: all AUP Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:				
Key texts				
Baldwin, J., and Roberts, L.,	(2006)	Visual Communication: From theory to practice	London	Bloomsbury
Benaroya, A.,	(2016)	Illustration Next	London	Thames & Hudson
Gannon, R., and Fauchon, M.,	(2021)	Illustration Research Methods - (Chapter 2, Authorship p24-59)	London	Bloomsbury
Ingledew, J.,	(2011)	The A-Z of Visual Ideas	London	Laurence King
Kessels, E.,	(2016)	Failed it!	London	Phaidon
Male, A.,	(2017)	Illustration: A Theoretical & Contextual Perspective (2nd Edition) - (Chapter 3 The Role)	London	Bloomsbury

Links:
narratively.com
illustratedtapes.com
https://illustrationresearch11.info/
https://theaoi.com/varoom/

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:

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. During this unit you may explore the following:

Drawing Lab
Imprint Lab
Fab Lab
Material Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	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
COGNITIVE SKILLS	
PRACTICAL & PROFESSIONAL ATTRIBUTES	4. Evaluate the appropriateness of different approaches to solving problems related to a named creative project

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] %	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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.

1.1 UNIT TITLE:
GLOBAL CHALLENGES

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	Common core unit

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
5	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
502

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
x		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**			

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 discipline, 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 to a cognate or project-specific group. 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 a project brief or academic theme) 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:

- Thematic project (cognate or project-specific groups)
- Lecture (university-wide):
    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 (cognate or project-specific groups):
    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 (course specific): technical skills and their application to a named practice; project management and report writing (Academic Skills); research methods & strategies (Library);
- 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 Academic skills online portal. Academic skills 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 a project brief or academic theme) 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:

- Thematic project (cognate or project-specific groups)
- Lecture (university-wide):
    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: specific to cognate or project group:
    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 (course specific):online technical skill support and their application to a named practice; project management and report writing (Academic Skills); research methods & strategies (Library);
- 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

Academic skills online portal. Academic skills 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 university-level and the unit delivered as indicated in box 4.2a/4.2b.

4.5 READING LIST:

Key texts

Bloem, I., and Kempenaars, K.,	(2019)	Branded Protest	Amsterdam	BIS Publishers
Collins. H.,	(2018)	Creative Research: The Theory and Practice of Research for the Creative Industries	London	Bloomsbury
Cottrell, S.,	(2014)	Dissertations and Project Reports: A Step by Step Guide	London	Macmillan Study Skills
Honig, B and Rostain, A.,	(2003)	Creative collaboration: simple tools for inspired teamwork	Massachuse-tts	Course Technology Inc
Resnick, E., (ed)	(2019)	Social Design Reader	London	Bloomsbury

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:

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,

During this unit you may explore the following:

Drawing Lab
Material Lab
Fab Lab
Imprint Lab
Learning Lab

Sewing Lab
Digital Print Bureau
Mac Suite
Film and Photography Studios
Animation Studios
ERC

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Explore ethical concerns relating to solution-based enquiry
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	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.

1.1 UNIT TITLE:
IDEAS & AUDIENCE

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
5	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
503

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
	x	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

SECTION 3: UNIT RESTRICTIONS[2].

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

[1] **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
[2] **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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

Any illustrated work should be influenced by a three-way balance between concept, audience, and output context. These things are intrinsically linked and will continuously influence each other.

During this unit you will actively externalise your work, building on your practical knowledge of the relationship between ideas and audience — focusing on the communication to, and between, these elements within the landscape of contemporary professional illustration.

You will be expected to engage and showcase your work within live contexts which may include but are not limited to live briefs, competitions, fairs, exhibitions or symposiums, online portfolios, internal or external publications — working either individually or collaboratively.

This unit builds upon the knowledge you have gained in Level 4; expanding your understanding of what it means to practice as a professional illustrator with a focus on industry awareness and self promotion.

This unit is made up of one x 12 week subject-specific project:

Project: Framework & Substance

During this project you will engage with two concurrent strands of enquiry, building on your critical understanding of illustration as a discipline, your place within it, and your creative responses to real-world briefs (live, competitive or simulated). You will gain an in depth understanding of your own professional conduct and how this maps to the work you make, with outcomes varying between you and your peers.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Throughout this unit students will engage with two concurrent strands which inform each other simultaneously.

- **Framework:** This is a vehicle by which students will progress their critical understanding of illustration as a discipline. In this strand, students will engage with a series of lectures, seminars and visits from professional practitioners which will explore core themes of ideas and audience within illustration contexts.

  These continue throughout the unit and offer a professional framework to contextualize and support their creative output. The themes of this strand progress throughout the unit, building on students' theoretical understanding and confidence as independent professionals.

- **Substance:** This consists of students' creative output in response to a series of live briefs, simulated live briefs, competitions, initiatives and personal projects. Students are given free-reign to engage with external briefs of their choice — some of which could be initiated by teaching staff.

Outcomes and contexts for the work within this unit will vary from student to student. These engagements offer students the opportunity to work with people outside of the institution in professional contexts while supported by tutors. Students' understanding and conduct during these engagements will be bolstered by the simultaneous delivery of the first strand above.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice.

Cross university lectures will support the end of unit public exposition of creative practice by exploring ideas around audiences and contexts. Working with live or simulated briefs and

professional development and lifelong learning will also be explored to support the end of unit critical reflection.

Subject Seminars will inform practice, linking directly to the above activities:
- Content and context: Externalising practice - considering audience and contexts for individual & collaborative projects.
- Working in the public domain: Illustrate-Collaborate - exploring creative relationships, how to work with art direction
- Historical, cultural & ethical considerations: Illustration Now/Next: exploring commercial, social and personal practice in contemporary illustration and imagining illustration futures.

Note: all PCA Frameworks have been taken into account in the completion of this Unit Specification Form

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4.5 READING LIST:				
Key texts				
Gannon, R., and Fauchon, M.,	(2021)	Illustration Research Methods - (Part 1:Illustration p14-23)	London	Bloomsbury
Hall, A.,	(2011)	Illustration	London	Lawrence King
Heller, S., and Vienne, V.,	(2009)	Art Direction Explained At Last! - (The Illustrator's Guide to Art Direction by Neimann, C., & Blechman, N., p 102-111)	London	Lawrence King
Male, A.,	(2014)	Illustration: Meeting the Brief (Chapter 3: Interpreting and meeting the brief, p67-130)	London	Bloomsbury Visual Arts
Stern, S.,	(2008)	The Illustrator's Guide to Law and Business Practice	London	AOI
Taylor, F.,	(2012)	How to Create a Portfolio & Get Hired (2nd Edition)	London	Lawrence King

Links:

https://theaoi.com/
https://www.itsnicethat.com/
https://www.creativelivesinprogress.com/
http://www.illustratorsillustrated.com/show-and-tell/
https://alicetwemlow.com/the-lolita-book-cover-project/

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:

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. During this unit you may explore the following:

Drawing Lab

Unit Specification Form

| Imprint Lab |
| Fab Lab |
| Material Lab |
| Digital Print Bureau |
| Learning Lab |
| Mac Suite |

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate critical awareness of the relationship between public exposition of practice and audience
COGNITIVE SKILLS	2. Evidence critical judgement in the selection and determination of a creative outcome
PRACTICAL & PROFESSIONAL ATTRIBUTES	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.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
5	**30**	**300**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
504

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
	X	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

Self-initiated work is often at the core of a sustainable and long-term creative practice. Work produced outside the context of the commissioning process can also be used to explore themes, ideas and skills. This is all necessary for a sustainable and creatively fulfilling practice.

During this unit you will continuously creatively respond to a growing body of personally relevant thematic research. This will be supported by ongoing critical reflection that will refine and develop your research and the application of your emerging creative methodology. You will be encouraged to reflect upon your progress and interrogate your personal creative development.

This unit is made up of one x 12 week subject-specific project, defined by a 300 word Statement of Intent and project timeline that you will develop at the start of the unit, outlining your creative intentions.

Project: Creative Curiosity

You will define an initial starting point for thematic research, combining this with ongoing rigorous creative exploration. This will be supported by critical reflection that will inform the direction of your research and creative progress, giving you the opportunity to build genuine and fulfilling creative habits.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project : Creative Curiosity

- **Identify and define a starting point for creative practice** through an original statement of intent. This will personally resonate through visual and thematic interests, as well as considerations of prior work and aspirations.
- **Produce a body of work** informed by an understanding of personal working methodologies as well as ongoing critical reflection.
- **Demonstrate the potential for development** of skill base and ideas, changes in creative direction, and the potential transference to other media or contexts.
- **Recognise the relevance of this work within a wider practice**, both in professional development and further creative work.
- **Participate in ongoing critique** of ideas progression and good practice through self reflection, peer and tutor feedback.
- **Consolidation of practice** throughout the unit and in conclusion through outcome, reflection, or further creative practice.

Outcomes and contexts for the work are open and will develop in response to each student's original statement of intent and project direction.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and sharing of good practice. Critiques will also support students to continue refining their skills in communicating concepts to others alongside further development of critical, reflective skills to support the end of Unit Critical Reflection (500 words)

Cross university lectures will support students throughout the module, from negotiating and delivering a creative project through to the end of unit critical reflection. At the start of the unit, students will complete a 300 word statement of intent to outline creative intentions for individual project development. Statement writing will be supported by lectures on exploring authorship and personal voice, utilising project timelines and developing independent project management skills.

Subject Seminars will inform practice, linking directly to the above activities:
- Critical reading: Identifying artistic and authentic voices - case studies explored through critical and analytical research.
- Peer-led seminar: Creative Manifestos - to inspire, inform and direct creativity
- Historical, cultural & ethical considerations: Being Good - responsible and ethical illustration practice, illustrators working with integrity, respect and empathy.

Note: all PCA Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:				
To be completed by the course team				
Key texts				
Congdon, L.,	(2019)	Find Your Artistic Voice - The essential Guide to working your Creative Magic - (Chapters 1 & 2, p11-46)	San Francisco	Chronicle
Delorie, O.L.,	(2020)	Creative Manifestos: Inspirational Statements to Celebrate Self-Expression	New York	Sterling
McCannon, D.,	(2014-present)	Journal of Illustration	Bristol	Intellect
Moross, K.,	(2014)	Make your Own Luck: A DIY attitude to Graphic Design and Illustration	London	Prestel
Roberts, L.,	(2006)	Good: An introduction to ethics in graphic design - (Section 4: Being Good p.112-160)	Switzerland	Ava
Walker, R.,	(2019)	The Art of Noticing: Rediscover what really matters to you	London	Ebury Press
Links: picturebookmakers.com shauntan.net/notes-faq https://theaoi.com/varoom/ https://theaoi.com/2018/12/07/varoom-activism-manifesto-for-illustrators/				
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:
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. During this unit you may explore the following: Drawing Lab Imprint Lab Fab Lab Material Lab Digital Print Bureau Learning Lab Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	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
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION: This text is from the validated Blueprint				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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).

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.

1.1 UNIT TITLE:
IDEAS & AUDIENCE (STUDY ABROAD OPTION)

1.2 UNIT DELIVERY:	
UNIT LEADER	COURSE
	BA (Hons) Illustration

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	CREDITS	STUDY HOURS
5	30	300

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
506

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
	x	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
				X

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 module 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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

Any illustrated work should be influenced by a three-way balance between concept, audience, and output context. These things are intrinsically linked and will continuously influence each other.

During this unit you will actively externalise your work, building on your practical knowledge of the relationship between ideas and audience — focusing on the communication to, and between, these elements within the landscape of contemporary professional illustration.

You will be expected to engage and showcase your work within live contexts which may include but are not limited to live briefs, competitions, fairs, exhibitions or symposiums, online portfolios, internal or external publications — working either individually or collaboratively.

This unit builds upon the knowledge you have gained in Level 4; expanding your understanding of what it means to practice as a professional illustrator with a focus on industry awareness and self promotion.

This unit is made up of one x 12 week subject-specific project:

Project: Framework & Substance

During this project you will engage with two concurrent strands of enquiry, building on your critical understanding of illustration as a discipline, your place within it, and your creative responses to real-world briefs (live, competitive or simulated). You will gain an in depth understanding of your own professional conduct and how this maps to the work you make, with outcomes varying between you and your peers.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Throughout this unit students will engage with two concurrent strands which inform each other simultaneously.

- **Framework:** This is a vehicle by which students will progress their critical understanding of illustration as a discipline. In this strand, students will engage with a series of lectures, seminars and visits from professional practitioners which will explore core themes of ideas and audience within illustration contexts.

  These continue throughout the unit and offer a professional framework to contextualize and support their creative output. The themes of this strand progress throughout the unit, building on students' theoretical understanding and confidence as independent professionals.

- **Substance:** This consists of students' creative output in response to a series of live briefs, simulated live briefs, competitions, initiatives and personal projects. Students are given free-reign to engage with external briefs of their choice — some of which could be initiated by teaching staff.

Outcomes and contexts for the work within this unit will vary from student to student. These engagements offer students the opportunity to work with people outside of the institution in professional contexts while supported by tutors. Students' understanding and conduct during these engagements will be bolstered by the simultaneous delivery of the first strand above.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice.

Cross university lectures will support the end of unit public exposition of creative practice by exploring ideas around audiences and contexts. Working with live or simulated briefs and professional development and lifelong learning will also be explored to support the end of unit critical reflection.

Subject Seminars will inform practice, linking directly to the above activities:
- Content and context: Externalising practice - considering audience and contexts for individual & collaborative projects.
- Working in the public domain: Illustrate-Collaborate - exploring creative relationships, how to work with art direction
- Historical, cultural & ethical considerations: Illustration Now/Next: exploring commercial, social and personal practice in contemporary illustration and imagining illustration futures.

Note: all PCA Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:

Key texts

Gannon, R., and Fauchon, M.,	(2021)	Illustration Research Methods - (Part 1:Illustration p14-23)	London	Bloomsbury
Hall, A.,	(2011)	Illustration	London	Lawrence King
Heller, S., and Vienne, V.,	(2009)	Art Direction Explained At Last! - (The Illustrator's Guide to Art Direction by Neimann, C., & Blechman, N., p 102-111)	London	Lawrence King
Male, A.,	(2014)	Illustration: Meeting the Brief (Chapter 3: Interpreting and meeting the brief, p67-130)	London	Bloomsbury Visual Arts
Stern, S.,	(2008)	The Illustrator's Guide to Law and Business Practice	London	AOI
Taylor, F.,	(2012)	How to Create a Portfolio & Get Hired (2nd Edition)	London	Lawrence King

Links:

https://theaoi.com/
https://www.itsnicethat.com/
https://www.creativelivesinprogress.com/
http://www.illustratorsillustrated.com/show-and-tell/
https://alicetwemlow.com/the-lolita-book-cover-project/

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 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 PCA 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:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate critical awareness of the relationship between public exposition of practice and audience
COGNITIVE SKILLS	2. Evidence critical judgement in the selection and determination of a creative outcome
PRACTICAL & PROFESSIONAL ATTRIBUTES	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.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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**
	BA (Hons) Illustration

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][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
				X

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 text is from the validated Blueprint document
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 module 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]:

This text is from the validated Blueprint document
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 Academic skills online portal. Academic skills 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 Academic skills online portal. Academic skills 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:

Self-initiated work is often at the core of a sustainable and long-term creative practice. Work produced outside the context of the commissioning process can also be used to explore themes, ideas and skills. This is all necessary for a sustainable and creatively fulfilling practice.

During this unit you will continuously creatively respond to a growing body of personally relevant thematic research. This will be supported by ongoing critical reflection that will refine and develop your research and the application of your emerging creative methodology. You will be encouraged to reflect upon your progress and interrogate your personal creative development.

This unit is made up of one x 12 week subject-specific project, defined by a 300 word Statement of Intent and project timeline that you will develop at the start of the unit, outlining your creative intentions.

Project: Creative Curiosity

You will define an initial starting point for thematic research, combining this with ongoing rigorous creative exploration. This will be supported by critical reflection that will inform the direction of your research and creative progress, giving you the opportunity to build genuine and fulfilling creative habits.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project : Creative Curiosity

- **Identify and define a starting point for creative practice** through an original statement of intent. This will personally resonate through visual and thematic interests, as well as considerations of prior work and aspirations.
- **Produce a body of work** informed by an understanding of personal working methodologies as well as ongoing critical reflection.
- **Demonstrate the potential for development** of skill base and ideas, changes in creative direction, and the potential transference to other media or contexts.
- **Recognise the relevance of this work within a wider practice**, both in professional development and further creative work.
- **Participate in ongoing critique** of ideas progression and good practice through self reflection, peer and tutor feedback.
- **Consolidation of practice** throughout the unit and in conclusion through outcome, reflection, or further creative practice.

Outcomes and contexts for the work are open and will develop in response to each student's original statement of intent and project direction.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed

to provide constructive advice, support ideas progression and sharing of good practice. Critiques will also support students to continue refining their skills in communicating concepts to others alongside further development of critical, reflective skills to support the end of Unit Critical Reflection (500 words)

Cross university lectures will support students throughout the module, from negotiating and delivering a creative project through to the end of unit critical reflection. At the start of the unit, students will complete a 300 word statement of intent to outline creative intentions for individual project development. Statement writing will be supported by lectures on exploring authorship and personal voice, utilising project timelines and developing independent project management skills.

Subject Seminars will inform practice, linking directly to the above activities:
● Critical reading: Identifying artistic and authentic voices - case studies explored through critical and analytical research.
● Peer-led seminar: Creative Manifestos - to inspire, inform and direct creativity
● Historical, cultural & ethical considerations: Being Good - responsible and ethical illustration practice, illustrators working with integrity, respect and empathy.

Note: all PCA Frameworks have been taken into account in the completion of this Unit Specification Form

4.5 READING LIST:				
To be completed by the course team				
Key texts				
Congdon, L.,	(2019)	Find Your Artistic Voice - The essential Guide to working your Creative Magic - (Chapters 1 & 2, p11-46)	San Francisco	Chronicle
Delorie, O.L.,	(2020)	Creative Manifestos: Inspirational Statements to Celebrate Self-Expression	New York	Sterling
McCannon, D.,	(2014-present)	Journal of Illustration	Bristol	Intellect
Moross, K.,	(2014)	Make your Own Luck: A DIY attitude to Graphic Design and Illustration	London	Prestel
Roberts, L.,	(2006)	Good: An introduction to ethics in graphic design - (Section 4: Being Good p.112-160)	Switzerland	Ava
Walker, R.,	(2019)	The Art of Noticing: Rediscover what really matters to you	London	Ebury Press
Links:				

Links:

picturebookmakers.com
shauntan.net/notes-faq
https://theaoi.com/varoom/
https://theaoi.com/2018/12/07/varoom-activism-manifesto-for-illustrators/

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 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 PCA 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:	
KNOWLEDGE & COMPREHENSION	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
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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

1.1 UNIT TITLE:
SANDWICH YEAR (OPTION)

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	University-wide

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
-	**0**	**0**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
510

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
X	**X**	**X**

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
-	-	**x**	**x**	**x**

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 Academic skills online portal. Academic skills offer 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 Academic skills online portal. Academic skills offer 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 information is required.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate relevant industry knowledge and practice related to a pre-identified work placement
COGNITIVE SKILLS	2. Analyse information in response to placement or experience
PRACTICAL & PROFESSIONAL ATTRIBUTES	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:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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.

1.1 UNIT TITLE:
RESEARCH AND DEVELOPMENT

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	University-wide

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
601

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
X		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**	**x**		

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[1] **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[2].

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:

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.

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.

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 (603), presenting a range of approaches and choices in the determination of new ideas.

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.

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.

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

In this unit, students will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 603. 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.

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[2] **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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 information is required.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:
This is a university-wide unit and no specific course information is required.

4.5 READING LIST:

General reading:

Biggs, M. & Karlsson, H., (eds)	(2011)	The Routledge Companion to Research in the Arts	Routledge	London
Gray, C., and Malins, J.,	(2004) (2016 Ebook version	Visualising Research: A Guide to the Research Process in Art and Design.	Ashgate Publishing	Aldershot
Rose, G.,	(2016) (2016 Ebook Version)	Visual Methodologies: An introduction to researching with visual material	Sage	London
Art/ Design/ Media specific:				

Adams, B., and Yelavitch, S., (eds)	(2014)	Design as Future-Making	Bloomsbury Academic	London
Adams Sitney, P.,	(2000)	Film Culture Reader	Cooper Square Press	New York
Sullivan, G.,	(2010)	Art Practice as Research: Inquiry in Visual Arts	Sage	London

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 information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Critically explore the relationship between the practitioner, audience, culture and contemporary practice
COGNITIVE SKILLS	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
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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

ARTS UNIVERSITY PLYMOUTH

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
PUBLICATION

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	University-wide

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
602

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
X		

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**			

SECTION 3: UNIT RESTRICTIONS[2].

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

[1] **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
[2] **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 unit 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 unit 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 (supervisory groups): regular group discussion on themes, progress and shared

best practice;
- Lab: research & referencing support (Library) writing support (Academic Skills);
- Directed study: independent work in support of unit outcomes;
- Tutorial (supervisory groups): Group and/or individual tutorial.

To compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 unit 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 unit 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: research & referencing support (Library) writing support (Academic Skills);
- Directed study: independent work in support of unit outcomes;
- Online tutorial (supervisory groups): Group and/or individual online tutorial.

To compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 information is required.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:
This is a university-wide unit and no specific course information is required.

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

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 information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Critically engage with contextual knowledge to inform the synthesis of a creative proposition 2. Analyse information to formulate reasoned arguments in response to a named research enquiry 3. Through written synthesis, evidence convergent and divergent thinking to inform future practice
COGNITIVE SKILLS	
PRACTICAL & PROFESSIONAL ATTRIBUTES	4. Critically explore a pre-identified topic relating to creative practice through the construction of a evidence-informed textual response

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF] (%)	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
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 (500 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**
	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][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	**x**			

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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

[2] **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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 information is required.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:
This is a university-wide unit and no specific course information is required.

4.5 READING LIST:				
Nelson, R.,	(2013)	Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances,	Palgrave,	London
Smith, H., and Dean, R., (eds)	(2009) (2009 Ebook version)	Practice-led Research, Research-led Practice in the Creative Arts	Edinburgh University Press	Edinburgh
Smithson, P.,	(2009)	Installing Exhibitions: A Practical Guide	A & C Black Publishers	London
Sullivan, G.,	(2010)	Art practice as Research: Inquiry in Visual Arts	Sage	London
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 information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Evidence research-informed application of material, process and context in response to a named creative brief 2. Demonstrate conceptual thinking and/or visualisation through investigation and enquiry 3. Deliver a critically-engaged creative outcome in response to a self-initiated proposition
COGNITIVE SKILLS	
PRACTICAL & PROFESSIONAL ATTRIBUTES	4. Synthesise a creative project demonstrating the necessary attributes of a critical and reflective practitioner.

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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

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.

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.
- 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.
- 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.
- 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
- 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.

1.1 UNIT TITLE:
POSITIONING PRACTICE

1.2 UNIT DELIVERY:	
UNIT LEADER	**Course**
	University-wide

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
604

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	**TRIMESTER 2**	**TRIMESTER 3**
	X	

2.2 MODE [STUDY LOCATION][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**ONLINE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
X	X			

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **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
[2] **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 (specific to cognate or project group):
    1. Networks and opportunities;
    2. Pricing and selling your work;
    3. Professional next steps.
- Lab (university-wide): 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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 (specific to cognate or project group):
    1. Networks and opportunities;
    2. Pricing and selling your work;
    3. Professional next steps.
- Lab (university-wide): 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 compliment learning in the unit, additional support for writing is available to all students via the Academic skills online portal. Academic skills 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 information is required.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

4.5 READING LIST:

Clarke, M.,	(2007) (2007 Ebook)	Verbalising the Visual: translating art & design into words	AVA	Lausanne
Cottrell, S.,	(2017)	Critical Thinking Skills: Effective Analysis, Argument and Reflection	Macmillan Study Skills	London
MacLeod, K., & Holdridge L.,	(2006)	Thinking Through Art: Reflections on Art as Research (Innovations in Art and Design)	Routledge	Abingdon
Tirhol, B.,	(2015) (2015 Ebook Version)	Law for Artists: Copyright, the obscene and all the things inbetween	Routledge	London

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 information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	
COGNITIVE SKILLS	1. Critically apply effective ICT solutions by making evidence-informed and appropriate judgements
PRACTICAL & PROFESSIONAL ATTRIBUTES	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.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
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)

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:

- 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