ARTS
UNIVERSITY
PLYMOUTH

CertHE : Ceramics & Glass

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:
Ceramics & Glass CERT HE

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:

Methods and Materials introduces the material, technical and creative foundations of glass practice through hands-on learning, with a clear focus on future professional and entrepreneurial use. The unit is designed for students who wish to build the skills, confidence and judgement needed for independent craft practice or the development of a small-scale craft business.

Over the course of two creative projects, students will be inducted in core glass-making techniques through structured workshops, demonstrations and guided studio practice. Teaching focuses on safe and efficient working, understanding the properties of glass, and selecting appropriate methods and materials in response to creative briefs. This practical emphasis encourages curiosity, disciplined experimentation and problem-solving, supporting students to work purposefully within technical and material constraints.

Ideas are developed through clear methods of visualisation, including drawing, prototyping, testing and digital documentation. These processes help students move from concept to realisable outcomes while learning to communicate ideas effectively. Research, observation and making are treated as connected activities, enabling students to use evidence to inform creative decisions and refine their work with intention and clarity.

Contextual research supports practical activity. Students investigate historical, contemporary and

culturally diverse glass practices, alongside different professional approaches to making and production. Lectures and seminars introduce ways in which innovation and flexibility can shape a sustainable creative practice, encouraging students to explore how glass skills might translate into viable products or bodies of work.

Tutorials will support clear communication, shared learning and constructive response to feedback. Students are encouraged to adapt their ideas, reflect on outcomes and manage challenges as part of an iterative making process. Assessment is through a portfolio of practical work, demonstrating material competence, research-informed judgement and reflective understanding of glass practice as a foundation for future professional development.

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

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EA8: Creativity & problem solving

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SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
ENCOUNTERING PLACE	402

1.3 COURSE:
Ceramics & Glass CERT HE

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:

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

Unit 402 supports students in developing a ceramic practice that is informed by material awareness, place and purpose, and is suited to future professional and self-employed pathways. Through themed project work, students explore how ceramic skills can be shaped into coherent products or bodies of work that respond to defined briefs, audiences and contexts, while recognising the significance of place-based practice. The unit introduces the relationships between practitioner, location and material, encouraging students to consider how geography, environment and local resources can shape creative identity and making decisions.

Over the course of two separate but related creative projects students build skills through hands-on workshops and demonstrations, learning forming, surface and firing techniques relevant to small-scale production. Making is approached as a process of testing, refinement and decision-making, with particular attention given to the origins, properties and behaviour of ceramic materials. Students are encouraged to reflect on how clay bodies, glazes and processes are influenced by their material sources and production contexts, supporting the development of thoughtful and viable outcomes.

This unit introduces students to the use of computer-aided design and design-to-manufacture, prototype, refine and make crafted work. Students learn how the use of digital tools can work in tandem with traditional ceramic processes.

Contextual research underpins creative development. Students investigate historical, contemporary and culturally diverse ceramic practices, with a focus on place-based traditions and the ways makers respond to

landscape, community and locality. Consideration is given to professional and business-led approaches to ceramic practice, alongside an informed awareness of material sourcing, environmental impact and cultural responsibility. These considerations are framed as integral to developing an authentic, responsible and sustainable craft practice.

The unit places strong emphasis on communication. Students learn to articulate ideas, values and outcomes clearly to a named audience through visual, verbal and written means. Tutorials and presentations support professional dialogue and reflection, while digital tools are used for research, documentation and presentation. Assessment is through the presentation of project work and a 1000 - word essay, demonstrating contextual understanding, material awareness, resolved making and the ability to communicate a place-informed ceramic practice as a foundation for future craft enterprise.

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. A 10 minute presentation to a small group (assessed on content)	2, 3, 4	100% FG	40%	You are required to present your work. You will be assessed on both content and presentation skills

2. Critical Essay (1000 words)	1	100% FG	40%	

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 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

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

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SECTION 1: UNIT INFORMATION.

1.1 UNIT TITLE:	1.2 UNIT CODE:
EXPLORING SUBJECT	403

1.3 COURSE:
Ceramics & Glass CERT HE

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 set 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 critical reflection (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:

This unit consists of two projects:

Project 1

A portfolio of work, evidencing research, development, making and reflection. The portfolio will demonstrate awareness of the audience, the ability to select appropriate practical and contextual approaches, and a critically informed creative position, preparing students for progression within higher education craft practice and the realities of professional craft enterprise.

Project 2

A 1,000 word contextual essay

This unit builds on the technical, material and conceptual foundations established in earlier units, supporting students to position their creative practice within a professional craft and applied arts context.

Students will be given a design brief that identifies a specific area of specialism within ceramics, glass, or hybrid material practice, alongside a defined audience and intended context for sale. Through sustained studio practice, students will select and apply appropriate making processes, research methods and contextual references to develop work that is both creatively resolved and professionally viable. Decision-making will be informed by considerations of function, aesthetics, value and production feasibility.

Critical reflection is central to the unit and will be used to support the development of a confident creative and professional position. Students will evaluate their processes, outcomes and choices in relation to audience, pricing, presentation and sustainability. Tutorials and group critiques will encourage students to articulate their intentions, respond to feedback and refine their work in relation to real-world craft and design contexts.

The unit places strong emphasis on the relationship between concept, making and production. Students will explore how ideas are translated into material outcomes, considering efficiency, repeatability and quality control where appropriate. Attention will be given to professional presentation, including documentation, display strategies and the preparation of work for exhibition and sale.

Assessment tasks are a creative response to a brief and a 1,000 word contextual essay

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	1,2, 4	100% FG	40%	
2. Contextual Essay (1000 words)	3	100% FG	40%	

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

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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 enquiry, 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 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% FG	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% FG	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