Ravensbourne University London

Unit Title	The Big Project
FHEQ Level	Five
Unit Code	EDGP182
Credit Value	15
Unit Type	Elective

Learning Hours

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

Unit Description

This unit is part of an elective choice that offers you the opportunity to purse a project 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 university.

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 unit 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
(to be selected from the Mini Manual)

LO2 COLLABORATE

- **Inter-disciplinary Working**
- **Coproduction**

Level 5

Demonstrate capacity for employing approaches that utilise inter-disciplinary and trans-disciplinary working methods.

Demonstrate capacity to employ cooperative interactions and partnerships/teamwork to support professional development.

LO3 INTEGRATE

- **Communication & Presentation**
- **Networking**
- **Professional Practice**

Level 5

Demonstrate capacity for developing coherent and aligned communication and presentation approaches (including narrative & storytelling) in physical, written and oral forms.

Evidence evolving ability to combine academic development with industry interactions, practices and professional working models in order to develop disciplinary discovery and personal practice.

LO4 ADVOCATE

- **Critical Reflection**
- **Professional Identity**

Level 5

Evidence ability to engage with Critical Reflection, to review, analyse and interpret personal and professional development.

Evidence developing working process that identifies consideration and interpretation of social and ethically responsible working methods and how this guides personal professional practice.

Learning and Teaching Methods

Lecture
Seminar
Tutorial
Practical Classes and Workshops
Independent study
Directed Study

Hybrid approaches to study that might include online and pre-recorded materials as well as in-class sessions that concentrate on acquiring practical skills. This also might include a client briefing and final assessment if the client was not based in the UK.

Assessment methods and tasks

Brief description of assessment methods
Presentation
Portfolio
Critique
Client presentation: An oral examination that would look at the content and the delivery of your presentation.
- 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 were 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. A simple presentation that reflects on the experience of the unit.	100% This unit is assessed as one grade with both elements contributing to this final result. (pass/fail)

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

- Initiate a process of research and enquiry that best outlines an appropriate response to a client brief within their expected mode of operation. (LO 4)
- 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 3)
- 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 2)

Essential Reading list

1. Fox A, 2010, "41 Hewitt Road: 1996/1999", The Photographer's Gallery, London

2. Neville M, 2016, "Fancy Pictures", Steidhl, 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