ARTS
UNIVERSITY
PLYMOUTH

BA (Hons) : Interior Design & Styling

Unit Specification Forms (USFs)

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
METHODS & MATERIALS	401

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
4	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT DESCRIPTION:

This unit provides you with the 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. You 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.

You 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 is made up of two subject-specific projects. Conceptually, this learning will support the development of your practice through technical and academic exploration and integration of learning through studio and/or writing projects.

3.2 INDICATIVE OUTLINE CONTENT & 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 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 subject-specific projects;
- Lecture (delivered cross-University, within course or cognate groups)
    1. Knowing, Being, Doing - the principles of creative practice;
    2. Introduction to creative research approaches, paradigms and their application;
    3. Historical, cultural and contextual considerations in relation to a named practice and/or cognate disciplines
- Seminar (subject specific):
    1. Examining methods/knowledge/materials;
    2. Textual analysis (thematic analysis of context, content and terminology);
    3. Best practice in reading, interpreting and responding to a brief;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

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

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

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

Project One: Exploring Colour & Scale.
In this project you will explore colour & scale and their use in interior design & styling.

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. A body of creative practice	1, 2, 3, 4	100%	40%	You are required to submit and evaluate your work from both projects

5.2 ADDITIONAL ASSESSMENT NOTES:
Formative feedback at the midpoint of Unit delivery

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.

Professional Agency
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital proficiency and productivity
DC1: Digital proficiency

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration
DC13: Digital participation

Digital identity and wellbeing
DC15: Digital wellbeing

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA1: Emotional intelligence & consideration of others
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication

Collaboration
EA5: Working with others

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
ENCOUNTERING PLACE	402

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
4	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT DESCRIPTION:

This unit is place-based and focuses on the geographical offerings and potential of a site specific 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 its 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.

You 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 is made up of two subject-specific projects. Conceptually, this learning will support the development of your practice through technical and academic exploration and integration of learning through studio and/or writing projects.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

You will be encouraged to develop your 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 verbal presentation.

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

- Two subject-specific projects;
- Lecture (delivered cross-University, within course or cognate groups)
    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;
- Seminar (subject specific):
    1. Critical thinking/critical making;
    2. Developing approaches to solution-based learning;
    3. Presentation and communication skills (written & visual);
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

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

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

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

Project One - Site

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

Project Two - Scheme

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

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. Critical & historical essay (1000 words)	1	100%	40%	Your essay should be informed by your place-based research and support the content of your presentation
2. A 10 minute presentation to a small group (assessed on content)	2, 3, 4	100%	40%	You are required to present your work. You will be assessed on both content and presentation skills

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback at the midpoint of Unit delivery.

Presentation format: to be determined in course.

Word count is a maximum.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.

Professional Agency
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA12 Empathetic, kind and respectful, recognising the opportunities for enacting change that exists when encountering a diversity of people, interests and aspirations.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL LITERACY SKILLS:

Digital proficiency and productivity
DC2: Digital productivity

Digital creation, problem-solving and innovation
DC3: Digital creation
DC5: Digital innovation

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA1: Emotional intelligence & consideration of others
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
EXPLORING SUBJECT	403

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
4	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 your 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.

You 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 is made up of two 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 and/or writing projects.

3.2 INDICATIVE OUTLINE CONTENT & 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), you 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 subject-specific projects;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Introducing practice-based methodologies;
    2. Developing a critical path for practical enquiry;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines.
- Seminar (subject specific):
    1. Exploring contemporary practices;
    2. Identifying personal themes;
    3. Approaches to contextual writing;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

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

You will build upon your understanding of all the different parts of the process from design conception to design completion. As part of this you will also develop project management and communication skills with internal and external clients.

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

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

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. A creative response to a project brief (submit samples from both projects)	2, 3, 4	100%	40%	You are required to submit work from both projects
2. Contextual essay (1000 words)	1	100%	40%	Your essay should be informed by awareness of subject, audience and context

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback at the midpoint of Unit delivery.

Word count is a maximum.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.
GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice.

Professional Agency
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

GA11 Self-aware and actively engage in managing their physical and mental wellbeing
GA12 Empathetic, kind and respectful, recognising the opportunities for enacting change that exists when encountering a diversity of people, interests and aspirations.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA1: Emotional intelligence & consideration of others
EA2: Self-awareness, adaptability & resilience

Thinking Skills
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
PLATFORMS OF EXCHANGE	404

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
4	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 inquiry, providing opportunities for collaboration, emergent thinking and cross-pollination to establish mutual objectives. The project will respond to a contemporary theme or real world issue, devised in advance by the unit team.

You 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 of one interdisciplinary project, this learning will support the development of your

practice through collaborative exploration and integration of thematic group learning through studio and/or writing projects. .

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

Unit delivery will comprise a range of approaches to developing student learning, including practical and theoretical components. You will broaden your 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 (delivered cross-University, within course or cognate groups):
    1. Social justice and the creative arts;
    2. Community engagement, communication strategies & forms of critical reflection;
    3. Historical, cultural and ethical considerations in relation to interdisciplinary issues and ideas.
- Seminar (cognate or project specific groups):
    1. Social justice themes;
    2. Team working & group work theory/practice;
    3. Interdisciplinary approaches;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

There are no specific additions required for this unit.

3.4 READING LIST:

Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 of a project brief to a deadline 4. Explore the knowledge and practice of effective team working to inform personal development

SECTION 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. An interdisciplinary creative project	1, 2	100%	40%	Creation of work in response to a project brief
2. Project evaluation - exploring teamwork and the delivery of the project (1000 words)	3, 4	100%	40%	Your evaluation should explore personal development, informed by team experience and critical reflection

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback required at two points of Unit delivery.

Word count is a maximum.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.
GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice.

Professional Agency
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.
GA12 Empathetic, kind and respectful, recognising the opportunities for enacting change that exists when encountering a diversity of people, interests and aspirations.

Collaboration
GA13 Confident working in teams and recognise the value of partnerships, collaboration and networking.
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA15 Inspiring Life-long learners who value collaboration to enrich and enhance their work and the work of others

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration
DC13: Digital participation

Digital identity and wellbeing
DC14: Digital identity management

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA1: Emotional intelligence & consideration of others
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Collaboration
EA5: Working with others
EA6: Collaborative tasks & Projects

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
SPECULATIVE STRATEGIES	501

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
5	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT 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.

The 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.

You 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 one 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 and/or writing projects.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

You will be encouraged to conceptualise your 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), you 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 subject-specific project;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Developing a research-informed approach to creative practice;
    2. Speculation, risk and failure;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Seminar (subject-specific):
    1. Speculative strategies for practice;
    2. Visualising research;
    3. Project evaluation: auditing creative skills and attributes;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

This unit will enable you to expand your creative design vocabulary while exploring the links between visual/contextual research, design development and realisation. By exploring

research-informed practice you will demonstrate critical and practical understanding through creating mock ups, maquettes, trials, or other investigative forms of visualisation, for your work in progress. You will document your design journey reflecting on the risks and failures of the project, understanding the role of trial and error as vital to the creative process.

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

Styling for an audience

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. A research-informed body of work	1, 2, 3, 4	100%	40%	You are required to submit and evaluate your research-informed body of work

5.2 ADDITIONAL ASSESSMENT NOTES:
Formative feedback required at two points of Unit delivery.

SECTION 6: ATTRIBUTES & SKILLS.

6.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:
Creative Practice GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice. GA2 Critical thinkers who use evidence and research to inform their decisions. GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances. GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice. **Professional Agency** GA8 Innovators who explore new ways of working using a flexible and inclusive approach. **Ethos & Values** GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework
Digital proficiency and productivity DC2: Digital productivity **Digital creation, problem-solving and innovation** DC3: Digital creation **Information, data and media literacies** DC8: Information literacy DC9: Data literacy **Digital communication, collaboration and participation** DC11: Digital communication DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:
Personal Effectiveness EA2: Self-awareness, adaptability & resilience **Thinking Skills** EA7: Critical thinking EA8: Creativity & problem solving **Professional Development** EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
GLOBAL CHALLENGES	502

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
5	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT 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/essay.

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.

You 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 one thematic project delivered to a cognate or subject-specific group. Conceptually, this learning will support the development of your practice through academic integration of learning through writing projects.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

You will be encouraged to conceptualise your 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 your learning will be the development of a group creative campaign (appropriate to a project brief or academic theme) to broadcast a 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 modes:

- Thematic project (cognate or subject specific group);
- Lecture (delivered cross-University, within course or cognate groups):
    1. Thematic 'Global challenge' lecture;
    2. Citizenship and social justice;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Seminar (cognate or project - specific group):
    1. Project design and management;
    2. Creative agency and campaigns;
    3. Project reporting including data, project ethics and engagement considerations, skills for effective team working;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

There are no specific additions required for this unit. Description as 3.1.

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1, A creative response to a global challenge	1	100%	40%	Creation of work following solution-based enquiry
2. Project report or essay responding to a global challenge (3,000 words)	2, 3, 4	100%	40%	Project report or essay (Illustrated and referenced) responding to a global challenge

5.2 ADDITIONAL ASSESSMENT NOTES:
Formative feedback required at two points of Unit delivery. Word count is a maximum. Written submission to be Harvard referenced and illustrated. Students are required to CHOOSE between either a report OR an essay

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.

Professional Agency
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA15 Inspiring Life-long learners who value collaboration to enrich and enhance their work and the work of others
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital creation, problem-solving and innovation
DC3: Digital creation

Digital learning and development
DC6: Digital learning

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration
DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA1: Emotional intelligence & consideration of others
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Collaboration
EA5: Working with others
EA6: Collaborative tasks & Projects

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
IDEAS & AUDIENCE	503

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
5	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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).

You 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 one subject-specific 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, live or simulated project(s) in the public domain.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

Unit delivery will comprise a range of approaches to developing student learning, including practical, technical and theoretical components appropriate to the subject field. You 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.

You will be encouraged to conceptualise your 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), you 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 subject-specific project;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Ideas and audience;
    2. Content and context;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Seminar (subject specific):
    1. Working with a live or simulated brief;
    2. Working in the public domain;
    3. Professional development and lifelong learning;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

You will learn basic organisational techniques, project planning, and interior scheme management, costing of projects and services, and the importance of marketing. You will also be introduced to the appropriate legal requirements and ethical issues including professional insurances, stages of work and industry codes of conduct. There will be an emphasis on development of appropriate skills in an employment context.

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

During this project you will:

- work in small groups, inviting external suppliers to showcase their products to your Trade Show and invite professionals from the design industry including Architects & Interior Designers to it.
- explore opportunities for your own professional self-promotion during the Trade Show event itself alongside developing vital soft skills allowing you to network with your audience.

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
1. Public exposition of creative practice	1, 2, 3	100%	40%	This assessment element can be theoretical or practical
2. Critical Reflection (1000 words)	4	100%	40%	Critical reflection linked to the development of creative and professional skills

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback required at two points of Unit delivery.

Word count is a maximum.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.

Professional Agency
GA5 Advocates for creativity as a catalyst for fulfilling personal, professional and cultural transformations.
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital proficiency and productivity
DC1: Digital proficiency

Digital creation, problem-solving and innovation
DC3: Digital creation

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration
DC13: Digital participation

Digital identity and wellbeing
DC14: Digital identity management

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Thinking Skills
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills
EA10: Business awareness & enterprise thinking

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
EMERGENT PRACTICE	504

1.3 COURSE:
BA (Hons) Interior Design & Styling

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
5	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 your project proposal outlining the creative intentions for the project and the anticipated methods that will inform the period of study. Individual project work 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.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

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

At the start of the unit, you will develop your project proposal through a statement of intent and project timeline, outlining your creative intentions and the methods you 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). You will be encouraged to develop your capacity as an independent learner, 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 subject-specific project;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Authorship and personal voice;
    2. Creative ideas: approaches and methodologies
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Seminar (subject specific):
    1. Independent project management skills: formulating a statement of intent and project timeline;
    2. Critical reading;
    3. Peer-led seminar;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:
This self-directed project is intended to support your initial exploration into your own potential personal creative direction. Critical investigation and exploration-will allow you to critically analyse your own personal visual language. You will be encouraged to develop your own defining design ethos and style that underpins the process you take from concept to final output. Within this unit, you will take a self directed approach to create a body of work which is research and design led to create an Interior or Styling Scheme. This brief will be self initiated and detailed from the onset to help you develop a project which demonstrates individuality, creativeness, and inventiveness, all of which you will individually explore. This unit will be made up of one project, defined by a Statement of Intent and project timeline that you will develop at the start of the unit, outlining your creative intentions. You will pursue personal relevant research and design work to produce interior concepts and interior styling proposals within the context of professional practice and consumer led directives. This is your opportunity to demonstrate your personal approach to Interior Design & Styling, working on a project which will require a high degree of self-motivation. Contextualising your work will enhance your critical awareness and ability to evaluate your own performance both verbally and in writing. You have creative control over your intentions and outcomes, thus developing your decision making, time management, and problem solving skills. You will put personal design ideas into practice, thus consolidating and extending practical skills including the art of presenting.

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:				
ELEMENT(S)	**RELATED LEARNING OUTCOMES**	**WEIGHTING**	**PASS MARK (%)**	**SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER**
1. Self-negotiated creative project	1, 2, 3, 4	100%	40%	Students required to develop work through a self-negotiated project, including project proposal and reflection

5.2 ADDITIONAL ASSESSMENT NOTES:
Formative feedback required at two points of Unit delivery.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.
GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice.

Professional Agency
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.
GA11 Self-aware and actively engage in managing their physical and mental wellbeing

Collaboration.
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital creation, problem-solving and innovation
DC3: Digital creation

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA2: Self-awareness, adaptability & resilience

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
SANDWICH YEAR (OPTION)	510

1.3 COURSE:
University Wide

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
-	-	-	-

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X	X	X

SECTION 3: UNIT CONTENT.

3.1 UNIT 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.

3.2 INDICATIVE OUTLINE CONTENT & 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.

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

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

5.2 ADDITIONAL ASSESSMENT NOTES:
Written submission to be Harvard referenced and illustrated. Word count is a maximum.

SECTION 6: ATTRIBUTES & SKILLS.

6.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:
• Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL LITERACY SKILLS:
• Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:
• Learning and experiences are personalised to the student and therefore not possible to map to the above framework.

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
RESEARCH AND DEVELOPMENT	601

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
6	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 at Levels 4 and 5 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.

You 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 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 your research and development (key concepts, methods and references) behind your Final Major Project, demonstrating a sound awareness of appropriate professional contexts.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

In this unit, you will develop agency as creative practitioners through the scoping and development of Final Major Project ideas for Unit 603. You 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, you 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, you will be required to formulate your ideas for the Final Major Project through research-informed idea development, indicative of an in-depth understanding of your 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, you will present your research, summarising the key concepts, methods and references behind your Final Major Project and demonstrating 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 subject-specific project;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Research-informed methods for creative practice;
    2. Communicating your research;
    3. Historical, cultural and ethical considerations in relation to a named practice and/or cognate disciplines;
- Seminar (subject specific):
    1. Critical framing of practical enquiry;
    2. Formulating a research question;
    3. Peer-led seminar;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1. Presentation of Research	1, 2, 4	100%	40%	You will be assessed on the content of your presented research and development work
2. Assessment of presentation skills used in element 1 (above)	3	100%	40%	You will be assessed on your live presentation skills as part of the presentation of your research (above).

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback required at two points of Unit delivery.

Presentation format to be determined in course, for example research poster, film, installation, publication etc.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.

Professional Agency
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital proficiency and productivity
DC2: Digital productivity

Digital creation, problem-solving and innovation
DC3: Digital creation
DC5: Digital innovation

Digital learning and development
DC6: Digital learning

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
PUBLICATION	602

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
6	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
X		

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 a research-informed essay or an original publication (text/image) and accompanying research-informed 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.

You 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 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.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

At the start of the unit, you will begin to indicate a research theme and in discussion with your unit supervisor, you will develop a research question. 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 you undertaking a consistent and rigorous independent written research project. You will receive the academic support and guidance of your supervisor, who will work with you to guide and focus the research process.

Unit delivery will comprise a range of approaches to developing your learning, including opportunities to expand theoretical arguments through either 1.Research-informed essay, referenced and illustrated (5,000 words) Or 2. Research-informed 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 subject-specific project;
- Seminar:
    1. ‘Writing a sustained argument’;
    2. ‘Research-informed essay’;
    3. ‘Self-authored original publication’;
- Seminars (supervisory groups): regular group discussion on themes, progress and shared best practice;
- 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 complement learning in the unit, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

3.4 READING LIST:

Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 an evidence-informed textual response

SECTION 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
OPTION (1) Research-Informed Essay	1, 2, 3, 4	100%	40%	Written submission, Harvard referenced and illustrated (5,000 words)
OPTION (2) Research-Informed Essay + Publication	1, 2, 3, 4	100%	40%	Research-informed essay + Publication (5000 words in total) comprising: original self-authored content (2500 words image/text equivalence) AND Research-informed essay, Harvard referenced and illustrated (2500 words)

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback required at two points of Unit delivery.

Word count is a maximum.

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 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA2 Critical thinkers who use evidence and research to inform their decisions..

Professional Agency
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms

Ethos & Values
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.
GA11 Self-aware and actively engage in managing their physical and mental wellbeing

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital creation, problem-solving and innovation
DC3: Digital creation

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC13: Digital participation

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
FINAL MAJOR PROJECT	603

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
6	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 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.

You 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 Graduate Show

or Exposition, utilising appropriate strategies (according to subject area and specialism) for the display and dissemination of your work to an audience.

3.2 INDICATIVE OUTLINE CONTENT & 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. You will be given the opportunity to focus exclusively on the production of a substantive creative output relevant to your subject area, through a synthesis of intellectual and practical application.

At the start of the unit, you 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, you 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. You will be encouraged to utilise the resources available to you within the university, to include open access resources.

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

- One subject-specific project;
- Seminar (subject specific):
    1. Research into production;
    2. Professional standards for creative outputs;
    3. Presenting practice in the public domain;
- Studio Practice (subject specific): Tutor supported development of practical work in the studio/baseroom/online environment;
- Technical Development (subject specific): technical skills and their application to a named practice;
- 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, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team. .

3.3 UNIT SPECIFIC DESCRIPTION:

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

3.4 READING LIST:

Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
Creative Final Project demonstrating resolved final outcome(s)	1, 2, 3, 4	100%	40%	You are required to develop final creative work to a high level of resolution through a self-negotiated project, including project proposal and reflection

5.2 ADDITIONAL ASSESSMENT NOTES:

Formative feedback required at two points of Unit delivery.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA1 Curious and purposeful creative thinkers and practitioners who demonstrate research and enquiry in the arts and creative practice.
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.
GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice.

Professional Agency
GA5 Advocates for creativity as a catalyst for fulfilling personal, professional and cultural transformations.
GA6 Advocates for sustainability, respect and responsibility as seen through their creative and professional practice
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA10 Resilient and adaptable, who respond positively to challenge and critique as part of being a life-long learner.
GA11 Self-aware and actively engage in managing their physical and mental wellbeing
GA12 Empathetic, kind and respectful, recognising the opportunities for enacting change that exists when encountering a diversity of people, interests and aspirations.

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Information, data and media literacies
DC8: Information literacy
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC12: Digital collaboration
DC13: Digital participation

Digital identity and wellbeing
DC14: Digital identity management

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Personal Effectiveness
EA2: Self-awareness, adaptability & resilience

Communication Skills
EA3:Effective Communication

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills

ARTS UNIVERSITY PLYMOUTH

Unit Specification Form

SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
POSITIONING PRACTICE	604

1.3 COURSE:
Common core unit

1.4 UNIT FHEQ ALIGNMENT:			
LEVEL	CREDITS	ECTS	STUDY HOURS
6	30	15	300

SECTION 2: UNIT DELIVERY.

2.1 DELIVERY PATTERN		
SEMESTER 1	SEMESTER 2	SEMESTER 3
	X	

SECTION 3: UNIT CONTENT.

3.1 UNIT 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 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.

You 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.

3.2 INDICATIVE OUTLINE CONTENT & DELIVERY:

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

During this unit, you will develop an online presence (for example, website, social media presence, professional profile etc), to include creative practice, and a position statement. 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. You will develop appropriate digital strategies for the presentation of your creative work, through the production of a website or similar online presence that showcases your professional practice.

In support of this unit, the production of a 'position statement' (up to 500 words) will provide an opportunity for you 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 graduate show.

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

- One subject-specific project;
- Lecture (delivered cross-University, within course or cognate groups):
    1. Intellectual Property Rights in the Creative Industries
    2. Digital communication *& Professional Networking* - strategies for creative practitioners.
    3. Employability - strategies beyond *University*
- Seminar: specific to cognate or project group.
    1. Networks and opportunities;
    2. Pricing and selling your work;
    3. Professional next steps.
- 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.

To complement learning in the unit, you will have the opportunity to engage with a range of enrichment & enhancement activities throughout the year. Additional support is available to all students via Academic skills to support practice such as essential study skills, academic writing, reflective and critical thinking, research support, writing essays, reading and research, academic honesty and referencing. Personal and professional development support to develop employability skills is provided by the careers & enterprise team.

3.3 UNIT SPECIFIC DESCRIPTION:

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

3.4 READING LIST:
Key texts for this unit will be included in the Unit Brief for the current academic year.

SECTION 4: UNIT LEARNING OUTCOMES.

4.1 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO BE ABLE TO:	
KNOWLEDGE & COMPREHENSION	
COGNITIVE SKILLS	1. Critically apply effective digital tools and techniques by making evidence-informed and appropriate judgements
PRACTICAL & PROFESSIONAL ATTRIBUTES	2. Deliver an evidence-based communication strategy to support the engagement of multiple named audiences 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 5: UNIT ASSESSMENT.

5.1 ASSESSMENT INFORMATION:

ELEMENT(S)	RELATED LEARNING OUTCOMES	WEIGHTING	PASS MARK (%)	SPECIFIC INFORMATION - DURATION, FREQUENCY & OTHER
1.Illustrated journal/report	1, 2, 3, 4	100%	40%	Content including: online presence; position statement (up to 500 words); consideration of IP; career research and professional strategy

5.2 ADDITIONAL ASSESSMENT NOTES:
Formative feedback required at two points of Unit delivery.

SECTION 6: ATTRIBUTES & SKILLS.

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

Creative Practice
GA2 Critical thinkers who use evidence and research to inform their decisions.
GA3 Enterprising creatives who can explore what creativity can mean when faced with challenging and complex circumstances.
GA4 Reflective practitioners who learn from authentic experiences and recognise the personal fulfilment gained from the expansion of views, knowledge and creative practice.

Professional Agency
GA5 Advocates for creativity as a catalyst for fulfilling personal, professional and cultural transformations.
GA7 Digitally literate, with confidence to work across multiple digital environments and platforms
GA8 Innovators who explore new ways of working using a flexible and inclusive approach.

Ethos & Values
GA9 Ethical practitioners who work with an informed awareness of respect and responsibility for how their actions impact others
GA11 Self-aware and actively engage in managing their physical and mental wellbeing

Collaboration
GA14 Active contributors who can consider and effectively use different approaches to communicating to promote authentic dialogue
GA15 Inspiring Life-long learners who value collaboration to enrich and enhance their work and the work of others
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

6.2 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES, as defined in the JISC Digital Capabilities framework

Digital proficiency and productivity
DC2: Digital productivity

Digital creation, problem-solving and innovation
DC3: Digital creation
DC5: Digital innovation

Digital learning and development
DC6: Digital learning

Information, data and media literacies
DC9: Data literacy
DC10: Media literacy

Digital communication, collaboration and participation
DC11: Digital communication
DC13: Digital participation

Digital identity and wellbeing
DC14: Digital identity management
DC15: Digital wellbeing

6.3 AT THE END OF THIS UNIT, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:

Communication Skills
EA3:Effective Communication
EA4: Audience & Engagement

Thinking Skills
EA7: Critical thinking
EA8: Creativity & problem solving

Professional Development
EA9: Professional & management skills
EA10: Business awareness & enterprise thinking