



<b>Unit Title</b>	Live Brief - Sport
<b>FHEQ Level</b>	Six
<b>Unit Code</b>	SDGP21301
<b>Credit Value</b>	15
<b>Unit Type</b>	Subject

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	20	Independent Study	40
Supervised access to resources	10	Preparation for Assessment	20
		Unsupervised Access to Resources	60
<b>Total</b>			<b>150</b>

**Unit Description**

This unit simulates an actual commission from a commercial client with a series of exacting deliverables and is underpinned by a series of formative tutorial sessions with an industry art director who typically commissions photographers within the sport sector of photography but in its widest interpretation. This could also include aspects of lifestyle or wellness photography, performance, touchline or more editorial narrative styles. Sport photography is often less collaborative than the other study options on the course given that the collaboration is typically focussed more on the player or team or performance but within a more editorial or advertising context there could be a need to work collaboratively to share skill-sets and approaches. The client will change each academic year and as such the nature and tone of this brief will also vary depending on the chosen client’s position within the industry.

The unit is deliberately short in duration and will simulate the need for quick and accurate responses to a client’s needs. It is also worth noting that all three study options will be producing similar client-led outcomes at this point in the curriculum so as to offer potential cross-over in terms of clients, collaborative working and a trans-disciplinary approach. This aspect might also be developed to include collaboration from other courses in the institution to develop true collaboration within a commercial context.

The unit draws upon skills learned throughout the first two years of the course – not only photographic but also moving image and the application of material into design templates. The unit itself also encourages a creative response to its demands mirroring industry practices where image generation is quicker and more experimental – typically working to a contingency of time and budget.

Again, the unit is influenced across all principles of the Mind-sets and Skill-sets Manifesto in that you will work in collaboration with an industry professional and to challenge your mind-set to create the best response to the brief relative to your chosen study option and career ambitions.

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 combine and evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / Where enquiry informs creativity.

## Unit Indicative Content

- Developing a set response to a client brief using a direct and efficient visual strategy relative to the chosen genre or pathway.
- Developing a treatment to pre-produce a series of outcomes relating to a commercial brief which includes a range of deliverables.
- The sourcing and managing of creative support such as models or teams, styling, hair and make-up, design, moving image and other external inputs required to meet an exacting professional brief.
- The management of studio time and location access according to an interpretation of a client brief.
- Advanced use of camera capture and workflow with output to print as being the main focus.
- Distinctive and appropriate approaches to lighting, pose, capture and context.
- An awareness of the specific elements of practice needed to authentically produce work within a chosen genre.
- The managing of resources, time and facilities to efficiently meet a defined deadline.

## Unit Aims

To prove the ability to generate a series of appropriate visual responses to a set-brief within a compressed time-line.

To support the fully controlled and assured use of technical and practical skills to realise outcomes with an awareness of specific industry expectations.

To develop a sophisticated understanding of client and audience through a series of defined deliverables.

To provide a well-informed understanding of industry relevant practice, particularly areas closely related to a target audience or genre of practice.

To emphasise high levels of personal organisation, responsibility, punctuality and control of varied resources required to successfully bring a photographic project to completion.

## Unit Learning Outcomes

### LO1 CULTIVATE

- **Technical Competence**
- **Subject Knowledge**
- **Resilience**

Evidence and contextualise capacity for utilising and synthesising discipline specific knowledge and technical competencies to support academic & practical self-efficacy and advancing employability proficiencies.

#### **LO2 COLLABORATE**

- Inter-disciplinary Working
- Coproduction

Demonstrate ability to combine strategies that synthesise inter-disciplinary and trans-disciplinary working methods into personal practice.

Evidence aptitude to synthesise cooperative interactions and partnerships/teamwork in personal working methodologies.

#### **LO3 INTEGRATE**

- Communication & Presentation
- Networking
- Professional Practice

Demonstrate effective competence to employ coherent and aligned communication and presentation strategies in physical, written and oral forms.

Evidence ability to effectively synthesise academic development with industry interactions, practices and professional working models in order to facilitate disciplinary discovery and personal professional practice.

#### **LO4 ADVOCATE**

- Critical Reflection
- Professional Identity

Evidence ability to utilise Critical Reflection, to review, analyse, interpret and evaluate personal and professional development.

Identify a coherent working ethos that identifies consideration of social and ethically responsible working methods and how this aligns and supports personal professional practice.

#### **LO5 ORIGINATE**

- Research
- Experimentation
- Ideation

Evidence capacity for rigorous enquiry processes that support and facilitate practical and theoretical development in physical, written and oral forms.

Evidence capacity to combine & synthesise ideas, materials, tests and outcomes into solutions to inform and support and enable practical and theoretical development in physical, written and oral forms.

### **Learning and Teaching Methods**

Lecture  
Seminar  
Tutorial  
Guest Lecture  
Independent study  
Directed Study  
Masterclass

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

## Assessment methods and tasks

Brief description of assessment methods

- **Formative Assessment:** You will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.
- **Summative assessment:** Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.
- **Presentations to tutors and/or peers** are usually within a small group environment where at least two tutors are present. This is an oral examination that would look at the content and the delivery of your presentation.
- In some cases, digital files will be required to assess technical skill.

You will be notified of your grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.

Assessment tasks	Weighting (%) <i>(one grade or multi-grade unit)</i>
A series of photographs and associated media that respond to a client set brief within a specific genre approach.	100%
A comprehensive digital workbook that is reflective in nature as well as analytical and chronological in terms of project and idea development.	

## 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.*

- **Demonstrate the ability to engage with the process of developing a series of outcomes to a client-led brief utilising an appropriate visual strategy. (LO1)**
- **Demonstrate an understanding of testing ideas and reflective working practices through the use of a workbook, treatment and the progression through stages of formative idea and practice review. (LO5)**
- **Demonstrate an informed choice of technique and application of practice relative to a client's expectations. (LO4)**

- **Demonstrate an ability to communicate a position of propaganda, branding, selling or promotion through photographs and related media to an intended audience. (LO3)**
- **Demonstrate a collaborative approach in working with a client and related creative teams to meet and exceed a set of agreed deliverables (LO2)**

### Essential Reading list

1 Holland H, (2011), *Locals Only: Skateboarding in California 1975/78*, USA: Ammo Books LLC

2 Seale L, (2016), *The Surf girl Handbook*”, USA, Orca Publications

3 Torgeby M (2018), *The Runner*, London: Bloomsbury

4 Ryan C (2017), *Feeling is a thing that happens in 1000<sup>th</sup> of a second...*”, Oxford: Riverrun

5 Thomas, G. (2003) *Beyond the Lens*. London: The Association of Photographers.  
(also *Beyond the Lens lite (2019) abridged by Dunbar N, Wenham-Clarke P and Cunnick G*)