ARTS UNIVERSITY PLYMOUTH

Course Specification Form

SECTION 1: COURSE INFORMATION.

1.1 COURSE SET-UP INFORMATION:	
COURSE TITLE:	**CertHE Business & Management for Creatives**
TEACHING INSTITUTION:	ARTS UNIVERSITY PLYMOUTH
AWARDING INSTITUTION:	ARTS UNIVERSITY PLYMOUTH
DATE OF FIRST VALIDATION:	June 2025
UCAS CODE:	
COURSE START DATE:	September 2027
RELATED QAA BENCHMARKS:	QAA Subject Benchmark Statement: Business and Management QAA Subject Benchmark Statement: Art and Design
PSRB RECOGNITION:	NA
DUAL ACCREDITATION:	NO
CREDIT POINTS:	120

1.2 COURSE DELIVERY INFORMATION:	
MODE OF STUDY:	FT / PT
DURATION (FT / PT):	1 YEAR FT / 2 YEARS PT

1.3 COURSE MANAGEMENT:	
COURSE LEADER:	TBC
EXTERNAL EXAMINER:	TBC

1.4 COURSE EXIT AWARDS:	
TYPE:	CERTHE (120 LEVEL 4 CREDITS)

SECTION 2: COURSE ENTRY REQUIREMENTS.

2.1 RECRUITMENT INFORMATION:	
UCAS POINTS:	Please see AUP website for latest information pertaining to admissions
OTHER ENTRY CONSIDERATIONS:	Please see AUP website for latest information pertaining to admissions

2.2 ADDITIONAL RECRUITMENT INFORMATION:

SECTION 3: AIMS.

3.1 AIMS:

Aims of Undergraduate Study

The aims of undergraduate study at Arts University Plymouth acknowledge the key characteristics and outcomes of creative learning, developing competencies in knowledge and understanding cognitive skills, and practical and professional skills. In broad terms, we refer to these as Knowing, Being and Doing. The aims are designed to:

- Enable creative learning through an enriching, inclusive and distinctive curriculum for the specialist study of business and management for creatives
- Foreground intellectual, practical and professional competency as a basis for lifelong learning and employment.
- Develop independent, critical and creative practitioners in professional and/or entrepreneurial contexts.
- Foster civic responsibility and student agency through an understanding of global perspectives and cultural contexts.
- Provide learning that enables graduates to make a meaningful contribution to the wider creative economy, with impact on social, cultural and economic life
- Create confident and aspirational practitioners through sustainable approaches to professional and personal wellbeing.

3.2 AIMS OF THE COURSE (Specific to Business & Management for Creatives):

Undergraduate Aims of the Course:

Course specific aims support the essential skills and competencies that underpin learning within a named award. These aims are designed to:

- Provide subject specific learning in CertHE Business & Management for Creatives that encourages the development of ideas, concepts, proposals, and solutions that employ and/or challenge the conventions and possibilities within the subject field.
- Develop a range of intellectual, imaginative and practical skills associated with CertHE Business & Management for Creatives that are appropriate for developing sustainable business propositions
- Promote an understanding of professional practice within the subject through the development of an independent, critical and creative practice in professional and/or entrepreneurial contexts.
- Enable the selection and use of appropriate processes and technologies associated with the study of Business & Management, with a high level of skill and creativity, whilst observing sound professional working standards.
- Foster an awareness of subject specific opportunities for creative practice, and the wider global and cultural contexts for Business & Management for Creatives.
- Engender curious, creative, ambitious and socially responsible business practitioners within the field.
- Develop students to become life-long learners with a deep understanding of their skills, literacies and attributes and how to apply these to their future career.

SECTION 4: COURSE LEARNING OUTCOMES.

4.1 KNOWLEDGE & UNDERSTANDING (Knowing)	
K1	Demonstrate awareness of ethical responsibility in business & management
K2	Identify the fundamentals of business and finance to develop commercial awareness
K3	Evidence understanding of the key principles of branding, marketing and sales
K4	Demonstrate awareness of the role and value of intellectual property rights in business
K5	Demonstrate awareness of the importance of managing human, financial and physical resources ethically and sustainably.

4.2 COGNITIVE SKILLS (Being)	
B1	Analyse and evaluate a range of data and sources of information
B2	Demonstrate creative and conceptual thinking to generate ideas, proposals and solutions in response to a brief
B3	Develop a business position drawing from personal reflection and feedback
B4	Identify characteristics of creative, enterprise & entrepreneurial thinking to support business development
B5	Evidence self-management as an independent learner engaged in personal and professional development

4.3 PRACTICAL & PROFESSIONAL SKILLS (Doing)	
D1	Demonstrate effective communication and presentation skills for your business project
D2	Develop attributes required for effective team and collaborative working
D3	Apply numeracy skills to utilise data and inform financial planning
D4	Manage workload and evidence skills in organisation and project management
D5	Utilise digital tools to enhance efficiency and productivity

SECTION 5: ATTRIBUTES & SKILLS.

5.1 AT THE END OF THIS COURSE, 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
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
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
GA16 Enterprising and entrepreneurial, who can identify issues and solutions and respond creatively to uncertain and challenging situations.

5.2 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL CAPABILITIES:

Defined in the JISC Digital Capabilities Framework

Digital proficiency and productivity
DC1: Digital proficiency
DC2: Digital productivity

Digital creation, problem-solving and innovation
DC3: Digital creation
DC4: Digital research and problem-solving
DC5: Digital innovation

Digital learning and development
DC6: Digital learning
DC7: Digital teaching

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
DC15: Digital wellbeing

5.3 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY ATTRIBUTES:

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
EA10: Business awareness & enterprise thinking

SECTION 6: LEARNING & TEACHING INFORMATION.

6.1 LEARNING & TEACHING:

Student learning is shaped primarily by content provided by the academic and technical staff within the course subject area and other forms of engagement which support independent learning.

These approaches to Learning & Teaching include:

Lectures: All units comprise lectures which are designed to cover core essential knowledge and can be delivered cross-University, within course or cognate groups. Supporting material for lectures will be made available via the VLE - this has been implemented to support accessibility, student confidence as well as support for students with English as a second language.

Seminars: Seminars may be delivered as part of a cognate group or within a defined subject discipline. Seminars give students the opportunity to engage with the content through a focused subject/cognate lens and to develop a deeper understanding and application of the material. Furthermore, seminars are structured to encourage peer-to-peer engagement and the development of learning communities.

Tutorials: Throughout each unit, students are provided with academic tutorials to support a deeper engagement with their subject and practice. These tutorials, either 1:1 or in small groups, help to deliver personalised and individual guidance and are an opportunity for formative feedback.

Critiques: Central to creative practice, individual or group critiques are used to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Giving and receiving feedback on practice is part of every unit.

Collaboration: Engagement and interaction with peers supports the development of core communication and interpersonal skills aligned to professional creative practice. Collaboration can occur at both subject level and through interdisciplinary contexts broadening students' perspectives as creative practitioners.

Directed Learning: Students may be provided with activities linked to a timetabled session, designed to preface or continue the learning. Directed learning builds on the content within taught sessions, to support the achievement of learning outcomes.

Independent Study: Students will be supported to engage in developing their independent study. This may be directed or self-initiated to develop a student's learning autonomy and ownership of the knowledge and information gained during the course.

As part of their learning, students also have the opportunity to access:

Academic and Professional Resources: Students are able to engage in broader learning opportunities in the university, including support from the Library, academic skills, digital learning and careers & enterprise.

6.2 RESOURCES:

AUP Technical Labs offer a variety of specialist resources, equipment and skill specific workshops:

Digital Print Bureau: The Digital Print Bureau offers digital reproduction and print finishing services via wide format printing, dye sublimation, scanning, copying, bookbinding and vinyl plotting.

Multimedia Lab: The multimedia lab offers a broad range of industry standard media resources which include: analogue film processing, B&W darkrooms, photographic and film studios, digital production suites, and an equipment resource centre (ERC) stocked with an extensive selection of cameras, lenses, lighting, and audio/visual equipment.

Digital Suites and Software: Student learning is supported by a range of specialist creative software to support development of skills required within the course of study. Students have access to a range of specialist studios, production suites and computer labs.

Library: Access to digital or physical reading material identified on unit reading lists and opportunities for students to access other material, for example journals, databases, digital videos, e-books etc.

Further specialist AUP Technical Labs include: Materials Lab (core practices: ceramics, metals, glass, wood, and biomaterials**)**, Imprint Lab (traditional print process such as dry point, etching, intaglio, collagraph, screen printing and letterpress), Fabric Lab (fabric screen printing and repeat pattern, embroidery, tufting and domestic knitting, Dye Lab, domestic, industrial and specialist sewing machines) & Fab Lab South West (3D printers and scanners, prototyping tools, laser cutters, vinyl cutters, milling machines, and a large CNC router).

6.3 ASSESSMENT:

Assessment is an integral part of student learning which should be dialogical, impactful and meaningful. Students are assessed using the following:

Formative tutor assessment: Formative assessment and feedback is used to direct student progress and evaluate knowledge and understanding throughout the course.

Formative peer assessment: Peer assessment requires the student to place themselves in the role of the assessor and make judgements based on agreed criteria about their own and others' work. Peer assessment fosters a supportive critical environment, but is not part of the summative assessment decisions and grades made by the tutor.

Formative Feedback: Formative Feedback is a form of assessment that guides student progress and evaluates knowledge and understanding throughout the course. This type of feedback is developmental and enhances the learning experience by providing points of advice and direction prior to the Summative Assessment.

Summative tutor assessment: Summative assessment is the process by which the tutor(s) evaluate student performance against assessment criteria and learning outcomes.

Summative Feedback: Summative assessment takes the form of written feedback detailing grading decisions cross-referenced with unit learning outcomes. It is designed to help students comprehend and appreciate their relative strengths and weaknesses and to benchmark their progress in order to develop strategies for future learning. Summative Feedback may include one-to-one tutorials with tutor(s) so students can explore in-depth their feedback and future actions.

Unit Briefs: Information outlining the requirements for the development and completion of assigned Unit work and the method of the work's assessment. The Unit Brief describes the objectives, content, deliverables and timescales for assignments that form the learning in the Unit.

Assessment Map: in the design of assessment for learning, assessment modalities are grouped into three types: (1) Practice, (2) Communication and Engagement and (3) Written Synthesis. The spread of the assessment modality across the course can be found in the table below:

Assessment Map

		Practice		Communication & Engagement	Written synthesis		
		A Porfolio of Work	Visual Output Portfolio	10min Pitch (content and presentaiton skills)	Critical Evaluation 1,000 words	Business Portfolio: Executaive Summary 1,000 words	Business Portfolio: Critical Evaluation 500 words
Business Essentials	401	100					
Managing your Business	402					100	100
Marketing, Brand & Identity	403		100				
Your Business Project	404			100	100		

Graded Holistically

SECTION 7: UNDERGRADUATE COURSE STRUCTURE

FULL-TIME

YEAR 1 (LEVEL 4)					
SEMESTER 1			**SEMESTER 2**		
401	Business Essentials for Creatives	30 credits	403	Marketing, Brand & Identity	30 credits
402	Managing Your Business	30 credits	404	Your Business Project	30 credits

PART-TIME

YEAR 1 (LEVEL 4)					
SEMESTER 1			**SEMESTER 2**		
401	Business Essentials for Creatives	30 credits	403	Marketing, Brand & Identity	30 credits
YEAR 2 (LEVEL 4)					
SEMESTER 1			**SEMESTER 2**		
402	Managing Your Business	30 credits	404	Your Business Project	30 credits

SECTION 9: ADDITIONAL COURSE INFORMATION.

9.1 ADDITIONAL NOTES:

SECTION 10: LEARNING OUTCOME MAPPING.

Reference CUF mapping documentation. Link here.