

BA (Hons) : Interior Design & Styling

Unit Specification Forms (USFs)

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
METHODS & MATERIALS

1.2 UNIT DELIVERY:	
UNIT LEADER	COURSE
	BA (Hons) Interior Design & Styling

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 RESTRICTIONS².

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 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:

Interior Design and Styling spans a wide range of skills and knowledge about materials and processes - from design fundamentals such as colour theory through to traditional and digital skills.

In this Unit, alongside practical workshops you will develop a solid foundation in trend forecasting, technical knowledge and safe working methods that will underpin your creative ideas and practice throughout your degree and beyond. You will take an experimental approach to your new found technical skills and develop these to create final design solutions.

All experimentation, ideas and processes will be documented in a creative sketchbook. You will be taught how to create and document this research focusing on layout, image formatting and graphical styles as a means of developing your personal approach to recording research. This will include both visual and written representation. You will be asked to undertake research into the work of established artists, designers and practitioners to inform and support the exploration and application of your ideas and begin your ongoing critical reflection.

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

Project One: Exploring Colour & Scale.

In this project you will explore colour & scale and their use in interior design & styling.

Project Two: Exploring Material.

You will explore the variety of sustainable materials used in the interior design and styling industry, demonstrating new digital skills and knowledge by producing relevant visuals for an interior setting.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project One: Exploring Colour & Scale.

- Introduction to colour theory, mixing colours and putting together successful colour palettes alongside exploring ways in which designers specify colours and their different uses.
- Undertake research into colour trends and begin to explore the importance of trend forecasting to support their designs.
- Explore creative sketchbook recording for both processes and the learning experience
- Develop a visual language through which they can explore concepts and intentions.

Project Two: Exploring Material.

- Introduction to commercial fabrics, finishes and their uses
- Students will begin to establish their own materials library, with an introduction to the technical information needed for specifying materials and experimenting with presentation methods to produce final material boards.
- Importance of sustainability in the materials they specify and how to educate clients about the importance of sourcing with environmental factors in mind.
- Introduction to digital software to help visualise material choices

The work submitted for assessment for this Unit should include the range of outcomes resulting from both projects: for example sketchbooks, research, materials library/materials boards.

Students will develop a visual language through which they can explore concepts and intentions. 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. Students may attend physical or virtual trade shows to experience what materials are new to industry.

During the unit students should independently liaise with the technical teams to access new workshops to enhance and support the unit.

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: Introduction to commercial upholstery and drapery fabrics and their uses
- Textual analysis (to support submission of the end of unit 500 word textual analysis): Exploring methods of textual analysis linked to a given theme
- Historical, cultural & contextual considerations: Ethical considerations around sustainability, material specification and sourcing.

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

4.5 READING LIST:

Key texts

Brown, R., and Farrelly, L.,	(2012)	Materials and interior design	London	Laurence King Publishing
Frida Ramstedt.,	(2020)	The Interior Design Handbook (Chapter 2: Basic Principles and Rules of Thumb p13-43 and Chapter 5: Lighting p99-113)	London	Particular Books
Thompson, M.,	(2017)	The Materials Sourcebook for Design Professionals.	London	Thames & Hudson
Travis, T.,	(2020)	The V&A Book of Colour in Design	London	Thames & Hudson Ltd
Tregidden, K.,	(2020)	Wasted: When Trash Becomes Treasure	London	Ludion

Links:

[WGSN Interiors - https://www.wgsn.com/en/products/lifestyle-interiors/](https://www.wgsn.com/en/products/lifestyle-interiors/)

<https://www.luxdeco.com/blogs/styleguide/colour-psychology-interior-design>

<https://michelleogundehin.com/category/colourinside/>

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

<https://www.wgsn.com/en/>

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

<https://www.material-lab.co.uk/about/>

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

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

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:

Digital Print Bureau
Learning Lab
Mac Suite
Material Lab

Fab Lab
Sewing Lab
Film and Photography 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. 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:				
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) Interior Design & Styling

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	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

SECTION 3: UNIT RESTRICTIONS².

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:

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 [Hybrid & Distance Learning Delivery]:

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

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

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

To complement learning in the unit, additional support for writing is available to all students via the 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:

The aim of this unit is to encourage you to open your eyes and look at the places we inhabit, as well as, understand the sensory experiences (of those places) as we move through them. This will allow you to see and acknowledge how the seemingly unrelated is related; thus allowing for an awareness of the cause and effect of our design decisions.

To do this you will need to explore key observational skills used by designers as a way to record those connections/images, and the thoughts they inspire. Drawing by hand is a required skill that is used to underpin and drive the development of our designs from concept sketches to final visuals.

You will be introduced to the role of ethics in design and begin to understand your own responsibilities as a designer.

You will design your first full interior during this unit and create a foundation understanding of what interior design involves from start to finish, you will then build on this during the next 3 years and beyond.

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

Project One - Site

Through awareness of sensory experience, you will explore and discover a specific area (Plymouth or other location) and by doing so understand the main characteristics and narrative that helps define you and your surroundings in relation to place.

Project Two - Scheme

Using a growing 'understanding of place' (the awareness of a physical environment in terms of its emotional, social, historical and other dimensions), you will repurpose a commercial interior, creating a scheme that draws on an understanding of the narrative of your chosen elements from project one, as well as, the needs and requirements of the client/users of the place and the existing identity of the site.

You will be introduced to methods used by interior designers to translate 3D objects and ideas into 2D, by learning the art and craft of technical drawing by hand to build an appreciation of the importance of drawing and scaling as part of the design process.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**Project One - Site**

- Observations will be recorded through mark making and drawings - analysing form, material, colour and scale to ascertain the nature and essence of chosen a place
- Using the observed drawings/images as a starting point, students will explore creative solutions to a series of mini design tasks
- Exploration of a place by using other senses, touch, smell, noise and taste.

Project Two - Scheme

- Students will undertake an exploration of an interior space, as a group or independent site visit, to understand the scale, volume and narrative of the space they are dealing with.
- Utilising sketching skills from project one students will create initial spatial concept drawings which demonstrate an understanding of the brief.
- Translating 3D into 2D - visualisation methods.
- Sketches will underpin the design decisions for the scheme as it develops, as well as becoming a tool to explain the finished scheme.

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/critical making and developing approaches to solution-based learning and a lecture 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 (narratives, identity and manufacture): What happens to a space when we occupy it and how design/styling can contribute to or manipulate the experience.
- The Local and the Global: Identity & Us - Examining differing in house design approaches - examples and analysis of their work
- Historical, cultural & ethical considerations: A history of Interior design - historical and cultural influences, with consideration of diversity in design.

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

4.5 READING LIST:

Key texts

Baden Powell, C., et al	(2017)	Architect's Pocket Book	UK	Routledge
Dodsworth, S., and Anderson, S.,	(2018)	The Fundamentals of Interior Design (2nd edition)	UK	Bloomsbury Publishing
Frida Ramstedt.,	(2020)	The Interior Design Handbook	London	Particular Books
O'Donnell, T.,	(2009)	Sketchbook: conceptual drawings from the world's most influential designers	Beverly, MA	Rockport
Paricio, J.,	(2015)	Perspective sketching : freehand and digital drawing techniques for artists & designers.	Beverly, MA	Rockport
Ronin, G.,	(2010)	Drawing for Interior Designers	London	A & C Black

Links:

[WGSN Interiors - https://www.wgsn.com/en/products/lifestyle-interiors/](https://www.wgsn.com/en/products/lifestyle-interiors/)

https://www.academia.edu/34808211/Architecture_Form_Space_and_Order_4th_edition

<https://www.bregroup.com/products/breem/>

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

<https://www.designweek.co.uk/landing-page/interiors/>

<http://www.blueprintmagazine.co.uk/>

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

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:

Digital Print Bureau
Learning Lab
Mac Suite
Fab Lab

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: This text is from the validated Blueprint

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) Interior Design & Styling	
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 RESTRICTIONS².

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 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:

In this unit you will undertake projects that will introduce you to the complexities of designing for industry. There will be an opportunity for you to find solutions to real life issues as you engage in a site-specific real or simulated project brief. You will be involved in conducting client, user, market and product research and applying criteria to arrive at creative solutions for interior design & styling outcomes.

You will develop your approach to research, market trends and design thinking and test your theoretical, practical and technical skills in response to gathered information to create opportunities to propose design solutions to client briefs. Ethics and sustainability will be core considerations.

You will study historical and contemporary designers, design movements and relevant industry models. You will learn all the different parts of the process from design conception to design completion. As part of this you will also develop project management and communication skills with internal and external clients.

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

Project One:

You will be given a live or simulated client brief for a design and styling project. After researching the brief you will develop the skills required to produce a 'site pack', a professional term for collating information about the project which will incorporate both research and visualisation methods.

Project Two:

You will use the site pack developed for Project One to build designs that further develop your creative response to the brief. Through the creation of your interior scheme, you will be encouraged to consider the tangible and intangible qualities that give a place meaning - it's 'spirit of place' - and how to reflect them sympathetically within your design work.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:give a place

Project One:

- Students will research and collate information regarding a specified site, client and end user. Research will be undertaken into the clients brand and also current trends which may influence creative ideas.
- Following the research phase, and if possible a site visit, students will collate all of the information gained into a 'site pack'.
- During this project CAD software will be introduced, allowing students to begin to translate scale drawings and perspective sketches in a digital form. Students might explore the Mac Suite to support this element.

Project Two:

- Students will research inspirational case studies that begin to capture the design direction they would like to explore, including consideration of 'spirit of place' in interior design contexts.
- Referring to the site pack created in Project one, students will produce the relevant technical drawings and supporting schedules to communicate the full scheme to a contractor, resulting in engaging presentation materials evidencing their overall creative response to the brief.

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 aid building confidence in effectively communicating ideas and work to others alongside developing reflective skills. Professional Practice content will run throughout the unit as students consider the vocational element to an interior designer or stylists practice.

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 written critical reflection.

Subject Seminars will inform practice, linking directly to the above activities:

- Exploring contemporary practices: Introduction to technical drawing packages and their use in industry, rendering plans and elevations.
- Identifying personal themes: Communicating personal inspiration and exploring precedent examples of commercial interior design.
- Historical, Cultural & ethical considerations: Inspirational case studies from the design industry exploring designers ethical responsibilities - from ergonomics and DDA compliance to sustainability

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

4.5 READING LIST:

Key texts

Buxton, P.,	(2018)	Metric Handbook: Planning and design data	London	Routledge
Franklin, K., and Till, C.,	(2019)	Radical Matter: Rethinking Materials for a Sustainable Future	London	Thames & Hudson
Grigoriou, E.,	(2019)	Wellbeing in Interiors: Philosophy, design and value in practice	London	RIBA Publishing
Piotrowski, C.,	(2016)	Designing Commercial Interiors	Hoboken, New Jersey	John Wiley & Sons, Inc
Sally Coulthard.,	(2020)	Biophilia: You + Nature + Home.	London	Kyle Books

Links:

[Interior Spaces and the Layers of Meaning](#)

[Equality Act 2010](#)

[Designing for disability – know your legal obligations](#)

[Biophilia: Bringing Nature into Interior Design](#)

[Biophilic design Archives](#)

[Creating a Sense of Place Through Architecture and Design | Thought Leadership](#)

[Construction Drawings and Details for Interiors: Basic Skills](#)

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:

Digital Print Bureau
Learning Lab
Mac Suite
Fab Lab

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 RESTRICTIONS².

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 school-wide thematic project with a primary focus on social justice.

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

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

- 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) Interior Design & Styling	
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 RESTRICTIONS².

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 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 will enable you to expand your skills in interior styling and trend awareness and support your first introduction to editorial, publications and advertising solutions. You'll be introduced to aspects of styling for interiors, advertising and art direction as well as editorial shoots for magazines, brochures and lookbooks, formatting page layouts whilst developing your graphic knowledge and understanding.

This unit will enable you to expand your creative design vocabulary while exploring the links between visual/contextual research, design development and realisation. By exploring research-informed practice you will demonstrate critical and practical understanding through creating mock ups, maquettes, trials or other investigative forms of visualisation for your work in progress. You will document your design journey reflecting on the risks and failures of the project, understanding the role of trial and error as vital to the creative process.

Trend research, understanding and knowledge will be at the core of this unit, this will expand your general knowledge about the interiors industry as a whole and encourage a deeper understanding of research and its impact on your final outcomes. Responding to contemporary changes in trend forecasting will elevate the innovation in your creative output. Contextually you will be exploring the impacts of social, economic, political and historical factors on trends.

You will consider and debate best practice in the industry and in the procedures, protocols, ethics and sustainability criteria that need to be adhered to when working towards commercially led design briefs for interior styling.

This unit is made up of 1 x 12 week project

Styling for an audience

This project aims to cultivate the idea of a professional interior design practice/studio culture and teach you the elements of styling and design that satisfy the needs of external clients and consumers. You will be creating various styling project outcomes focused towards a range of specific audiences, being experimental to create innovative outcomes which incorporate trend awareness.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**Styling for an audience**

- The unit will be managed through a focus on project work, including studio, digital, workshop and work-based activities. Labs that you might explore would be Film & Photography Studios, ERC, Digital Print Bureau.
- In this 12 week project students will work on individual contributions to various styling outcomes. Time management will be key to covering all the project elements. You might explore the Learning Lab for support with this.
- 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.
- Throughout the unit students will consider the vocational element to an interior designer or stylists practice.

Contexts for the work could include but are not restricted to mock-ups for publications, magazines, brochures or lookbooks (for example, 'shop the look', 'meet the maker', 'catalogue layouts') resulting in a varied portfolio of styling outcomes, speculative editorial spreads or styled shoots.

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: Trends what are they; Micro, Macro and Mega? Social media as a new trend forecasting platform
- Visualising research: Case study exploration of editorial styling (for example incorporating WGSN Interiors)
- Historical, cultural & ethical considerations: Political, social, economical cultural impacts on trends and audience.

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

4.5 READING LIST:

Key texts

Ahern, A.,	(2020)	Everything: A Maximalist Style Guide	London	Pavilion Books
Berger, J.,	(2008)	Ways of Seeing	London	Penguin Books
Henderson, E.,	(2016)	Styled: Secrets for Arranging Rooms, from Tabletops to Bookshelves	London	Random House Inc
Ramstedt, F.,	(2020)	The Interior Design Handbook	London	Particular Books
Rockett, J., and St George, L.	(2017)	Rockett St George: Extraordinary Interiors: Show-stopping looks for unique interiors	London	Ryland Peters & Small

Links:

[WGSN | Create Tomorrow | Trend Forecasting & Analytics](#)

[LS:N Global](#)

[How I Became An Interior Stylist - WeLoveHome - Home](#)

[My top ten tips for getting into interior design and styling](#)

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:

Material Lab
 Fab Lab
 Imprint Lab
 Learning Lab
 Digital Print Bureau
 Mac Suite
 ERC
 Film and Photography Studios

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 RESTRICTIONS².

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 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 Kempnaars, 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	Massachusetts	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) Interior Design & Styling

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 RESTRICTIONS².

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:

Trade Shows are one of the industry standard mechanisms for showcasing what's new in design. During this unit you will plan and implement a live, virtual or hypothetical Interior Design Trade Show. Knowledge of suppliers and industry specialists will be drawn from both your research and visits to professional trade shows.

You will learn basic organisational techniques, project planning and interior scheme management, costing of projects and services, the importance of marketing. You will also be introduced to the appropriate legal requirements and ethical issues including Intellectual property rights and indemnity insurance. There will be an emphasis on development of appropriate skills in an employment context.

During the unit you will develop as a professional practitioner and understand the legalities and ethics behind being a Designer. You will develop self promotional materials and gain confidence in applying for job roles and liaising with industry clients.

This unit is made up of one x 12 week subject-specific project. During this project you will engage with two concurrent strands:

Trade Show

- You will be working in small groups, inviting external suppliers to showcase their products and invite professionals from the design industry including Architects & Interior Designers.

Public Exposition.

- The Trade Show event itself will open up opportunities for your own professional self promotion and vital networking with your audience.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**Trade Show**

- Students work in key roles to plan and action a real life or virtual Trade Show. This may be a physical event but planning will incorporate research to make the event virtual if required.
- Students will develop their CVs and interpersonal skills by applying for key roles and responsibilities within the Trade Show.
- Seeing the process through from sourcing exhibitors, finding a physical venue (or virtual one) to host and researching industry contacts to create a guest list.
- Students will also develop all associated promotional material and host the event, forging essential industry contacts and improving networking skills within the industry. Students may explore the Learning Lab Careers team for support with this.

Public Exposition

- Students will research the importance of social media for business use and create their own professional online presence. alongside which they will create self promotional items to share at the Trade Show event, this could take the form of business cards or flyers, portfolio of work or presentation boards. Students might explore the Digital Print Bureau for support with this.

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.

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: Best practice examples from industry governing bodies, for example the British Institute of Interior Design (BIID).
- Working in the public domain: Public Liability & Personal Indemnity Insurances, managing client expectations and managing a project.
- Historical, cultural & ethical considerations: Exploring Iconic designers & iconic designs to consider issues of copyright and ethics in design.

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

4.5 READING LIST:

Key texts

Belbin, M.,	(2008)	Good Small Business Guide: how to start and grow your own business.	London	A & C Black
Eisenman, S.,	(2006)	Building Design Portfolios : innovative concepts for presenting your work	Gloucester, Mass	Rockport
Gimley, C.,	(2018)	The Interior Design Reference & Specification Book updated & revised: Everything Interior Designers Need to Know Every Day (p.58-61)	Gloucester, Mass	Rockport
Painter, L.,	(2020)	In With The Interior Design Crowd. (Chapters 1-5 p8-55)	London	Lucy Painter Studio
Piotrowski, C.,	(2009)	Becoming an Interior Designer : a guide to careers in design	Chichester	John Wiley & Sons, Ltd

Links:

[British Institute of Interior Design Homepage | British Institute of Interior Design](#)

[The Dots](#)

[Dezeen Jobs | architecture, interiors and design recruitment](#)

[Interior Design Jobs in London](#)

[Interior Design Jobs | Design Week | Job Search](#)

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:

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) Interior Design & Styling	
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 RESTRICTIONS².

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 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:

The self-directed project is intended to support your personal creative direction. Critical investigation and exploration should allow you to critically analyse your own personal visual language. You will be encouraged to develop your entrepreneurial skills and take responsibility for the whole process from concept to final output.

Within this unit you will take a self directed approach to create a body of work which is research and design led to create an Interior Scheme. This brief will be self initiated and detailed from the onset to help you develop a project which demonstrates Individuality, Creativeness and Inventiveness, all of which you will individually explore. You will pursue personal relevant research and design work to produce interior concepts and interior styling proposals within the context of professional practice and consumer led directives.

This is your opportunity to demonstrate your personal approach to Interior Design & Styling, working on a project which will require a high degree of self-motivation. Contextualising your work will enhance your critical awareness and ability to evaluate your own performance both verbally and in writing.

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.

You have creative control over your intentions and outcomes thus developing your decision making, time management and problem solving skills. You will put personal design ideas into practice thus consolidating and extending practical skills. Projects outcomes would include a key area of research that links to your design route/theme - for example Sustainability or Biophilic design - and technical details such as the creation of:

- General Arrangement drawings (GAs)
- Rendered visuals
- Fittings, Furniture and Equipment (FF&E) schedules
- Design boards.

This unit may take one of the following forms:

1. An Interior Scheme: This will be client led, the space and client will be chosen by you, along with the location and budget. Your outcome will include the research and technical details (listed above) and also explore the brand and the site.
2. A Styled Shoot for Advertising/Editorial: This will be client led or art directional. You will create the relevant imagery and documentation: Graphics, Typography, Branding and Ideology should all be explored. Your outcome will include the research and technical details (listed above) alongside reference to prop lists and budgets.
3. A Competition/ Live Brief: You will source a relevant competition brief and your outcome will include the research and technical details (listed above).

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

This unit is the first self initiated brief, working as preparation for the transition to Year 3. Students will receive support with research methods and idea generation, looking at the viability of potential projects and understanding how to adapt them to meet project assessment tasks. Support will be given to prepare statements of intent, breaking down the self directed brief, defining areas of research and development of a working timeline to meet the deadline. Support will be available for pitching and presenting ideas, and for working with clients if needed.

Project management will be key for this unit and is an essential skill for interior designers and interior stylists in industry, this unit will introduce the skills needed to manage a complex project from conception to completion and serve as a strong foundation on which to enhance skills and support career progression. Project management skills will be explored through studying a professional interior design / styling project with the design phases and deliverables. Along with creating a detailed Schedule of Works outlining weekly tasks for time management.

Project choices will need to be justified and reflection will happen throughout this unit as a means of understanding progress. Sketchbooks & other visual experimentation will be used to track students' thinking, decision making process and designs throughout the project. Design development and final designs will utilise facilities such as the Fab Lab and Digital Design Bureau.

Professional Practice content will run throughout the unit as students consider the vocational element to an interior designer or stylists practice.

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 through 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: Management principles and systems created by the industry for example by RIBA/BIID.
- Peer-led seminar: What is a construction pack? - What's included? What does the industry expect from them?
- Historical, cultural & ethical considerations: Exploring diversity of practice in global contexts through inspirational, contemporary case studies.

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

4.5 READING LIST:

Key texts

Bergman, D.,	(2012)	Sustainable Design: A Critical Guide for Architects and Interior, Lighting, and Environmental Designers	New York	Princeton Architectural Press;
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Cathcart, T.,	(2007)	Art Direction + Editorial Design	Dublin, Ireland	Image
Emmitt, S.,	(2016)	Design Management	London	Routledge
Fischer, L. R.,	(2015)	Art Direction and Production Design: A Modern History of Filmmaking	London	I.B.Tauris (Bloomsbury)
Godsey,L.,	(2021)	Interior Design Materials and Specifications (4th Edition)	London	Fairchild Books
Ilyin, N.,	(2006)	Chasing the Perfect : thoughts on Modernist design in our time	New York	Distributed Art Publishers

Links:

[Interior Spaces and the Layers of Meaning](#)

[Equality Act 2010](#)

[Designing for disability – know your legal obligations](#)

[Biophilia: Bringing Nature into Interior Design](#)

[Biophilic design Archives](#)

[Creating a Sense of Place Through Architecture and Design | Thought Leadership](#)

[Construction Drawings and Details for Interiors: Basic Skill](#)

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:

Digital Print Bureau
Learning Lab
Mac Suite
Film and Photography 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. 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	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) Interior Design & Styling	
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 RESTRICTIONS².

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

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:

Trade Shows are one of the industry standard mechanisms for showcasing what's new in design. During this unit you will plan and implement a live, virtual or hypothetical Interior Design Trade Show. Knowledge of suppliers and industry specialists will be drawn from both your research and visits to professional trade shows.

You will learn basic organisational techniques, project planning and interior scheme management, costing of projects and services, the importance of marketing. You will also be introduced to the appropriate legal requirements and ethical issues including Intellectual property rights and indemnity insurance. There will be an emphasis on development of appropriate skills in an employment context.

During the unit you will develop as a professional practitioner and understand the legalities and ethics behind being a Designer. You will develop self promotional materials and gain confidence in applying for job roles and liaising with industry clients.

This unit is made up of one x 12 week subject-specific project. During this project you will engage with two concurrent strands:

Trade Show

- You will be working in small groups, inviting external suppliers to showcase their products and invite professionals from the design industry including Architects & Interior Designers.

Public Exposition.

- The Trade Show event itself will open up opportunities for your own professional self promotion and vital networking with your audience.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Trade Show

- Students work in key roles to plan and action a real life or virtual Trade Show. This may be a physical event but planning will incorporate research to make the event virtual if required.
- Students will develop their CVs and interpersonal skills by applying for key roles and responsibilities within the Trade Show.
- Seeing the process through from sourcing exhibitors, finding a physical venue (or virtual one) to host and researching industry contacts to create a guest list.
- Students will also develop all associated promotional material and host the event, forging essential industry contacts and improving networking skills within the industry. Students may explore the Learning Lab Careers team for support with this.

Public Exposition

- Students will research the importance of social media for business use and create their own professional online presence. alongside which they will create self promotional items to share at the Trade Show event, this could take the form of business cards or flyers, portfolio of work or presentation boards. Students might explore the Digital Print Bureau for support with this.

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.

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: Best practice examples from industry governing bodies, for example the British Institute of Interior Design (BIID).
- Working in the public domain: Public Liability & Personal Indemnity Insurances, managing client expectations and managing a project.
- Historical, cultural & ethical considerations: Exploring Iconic designers & iconic designs to consider issues of copyright and ethics in design.

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

4.5 READING LIST:

Key texts

Belbin, M.,	(2008)	Good Small Business Guide: how to start and grow your own business.	London	A & C Black
Eisenman, S.,	(2006)	Building Design Portfolios : innovative concepts for presenting your work	Gloucester, Mass	Rockport
Gimley, C.,	(2018)	The Interior Design Reference & Specification Book updated & revised: Everything Interior Designers Need to Know Every Day (p.58-61)	Gloucester, Mass	Rockport
Painter, L.,	(2020)	In With The Interior Design Crowd. (Chapters 1-5 p8-55)	London	Lucy Painter Studio
Piotrowski, C.,	(2009)	Becoming an Interior Designer : a guide to careers in design	Chichester	John Wiley & Sons, Ltd

Links:

[British Institute of Interior Design Homepage | British Institute of Interior Design](#)

[The Dots](#)

[Dezeen Jobs | architecture, interiors and design recruitment](#)

[Interior Design Jobs in London](#)

[Interior Design Jobs | Design Week | Job Search](#)

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. You may not be able to access all aspects of our LABs and resources while studying away from Arts University Plymouth, but local opportunities may be available for you to explore ideas, materials, processes and their applications.

During this unit you may explore aspects of the following:

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: This text is from the validated Blueprint				
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) Interior Design & Styling

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 RESTRICTIONS².

3.1 DELIVERY INTEGRATION			
PREREQUISITE	DISREQUISITE	COREQUISITE	RESTRICTIONS (COURSE)
401 402 403 404	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; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

STUDY ABROAD: Students undertaking this unit will complete their learning for this 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 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:

The self-directed project is intended to support your personal creative direction. Critical investigation and exploration should allow you to critically analyse your own personal visual language. You will be encouraged to develop your entrepreneurial skills and take responsibility for the whole process from concept to final output.

Within this unit you will take a self directed approach to create a body of work which is research and design led to create an Interior Scheme. This brief will be self initiated and detailed from the onset to help you develop a project which demonstrates Individuality, Creativeness and Inventiveness, all of which you will individually explore. You will pursue personal relevant research and design work to produce interior concepts and interior styling proposals within the context of professional practice and consumer led directives.

This is your opportunity to demonstrate your personal approach to Interior Design & Styling, working on a project which will require a high degree of self-motivation. Contextualising your work will enhance your critical awareness and ability to evaluate your own performance both verbally and in writing.

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.

You have creative control over your intentions and outcomes thus developing your decision making, time management and problem solving skills. You will put personal design ideas into practice thus consolidating and extending practical skills. Projects outcomes would include a key area of research that links to your design route/theme - for example Sustainability or Biophilic design - and technical details such as the creation of:

- General Arrangement drawings (GAs)
- Rendered visuals
- Fittings, Furniture and Equipment (FF&E) schedules
- Design boards.

This unit may take one of the following forms:

1. An Interior Scheme: This will be client led, the space and client will be chosen by you, along with the location and budget. Your outcome will include the research and technical details (listed above) and also explore the brand and the site.
2. A Styled Shoot for Advertising/Editorial: This will be client led or art directional. You will create the relevant imagery and documentation: Graphics, Typography, Branding and Ideology should all be explored. Your outcome will include the research and technical details (listed above) alongside reference to prop lists and budgets.
3. A Competition/ Live Brief: You will source a relevant competition brief and your outcome will include the research and technical details (listed above).

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

This unit is the first self initiated brief, working as preparation for the transition to Year 3. Students will receive support with research methods and idea generation, looking at the viability of potential projects and understanding how to adapt them to meet project assessment tasks. Support will be given to prepare statements of intent, breaking down the self directed brief, defining areas of research and development of a working timeline to meet the deadline. Support will be available for pitching and presenting ideas, and for working with clients if needed.

Project management will be key for this unit and is an essential skill for interior designers and interior stylists in industry, this unit will introduce the skills needed to manage a complex project from conception to completion and serve as a strong foundation on which to enhance skills and support career progression. Project management skills will be explored through studying a professional interior design / styling project with the design phases and deliverables. Along with creating a detailed Schedule of Works outlining weekly tasks for time management.

Project choices will need to be justified and reflection will happen throughout this unit as a means of understanding progress. Sketchbooks & other visual experimentation will be used to track students thinking, decision making process and designs throughout the project. Design development and final designs will utilise facilities such as the Fab Lab and Digital Design Bureau.

Professional Practice content will run throughout the unit as students consider the vocational element to an interior designer or stylists practice.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support the progression of ideas 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 through 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: Management principles and systems created by the industry for example by RIBA/BIID.
- Peer-led seminar: What is a construction pack? - What's included? What does the industry expect from them?
- Historical, cultural & ethical considerations: Exploring diversity of practice in global contexts through inspirational, contemporary case studies.

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

4.5 READING LIST:

Key texts

Bergman, D.,	(2012)	Sustainable Design: A Critical Guide for Architects and Interior, Lighting, and Environmental Designers	New York	Princeton Architectural Press;
Cathcart, T.,	(2007)	Art Direction + Editorial Design	Dublin, Ireland	Image

Emmitt, S.,	(2016)	Design Management	London	Routledge
Fischer, L. R.,	(2015)	Art Direction and Production Design: A Modern History of Filmmaking	London	I.B.Tauris (Bloomsbury)
Godsey,L.,	(2021)	Interior Design Materials and Specifications (4th Edition)	London	Fairchild Books
Ilyin, N.,	(2006)	Chasing the Perfect : thoughts on Modernist design in our time	New York	Distributed Art Publishers

Links:

[Interior Spaces and the Layers of Meaning](#)

[Equality Act 2010](#)

[Designing for disability – know your legal obligations](#)

[Biophilia: Bringing Nature into Interior Design](#)

[Biophilic design Archives](#)

[Creating a Sense of Place Through Architecture and Design | Thought Leadership](#)

[Construction Drawings and Details for Interiors: Basic Skill](#)

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. You may not be able to access all aspects of our LABs and resources while studying away from Plymouth University of Art, but local opportunities may be available for you to explore ideas, materials, processes and their applications.

During this unit you may explore aspects of the following:

Digital Print Bureau
Learning Lab
Mac Suite
Film and Photography 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. 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:
<p>12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.</p> <p>Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count.</p>

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

- 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 RESTRICTIONS².

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; **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 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 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		

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 RESTRICTIONS².

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

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:
<p>This unit provides you with the opportunity to focus on the development of individual practice-based study appropriate for level 6 study, further developing the skills of research and development essential to maintaining a sustainable creative practice. The unit builds upon the knowledge and skills attained in Years 1 and 2 of the course to develop an approach that is informed by appropriate research and experiential learning.</p> <p>Learning in this unit will define the overarching direction and outline research methodologies that will inform your Final Major Project as the culmination of creative undergraduate studies. You will be encouraged to exercise increased autonomy and responsibility over your learning, developing ideas for a Final Major Project through research-informed visual and contextual approaches. The unit will encourage you to reflect upon creative practice to date and to build upon existing practice-based research methodologies.</p> <p>You will be encouraged to further refine your aims and ambitions for your final year of study through the development of self-initiated study that accelerates your potential as critical makers. The research and development of practice-based work in the unit will provide a robust basis from which to undertake the Final Major project (603), presenting a range of approaches and choices in the determination of new ideas.</p> <p>Students on this unit are expected to undertake 300 hours of activity which is split across teaching, research and practice. The assessment elements are usually expected to take 100 hours of work drawing from, and informed by the other 200 hours of activity for this unit.</p> <p>In this unit, you will embark on a 12 week period of self-initiated research and development that demonstrates creative knowledge, expertise and critical understanding. At the culmination of the learning in this unit, you will present a Research Poster that outlines the research and development (key concepts, methods and references) behind your Final Major Project, and that demonstrates a sound awareness of appropriate professional contexts.</p>

4.2a INDICATIVE OUTLINE CONTENT & DELIVERY [On-campus Learning]:
<p>In this unit, students will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 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.</p>

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
<p>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.</p>				

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

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 RESTRICTIONS².

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 (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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	COURSE
	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 RESTRICTIONS².

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 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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:
<ul style="list-style-type: none"> • 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 RESTRICTIONS².

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

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

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

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

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

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

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

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

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

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

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

To 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 (school specific):
 - 1. Networks and opportunities;
 - 2. Pricing and selling your work;
 - 3. Professional next steps.
- Lab (Media Lab): developing a website - online support; (Learning Lab) writing a position statement;
- Studio Practice (subject specific): Tutor supported development of practical work via online support;
- Directed study: independent work in support of unit outcomes;

- Tutorial: Online group and/or individual tutorial.
- Online IP quiz pass/fail

To 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