

<b>Unit Title</b>	The Big Project
<b>FHEQ Level</b>	Five
<b>Unit Code</b>	EDGP182
<b>Credit Value</b>	15 credits
<b>Unit Type</b>	Elective

<b>Learning Hours</b>			
<b>Staff – Student Contact Hours</b>		<b>Independent Study Hours</b>	
Classes	20	Independent Study	47.5
Supervised access to resources	17.5	Preparation for Assessment	30
		Unsupervised Access to Resources	45
<b>Total</b>			<b>150</b>

### Unit Description

This unit is part of an elective choice that offers you the opportunity to pursue a project-based unit as part of an enhancing experience within your curriculum. This unit has deliberately been structured to offer a soft-skills based experience based around working with a specific client base (in this case a Not for Profit organisation). This unit supposes no prior formal experience of photography and is open to all students eligible within the Institution.

This elective choice offers the opportunity for you to explore an ethical position as an image-maker in relation to a wider social and/or environmental context. In a current climate of fast growing 'shared economies', photographers no longer work in a hermetic creative bubble - instead they are playing an increasing role within communities and as catalysts for social change.

Collaborative in nature, this unit will ask you to engage with others, and to consider carefully how best to do so, within a given context. This will take the form of a brief-led project from a NFP (third sector) client and whilst relatively short in duration it is anticipated that the impact on you will be wide-ranging. As a starting unit at level five this is an opportunity for you to give voice to your own particular aesthetic, social or political concerns, using a range or simple approaches and techniques.

This unit is influenced directly by all five principles of the Mind-set and Skill-set Manifesto in that you are making choices within your curriculum that best responds to your own ambitions whilst working in collaboration with a client - thus truly generating a collaborative experience. The concept of the unit being that a new client would be chosen each year and therefore the unit brief and parameters would change according to their requirements.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The

relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

### Unit Indicative Content

- The ability to work to a set brief from an external client that operates within a set deadline and exacting requirements.
- The opportunity to work with a range of clients and stakeholders that offer a unique perspective on current social or political concerns.
- The ability to offer a range of visual solutions based on the skill-set gained thus far on the course.
- The ability to work on screen and in print as viable outcomes in response to the client's brief.
- The opportunity to enhance a set of 'soft skills' through negotiation and collaboration with a range of subjects and communities.
- The knowledge of issues relating to image usage permissions, ethical and responsible considerations, model release and intellectual properties.
- The negotiation of access to spaces and locations that can be used as a means to display and discuss final work outcomes.

### Unit Aims

- To generate ideas in response to a brief, and develop and refine them through a process of experimental practice, reflection and evaluation and to explore the role of the photographer in relation to community, sustainability and/or social enterprise.
- To test and articulate ideas, based on research on the culture, history or social role of a given organization, community or environment; to be able to explore the role and responsibility of photographers within such context and to interrogate related ethical questions in relation to this.
- To apply practical, analytical and self-reflective skills in the development and delivery of a practical outcome.
- To demonstrate the ability to collaborate and engage with others, including peers, staff and members of the public and/or outside organizations with professionalism and a level of appropriate studentship.
- To manage time and resources effectively and realistically.

## Unit Learning Outcomes

### LO 3 Development/Prototyping

Analyse a range of potential pathways that result in appropriate solutions, informed by your understanding of the principles of the creative process.

Related Principle: INTEGRATE

### LO 4 (Pre) Production

Employ relevant knowledge of production skills alongside a grasp of the creative potential of a selection of processes, materials and methods that inform creative and academic practice.

Related Principle: COLLABORATE

### LO 5 Presentation /Storytelling For Influence

Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

Related Principle: ADVOCATE

## Learning and Teaching Methods

*Lecture*

*Seminar*

*Tutorial*

*Practical Classes and Workshops*

*Independent study*

*Directed Study*

## Assessment methods and tasks

*Brief description of assessment methods*

*Presentation*

*Portfolio*

*Critique*

- Summative assessment is the completion of the main unit task.
- Students are notified of their grades promptly and feedback is usually via an audio file where at least two tutors contribute to feedback and feedforwards.

### Assessment tasks

### Weighting (%) *(one grade or multi-grade unit)*

Complete a series of image based outcomes that are based on a NFP client brief and typically will engage you within a social or political or ecological aspect of the client's position.

This unit is assessed as one grade with both elements contributing to this final result.  
**100% (pass/fail)**

A simple presentation that reflects on the experience of the unit.

## Indicative Assessment Criteria

- Initiate a process of research and enquiry that best outlines an appropriate response to a client brief within their expected mode of operation. (LO 3)

- Deliver through a process of experimentation and collaboration a series of informed outcomes relating to a client-led brief that specifically outlines the student's own role and responsibility as an image-maker. (LO 4)
- To be able to demonstrate an ability to collaborate and engage with others, including peers, staff and members of the public and/or outside organizations in both the making and dissemination of final outcomes. (LO 5)

### Essential Reading list

1. Fox A, 2010, "41 Hewitt Road: 1996/1999", The Photographer's Gallery, London
2. Neville M, 2016, "Fancy Pictures", Steidl, Munich
3. Orr D,W, 2004, "Earth in Mind, On Education, Environment and the Human Prospect", Island Press, London
4. Sterling S, 2010, "Sustainability Education: Perspectives and Practice across Higher Education", Routledge, London
5. Stibbe A, 2009, "The Handbook of Sustainability Literacy: skills for a changing world", Green Books, London