

# **BA (Hons) : Fashion Design**

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

**SECTION 1: UNIT INFORMATION.**

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

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
	<b>BA (Hons) Fashion Design</b>

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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:

Fashion is a complex and multilayered discipline, requiring a range of skills, technical knowledge and an understanding of creative processes.

Throughout this unit you will be asked to explore the initial stages of working within design, and through this investigation you will begin to develop and build upon your knowledge and understanding of the processes, materials and technologies involved in the creation of Fashion Design.

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

- **Project 1 - Research and Development:**  
You will begin to explore the meaning of research, its purpose and its significance in the process of generating ideas for new creative practice. You will be introduced to a range of

methods for investigation, experimentation and discovery, as you begin to build your own research project and develop ideas for design. Risk taking, critical reflection and analysis is emphasised throughout the documentation of your process and learning.

- **Project 2 - Design and Realisation:**

Drawing on the rich body of research and the development of ideas formed in project 1, you will design a range of garments. Within this process you will focus on the exploration of the sustainable materials, methods and technologies necessary for the realisation of one design prototype and/or toile.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

##### Project 1 - Research and Development

- Unpacking the processes and purpose of research and understanding primary and secondary sources
- 2D research and response: exploring the topic through images and text, developing ideas through drawing and recording
- 3D research and response: exploring the topic through fabric and technique, developing ideas through draping, sculpting and pattern cutting

**Outcomes** for the project will include, but are not restricted to, a reflective, critical and analytical sketchbook of creative investigation and development of ideas from a given start point. These should include a body of sampling & reflective written summaries throughout

##### Project 2 - Design and Realisation

- Construction methods for design
- Digital skills and technology in the production of fashion design
- Fashion illustration, developing and refining design ideas

**Outcomes** for the project will include, but are not restricted to; a body of design work, which demonstrates an understanding of realisation through; processes, techniques, methods and materials, manifesting in either a toiled/prototyped garment or series of developed sample ideas.

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. The work submitted for assessment for this Unit should include work produced across both projects.

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:** Fashion Design Process; Design idea generation and the role of play, risk taking, testing, trial and error as part of creative practice
- **Textual analysis** (to support submission of the end of unit 500 word textual analysis): Introducing methods of textual deconstruction, interpretation and analysis, using a range of media to articulate understanding.
- **Historical, cultural & contextual considerations:** In Context/Looking, Seeing & Understanding - explore what it means to actively look at, through and beyond Fashion Design as a way of informing critical ideas and practices: exploring ideas through theory.

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

**4.5 READING LIST:**

## Key texts

Davies, H.,	(2013)	Fashion Designers Sketchbooks Two	London	Laurence King
Dieffenbacher, F.,	(2013)	Fashion Thinking: Creative Approaches to the Design Process	London	A&C Black
Ellinwood, J.,	(2011)	Fashion By Design	London	Fairchild Books
Reilly, A.,	(2018)	The Key Concepts for the Fashion Industry	London	Bloomsbury
Seivewright, S.,	(2012)	Basics Fashion Design Research and Design	Switzerland	AVA Publishing

## Links:

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.

## Links:

Journals: Fashion Theory/The journal of fashion practice & Fashion Style and Popular Culture

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

<https://fashionandrace.org/>

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

**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:

Sewing Lab  
Fab Lab  
Learning Lab  
Mac Suite

**SECTION 5: UNIT LEARNING OUTCOMES.**

<b>5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:</b>	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Identify appropriate methods and materials in the production of new creative practice  2. Investigate methods of concept visualisation in response to a creative brief
<b>COGNITIVE SKILLS</b>	3. Evidence research-informed judgements through the development of a creative output  4. Recognise how different modes of practice can be used to inform the development of creative practice
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

**SECTION 6: UNIT ASSESSMENT.**

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

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
<p>12 weeks/ 2 x 6 week projects. Project blocks comprise 5 weeks of working and 1 week 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.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Innovators who explore new ways of working using a flexible and inclusive approach.

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

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

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

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



**SECTION 1: UNIT INFORMATION.**

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

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
	BA (Hons) Fashion Design

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

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

The unit is place-based and focuses on the geographical offerings and potential of a site specific location (e.g. Plymouth or other location), and its surroundings to orientate practice through situational grounding. Conceptually, this place-based learning will support you to engage in projects linked to subject specialism through a consideration of place-oriented ideas and its relation to notions of production, materials and/or narratives. In particular it will utilise the potential of site-specificity and 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 an 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 an 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:**

Fashion is uniquely placed to interpret, translate and reflect the world we live in. It is often the fastest to articulate changes in societal values and/or cultural shifts. Fashion has the potential to tell us stories about the places we encounter, revealing information about the people living in those spaces, but also to challenge social norms and even initiate revolutions. It can be a global phenomenon and at the same time be a deeply personal experience.

Throughout this unit you will explore this dichotomy by adopting both the role of the observer and the innovator, exploring two distinct approaches to creativity centered around notions of the local and the global.

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

**Project 1 - Compare & Contrast Two Case Studies: Local / Global**

Taking a material culture and/or ethnographic approach, you will be introduced to fashion as a means to observe, define, interpret and understand culture and its relationship to place, social construct and environment. Through a lecture and seminar series you will begin to explore ideas

and values relating to local craft and wisdom such as: independent business, globalised production, the fashion system, technological innovation, the ethics of equality and diversity and social justice. Through research, observation and analysis, you will examine two case studies; these will centre around the themes of local and global fashion production and consumption.

### **Project 2 - Challenge and Disruption**

Using project 1 as a starting point you will now develop a project and case study that opposes and/or disrupts accepted social normality through innovative design. This project will look away from the past, towards your imagined future and will be influenced by research around themes such as; global ideas, social responsibility, environmental impact, community interest, emerging technology, equality and diversity, ethical considerations and progress as you perceive them.

#### **4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

### **Project 1 - Compare & Contrast Two Case Studies: Local / Global**

- Planning, conducting, analysing and writing up a comparison study of local and global production and consumption examples within the Fashion System
- Introduction to ethnographic research methods including case studies
- Developing effective and impactful visual presentation skills

**Outcomes and contexts** for the work could include: A reflective, critical and analytical journal, reports, written copy, mood boards, data visualisations and presentations.

### **Project 2 - Challenge and Disruption**

- Discover the design puzzle, define the design challenge, co-design the solution, test/deliver and reiterate the design solution
- Workshops and seminars introducing design process, design thinking and idea generation
- Design concept development, layout, composition, narrative, visual communication and the presentation of design ideas

**Outcomes and contexts** for the work could include: A body of 2D design work, which demonstrates an understanding of realisation through; processes, techniques, methods and materials manifesting as a reflective, critical and analytical journal/sketchbook, research, mood boards, design development and annotations.

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): The Fashion System: Observing, Understanding, Challenging & Disrupting

- The Local and the Global: Future-scaping: Local vs. Global Creative Economies, Business, Manufacturing and Design Communities
- Historical, cultural & ethical considerations: Investigating ethical considerations and responsibilities for fashion designers - exploring ideas around truth, equality, diversity, interpretation, distortion, bias, empathy and representation

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

#### 4.5 READING LIST:

##### Key texts

Chick, A., and Micklethwaite, P.,	(2011)	Design for Sustainable Change: How design and designers can drive the sustainability agenda	London	Thames and Hudson
Davies, C.,	(2008)	Reflexive Ethnography: a guide to researching selves and others	London	Routledge
Fletcher, K.,	(2016)	Craft of Use	London	Routledge
Fuad-Luke, A.,	(2009)	Design Activism: beautiful strangeness for a sustainable world	London	Earthscan
Gaugele, E.,	(2014)	Aesthetic Politics in Fashion	Berlin	Publication series of the Academy of Fine Arts Vienna
Thomas, G.,	(2017)	Doing Research	London	Macmillan Education

##### Links:

<https://www.fashionrevolution.org/>  
<https://www.transitiontowntotnes.org/>  
<https://www.bloomsburyfashioncentral.com/>  
<https://www.businessoffashion.com/>  
<https://www.wrap.org.uk/>  
<https://www.sustainable-fashion.com/>  
<https://fashionandrace.org/>  
<https://www.ideo.com/post/design-kit>

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:

Sewing Lab  
Fabric Lab  
Multimedia Lab  
Fab Lab  
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:	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	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
<b>COGNITIVE SKILLS</b>	
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	4. Communicate effectively the outcomes of a project brief to a named audience

## SECTION 6: UNIT ASSESSMENT.

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

**6.2 ADDITIONAL ASSESSMENT NOTES:**

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

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

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

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

1.1 UNIT TITLE:		
EXPLORING SUBJECT		
1.2 UNIT DELIVERY:		
UNIT LEADER	COURSE	
	BA(Hons) Fashion Design	
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] <sup>1</sup>				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

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

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

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

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



## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

This unit aims to question the meaning of fashion; as a phenomenon, a practice, a concept, a feeling, a mood, an image, a detail, an object. Fashion as a global industry, employing millions of people and one of the largest contributors to the UK economy, and yet, as indelibly linked to traditional forms of making and age old handcraft, as it maintains its crucial relationship to the term 'art'.

Led by the idea of 'fashion as...' you will begin to explore fashion from a variety of perspectives. Through a series of workshops, seminars and lectures, you will begin to unpack the many aspects that together form the phenomenon that is fashion.

This investigation will not only give you a deeper understanding of fashion as a subject, but will also encourage you to think more analytically and more critically about where you want your work to sit within the broader context of fashion design.

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

**Project 1. Fashion As: Object and Art**

- Within project one you will explore fashion as both an expressive art form and as a physical practice with material outcomes for real customers.

**Project 2. Fashion As: Image and Concept**

- Project two looks at representing and presenting your work and expressing the conceptual ideas behind it.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

**Project 1. Fashion As: Object and Art**

Following an individual design pathway students will address how fashion relates to art.

Lectures, seminars and workshops will look at: Understanding, articulating, expressing and developing ideas through design elements such as:

- Texture
- Colour
- Form and function

And begin to consider the impact of:

- Customer/audience
- Cost
- The making process

**Outcomes** for the project will include: A body of creative work with a realised outcome, to exemplify fashion in art and object form. Documentation of creative process, reflection and analysis of your learning relating to this process.

**Project 2. Fashion As: Image and Concept**

Drawing on the work students have created in project one, they will now consider how their ideas can be represented and presented through:

- Photography
- Styling
- Branding
- Marketing
- Curation and/or exhibition

**Outcomes** for the project will include:

- A body of creative work with a realised outcome, to exemplify fashion in art and object form.
- Documentation of creative process, reflection and analysis of your learning relating to this process.

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

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

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

- **Exploring contemporary practices:** What do we mean by fashion?
- **Identifying personal themes:** Fashion, art and me
- **Historical, cultural & ethical considerations:** The cost of fashion; responsible and conscious practice, sustainability, diversity and future forecasting

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

#### 4.5 READING LIST:

##### Key texts

Barnard, M.,	(2014)	Fashion Theory: An introduction	London	Routledge
Cotton, C.,	(2018)	Fashion Image Revolution	London	Prestel
Geczy, A., and Karaminas, V.,	(2013)	Fashion and Art	Oxford	Berg Publishing
Granata, F.	(2021)	Fashion Criticism	London	Bloomsbury
Hancock, J., and Peirson- Smith, A.,	(2019)	The Fashion Business Reader	London	Bloomsbury Visual Arts
Stone, E., and Farnam, S.,	(2018)	The Dynamics of Fashion	London	Fairchild Books

##### Links:

Journals: Fashion Theory/The journal of fashion practice & Fashion Style and Popular Culture

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

<https://fashionandrace.org/>

<https://www.bloomsburyfashioncentral.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:

Sewing Lab  
Fabric Lab  
Multimedia Lab  
Digital Print Lab  
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:

<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Demonstrate an awareness of audience in relation to the production of a creative practice output
<b>COGNITIVE SKILLS</b>	2. Select appropriate practical and contextual approaches in the development of individual practice outcomes.  3. Apply critical reflection in support of a creative position  4. Explore the relationship between the conception and production of practical work
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	

## SECTION 6: UNIT ASSESSMENT.

### 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.**

<b>1.1 UNIT TITLE:</b>		
PLATFORMS OF EXCHANGE		
<b>1.2 UNIT DELIVERY:</b>		
<b>UNIT LEADER</b>	<b>COURSE</b>	
	Common core unit	
<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
4	30	300
<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>		
404		

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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



## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SECTION 6: UNIT ASSESSMENT.**

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

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.  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) Fashion Design	
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] <sup>1</sup>				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

The confidence to trial new design methods, the ability to reflect and adapt ideas based upon critique and the resilience to move on from perceived failure are key attributes that build agile fashion practitioners. The development and realisation of inventive creative concepts are dependent upon determination, courage, speculation and risk-taking to find out 'what happens if...' leading to unique and innovative outcomes that can challenge the conventions of contemporary fashion system.

This unit builds upon the learning in 401, extending your understanding of both the conceptual and practical processes used in realisation of design ideas for Fashion.

As part of a single 12 week project within this unit you will study:

**Risk and the Politics of Collaboration**

Working collaboratively you will explore new and unfamiliar approaches to idea generation and skill development to generate a collectively made design project that embraces and builds upon failure as a prompt. Reflecting collectively upon intention, creative possibility and results, you will adapt and reiterate design ideas through discussion, critique, planning and implementation.

**Risk, Failure and Creative Identity**

Building upon the learnings in the collaborative project, you will develop an individually led design project and fashion artefact.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:**

In this unit students will:

- Identify new creative opportunities resulting from experimentation
- Collaborate in working and creative problem solving
- Generate ideas from visual research to transform work from 2D to 3D.
- Study practical and speculative construction methods including exploring alternatives for joining, creative pattern cutting; both manual and digital, draping, modelling, moulding.
- Develop visual skills including experimental drawing, collage, and digital skills to illustrate and communicate designs.
- Introduce range planning and technical drawing to their studies

Outcomes for this unit comprise a research informed work in progress presented as a collectively made artefact with supporting samples and reflected upon through a written project evaluation (1000 words).

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: Working better together, questioning the norms of the fashion object
- Visualising research: The design process, design thinking, visual communication methods and idea generation tools

- Historical, cultural & ethical considerations: Speculative design, Co-design, Deconstructing Fashion

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

#### 4.5 READING LIST:

Key texts

Dunne, A., and Raby, F.,	(2013)	Speculative Everything	London	MIT Press
Granata, F.,	(2021)	Fashion Criticism: An Anthology	London	Bloomsbury Academic
Orrell, P., (ed)	(2007)	Lucy + Jorge Orta Pattern Book: an introduction to collaborative practices	London	Black Dog Publishing
Sennett, R.,	(2013)	Together: the rituals, pleasures and politics of cooperation	London	Penguin
Seivewright, S.,	(2012)	Basics Fashion Design Research and Design	Switzerland	AVA Publishing
Dieffenbacher, F.,	(2013)	Fashion Thinking: Creative Approaches to the Design Process	London	A&C Black

Links:

[https://www.jeanetworks.net/files/esy/i\\_0025/JW\\_2016\\_SlowReader\\_PreparingForTheNonYet.pdf](https://www.jeanetworks.net/files/esy/i_0025/JW_2016_SlowReader_PreparingForTheNonYet.pdf)  
<https://www.bloomsburyfashioncentral.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:

Sewing Lab  
 Fabric Lab  
 Multimedia Lab  
 Fab Lab  
 Learning Lab  
 Mac Suite

**SECTION 5: UNIT LEARNING OUTCOMES.**

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

**SECTION 6: UNIT ASSESSMENT.**

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

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

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

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

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

<b>1.2 UNIT DELIVERY:</b>	
<b>UNIT LEADER</b>	<b>COURSE</b>
	Common core unit

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

You will have the opportunity to explore a global challenge through the lens of your 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 and/or school-specific):
  1. Thematic 'Global challenge' lecture;

- 2. Project design and management;
- 3. Project reporting including data, project ethics and engagement considerations, skills for effective team working;
- Seminar: 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): 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:	
<b>KNOWLEDGE &amp; COMPREHENSION</b>	1. Explore ethical concerns relating to solution-based enquiry
<b>COGNITIVE SKILLS</b>	2. Evaluate the response to a global challenge drawing from multiple sources of information and data  3. Apply necessary research and information to evaluate the success of a creative investigation
<b>PRACTICAL &amp; PROFESSIONAL ATTRIBUTES</b>	4. Reflect on the application of relevant project management techniques used to support the delivery of a creative investigation

## SECTION 6: UNIT ASSESSMENT.

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

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

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

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

<b>1.1 UNIT TITLE:</b>		
IDEAS & AUDIENCE		
<b>1.2 UNIT DELIVERY:</b>		
<b>UNIT LEADER</b>	<b>COURSE</b>	
	BA (Hons) Fashion Design	
<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
5	30	300
<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>		
503		

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

Who is the audience? How does the fashion designer engage, interact and create a dialogue to build interest in the creative work that they make? Through compelling presentation and display the fashion designer can tell the story of a collection concept and of the brand identity to connect with the viewer, customer and/or market.

Throughout this unit you will adopt the role of presenter, image maker and storyteller to explore the public and the audience in the broader sense of the term to learn a variety of visual communication and presentation skills.

A public experience and/or live project, be it in the physical or digital sphere, such as an exhibition, an installation, a film and/or a pop-up shop will be planned and implemented. Throughout this experience you will learn basic organisational techniques, project planning, visual display management, costing, liaising with potential customers and industry clients as well as promotional and marketing techniques.

Each engagement and experience will be reflected upon with the entire process to be documented and archived within the assessment tasks.

**4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:****Respond, Adapt and/or Document**

Students are asked to respond to a design brief that charges them to adapt and document previously made design work.

**The Live Project / Public Experience.**

The cohort will work collaboratively within key roles to plan and action the public experience/live project. Seeing the process from concept generation through to implementation; including but not limited to aspects such as finding a venue, developing promotional materials, marketing via social channels and researching industry contacts to create a guest list.

**Outcomes** for the project may include; an analytical sketchbook of creative investigation and development of ideas, documentation of prototypes and reflective summaries; Documentation of the Live Project/Public Experience. The Live Project/Public Experience may take the shape of a zine, publication, digital presentation, a fashion film, an exhibition, installation and/or pop-up shop and a critically reflective written summary (500 words) that is linked to life-long learning and professional development will be submitted.

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

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

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

- Content and context: Composing exhibitions and using cues from a variety of display and publication skills to exhibit the work. Workshops: Fashion Photography, Fashion Film, Styling, Digital Presentation Platforms and Virtual Reality

- Working in the public domain: The Public Sphere: Ethical considerations and responsibilities - exploring ideas around audiences, interpretation, empathy, representation, distortion and bias.
- Historical, cultural & ethical considerations: Notions of Audience: Everyday narratives, public domain and how to reach target audiences

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

#### 4.5 READING LIST:

##### Key texts

Cedroa, E.,	(2017)	Fashion Branding and Communication: Core Strategies of European Luxury Brands	London	Palgrave MacMillan
Everett, Judith C., Kristen K. Swanson, and José Blanco F.	(2018)	Guide to Producing a Fashion Show	New York	Fairchild
Geczy, T., and Karaminas, V.,	(2019)	Fashion Installation: body, space, and performance	London	Bloomsbury Visual Arts
Rees-Roberts, N.,	(2018)	Fashion Film: art and advertising in the digital age	London	Bloomsbury
Steeds, L.,	(2014)	Exhibition (Documents of Contemporary Art)	London	Whitechapel Gallery
Werner, T.,	(2018)	The Fashion Image: planning and producing fashion photographs and films	New York	Bloomsbury

##### Links:

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

<https://www.bloomsburyfashioncentral.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 Labs:

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

## SECTION 6: UNIT ASSESSMENT.

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) Fashion Design	
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] <sup>1</sup>				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

This unit prompts you to develop a personally motivated and self directed design concept and fashion project that demonstrates individuality, craftsmanship and innovation. You will also exhibit an expanded understanding of the greater fashion system and how the project proposal is positioned within it.

This is an opportunity for you to explore in depth and breadth all aspects of your design creativity, technical knowledge and professional understanding; to celebrate the design journey you have travelled and to better understand your position as a fashion practitioner, enabling you to pursue your individual aspirations with confidence.

You have creative control over your intentions and outcomes thus developing your decision making, time management and problem solving skills. Examining and practicing who you are as a creative practitioner is vital in this module; you will confirm your final outcome through a body of work that demonstrates individualised creative innovation, aesthetic and both conceptual and technical skills. You will put personal design ideas into practice thus consolidating and extending practical skills.

This unit will be made up of one 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.

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

**Outcomes** for the project may include: an analytical sketchbook of creative investigation and development of ideas; A body of design work, which demonstrates an understanding of realisation through; processes, techniques, methods and materials, design development/prototyping manifesting in one of the following self-selected projects:

- 16 Outfit Range (2D) and 2 Constructed Outfits
- Small Business Concept, Plan and Product Prototype
- Styling Project / Fashion Film / Performance / Photo Series
- Fashion as Artwork
- Community / Social Justice Project

To be documented and submitted as a digital portfolio presentation with accompanying physical materials.

Throughout this unit, work in progress will be presented and discussed in regular group crits aimed to provide constructive advice, support ideas progression and share good practice. Critiques will also 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: Proposal writing, project planning and management
- Peer-led seminar: Time management, interpersonal skills and external opportunities
- Historical, cultural & ethical considerations: Conscious Design, Sustainability, Diversity and Inclusion & Social Justice

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

## 4.5 READING LIST:

### Key texts

Carr, M.G., and Hopkins Newell, L.,	(2014)	Guide to fashion entrepreneurship: the plan, the product, the process	New York	Fairchild Books
Geczy, A., and Karaminas, V.,	(2017)	Critical fashion practice : from Westwood to Van Beirendonck	London	Bloomsbury Academic
Denscombe, M.,	(2012)	Research proposals: a practical guide	Canada	McGraw-Hill OUP
Granata, F.,	(2021)	Fashion Criticism: An Anthology	London	Bloomsbury Academic
Dieffenbacher, F.,	(2013)	Fashion Thinking: Creative Approaches to the Design Process	London	A&C Black
Tain, L.,	(2018)	Portfolio presentation for fashion designers	New York	Bloomsbury

### Links:

<https://www.ukft.org/>  
<https://www.bloomsburyfashioncentral.com/>  
<https://www.businessoffashion.com/>  
<https://www.wrap.org.uk/>  
<https://www.sustainable-fashion.com/>  
<https://fashionandrace.org/>  
<https://www.fashionrevolution.org/>

### Academic Journals:

Fashion Practice: The Journal of Design, Creative Process and the Fashion Industry. Routledge.  
 Fashion Theory: The Journal of Dress, Body and Culture. Routledge

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:

Sewing Lab  
Fabric Lab  
Multimedia Lab  
Digital Print Lab  
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:**

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

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

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

<b>1.1 UNIT TITLE:</b>		
SANDWICH YEAR (OPTION)		
<b>1.2 UNIT DELIVERY:</b>		
<b>UNIT LEADER</b>	<b>COURSE</b>	
	University-wide	
<b>1.3 UNIT FHEQ ALIGNMENT:</b>		
<b>LEVEL</b>	<b>CREDITS</b>	<b>STUDY HOURS</b>
-	0	0
<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>		
510		

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

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

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

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

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

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

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

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

**6.2 ADDITIONAL ASSESSMENT NOTES:**

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

Written submission to be Harvard referenced and illustrated.

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

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

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

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

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

**SECTION 4: UNIT CONTENT.**

4.1 UNIT BLUEPRINT DESCRIPTION:
<p>This unit provides you with the opportunity to focus on the development of individual practice-based study appropriate for level 6 study, further developing the skills of research and development essential to maintaining a sustainable creative practice. The unit builds upon the knowledge and skills attained in Years 1 and 2 of the course to develop an approach that is informed by appropriate research and experiential learning.</p> <p>Learning in this unit will define the overarching direction and outline research methodologies that will inform your Final Major Project as the culmination of creative undergraduate studies. You will be encouraged to exercise increased autonomy and responsibility over your learning, developing ideas for a Final Major Project through research-informed visual and contextual approaches. The unit will encourage you to reflect upon creative practice to date and to build upon existing practice-based research methodologies.</p> <p>You will be encouraged to further refine your aims and ambitions for your final year of study through the development of self-initiated study that accelerates your potential as critical makers. The research and development of practice-based work in the unit will provide a robust basis from which to undertake the Final Major project (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>

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

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

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

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

To 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. <b>Further reading lists will be identified on an individual basis.</b> 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:**

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

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
Research Poster	1, 2, 4	75% FG	40%	Students are assessed on the content of their research and development work via an A1-sized digital research poster.
Assessment of presentation skills used in element 1 (above)	3	25% FG	40%	Students are assessed on their 1:1 live presentation skills as part of their presentation of the research poster (above).

**6.2 ADDITIONAL ASSESSMENT NOTES:**

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

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

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

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

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

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

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

**SECTION 6: UNIT ASSESSMENT.**

<b>6.1 ASSESSMENT INFORMATION:</b>				
<b>ELEMENT(S)</b>	<b>RELATED LEARNING OUTCOMES</b>	<b>WEIGHTING [FG / PF] (%)</b>	<b>PASS MARK (%)</b>	<b>SPECIFIC INFORMATION - DURATION, FREQUENCY &amp; OTHER</b>
OPTION (1) Extended critical essay or Industry Report	1, 2, 3, 4	100% FG	40%	Written submission (5,000 words)
OPTION (2) Critical essay + Publication	1, 2, 3, 4	100% FG	40%	Critical essay + Publication (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.**

<b>1.1 UNIT TITLE:</b>
Final Major Project

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

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

<b>1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:</b>
603

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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

## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

This unit 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:**

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

**SECTION 6: UNIT ASSESSMENT.**

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

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

**SECTION 7: ATTRIBUTES & SKILLS.**

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

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

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

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

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

**SECTION 1: UNIT INFORMATION.**

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

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

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

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

**SECTION 2: UNIT DELIVERY.**

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

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

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

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

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

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



## SECTION 4: UNIT CONTENT.

### 4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 4.3 UNIT SPECIFIC DESCRIPTION:

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

#### 4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

#### 4.5 READING LIST:

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

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

#### 4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

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

**SECTION 5: UNIT LEARNING OUTCOMES.**

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

**SECTION 6: UNIT ASSESSMENT.**

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

<b>6.2 ADDITIONAL ASSESSMENT NOTES:</b>
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