ARTS UNIVERSITY PLYMOUTH

BA (Hons) : Graphic Design

Unit Specification Forms (USFs)

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
METHODS & MATERIALS

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic Design

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
401

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery

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

SECTION 4: UNIT CONTENT.

4.1 UNIT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

Academic skills online portal. Academic skills support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

As a graphic designer you will be immersed in the ever-changing landscape of visual communication. During this unit, you will explore meaning and value through process and material, developing your understanding of a variety of practical techniques and approaches to communicate ideas, messages and emotions.

Workshops throughout this unit will pose a number of starting points for creative development, that require you to respond by applying fundamental art & design principles through a range of digital and non-digital processes, applications and outputs. You will be introduced to contemporary and historical applications of colour, composition, form, and layout; building on your experience and understanding of fundamental design principles and strategies. You will respond to a number of tasks that will develop your ability to realise ideas visually, with experimentation & play at the heart of your creative process.
As an introduction to communication methods, this unit consists of two x 6 week projects:

Project One: Communication Play
- You will be introduced to a variety of methods, materials, and strategies during set tasks aimed to build on your understanding of clear communication through play and

experimentation.

Project Two: Communication at Work
- This project invites you to independently create separate outcomes in response to a series of prompts. You will build on your learnings from the first project, combining your taught and existing skills in material processes and strategies.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Workshops and seminars should include some of the content below, all of which will inform the student's research, ideas development and visualisation of concepts and outcomes,:

Project One: Communication Play:

- Developing and visualising ideas
- Observational drawing
- Colour, form, texture, space, balance, and hierarchy
- Experimental approaches to visual communication
- Traditional & Digital techniques

Project Two: Communication at Work:

- Getting started with typography
- Working with art direction
- Moving image basics
- Accessibility and platform
- Traditional & Digital techniques for layout and introduction to utilising 'the grid'

Outputs and outcomes for the work submitted for assessment for this Unit could include but are not restricted to: hand rendered/experimental type, basic moving image outputs and potential physical and digital design solutions for contexts such as posters, zines, book cover design, packaging etc. Supported by the considered presentation of development work and research.

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

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

Subject Seminars will inform practice, linking directly
to the above activities:
- Examining methods/knowledge/materials: Exploring methods of visual communication that form a creative framework for practice.
- Textual analysis (to support submission of the end of unit 500 word textual analysis) - thematic analysis of context, content and terminology: exploring formal elements, form and content analysis, and applying critical and contextual language.
- Historical, cultural & contextual considerations: In Context/Looking and Seeing - explore what it means to actively look at, through and beyond creative practice as a way of informing critical ideas and practices.

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

4.5 READING LIST:

Key texts

Ambrose, G., et al.	(2019)	The Fundamentals of Graphic Design (2nd edition) Chapter 2 Influences and Creative Elements)	London	Bloomsbury
Campe, Chris, and Ulrike Rausch.	(2020)	Designing Fonts: An Introduction to Professional Type Design. Chapters 1 and 2 Type Design Basics and Designing Type, p16-54)	London	Thames & Hudson
Hall, S.,	(2012)	This Means This, This Means That: A User's Guide to Semiotics (2nd edition)	London	Laurence King
Lupton, E., et al.	(2015)	Graphic Design : The New Basics	New York	Princeton Architectural Press
Poulin, Richard.	(2018)	Design School: Layout: A Practical Guide for Students and Designers Chapter 3 Anatomy of a Grid)		Rockport
Sturken, M., and Cartwright, L.,	(2017)	Practices of Looking: An Introduction to Visual Culture (3rd edition) - (Chapter 1)	Oxford	Oxford University Press

Links:
https://www.tdc.org/
http://www.book-by-its-cover.com/
https://www.designspiration.net/
https://goodbrief.io/

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

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

During this unit you may explore the following:

Drawing Lab
Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
ENCOUNTERING PLACE

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic Design

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
402

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

As a graphic designer, understanding a problem via the position of your audience is a fundamental and necessary skill. During this unit, you will explore the unique perspectives and interpretations of the places we live in; building on your understanding of key theories and critical approaches in investigation and analysis within the field of graphic design.

You will study a range of concepts that have shaped the way that we understand graphic design in its wider historical and cultural contexts, including developing core research and communication skills to help you to articulate and contextualise your understanding of the subject.

You will explore bias in culture and society, whilst also being encouraged to consider narrative, ideologies, semiotics and local and global contexts whilst responding to briefs. Ethics will be a consideration in this study.

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

Project One: Your Place

- You will explore the cultural breadth of the UK, gaining a deeper understanding of Plymouth (or other locations through) the lens of graphic design. You'll be encouraged to

think inwardly and reflect on the meaning of place in relation to truth, bias and representation.

Project Two: A Sense of Place

- You will be invited to research and communicate the challenges faced by those in a place of your choice anywhere in the world. You will use your research to express and explore your chosen place through relevant materials, narratives and strategies in a series of visual responses, considering the ethical implications and challenges in conveying these ideas.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project One: Your Place

- Research - explore site specific local histories, narratives and cultures (in Plymouth or other locations)
- Gathering data and primary research from (or about) a specific location
- Considering communication to and for specific audiences
- Contexts for communication, such as campaigns, maps, wayfinding, infographics

Project Two: A Sense of Place

- Research - initiate exploration into site specific histories, narratives and cultures (from Plymouth and beyond to explore local, national or international narratives)
- Community Dérive workshop
- Communicating narratives around identity and difference, demonstrating thoughtful consideration of your responsibilities as a visual practitioner
- Introducing pitch & present techniques for graphic designers

Outcomes and contexts for the work could include but are not restricted to: campaigns, maps, wayfinding, infographics etc.

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. At the end of the unit students will select one of their 6 week projects for their end of unit presentation when they will be required to identify and apply appropriate methods of communication to clearly present their project to a small group. Assessment will be based on both the content and delivery of the presentation.

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

Subject Seminars will inform practice, linking directly to the above activities:
- Notions of Place: Everyday Narratives - using design and communication to reveal the hidden, the overlooked and the everyday.
- Local/Global Narratives: Semiotics and sense of place in and around Plymouth (or other location): meaning and message communicated through local & global contexts
- Historical, cultural and ethical considerations: Ethical considerations and responsibilities for graphic designers - exploring ideas around truth, interpretation, distortion, bias, empathy and representation (consideration of political ideologies/movements)

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.,	(2013)	Graphic Design as Communication Chapter 2 Graphic Design and Communication, p9-29)	London	Routledge
Beirut., M.,	(2021)	How to use graphic design to sell things, explain things, make things look better, make people laugh, make people cry, and (every once in a while) change the world	London	Thames & Hudson
Berger, J.,	(2008)	Ways of Seeing	London	Penguin
Fletcher, A.,	(2001)	The Art of Looking Sideways	London	Phaidon Press
Hall, S.,	(2012)	This Means This, This Means That: A User's Guide to Semiotics (2nd edition) Chapter 1 Signs and Signing Ideas, p21-47)	London	Laurence King
Sturken, M., and Cartwright, L.,	(2017)	Practice of Looking: An Introduction to Visual Culture (3rd edition) Chapter 2 Viewers Make Meaning, p45-70)	Oxford	Oxford University Press

Links:
http://www.designishistory.com/1960/first-things-first/
https://up.wedesignforum.co.uk/
https://www.aiga.org/diversity-and-inclusion-in-design-why-do-they-matter

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

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

During this unit you may explore the following:

Drawing Lab
Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

6.2 ADDITIONAL ASSESSMENT NOTES: This text is from the validated Blueprint
Presentation format: Presentation format: to be determined by the course for synchronous delivery. Delivery to be 10-mins. To a small group. 12 weeks/ 2 x 6 week projects. Project blocks comprise 5 weeks of working and 1 week of formative feedback.

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
EXPLORING SUBJECT

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic 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][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	x	x		

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

Alongside an awareness of professional relationships which connect clients, designers, and audience, Graphic Designers also develop an understanding of graphic design as a multidisciplinary activity that requires a broad range of intellectual & creative skills.

During this unit you will begin to recognise the potential range of contemporary communication contexts available to you to convey a message to a specific audience. You will explore what it means to be a graphic designerr and how successful design can have a positive impact on others' lives. You will also engage with in-depth research to identify key qualities and areas of importance in successful graphic designer as well as its role in our society today.

Throughout this unit you will explore creative responses to set briefs, within the structure of two x 6 week subject-specific projects:

Project One: Narrative Networks

- You will explore methods of graphic design in a series of narrative-driven messages, paying attention to an appropriate audience through insight gathered from research into a given subject.

Project Two: Connections

- You will explore the human component of graphic design, using visual experimentation to explore and respond to the nuances and tensions between you and your subject relating to a single issue.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

This unit consists of workshops that encourage varied understandings of the workings of a set brief, from the needs and requirements of audiences, clear understanding of the communication needs, and a clear view of the specific contexts and constraints of the task. Students will progress towards the development of ideas for two separate projects, to include an exploration of appropriate methods of communicating and presenting concepts.

Project One: Narrative Networks

- Regular briefs will inform a growing understanding of various areas found within Graphic Design and their potential connecting clients, designers, and audience.
- Reading/understanding the brief
- Communication to specific audiences: defining end-users and touchpoints
- Experimentation, ideas development and problem-solving

Project Two: Connections

- Gathering data and primary research
- Brand Guidelines: introducing brand style guides for consistent communication of brands
- Digital workshops to support design delivery
- Time Management - managing workloads and working to various deadlines (interim and final)

Outcomes from this unit will be based around contemporary professional graphic design outputs integrating branding across the following potential contexts publications, moving-image, data visualisation and interactive design.

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

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

Subject Seminars will inform practice, linking directly to the above activities:
- Exploring contemporary practices: Narrative in Design - understanding and articulating ideas and stories to audiences
- Identifying personal themes: Exploring style, visual language and how these might respond to the brief - solving creative problems with personally relevant inspirational sources.

- Historical, cultural & ethical considerations: Contextualising the Brand - introducing and critiquing Brand Personality, Brand Recognition and Brand Loyalty

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

4.5 READING LIST:

Key texts

Armstrong, H.,	(2009)	Graphic Design Theory: Readings from the Field	New York	Princeton Architectural Press
Barnard, M.,	(2013)	GraphicDesign as Communication Chapter 5 Audiences and Markets, p82-109)	London	Routledge
Crowe, D.,	(2006)	Left to Right	Switzerland	AVA
de Bono, E.,	(2016)	Lateral Thinking: A Textbook of Creativity	London	Penguin Life
Johnson, M.,	(2016)	Branding: In Five and a Half Steps	London	Thames & Hudson
Hall, S.,	(2012)	This Means This, This Means That: A User's Guide to Semiotics (2nd edition) Chapter 8 Stories and Storytelling, p169-187)	London	Laurence King
Shaughnessy, A.,	(2010)	How to be a Graphic Designer Without Losing Your Soul	London	Laurence King

Links:

https://www.designweek.co.uk/
https://www.creativereview.co.uk/
https://www.creativebloq.com/design/best-podcasts-designers-12121517
https://wepresent.wetransfer.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:

Drawing Lab
Imprint Lab
Digital Print Bureau
Learning Lab
Mac Suite

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
PLATFORMS OF EXCHANGE

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
404

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:
There are no specific additions required for this unit. Description as 4.1.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:
A theme will be chosen at the university-level and the unit delivered as indicated in box 4.2a/4.2b.

4.5 READING LIST:				
Key texts				
Brown, V,. Harris, J., Russell, J.,	(2010)	Tackling wicked problems: through the transdisciplinary imagination	London	Earthscan
Jang, S., et a	(2020)	101 Things I Learned in Product Design School	New York	Crown
Ledwith, M., Springett, J.,	(2010)	Participatory practice: community-based action for transformative change	Bristol	The Policy Press
Resnick, E.,	(2016)	Developing Citizen Designers (Chapter 2.1 Collaborative Learning p139-187)	London	Bloomsbury
Williams, K., Woolliams, M., Spiro, J.,	(2009)	Reflective writing	Hampshire	Palgrave Macmillan
Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.				

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
Our LABs support your learning and facilitate skill acquisition in response to your ideas and research. Each LAB holds specialist resources and offers a set of skill specific workshops which encourage exploration as you think through ideas, materials, processes and their applications, During this unit you may explore the following: Drawing Lab Material Lab Fab Lab Imprint Lab Learning Lab Sewing Lab Digital Print Bureau Mac Suite Film and Photography Studios Animation Studios ERC

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
SPECULATIVE STRATEGIES

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic 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][1]				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x	x	x		

SECTION 3: UNIT RESTRICTIONS[2].

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

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

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

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

This unit invites you to trial new design methods, build on your ability to reflect and adapt ideas based upon critique, and identify new creative opportunities resulting from experimentation.

Building on the skills and experiences you've gained on the course so far, you will be encouraged to interrogate a brief until it reveals all the answers needed to make informed design decisions. Meanwhile, through speculation and risk-taking, you will recognise your own choices and the directions you pursue in response to a brief.

Within this unit you will look at the context of your output in terms of purpose and impact, turning your attention to your place in the wider creative community. You will explore your own creative practice and aspirations up to this point, building on their skills and experiences across the programme so far. Students will be encouraged to reflect upon interests to date and directions they wish to pursue within the design communication industry.

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

Project: Divergence

During this project, you will engage with a series of workshops, tasks and activities with an emphasis on responding to given starting points and constraints. Content may relate to specific areas of graphic design but will often be based on divergent responses to common thematic prompts.

The project will result in exploratory creative work, culminating in a body of research informed work in progress, with a focus on propositional and/or hypothetical creative outputs, rather than a focus on finished and final outcomes.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: Divergence

- Defining, researching and interpreting thematic starting points
- Reading, understanding and questioning the brief
- Ideas development, problem-solving and divergent thinking
- Experimentation: experiencing risk and failure
- Interpreting complex information
- Communication and output to client and audience

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

Cross university lectures will inform practice and the end of unit submission of work in progress by introducing research-informed approaches to creative practice and exploring the creative potential of speculation and interpretation. 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: Speculative approaches to generating graphic communication (linked to questioning the brief)
- Visualising research: Gathering data & primary research and visualising research.
- Historical, cultural & ethical considerations: Awareness of solidarity within the design community ideas around sustainable, ethical practice.

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

4.5 READING LIST:				
Key texts				
Baldwin, J., and Roberts, L.,	(2006)	Visual Communication: From theory to practice - (Chapter 3, Conflict, p127-182)	London	Bloomsbury
Heller, S., and Anderson, G.,	(2016)	The Graphic Design Idea Book	London	Lawrence King
Ingledew, J.,	(2011)	The A-Z of Visual Ideas	London	Lawrence King
Leonard, N., and Ambrose, G.,	(2013)	Basics Graphic Design 02: Design Research - Investigation for Successful Creative Solutions	Switzerland	AVA
Lupton, E.,	(2011)	Graphic DesignThinking: Beyond Brainstorming	New York	Princeton Architectural Press
Noble, I., and Bestley, R.,	(2018)	Visual Research: An Introduction to Research Methods in Graphic Design - (chapter 3 Analysis and Proposition, p58-87)	London	Bloomsbury
Links: http://etapes.com/ https://www.creative-conscience.org.uk/				
Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.				

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
Our LABs support your learning and facilitate skill acquisition in response to your ideas and research. Each LAB holds specialist resources and offers a set of skill specific workshops which encourage exploration as you think through ideas, materials, processes and their applications. During this unit you may explore the following: Mac Suite: Apple Macintosh Computers + Adobe Creative Cloud Fab Lab Imprint Lab Digital Print Bureau Learning Lab

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
GLOBAL CHALLENGES

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
502

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

- Thematic project (cognate or project-specific groups)
- Lecture (university-wide):
    1. Thematic 'Global challenge' lecture;

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

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

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

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

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

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

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

Academic skills online portal. Academic skills support written practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. These are usually available as 1-1 or group sessions bookable via the online booking system.

4.3 UNIT SPECIFIC DESCRIPTION:

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

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

4.5 READING LIST:

Key texts

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

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

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

During this unit you may explore the following:

Drawing Lab
Material Lab
Fab Lab
Imprint Lab
Learning Lab

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

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
IDEAS & AUDIENCE

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic Design

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
503

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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:

Graphic design and the needs of audiences constantly evolve as the opportunities afforded by technology improve, driven by a divergence of new platforms. This unit will allow you to produce powerful and meaningful messages through emerging communication methods within areas such as motion design and interactive media.

Within this unit, you will explore the relationships between practitioner, message, and audience by investigating and defining the direction of your outcomes. You will engage with a wide range of research, collecting data and statistics from relevant sources to inform your outcomes and build strong relationships with your audience.

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

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

Project: Relay

You will explore research methods and context related to communication and messaging to specific audiences, incorporating a range of techniques and exploring personality and relationships in relation to branding.

You will build on skills in planning and idea generation, using indepth research and development through drawing to work towards appropriate contexts. You will adjust processes informed by what is required of your outcomes, gravitating towards the most relevant production techniques.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: Relay

- An introduction to a range of technical skills and processes in a range of platforms that will inform practice in the production of a final outcome.

- **Persona Profiling:** Insights into audiences and users' motivations, behaviour and needs.

- **The Art of Storyboarding:** Introduces and discusses the mapping and journey of the motion graphic and the integration of scenes, cuts and sound. Ideas and potential sequences are looked at from the audience's perspective.

Outcomes and contexts for the work could include but are not restricted to: Motion Graphic for TV, Social Media Platforms, Website. Content: Video, Animation or a combination of both.

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: dismantle and redefine the brief
- Working in the public domain: career development within motion graphics, the specialist skills required to work in the industry and the development of a motion graphic portfolio.
- Historical, cultural & ethical considerations: Tensions - exploring the tension between commercial and personal practice in contemporary graphic design

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

4.5 READING LIST:					
Key texts					
Blazer, L.,	(2016)	Animated Storytelling: simple steps for creating animation & motion graphics	San Francisco	Peachpit press	
Catharine, S.,	(2016)	Creating a Brand Identity : a guide for designers - (Chapter 3 brand personality. 5: researching the audience)	London	Laurence King Publishing	
Krasner, J.,	(2008)	Motion Graphic Design: Applied history and aesthetics - (Chapter 2: film titles p26- 33. Chapter 5: Typographic considerations)	Boston	Focal Press	
Shaoqiang, W.,	(2020)	Typography for Screen: Type in Motion.	Barcelona	Hoaki Books S.L.	
Shaoqiang, W.,	(2017)	Motion Graphics: 100 design projects you can't miss	Barcelona	Promopress	

Links:

https://wolffolins.com/
https://andwalsh.com/
www.artofthetitle.com/titles/

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:

Mac Suite: Apple Macintosh Computers and Adobe Creative Cloud
Equipment Resource Centre: Video cameras and equipment.
Stop Motion studios.
Fab Lab
Imprint Lab
Digital Print Bureau
Learning Lab

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
EMERGENT PRACTICE

1.2 UNIT DELIVERY:	
UNIT LEADER	COURSE
	BA (Hons) Graphic 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][1]				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
x	x	x		

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

Within this unit you will explore your own creative identity and identify your values as graphic designers in a 360 degree context, updating skills and developing ownership in the direction of your future practice.

You will be expected to apply skills to the development of ideas, iteration of concepts, and production of outcomes that allow you to present meaningful messages in ways that are engaging, relevant and worthwhile.

The unit will allow you to explore your own creative practice and aspirations up to this point, building on skills and experiences across the course so far. You will be encouraged to reflect upon interests to date and directions that you wish to pursue within the design communication industry.

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

Project: This is me

You will be introduced to project planning and the processes involved in defining your objectives, goals and deadlines. This involves a statement of intent writing to help define the background, the direction of the project, its purpose, audience and contexts.

You will develop skills in promotion of you as a graphic designer and explore options that utilise a range of platforms to professionally present your graphic design outcomes up to this point. This, alongside digital technical skills, will introduce you to the relevant methods in creating your promotional strategies effectively.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: This is Me

- **Developing the project context and outcome:** Creating a statement of intent that explains the rationale and background to the project and its objectives.

- **Project planning and management:** Are goals set achievable? And creating a timeline of development points for the project.

- **Collaboration and working with others:** Team building and the benefits of working within internal and external teams to help to achieve project goals.

- **Website design promoting you as a communicator:** Developing and promoting you as a designer using online platforms. Developing and planning layout and structure of a website and social media as a design promotional platform.

- **Utilising e-commerce and crowdfunding:** Could your project progress beyond university? Introduction to the potential of selling and funding your projects.

- **Digital Workshops** - Will introduce a range of technical skills and processes in a range of platforms that will inform practice in the production of the final online promotional platforms.

By the end of the unit students should be able to reflect upon and act upon their deeper understanding of both the design process and the designed outcomes. Outcomes and contexts for the work are open and will develop in response to each students original statement of intent

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: Identifying the tension between self expression and commercial practice - case studies explored through critical and analytical research.
- Peer-led seminar: Creative Manifestos - to inspire, inform and direct creativity
- Historical, cultural & ethical considerations: Being Good - responsible and ethical practice and production

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

4.5 READING LIST:				
Key texts				
Delorie, O.L.,	(2020)	Creative Manifestos: Inspirational Statements to Celebrate Self-Expression	New York	Sterling
Leonard, N., et al.	(2020)	Web and Digital for Graphic Designers	London	Bloomsbury
Roberts, L.,	(2006)	Good: An introduction to ethics in graphic design - (Section 4: Being Good p.113-160)	Switzerland	Ava
Shaughnessy, A.,	(2010)	How to be a graphic designer, without losing your soul	London	Laurence King publishing
Simonsen, J.,	(2014)	Situated Design Methods - (Chapter 4: Methods for sustainability).	Cambridge, Massachusetts	The MIT Press
Welsh, Craig.	(2013)	Design: Portfolio: Self Promotion at Its Best.	Beverly, MA	Rockport
Links: Creative Boom https://www.itsnicethat.com/ https://eyeondesign.aiga.org/				

http://www.eyemagazine.com/   https://alicetwemlow.com/the-lolita-book-cover-project/
Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
Our LABs support your learning and facilitate skill acquisition in response to your ideas and research. Each LAB holds specialist resources and offers a set of skill specific workshops which encourage exploration as you think through ideas, materials, processes and their applications.   During this unit you may explore the following: Fab Lab   Imprint Lab   Digital Print Bureau   Learning Lab   Mac Suite: Apple Macintosh Computers   Adobe Creative Cloud

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:
- Information search   - Information management   - Information authenticity   - Communication   - Messaging others

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

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

SECTION 1: UNIT INFORMATION.

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

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	BA (Hons) Graphic Design

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
506

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

bookable via the online booking system.

4.3 UNIT SPECIFIC DESCRIPTION:

Graphic design and the needs of audiences constantly evolve as the opportunities afforded by technology improve, driven by a divergence of new platforms. This unit will allow you to produce powerful and meaningful messages through emerging communication methods within areas such as motion design and interactive media.

Within this unit, you will explore the relationships between practitioner, message, and audience by investigating and defining the direction of your outcomes. You will engage with a wide range of research, collecting data and statistics from relevant sources to inform your outcomes and build strong relationships with your audience.

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

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

Project: Relay

You will explore research methods and context related to communication and messaging to specific audiences, incorporating a range of techniques and exploring personality and relationships in relation to branding.

You will build on skills in planning and idea generation, using indepth research and development through drawing to work towards appropriate contexts. You will adjust processes informed by what is required of your outcomes, gravitating towards the most relevant production techniques.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: Relay

- An introduction to a range of technical skills and processes in a range of platforms that will inform practice in the production of a final outcome.

- **Persona Profiling:** Insights into audiences and users' motivations, behaviour and needs.

- **The Art of Storyboarding:** Introduces and discusses the mapping and journey of the motion graphic and the integration of scenes, cuts and sound. Ideas and potential sequences are looked at from the audience's perspective.

Outcomes and contexts for the work could include but are not restricted to: Motion Graphic for TV, Social Media Platforms, Website. Content: Video, Animation or a combination of both.

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: dismantle and redefine the brief

- Working in the public domain: career development within motion graphics, the specialist skills required to work in the industry and the development of a motion graphic portfolio.
- Historical, cultural & ethical considerations: Tensions - exploring the tension between commercial and personal practice in contemporary graphic design

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

4.5 READING LIST:				
Key texts				
Blazer, L.,	(2016)	Animated Storytelling: simple steps for creating animation & motion graphics	San Francisco	Peachpit press
Catharine, S.,	(2016)	Creating a Brand Identity : a guide for designers - (Chapter 3 brand personality. 5: researching the audience)	London	Laurence King Publishing
Krasner, J.,	(2008)	Motion Graphic Design: Applied history and aesthetics - (Chapter 2: film titles p26- 33. Chapter 5: Typographic considerations)	Boston	Focal Press
Shaoqiang, W.,	(2020)	Typography for Screen: Type in Motion.	Barcelona	Hoaki Books S.L.
Shaoqiang, W.,	(2017)	Motion Graphics: 100 design projects you can't miss	Barcelona	Promopress

Links:

https://wolffolins.com/
https://andwalsh.com/
www.artofthetitle.com/titles/

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

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

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
EMERGENT PRACTICE (STUDY ABROAD OPTION)

1.2 UNIT DELIVERY:	
UNIT LEADER	COURSE
	BA (Hons) Graphic Design

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
508

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
	X	

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Disrequisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

Within this unit you will explore your own creative identity and identify your values as graphic designers in a 360 degree context, updating skills and developing ownership in the direction of your future practice.

You will be expected to apply skills to the development of ideas, iteration of concepts, and production of outcomes that allow you to present meaningful messages in ways that are engaging, relevant and worthwhile.

The unit will allow you to explore your own creative practice and aspirations up to this point, building on skills and experiences across the course so far. You will be encouraged to reflect upon interests to date and directions that you wish to pursue within the design communication industry.

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

Project: This is me

You will be introduced to project planning and the processes involved in defining your objectives, goals and deadlines. This involves a statement of intent writing to help define the background, the direction of the project, its purpose, audience and contexts.

You will develop skills in promotion of you as a graphic communicator and explore options that utilise a range of platforms to professionally present your graphic design outcomes up to this point. This, alongside digital technical skills, will introduce you to the relevant methods in creating your promotional strategies effectively.

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

Project: This is Me

- **Developing the project context and outcome:** Creating a statement of intent that explains the rationale and background to the project and its objectives.

- **Project planning and management:** Are goals set achievable? And creating a timeline of development points for the project.

- **Collaboration and working with others:** Team building and the benefits of working within internal and external teams to help to achieve project goals.

- **Website design promoting you as a communicator:** Developing and promoting you as a designer using online platforms. Developing and planning layout and structure of a website and social media as a design promotional platform.

- **Utilising e-commerce and crowdfunding:** Could your project progress beyond university? Introduction to the potential of selling and funding your projects.

- **Digital Workshops** - Will introduce a range of technical skills and processes in a range of platforms that will inform practice in the production of the final online promotional platforms.

By the end of the unit students should be able to reflect upon and act upon their deeper understanding of both the design process and the designed outcomes. Outcomes and contexts for the work are open and will develop in response to each students original statement of intent

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: Identifying the tension between self expression and commercial practice - case studies explored through critical and analytical research.
- Peer-led seminar: Creative Manifestos - to inspire, inform and direct creativity
- Historical, cultural & ethical considerations: Being Good - responsible and ethical practice and production

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

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4.5 READING LIST:

Key texts

Delorie, O.L.,	(2020)	Creative Manifestos: Inspirational Statements to Celebrate Self-Expression	New York	Sterling
Leonard, N., et al.	(2020)	Web and Digital for Graphic Designers	London	Bloomsbury
Roberts, L.,	(2006)	Good: An introduction to ethics in graphic design - (Section 4: Being Good p.113-160)	Switzerland	Ava
Shaughnessy, A.,	(2010)	How to be a graphic designer, without losing your soul	London	Laurence King publishing
Simonsen, J.,	(2014)	Situated Design Methods - (Chapter 4: Methods for sustainability).	Cambridge, Massachusetts	The MIT Press
Welsh, Craig.	(2013)	Design: Portfolio: Self Promotion at Its Best.	Beverly, MA	Rockport

Links:

Creative Boom
https://www.itsnicethat.com/
https://eyeondesign.aiga.org/
http://www.eyemagazine.com/
https://alicetwemlow.com/the-lolita-book-cover-project/

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

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

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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

SECTION 1: UNIT INFORMATION

1.1 UNIT TITLE:
SANDWICH YEAR (OPTION)

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
510

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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

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

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

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

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

4.5 READING LIST:				
Key texts				
Cottrell, S.,	(2014)	Dissertations and Project Reports: A Step by Step Guide	Macmillan Study Skills	London
Johns, C., Burnie, S., Lee, S., Brooks, S., and Jarvis, J.	(2013)	Becoming a reflective practitioner	Wiley & Sons	Chicester
Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.				

4.5 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
This is a university-wide unit and no specific course information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Demonstrate relevant industry knowledge and practice related to a pre-identified work placement
COGNITIVE SKILLS	2. Analyse information in response to placement or experience
PRACTICAL & PROFESSIONAL ATTRIBUTES	3. Exhibit characteristics of a professional practitioner as evidenced through workplace learning 4. Reflect on skills, knowledge, attributes and literacies related to a career in the creative arts and identify future professional development

SECTION 6: UNIT ASSESSMENT.

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

6.2 ADDITIONAL ASSESSMENT NOTES:
Word count is a maximum and there is no % upper variance. Students not penalised for submission under the word count. Written submission to be Harvard referenced and illustrated.

SECTION 7: ATTRIBUTES & SKILLS.

7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:
Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

7.2 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING DIGITAL LITERACY SKILLS:
Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

7.3 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING EMPLOYABILITY SKILLS:
Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
RESEARCH AND DEVELOPMENT

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
601

SECTION 2: UNIT DELIVERY.

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

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

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

SECTION 3: UNIT RESTRICTIONS².

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

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

This unit provides you with the opportunity to focus on the development of individual practice-based study appropriate for level 6 study, further developing the skills of research and development essential to maintaining a sustainable creative practice. The unit builds upon the knowledge and skills attained in Years 1 and 2 of the course to develop an approach that is informed by appropriate research and experiential learning.

Learning in this unit will define the overarching direction and outline research methodologies that will inform your Final Major Project as the culmination of creative undergraduate studies. You will be encouraged to exercise increased autonomy and responsibility over your learning, developing ideas for a Final Major Project through research-informed visual and contextual approaches. The unit will encourage you to reflect upon creative practice to date and to build upon existing practice-based research methodologies.

You will be encouraged to further refine your aims and ambitions for your final year of study through the development of self-initiated study that accelerates your potential as critical makers. The research and development of practice-based work in the unit will provide a robust basis from which to undertake the Final Major project (603), presenting a range of approaches and choices in the determination of new ideas.

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

In this unit, you will embark on a 12 week period of self-initiated research and development that demonstrates creative knowledge, expertise and critical understanding. At the culmination of the learning in this unit, you will present a Research Poster that outlines the research and development (key concepts, methods and references) behind your Final Major Project, and that demonstrates a sound awareness of appropriate professional contexts.

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

In this unit, students will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 603. Students will be encouraged to critically reflect on previous learning and encouraged to adopt appropriate methodologies and approaches in support of a proposed final project. Supported by lectures and seminars, students will be expected to demonstrate a range of creative ideas and solutions in the formulation of future project objectives.

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

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

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

4.5 READING LIST:

General reading:

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

Art/ Design/ Media specific:

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

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
This is a university-wide unit and no specific course information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	1. Critically explore the relationship between the practitioner, audience, culture and contemporary practice
COGNITIVE SKILLS	2. Critically engage in research to inform judgements as part of a creative approach 3. Critically engage with feedback to defend a creative position within personal practice. 4. Analyse the dissemination of work and how it can be influenced by the relationship between intention, process and context
PRACTICAL & PROFESSIONAL ATTRIBUTES	

SECTION 6: UNIT ASSESSMENT.

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

6.2 ADDITIONAL ASSESSMENT NOTES:
Assessment format: A1-sized digital research poster to be submitted electronically 12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback.

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
PUBLICATION

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
602

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

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

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

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

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
This is a university-wide unit and no specific course information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF] (%)**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
OPTION (1) Extended critical essay or Industry Report	1, 2, 3, 4	100% FG	40%	Written submission (5,000 words)
OPTION (2) Critical essay + Publication	1, 2, 3, 4	100% FG	40%	Critical essay + Publication (500 words) comprising: original self-authored content (2500 words image/text equivalence) and Critical essay, Harvard referenced and illustrated (2500 words)

6.2 ADDITIONAL ASSESSMENT NOTES:
12 weeks/ 1 x 12 week project. Project block comprises 10 weeks of working and 2 weeks of formative feedback. Word count is a maximum and there is no % upper variance. Students not penalised for a submission under the word count. Written submission to be Harvard referenced and illustrated. Students are required to CHOOSE ONE element (OPTION 1 or 2) for the completion of this unit.

SECTION 7: ATTRIBUTES & SKILLS.

7.1 BY COMPLETING THIS UNIT, STUDENTS ARE UNDERTAKING ACTIVITY TO SUPPORT THE DEVELOPMENT OF THE FOLLOWING GRADUATE ATTRIBUTES:
● Critical thinkers who use evidence and research to inform their decisions. ● Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner. ● Self-aware and actively engage in managing their physical and mental wellbeing. ● Digitally confident who can work across multiple digital environments and platforms. ● Impactful contributors who recognise the importance of effective and considered communication.

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
Final Major Project

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
603

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:
This is a university-wide unit and no specific course information is required.

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

4.5 READING LIST:				
Nelson, R.,	(2013)	Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances,	Palgrave,	London
Smith, H., and Dean, R., (eds)	(2009) (2009 Ebook version)	Practice-led Research, Research-led Practice in the Creative Arts	Edinburgh University Press	Edinburgh
Smithson, P.,	(2009)	Installing Exhibitions: A Practical Guide	A & C Black Publishers	London
Sullivan, G.,	(2010)	Art practice as Research: Inquiry in Visual Arts	Sage	London
This is a self-negotiated unit. **Further reading lists will be identified on an individual basis**. Reading lists will be stored in the library LMS and linked to the USF. Reading lists may change without the requirement for a formal curriculum revision.				

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
This is a university-wide unit and no specific course information is required.

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

- Purposeful and engaged practitioners who demonstrate intellectual and personal curiosity for specialist creative practice.
- Critical thinkers who use evidence and research to inform their decisions.
- Enterprising problem-solvers who can identify issues and solutions when faced with challenging and complex circumstances.
- Ethical practitioners and work with an informed awareness of how their actions may impact others.
- Resilient and adaptable, who respond positively to challenge and critique as part of being a lifelong learner.
- Self-aware and actively engage in managing their physical and mental wellbeing.
- Empathetic, and recognise the aspirations and needs of others to create a dynamic working environment.
- Passionate advocates for the creative arts as a catalyst for personal, professional and cultural transformation.
- Champions of social justice and sustainability as seen through their creative and professional practice.
- Innovators who explore new ways of working using a flexible and inclusive approach.
- Impactful contributors who recognise the importance of effective and considered communication.
- Enterprising and entrepreneurial, who respond creatively to uncertain and challenging situations.

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

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

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

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

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
POSITIONING PRACTICE

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

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

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
604

SECTION 2: UNIT DELIVERY.

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

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

SECTION 3: UNIT RESTRICTIONS[2].

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

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[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery
[2] **Prerequisite** - unit(s) which must be passed prior to study; **Direquisite** - unit(s) which cannot be taken before/after/concurrently study; **Corequisite** - unit(s) which must be studied concurrently. **Restrictions** - limitations on which courses can take a unit.

SECTION 4: UNIT CONTENT.

4.1 UNIT BLUEPRINT DESCRIPTION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.3 UNIT SPECIFIC DESCRIPTION:

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

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:

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

4.5 READING LIST:

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

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

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

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

SECTION 5: UNIT LEARNING OUTCOMES.

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

SECTION 6: UNIT ASSESSMENT.

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

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

SECTION 7: ATTRIBUTES & SKILLS.

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

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

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

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

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

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