ARTS
UNIVERSITY
PLYMOUTH

Postgraduate Courses

Unit Specification Forms (USFs)

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
Practice-Led Research Methods

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	MA Awards

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
7	**60**	**600**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
PG701

SECTION 2: UNIT DELIVERY.

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

2.2 MODE [STUDY LOCATION]				
FACE-TO-FACE	**ONLINE LEARNING**	**BLENDED LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x		**x**		

SECTION 3: UNIT RESTRICTIONS.

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

SECTION 4: UNIT CONTENT.

4.1 UNIT DESCRIPTION:

Practice-led Research Methods introduces you to an exploration and expansion of your research practice including practice- led and practice -based methodologies. Through the unit you will develop a critical framework and network of professional and intellectual support for your emergent practice through cross disciplinary lectures, seminars, subject tutorials and technical workshops. The unit introduces the interdisciplinary context in which to test and refine your work towards developing a rigorous research practice. Through engagement with the Unit you will gain an introduction to Masters' level research methodologies aimed at deepening your understanding and skills.

The Unit will identify strengths and weaknesses in your research trajectory, interrogating assumptions and exploring hypotheses through a process of making and/or written research. You will be encouraged to build a reflective dialogue with your work, while documenting your critical engagement with experimental approaches, methods and techniques and with appropriate theoretical frameworks. You will develop a body of research identifying the potential issues and challenges in your specialism/field, establishing a robust understanding of current cultural, environmental and ethical discourse. The core delivery will be cross-disciplinary; focused on themes that are relevant to all MA awards. Seminar groups will interrogate these themes in relation to your area of practice and specific research concerns, as well as supporting you in the process of identifying networks, debates and institutional frameworks in which your practice might best be situated.

Unit 701 serves as a catalyst for the development of critical frameworks, peer support and rigorous research practices. Tailored to the specific needs and themes of each subject area, the unit provides a comprehensive and interdisciplinary foundation for you to navigate the complexities of your research and practice.

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

The unit is divided between two primary areas of learning that establishes the foundation of the students' experience through their study: **Situating Practice (Practice in Place)** and **Research Methods & Project Design**.

These two primary areas of learning will be achieved through the following indicative content:

- Two x 5-week subject-specific or cognate group projects;
- Lectures (across all MA courses):
    1. Developing a research question;
    2. Iterative project development & process documentation;
    3. Creative Practice as Research
- Seminars:
    1. Situating Practice: Place, Power, and Publics;
    2. Creativity and Innovation;
- Studio Practice (subject or cognate group specific): staff-supported development of practical work in the studio/classroom/online environment;

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

At the outset of the Unit, a project proposal is negotiated between student and academic tutor as an ongoing reflective document. The delivery of the course covers key themes relevant to practice-based and practice-led research, as well as introductions to the academic skills required for postgraduate study. This core delivery will run alongside and enrich students' ongoing dialogue with their practice.

The delivery will include exploration of debates around research in the domain of creative practice; models for conceiving of the social, political and technological context for research into practice; and an introduction to questions of ethics in relation to research in this area. Core academic skills include developing a skills audit; accessing and using libraries, databases, archives; organisation and action planning; and academic expectations for critical writing and reading.

Alongside the cross disciplinary lecture series, students will engage in regular seminar groups which will interrogate the core content in relation to the specific concerns of their discipline, and support in identifying networks, debates and institutional frameworks relevant to their work.

These activities will provide the materials for a dialogue with the student's creative practice, where they will make decisions about areas to be developed through focused experimentation with materials and techniques. During this Unit it is expected that there will be a range of ideas and means pursued, and that a substantial body of work will be generated where the frameworks, methods and realisation will be gradually refined.

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

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

Subject to future validation as distinct degree title(s) with unique consideration for specific content which can be taught remotely.

4.3 UNIT SPECIFIC DESCRIPTION:

N/A

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:	
i) Situating Practice (Practice in Place)	**ii) Research Methods & Project Design**
1 x Seminar: Situating Practice: Place, Power, and Publics; This may include 2-3 regional visits during the Unit to locations, projects and/or organisations in and around Plymouth and the southwest. Through this element of Unit 701, students are introduced to the ways in which creative practice is related to the social forces that impact creative practice including the geographical, economic, ecological and social conditions that surround creative work. This learning is achieved through a shared Unit seminar that introduces related texts, projects and creative practitioners and is led by the Course Leader. Enhanced by relevant visiting speakers. Students are expected to generate a new body of creative work throughout the Unit through two self-directed 5 week projects alongside this element, supported by tutorials, technical workshops and group critiques.	1 x Seminar: Creativity and Innovation; 3 x Lectures: - Developing a research question; - Iterative project development & process documentation; - Creative Practice as Research Through this element of Unit 701, students are introduced to the ways in which their primary subject of study or creative medium relates with other subjects and practices and as a form of research. Lectures support this by outlining specific visual communication skills, ethics and cultural concepts that provide the knowledge needed to see their creative practice within a research context. Students are expected to synthesise the learning from this element into a critical perspective articulated through a written Critical Reflection, contextualising their creative practice within historical, theoretical and methodological precedents formed as a research question.

4.5 INDICATIVE READING LIST:
Mason, J., (2002). Researching your own practice : the discipline of noticing. London: Routledge (Ebook and Physical book) Hart, C., (1998). Doing a literature review : releasing the social science research imagination. London: Sage publishing Howells, R., and Negreiros, J., (2012). Visual culture. Cambridge: Polity Morton, T., (2013). Hyperobjects : philosophy and ecology after the end of the world. minneapolis: The University of Minnesota press

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
N/A

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	K1: Apply and understand appropriate advanced research methods in the chosen creative industry practice or discipline. K3: Demonstrate an in-depth knowledge of the range of ethical, professional, social, institutional, environmental and economic factors which constrain and/or inform enterprise and practice decisions.
COGNITIVE SKILLS	B1: Identify, select and apply management tools and theories appropriate to their chosen field. B4: Use a range of transferable intellectual skills including research methodologies, report writing and the use of relevant ICT to clearly present complex ideas and concepts as appropriate for their discipline, practice or project.
PRACTICAL & PROFESSIONAL	D1: Formulate a research question and position that contextualises their research and addresses their conceptual, ethical and critical understandings. D4: Demonstrate a flexible approach to problem solving skills, while exercising initiative, personal responsibility and accountability.

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING [FG / PF]**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
1. Task 1 Presentation of Practice	K1; K3; D4	100%	50%	
2. Task 2. Research Methods & Project Design	B1; B4; D1	100%	50%	

6.2 ADDITIONAL ASSESSMENT NOTES:

Task 1. Presentation of practice (15 mins) via a selection of work in process
The selection of work in progress will demonstrate the practical or written outcomes and/or key artefacts produced during the Unit and aligned to the emerging research question. Supporting research can be evidenced through the documented processes and/or experiences in the developing body of work. As appropriate the body of work may also include evidence of the development of services, professional practice or experiences or other event or output congruent with the negotiated project.

Task 2. Research Methods & Project Design (1500 words). To include images and Harvard referencing, with a Bibliography.

The Critical Reflection should demonstrate an understanding of the contextual field and chosen discipline of practice and its relationship to the rationale, process, ethics and outcome of the project. This should be supported by on or offline reflections and research maintained throughout the duration of the Unit delivery on Research Methods & Project Design, documenting the evolution of their experimental research. This will include a reflective account on how the project has helped refine an understanding of the student as a creative practitioner, and the research question emerging from the practice. This critical reflection can be completed in a way that best suits the nature of each student's project in negotiation with their tutor, while still adhering to the indicated academic standards in its presentation including appropriate Harvard referencing. (Word count 1500).

SECTION 7: ATTRIBUTES

7.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:

Creative Practice

PGA1: Comprehensive knowledge and understanding of current research at the forefront of their discipline, and the ability to critically evaluate it.

PGA4: The capacity to reflect on their progress as a learner and be able to articulate this within their own research, scholarship and practice.

Professional Agency

PGA5: The ability to apply research and critical perspectives to professional situations, both practical and theoretical.

PGA6: The confidence and agility to use a range of techniques and research methods, with the digital literacy required to search for high-quality information and to critically evaluate and engage with the information obtained.

PGA7: Initiative, autonomy and the ability to exercise personal responsibility

Ethos & Values

PGA10: Resilience and adaptability, able to respond positively to challenge and critique with the capacity to supportively critique others.

PGA11: Self awareness, reflectivity and knowledge of the local and global perspectives of their discipline.

PGA12: Value diversity and difference as necessary elements of a vibrant, intellectual culture.

Collaboration

PGA13: Collaborative and team-working skills, able to communicate, actively listen and problem-solve within diverse contexts.

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
Creative & Critical Development

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	MA Awards

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
7	**60**	**600**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
PG702

SECTION 2: UNIT DELIVERY.

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

2.2 MODE [STUDY LOCATION]				
FACE-TO-FACE	**ONLINE LEARNING**	**BLENDED LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x		**x**		

SECTION 3: UNIT RESTRICTIONS.

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
701			

SECTION 4: UNIT CONTENT.

4.1 UNIT DESCRIPTION:

Unit 702 Creative & Critical Development provides a means for you to put your research into action through participation in a programme of **Research Intensives** that expand your knowledge and understanding of your subject.

Led by the University's research-active academic staff and invited external subject and industry experts, these **Research Intensives** provide a means for you to investigate distinct territories of knowledge and practice that require you to view your practice through an unfamiliar or speculative lens. Through learning new theories, discourses and skills, and being supported to understand how these impact your existing practice and assumptions, this Unit encourages original and emergent thinking and provides time for synthesising this thinking and learning during a period of practical realisation.

You are asked to engage with the **Research Intensives programme**, guided by the research question you have identified at the end of Unit 701. The topics of these Research Intensives, which will range from theoretical and cultural to technical, provide a rich, evolving programme of content through which you can engage the most urgent issues and challenges of contemporary society through practice.

To support your learning through these divergent topics and approaches to creative practice, Unit 702 will be unified by a postgraduate seminar that provides a format for negotiating the space between your studio practice or projects and the incorporation of the new knowledge gained by your exposure to a range of ideas, theories and techniques.

The outcome of this Unit is a developed portfolio of work informed by the selected Research Intensives and contextualised through a written project proposal for an **Independent Final Project** in Unit 703.

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

A key part of Unit 702 is the programme of **Research Intensives** led by specialist staff members, external experts and industry leaders who bring their own research to the heart of the learning. The Research Intensives are intended to augment and inform a student's existing creative practice in ways that challenge, expand, amplify or support the premise of this ongoing studio work.

Presented as a programme of topic-driven areas of research, students will engage with Research

Intensives that align with or augment their creative practice. The ongoing practical development of studio-based work and written documentation through the duration of the Unit serves to unify individual pathways of inquiry whilst participating in the Research Intensives.

To achieve this, students will use the knowledge gained in the Research Intensives to develop a project proposal that demonstrates its feasibility through creative work examples, a project timeline and a written text with clearly described research objectives. This Unit supports this outcome through the following indicative content and delivery mode:

- 3 x Research Intensives;
- 3 x Lectures (subject specific):
- 1 x Seminar:
    1. Making Creative Research Visible (across all MA courses) ;
- Studio Practice (subject specific): staff-supported development of practical work in the studio/classroom/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.

Student research will be enhanced by this experiential, intensive period of learning conducted over a 10 week period. Indicative taught elements include the programme of Research Intensives that span a range of topics which include practical learning of techniques to theoretical and discursive approaches to knowledge. Topics represented by the Research Intensives are based on the subject and expertise of the leading researcher. Students may influence their learning through recommendation of an area of enquiry for the Research Intensives programme, in consultation with the Course Leader.

As part of this Unit, students participate in a cross-disciplinary seminar, *Making Creative Research Visible*, designed to help students critically assess and utilise what is learned in the **Research Intensives** by evaluating and applying this learning in the context of their specific creative practice. Led by the Unit Leader, this seminar builds upon the emerging research interests of individual students and also provides opportunities for cross-disciplinary, peer-led connections to be identified between subjects and for their experiential, self-directed learning to be placed and articulated within a contemporary context.

Students communicate and synthesise their research interests through a written contextual analysis that includes a Project Proposal that outlines the rationale and method for developing their **Independent Final Project (IFP)** in Unit 703.

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

Some Research Intensives may be delivered online to allow input from industry leaders or practitioners not located in Plymouth or the UK.

Subject to future validation as a distinct degree title(s) with unique consideration for specific content which can be taught remotely.

4.3 UNIT SPECIFIC DESCRIPTION:
N/A

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:	
i) Research Intensives	**ii) Seminar & Project Proposal**
Programme of Research Intensives; Lectures x 3 (subject specific): Students will engage with Research Intensives that represent new areas of scholarship or practice which they believe will benefit their subject of study, design method or existing practice. Each Research Intensive is topic-driven and taught as a mix of practical and theoretical knowledge, activated by the student's individual research question and creative interests. Through this element of Unit 702, students are encouraged to see their practice in new ways through the lens of other disciplines and cultural practices that may complement or catalyse the development of their ideas. Students are guided to experiment and expand their knowledge and understanding of their chosen subject to develop original and novel directions. This learning is achieved through a guided, iterative development of a primary idea through self-directed, staff-supported studio practice leading to the creation of an extensive body of work throughout the Unit.	Unit Seminar: Making Creative Research Visible; Tutorials x 3 (individual with specialist staff) This element of Unit 702 requires students to evidence the learning achieved through the Research Intensives and provide the contextual framework that gives their idea meaning and critical urgency within contemporary discourse. Students are asked to outline and reflect on the learning experienced in each Research Intensive in written format, supplemented by images, diagrams, case studies, surveys, and other tangible references that demonstrate the development of their idea through experiments, refinements, and critical input by tutors, peers and visiting speakers. At the end of this Unit, students are expected to synthesise the knowledge gained through the Research Intensives through the proposal of a topic and project to be realised in Unit 703 as their Final Independent Project.

4.5 INDICATIVE READING LIST:
Lee, J., (eds) (2014) Material Alchemy. Amsterdam: BIS publishers Arends, B., and Thackara, D., (eds) (2003) Experiment: conversations in art and science. London: The Wellcome Trust Emmison, M., and Smith, P., (2000). Researching the visual : images, objects, contexts and interactions in social and cultural inquiry. London: Sage Publishing Manzini, E., (2015). Design, when everybody designs : an introduction to design for social innovation. (Ebook) Massachusetts: The MIT press

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
N/A

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	K2: Demonstrate an extensive knowledge of relevant historic and current theoretical perspectives including an understanding of their application to their discipline. K4: Evidence considered and highly professional creative, curatorial and enterprise skills in the display and /or dissemination of a self-initiated research project.
COGNITIVE SKILLS	B2: Situate a research project through analysis and critical evaluation so that it can be understood in relation to historical, contemporary disciplinary or multi-disciplinary fields. B3: Analyse, critically evaluate and reflect on their project in the wider contexts of current research, practice and debate.
PRACTICAL & PROFESSIONAL	D2: Clearly articulate values in terms of their creative practices, ethics, ethos and professional commitment. D4: Demonstrate a flexible approach to problem solving skills, while exercising initiative, personal responsibility and accountability.

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF]	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. Body of work	K4; D4	100%	50%	
2. Contextual Analysis & Project Proposal	K2; B2; B3; D2	100%	50%	

6.2 ADDITIONAL ASSESSMENT NOTES:
Task 1. Body of work: Outcomes of Research Intensives A body of work is generated through the learning and development that takes place through the students' engagement with Research Intensives, as evidenced through the production of artefacts and/or models, documentation of processes or experiences. As appropriate the body of work may also include evidence of the iterative development of the work previously developed in 701 or can demonstrate an entirely new body of work emerging from discovery through the research process. **Task 2. Contextual Analysis (2500 words) with Project Proposal: (1000 words), Harvard referenced, with a bibliography.** The Contextual Analysis is a written, reflective analysis and a synthesis of learning in this Unit. It is a demonstrated understanding of the contextual field of the selected discipline of study through the incorporation of evidence of the iterative learning experienced in the Research Intensives and in the Unit Seminar. The Contextual Analysis should conclude with a proposal for the intended Final Project to be undertaken in Unit 703 which outlines production timeline and intended objectives.

SECTION 7: ATTRIBUTES

7.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:
Creative Practice PGA1: Comprehensive knowledge and understanding of current research at the forefront of their discipline, and the ability to critically evaluate it. PGA4: The capacity to reflect on their progress as a learner and be able to articulate this within their own research, scholarship and practice. **Professional Agency** PGA5: The ability to apply research and critical perspectives to professional situations, both practical and theoretical. PGA6: The confidence and agility to use a range of techniques and research methods, with the digital literacy required to search for high-quality information and to critically evaluate and engage with the information obtained. PGA8: The professional competencies to make sound and appropriate decisions in complex and unexpected circumstances. **Ethos & Values** PGA 9: Advanced knowledge of social responsibility, academic integrity and ethics. PGA10: Resilience and adaptability, able to respond positively to challenge and critique with the

capacity to supportively critique others.

PGA11: Self awareness, reflectivity and knowledge of the local and global perspectives of their discipline.

Collaboration

PGA13: Collaborative and team-working skills, able to communicate, actively listen and problem-solve within diverse contexts

PGA14: Socially intelligent and inclusive, able to effectively navigate complex relationships with others from any discipline, background or culture

PGA15: Global citizens able to use their knowledge and skills to benefit society through active engagement with issues of equity, sustainability and social justice.

PGA16: Enterprising and entrepreneurial, able to engage with a range of stakeholders to deliver creative and sustainable solutions to specific problems.

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
Independent Final Project

1.2 UNIT DELIVERY:	
UNIT LEADER	**COURSE**
	MA Awards

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	**CREDITS**	**STUDY HOURS**
7	**60**	**600**

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
PG703

SECTION 2: UNIT DELIVERY.

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

2.2 MODE [STUDY LOCATION]				
FACE-TO-FACE	**ONLINE LEARNING**	**BLENDED LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
x		**x**		

SECTION 3: UNIT RESTRICTIONS.

3.1 DELIVERY INTEGRATION			
PREREQUISITE	**DISREQUISITE**	**COREQUISITE**	**RESTRICTIONS (COURSE)**
701; 702			

SECTION 4: UNIT CONTENT.

4.1 UNIT DESCRIPTION:

Unit 703 is the culmination of your MA level creative studies and demonstrates the central ideas, concepts and practical skills you have developed and discovered in the course. The Unit is designed to facilitate a resolution of creative research and practice-based work undertaken by providing you a platform of support for executing your Project Proposal through personalised, subject-specific tutorials and industry-led lectures leading to the professional exhibition and/or publication of your Independent Final Project (IFP).

In a development process that increases your work's readiness for the public display to an audience of professional peers, you are guided to identify and secure a discipline-specific external partner, organisation or site for the final exhibition or publication of your work (which can be either physical or theoretical). Your Independent Final Project (IFP) will be negotiated with the Unit Leader and Postgraduate Course Leader.

The Unit is led by your self-defined research trajectory and ongoing practice but is supported through regular lectures, individual tutorials, practitioner mentoring, external trips and cognate group seminars which encourage an evolution in the orientation of the work that moves from experimentation to professionalisation, preparing you with the skills necessary for communicating creative ideas with real world impact.

Depending upon the research trajectory undertaken, and through negotiation with your Unit Leader and Subject Tutor, successful completion of Unit 703 requires that you demonstrate evidence of advanced technical, conceptual, theoretical comprehension of your subject and are capable of sustained, self-directed and original research in practice-led and/or written modes of thinking. The Unit offers the opportunity to realise and externalise a primary idea which has emerged through an extended period of studio experimentation, prototyping, writing or design development.

The planning and execution of your IFP will be supported by a subject group seminar which addresses the discipline-specific skills necessary to the publication and dissemination of creative work, including: methods for ethical social engagement and community-based work; requirements for entrepreneurship and small business; tools and guidance for creative activism and intervention into creative policy; skills for engaging with social media and for developing collaborative networks and other related topics aimed to bridge your MA study with your professional career aspirations or further study.

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

The start of the Unit will be dedicated to finalising the Project Proposal, submitted in outline form at the end of Unit 702. Students will be supported to develop the Proposal through a critical understanding of their respective discipline through the completion of a literature review, the refinement of their key research question(s) and the identification of the appropriate approaches and methodologies needed to bring their project to resolution. Following approval of the Project Proposal, the remainder of the Unit is directed to student-led, self-directed development of an original Independent Final Project (IFP).

This Unit supports the final realisation of the students' creative research and practice-based work in a IFP through the following indicative content:

- 1 x Final 10-week project
- 3 x Lectures (across all MA courses):

- Seminars:
    1. Arts Seminar (Cognate Group)
    2. Design Seminar (Cognate Group)
    3. Media Seminar (Cognate Group)
- Studio Practice (subject specific): staff-supported development of practical work in the studio/classroom/online environment;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Cognate Group and/or individual critique;
- Tutorial: Group and/or individual tutorial.

The Project Proposal will be developed with the Unit Leader in order to ensure the Independent Final Project (IFP) is commensurate with the research aims and objectives, that key milestones are set, and to ensure that the methodology to be used is appropriate, achievable and aligned with learning outcomes.

At the conclusion of the Unit, each student's Independent Final Project will be installed or realised within the public realm at the site or place of their choosing. Successful realisation will include their participation in the Unit group exhibition(s), individual external exhibition or scholarly talk, public event, performance, or screening and require each student to present a formal on-site, 10-minute summary of their project development, with a research poster representing the research rationale and process undertaken leading to the final outcome.

4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning delivery]:
Subject to future validation as a distinct degree title(s) with unique consideration for specific content which can be taught remotely.

4.3 UNIT SPECIFIC DESCRIPTION:
N/A

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:	
i) Body of Work	**ii) Exhibition/Publication**
1 x Final 10-week project 2 x Group critiques Students spend the initial few weeks refining and finalising the Project Proposal to embark on agreed upon milestones and conclusion to their study. Following this plan, the remaining weeks are a self-directed process of creative development and iterative prototyping supported by individual tutorials and specialist input. Projects can be individually or collaboratively developed with others in the course, provided the method has been previously agreed and approved by the Unit Leader. Creative development is accelerated and enriched by group critiques which may include	3 x 1:1 Tutorials 3 x Seminars (cognate groups) To assist in the externalisation of the final project, students will engage with workshops, demonstrations and guest professional lecturers through three seminars taught across MA subjects that align with arts, design or media. Each seminar will be taught with the aim to professionalise according to these distinct areas of practice and scholarship. Students elect one seminar which will span the duration of the Unit that best aligns with their subject discipline and/or professional goals. Their selection of a site or location of the IFP will be facilitated through this seminar.

external artists, designers, producers and curators who will give a professional view of the work in progress. It is expected that the iterative and/or critically reflective development of a project is conducted through independent studio practice, design development or written text resulting in an extensive body of work or significant project recorded through ongoing image-based documentation.	The final exhibition or project event will happen at a site of the students' choosing and will include a 10-minute verbal summary of the completed research which highlights the significant developmental milestones in the project and represented visually in the form of a Research Poster.

4.5 INDICATIVE READING LIST:

Bourriaud, N., (2002) Relational aesthetics. Dijon: Les Presses du Reel

Roth, R., and King Roth, S., (eds) (1998) Beauty is nowhere Ethical issues in art and design. London: Routledge

Biggs, M., and Karlsson, H., (eds) (2010) The Routledge companion to research in the arts. London: Routledge

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:

N/A

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	K3: Demonstrate an in-depth knowledge of the range of ethical, professional, social, institutional, environmental and economic factors which constrain and/or inform enterprise and practice decisions. K4: Evidence considered and highly professional creative, curatorial and enterprise skills in the display and /or dissemination of a self-initiated research project.
COGNITIVE SKILLS	B1: Identify, select and apply management tools and theories appropriate to their chosen field. B3: Analyse, critically evaluate and reflect on their project in the wider contexts of current research, practice and debate.
PRACTICAL & PROFESSIONAL	D2: Clearly articulate values in terms of their creative practices, ethics, ethos and professional commitment. D3: Identify, select and engage with professional opportunities relevant to their stated professional goals.

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				
1. Body of Work	K3; K4; D2	80% FG	50	
2. Presentation/ research poster	B1; B3; D3	20% FG	50	
Option 2				
3. Written Research Thesis (10,000 words)	K3; B3; D2	80% FG	50	
4. Presentation/ research poster	K4; B1; D3	20% FG	50	

6.2 ADDITIONAL ASSESSMENT NOTES:

Option 1:
Task 1. **A body of work**, to include all final outcomes and supporting research material.
Task 2. **Professional context presentation and Research Poster** (10 mins/equivalent to 1500 words)

The body of work will evidence the critical selection of final outcomes and/or key artefacts produced during the unit.

Supporting research may be evidenced through the production of artefacts and/or models, documented processes and/or experiences. As appropriate the body of work may also include evidence of the development of services, professional practice or experiences linked to practice; planning and delivery of a conference, design launch, exhibition or other event or output congruent with the negotiated project.

Professional Context Presentation & Research Poster: All students will be required to deliver a 10 minute presentation of their work providing an overview of their research project, its professional context and key outcomes and a research poster representing the research rationale and process undertaken leading to the final outcome. The inclusion of digital media/AI, such as podcast, video, website or another format is acceptable submission.

Where a public-facing dissemination is required as part of the project conclusion, students are required to develop an appropriately curated presentation of their body of practical work (eg. exhibition of practice, publication or performance).

6.2 ADDITIONAL ASSESSMENT NOTES:

Option 2:
Task 3. Written Research Thesis (10,000 words), Harvard referenced and including a bibliography.
Task 4. Professional Context Presentation and Research Poster (10 mins/equivalent to 1500 words)

The Written Research Thesis should interrogate the field in which the student is active and answer a negotiated research question. It should make clear the research project's interpretation of advanced practice and the debates in their discipline. It should follow academic standards of presentation and be Harvard referenced including appropriate citation and a bibliography.
Word count of 10,000.

Professional Context Presentation: All students will be required to deliver a 10 minute presentation of their work providing an overview of their research project, its professional context and key outcomes and a research poster representing the research rationale and process undertaken leading to the final outcome.

SECTION 7: ATTRIBUTES.

7.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:

Creative Practice

PGA1: Comprehensive knowledge and understanding of current research at the forefront of their discipline, and the ability to critically evaluate it.

PGA2: The ability to engage in current critical debates within their discipline and the ability to communicate complex ideas to both expert and non-expert audiences.

PGA3: Mastery to be able to study independently in the subject, the ability to design and undertake a research project in the discipline, use appropriate methodology and solve complex problems in novel ways.

Professional Agency

PGA5: The ability to apply research and critical perspectives to professional situations, both practical and theoretical.

PGA7: Initiative, autonomy and the ability to exercise personal responsibility.

PGA8: The professional competencies to make sound and appropriate decisions in complex and unexpected circumstances.

Ethos & Values

PGA9: Advanced knowledge of social responsibility, academic integrity and ethics.

PGA10: Resilience and adaptability, able to respond positively to challenge and critique with the capacity to supportively critique others.

PGA12: Value diversity and difference as necessary elements of a vibrant, intellectual culture.

Collaboration

PGA13: Collaborative and team-working skills, able to communicate, actively listen and problem-solve within diverse contexts.

PGA14: Socially intelligent and inclusive, able to effectively navigate complex relationships with others from any discipline, background or culture

PGA15: Global citizens able to use their knowledge and skills to benefit society through active engagement with issues of equity, sustainability and social justice.

PGA 16: Enterprising and entrepreneurial, able to engage with a range of stakeholders to deliver creative and sustainable solutions to specific problems.

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:
MFA Integrated Research Project

1.2 UNIT DELIVERY:	
UNIT LEADER	COURSE
	MFA Award

1.3 UNIT FHEQ ALIGNMENT:		
LEVEL	CREDITS	STUDY HOURS
7	120	1200

1.4 UNIT CODE [PROVIDED BY THE REGISTRY]:
PG704

SECTION 2: UNIT DELIVERY.

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

2.2 MODE [STUDY LOCATION]				
FACE-TO-FACE	LOW RESIDENCY	BLENDED LEARNING	WORK - BASED	STUDY - ABROAD
x		x		

SECTION 3: UNIT RESTRICTIONS.

3.1 DELIVERY INTEGRATION			
PREREQUISITE	DISREQUISITE	COREQUISITE	RESTRICTIONS (COURSE)
180 L7 credits			

SECTION 4: UNIT CONTENT.

4.1 UNIT DESCRIPTION:

This is the terminal MFA Unit for postgraduate students at Level 7, drawing on previous knowledge and experience at postgraduate level. The Unit prioritises individual research, building on and consolidating the learning and experimentation conducted during MA study. You will be expected to identify, initiate and realise projects with external partners, such as communities, galleries or businesses, producing novel and innovative outcomes that are independently researched, contextualised, implemented and realised to professional standards. The clarification of the central ideas, concepts and skills developed throughout the prior MA study will inform the MFA project, which will be confirmed at an early point in the Unit through a negotiated research plan approved with tutors/supervisors alongside input from external agencies and stakeholders where relevant.

The aims of the Unit are to:

- Encourage the production of self-initiated work from the outset.
- Consolidate the conceptual, ethical, theoretical and practical understanding achieved through prior learning at MA level or through similar professional experience in the production of an independent, self-initiated research project, negotiated in collaboration with appropriate communities, galleries or businesses within the Creative and Cultural Industries.
- Confirmation of an established ability to be original, insightful and imaginative through their own creative practice, its key concerns, theories and ideas that reflect identified and future thinking issues within the Creative and Cultural Industries and wider areas of concern.
- Prioritise individual research, conducted under supervision that builds on prior knowledge and experience, whilst challenging current industry or discipline principles and extending the concept of exhibition, performance, publication and its debates.
- Produce a substantial outcome to a highly professional level, which will enable you to become critically significant to your field of practice.

You will design a demanding and challenging project, which can be presented in a number of different formats, for example, an exhibition or presentation of a fully realised artwork or body of artworks made during the MFA course; publication through peer reviewed journals or conference; performance or site specific installation/commission; an archival or curated project; or other significant public dissemination. You will be expected to demonstrate a high level of professionalism and a command of the negotiation skills required to conduct a recognised public output.

The format of the final output will be confirmed as part of the negotiated research plan and will determine the assessment criteria by which your project will be judged. You will also be expected to present a final position statement that requires you to reflect upon your practice, and the relationship of the technical and formal processes of practice to art-historical contexts and theoretical debates.

Throughout the MFA Unit you will be expected to record your project in a format appropriate to your practice and summarise into a research poster at the conclusion of the programme. This supports

the assessment of the final output in demonstrating the provenance of the processes, strategies and ideas employed in the project.

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

Unit 704 is self-initiated from the outset and prioritises individual research, conducted under supervision with identified tutors involved in the MFA and other mentors and external advisors that are considered essential to the study. MFA students learn from and contribute to the delivery of the Unit through their interaction with peers, tutors and the wider art community. Emphasis is placed upon independence, originality, initiative and enterprise. Teaching and learning will be complemented by the University's wide range of visiting lecturers (e.g. artists, critics, curators) and common research skills, ethics and methodology content delivered as part of the MA courses. Individual opportunities that students broker with national and/or international agencies, etc., will be encouraged and this may result in them working independently at a distance. Prior to the opportunity proceeding, the method of supervision and formative assessment will be approved and the required platforms of digital/remote support established.

This Unit supports the final realisation of the students' creative research and practice-based work in their Research Plan (RP) through the following indicative content:

- 1 x Final project
- 3 x Lectures (delivered across all MA/MFA courses)
- 1 x confirmation of Research Plan
- 1 x mid-point formative assessment
- Seminars:
    1. Arts Seminar (Cognate Group)
    2. Design Seminar (Cognate Group)
    3. Media Seminar (Cognate Group)
- Studio Practice (subject specific): staff-supported development of practical work in the studio/classroom/online environment;
- Directed study (subject specific): independent work in support of unit outcomes;
- Critique (subject specific): Cognate Group and/or individual critique;
- Tutorial: Group and/or individual tutorial.

The start of the Unit will establish and agree the MFA Research Project research plan (RP). This will identify the key concerns, theories and ideas that inform the work, the nature of the Creative and Cultural partnership(s) involved in the project, the proposed format of the final body of work and the form of assessment required in order to meet the MFA learning outcomes.

Students will be supervised in the development of the research plan and in the confirmation of a robust theoretical research question(s). Tutorials and an initial research methods seminar programme will assist them in establishing appropriate approaches, contexts and methodologies to take the project forward. Once approved, students will proceed with the realisation of their Research Project, consolidating their theory and practice into a fully realised body of work for exhibition or other form of publication or performance.

The assessment strategy will be determined by the independent nature of the project and the predetermined ultimate format of exhibition, publication, performance or other identified outputs.

4.2b INDICATIVE OUTLINE CONTENT & DELIVERY [Hybrid & Distance Learning delivery]:
Subject to future validation as a distinct degree title(s) with unique consideration for specific content which can be taught remotely.

4.3 UNIT SPECIFIC DESCRIPTION:
N/A

4.4 INDICATIVE SPECIFIC OUTLINE CONTENT:
The **MFA** is a platform for experienced creative practitioners who want access to a dynamic and supportive arts university environment when bringing a project to fruition. It provides a framework within which to conceive, refine and consolidate an advanced body of work, which will be shared publicly. MFA students will develop a robust research proposal into a substantial and resolved creative outcome that will be exhibited and assessed in a public venue. With the support of staff who are specialists in their area, and with access to regular group critique and lectures, students will hone their conception of the audience and disseminate their work in an appropriate form. The models of delivery and support that will apply to their work are built around the negotiated proposal that students will provide on application, and that will be refined into a robust project plan during the first weeks of the course. Students will work with tutors to fashion a course that is tailored to the needs of their project.

4.5 INDICATIVE READING LIST:
Reading list to be established through student/tutor negotiation.

4.6 SPECIALIST RESOURCES ESSENTIAL FOR DELIVERY:
N/A

SECTION 5: UNIT LEARNING OUTCOMES.

5.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	K5: Demonstrate the ability to corroborate appropriate methodologies and critical engagement with the ethical, economical, cultural, social and other constraints operating in the particular professional context for the discipline.
COGNITIVE SKILLS	B5: Plan and negotiate their creative praxis, putting theoretical knowledge into practice through a combination of reflection and action.
PRACTICAL & PROFESSIONAL	D5: Research and select relevant and critical creative communities, galleries or businesses relevant to the professional realisation of individual practice. D6: Realise and professionally present a significant body of work worthy of publication and dissemination.

SECTION 6: UNIT ASSESSMENT.

6.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING [FG / PF]	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. Body of Work	D6	100%	50	
2. Final Position Statement	B5	100%	50	
3. Presentation	K5	100%	50	
4. Research poster	D5	100%	50	

6.2 ADDITIONAL ASSESSMENT NOTES:

Task 1. The realisation of **a significant body of work in appropriate formats** formed from relationship(s) with appropriate communities, galleries or businesses within the Creative and Cultural Industries and beyond. Work at this level is significantly self-initiated and through

negotiation students will define independent learning outcome(s) that will be measured against the assessment criteria for the Unit.

Task 2. A final position statement that requires students to reflect upon their practice, and the relationship of the technical and formal processes of practice to art-historical contexts and theoretical debates. (3000 words)

Task 3: Presentation: All students will be required to make a 20 minute presentation of their work at the Summative Assessment. This will take the form of a 10 minute oral presentation providing an overview of the project and key outcomes and up to 10 minutes for assessors' questions to the presenting student.The inclusion of digital media/AI, such as podcast, video, website or another format is acceptable submission.

Task 4: Research Poster: in a format appropriate to the nature of the study, to be submitted at the conclusion of the Unit. The inclusion of digital media/AI, such as podcast, video, website or another format is acceptable submission.

Formative assessment will occur at milestone points within the lifespan of the Unit. **Confirmation of the Research Plan (RP)** is a formative point allowing feedback on the RP to enable the project to proceed to successful conclusion. It is anticipated that this will take place in week 4 of the Unit (FT mode), but may vary in individual cases due to the nature of the work proposed and the extent of the networks involved. If required students will be supported at this point with feedforward critique to improve the research plan before resubmission.

A formal mid-point formative assessment will be negotiated between the student and the supervising team. Where possible and dependent on the location of the work this will be conducted through a presentation to tutors, stakeholders and peers.

All assessment components are assessed holistically as Praxis (practice and research) 100%.

SECTION 7: ATTRIBUTES.

7.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:

Creative Practice

PGA2: The ability to engage in current critical debates within their discipline and the ability to communicate complex ideas to both expert and non-expert audiences

PGA3: Mastery to be able to study independently in the subject, the ability to design and undertake a research project in the discipline, use appropriate methodology and solve complex problems in novel ways.

PGA3: Mastery to be able to study independently in the subject, the ability to design and undertake a research project in the discipline, use appropriate methodology and solve complex problems in novel ways

PGA4: The professional competencies to make sound and appropriate decisions in complex and unexpected circumstances.

Professional Agency

PGA5: The ability to apply research and critical perspectives to professional situations, both practical and theoretical.

PGA6: The confidence and agility to use a range of techniques and research methods, with the digital literacy required to search for high-quality information and to critically evaluate and engage with the information obtained.

PGA7: Initiative, autonomy and the ability to exercise personal responsibility.

PGA8: The professional competencies to make sound and appropriate decisions in complex and unexpected circumstances

Ethos & Values

PGA9: Advanced knowledge of social responsibility, academic integrity and ethics.

PGA10: Resilience and adaptability, able to respond positively to challenge and critique with the capacity to supportively critique others.

PGA11: Self awareness, reflectivity and knowledge of the local and global perspectives of their discipline

PGA12: Value diversity and difference as necessary elements of a vibrant, intellectual culture.

PGA14: Socially intelligent and inclusive, able to effectively navigate complex relationships with others from any discipline, background or culture

Collaboration

PGA13: Collaborative and team-working skills, able to communicate, actively listen and problem-solve within diverse contexts.

PGA14: Socially intelligent and inclusive, able to effectively navigate complex relationships with others from any discipline, background or culture

PGA15: Global citizens able to use their knowledge and skills to benefit society through active engagement with issues of equity, sustainability and social justice.

PGA 16: Enterprising and entrepreneurial, able to engage with a range of stakeholders to deliver creative and sustainable solutions to specific problems.