ARTS UNIVERSITY BOURNEMOUTH

UKMC
UK MANAGEMENT COLLEGE

BA (HONS)
EVENTS MANAGEMENT
WITH FOUNDATION YEAR

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Events Management with Foundation Year** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of this Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Events Management
Award Title	BA (Hons) Events Management with Foundation Year
Teaching institution	UK Management College
Awarding Institution	Arts University Bournemouth
Offered in the School of	Fashion and Creative Industries Management
Professional accreditation	None
Length of course / mode of study	4 years full-time or 5 years with 1-year placement option
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Events, Hospitality, Leisure, Sport & Tourism and Art & Design
UCAS code	WN12
Language of study	English
External Examiner for course:	Pilar Garrido Sanz
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	2002
Date of Integrated Foundation Year Validation	October 2025
Date of most recent review	2023
Date course specification written/revised	July 2023 Revised April 2026

Course Description

The BA (Hons) Events Management degree is a course which enables students to design, develop and deliver creative and complex events.

The world of events and festivals is full of well-organised project managers; however, the most successful Event Managers are those that can also design experiences. Focusing on that blend of project management and design skill is what makes studying Events Management at Arts University Bournemouth unique among event management courses. This course will provide students with the skills that they need to become not only the experienced manager that is at the heart of every event but an experience architect.

The ultimate creative process is to conceive and deliver unique experiences that stand out from the crowd and become a source of inspiration to others. During their studies students will work with their peers and collaborate across many relevant courses at AUB to design and deliver live events and festivals in each and every year of their course.
On completion of the course, students will be able to:

- Design and deliver events of high quality to a professional standard.
- Set clear objectives and evaluate the impact of their work.
- Manage complex projects that are informed by a wide range of stakeholders.
- Manage multiple projects mirroring professional practice.
- Analyse evidence and develop ideas that are supported by sound conclusions.
- Think creatively, be agile and resilient.
- Understand existing and emerging technologies and the role that they play in events.
- Be the competent financial, resource and risk manager at the heart of every event.
- Have critical awareness of issues that impact the creative industries and society.

Throughout the course, students will collaborate and undertake distinct roles in the design, development and delivery of events preparing them for a wide range of career options in the creative industries and beyond. Students will also be prepared for postgraduate study.

About the Integrated Foundation Year

The integrated foundation year is specifically designed to provide an accessible route into higher education for students who may not currently meet traditional Level 4 entry requirements. This includes learners from non-traditional academic backgrounds, such as those without standard qualifications, individuals returning to study after time in employment, or those whose education may have been disrupted.

The Integrated Foundation Year offers a carefully structured and supported transition into undergraduate study, with progression to the aligned BA/BSc pathway. It combines core academic and report-writing skills with essential introductory knowledge in finance for creative industries management. Alongside this, students will develop foundational competencies in creative thinking, design methods, and visual communication.

The curriculum has been designed to prepare students for successful progression to Level 4 study, with reference to both the QAA Subject Benchmark Statements for Art and Design and for Business and Management. This ensures that learners are equipped with the conceptual, technical, and analytical skills required for study in creative business-focused disciplines, supporting cross-disciplinary understanding that reflects the realities of the contemporary creative industries.

Delivered through a Problem-Based Learning (PBL) approach, the course provides an engaging and dynamic learning environment that fosters experimentation, critical enquiry, and real-world relevance. The thematic, project-based structure of PBL helps students build confidence and develop collaborative, reflective, and communication skills, supporting both academic success and future professional practice.

By unlocking creative potential in a broader cohort of learners, including those from underrepresented or international backgrounds, this course enhances AUB's recruitment resilience, strengthens the internal progression pipeline, and reinforces our institutional commitment to diversity, inclusion, and creative opportunity for all.

Integrated foundation Aims:

- **To provide an accessible and supported transition into higher education** for students from non-traditional academic backgrounds, preparing them for successful progression to Level 4 study.

- **To develop core academic, analytical, and communication skills**, including academic and report writing, in line with expectations for undergraduate study in both creative and business disciplines.
- **To introduce foundational knowledge of finance and management principles** relevant to the creative industries, aligned with the QAA Subject Benchmark Statement for Business and Management.
- **To cultivate creative thinking, design methods, and visual communication skills** through a problem-based learning approach, aligned with the QAA Subject Benchmark Statement for Art and Design.
- **To foster confidence, collaboration, and reflective practice** through thematic, project-led learning that mirrors real-world creative and commercial contexts supporting personal, academic, and professional development.
- Demonstrate awareness of different perspectives, approaches and ethics within creative and management practice.

Distinctive features of the course

The foundation year course will use **Problem-Based Learning (PBL)** as a distinctive pedagogic model, positioning this as a unique selling point (USP) within our foundation provision. PBL allows students to develop critical soft skills such as collaboration, communication, creative thinking, and reflective practice within authentic creative contexts, relevant to all the subject provision at AUB. These are embedded in thematic projects that encourage experimentation, questioning, and socially engaged practice.

Rather than frontloading technical instruction or academic content, the PBL model integrates these elements into live creative challenges, enabling students to build foundational subject knowledge, technical fluency, and higher education study skills in a connected and applied way, which underlines the AUB philosophy around developing an entrepreneurial mindset.

Design Centric: Studying Events Management at AUB is different because we develop students' management skills, and we place design principles at the very heart of our course.

Making an Impact: We make a difference with everything that we do, our work is designed to have a positive impact on the communities that we serve.

Being Inclusive: Everybody is welcome, neurodiversity is an asset, and everybody's cultural experiences are the foundations of our collective inspiration and the work that we produce.

Collaborating with Others: Collaboration is embedded throughout the foundation year course structure and delivery, particularly in Terms 1 and 2 where students work together across disciplines on shared creative challenges. This approach reflects professional creative practices and promotes peer learning, empathy, and teamwork - essential graduate attributes that support employability and real-world readiness.
AUB is a microcosm of the creative industries, and the course is an enabler of collaboration across many courses. Our projects are multi-disciplinary, and students work with specialists across those disciplines.

Building Resilience: The learning experience is authentically aligned with industry practice. Assessments are typical tasks that students would be expected to complete in their future careers including producing events. Our graduates are confident, creative, have lots of relevant experience and are well prepared for their future careers.

Course Industry Patron Scheme: All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

The BA (Hons) Events Management with foundation year fits with the university's strategic vision in several ways:

Innovative: The course responds to emerging trends and technologies which support the creative responses of the students. This also supports the university's aim to provide relevant and innovative courses that respond to the needs of the creative industries.

Collaborative: The course is designed to stimulate collaboration across different courses and schools within the university, including Communication Design and Strategy, Creative Direction, Curation, Exhibition and Experience Design and many more.

Connected: The course is enriched by encouraging students to develop events that reflect the rich cultural diversity of the AUB community. International students share their perspectives on traditions and festivals which have values that everybody can recognise and embrace.

Passionate: Students and staff are motivated to study and create work that has a positive impact on the AUB community and the wider communities that engage with our work.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Integrated Foundation Year Aims

- **To provide an accessible and supported transition into higher education** for students from non-traditional academic backgrounds, preparing them for successful progression to Level 4 study.

- **To develop core academic, analytical, and communication skills**, including academic and report writing, in line with expectations for undergraduate study in both creative and business disciplines.

- **To introduce foundational knowledge of finance and management principles** relevant to the creative industries, aligned with the QAA Subject Benchmark Statement for Business and Management.

- **To cultivate creative thinking, design methods, and visual communication skills** through a problem-based learning approach, aligned with the QAA Subject Benchmark Statement for Art and Design.

- **To foster confidence, collaboration, and reflective practice** through thematic, project-led learning that mirrors real-world creative and commercial contexts, supporting personal, academic, and professional development.

Integrated Foundation Year Outcomes

On completion of the integrated foundation year, you will be able to:

1. demonstrate confidence in your knowledge of your chosen discipline through a range on individual and group-based work.

2. demonstrate initiative and self-motivation in your approach to risk and problem solving through completing individual tasks and assessments.

3. show flexibility in your approach to combining new and traditional skills.

4. take appropriate responsibility for your own studies.

5. confidently choose and apply appropriate creative and business problems solving methods and techniques.

Course (Years 2-4) Aims

The BA (Hons) Events Management degree aims to provide students with a creatively-focused learning experience, which supports their personal and collective growth and confidence as they develop into competent event designers and managers.

The course aims to develop students' skills in generating creative and complex event design ideas that are both realistic and realisable.

Students will engage in project-based learning that enables them to explore and develop awareness of the domains of events management including financial, logistical, operational marketing, resource, and risk management.

The course aims to view the world of events from multiple perspectives and theoretical standpoints providing students with the insight necessary to understand the wider impact of their events.

Students will have the opportunity to conduct extensive research on events, festivals, and the wider creative economy, explore their own ideas, and gain valuable insight into the creative industries, equipping them with a developed understanding of the sectors that our industry operates in.

Course (Years 2-4) Outcomes

This course enables students to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key skills and attributes, and professional and transferable skills.

The outcomes that students will demonstrate upon completion of the BA (Hons) Events Management course, are as follows:

- Apply comprehensive knowledge and skills in the conception, planning, delivery, management, and evaluation of events.
- Research, analyse and critique concepts and cultural issues affecting the planning and management of live events and organisations.
- Generate ideas independently using both convergent and divergent thinking while demonstrating an understanding of audiences, clients, markets, environments, users, consumers, and/or participants.
- Engage with issues of social context, sustainability and ethics and relate them to delivery of live events within an international context, working with artists, suppliers, and stakeholders.
- Be an independent, resilient, self-reflective, and creative practitioner.
- Use academic protocols to create, in written or presentation form, coherent and effective project or business proposals and academic arguments.
- Possess the ability to undertake independent learning and effective research; locate, evaluate, and interpret evidence supported by academic protocols.
- Anticipate, mitigate against risk, and become a creative problem solver.
- Use learning and skills to gain employment within a specialist field within the creative and cultural sectors or pursue further academic study.
- Work in inclusive, ethical, and sustainable ways in the production of live events within an international context.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statements:
    - Events, Hospitality, Leisure, Sport & Tourism
    - Art & Design
- Framework for Higher Education Qualifications (FHEQ)
- Embedding EDI in the Curriculum, A Programme Standard (AdvanceHE)
- AUB Regulatory Framework and Undergraduate Assessment Regulations

Integrated Foundation Year Learning, Teaching and Assessment Strategies

The Integrated Foundation Year is designed to provide a supported, engaging, and inclusive route into undergraduate study in the arts, media, and creative industries management. The underpinning principle of the course is a Problem-Based Learning (PBL) approach, which integrates academic study, practical experimentation, and applied numeracy within real-world and creative contexts. This approach allows students to develop conceptual understanding, technical skills, and creative confidence while fostering collaboration, critical thinking, and reflective practice.

Learning and teaching approaches are intentionally varied to meet the needs of a diverse student cohort. Students engage with thematic, project-led units that encourage exploration across disciplines while gradually introducing specialist pathways. Workshops and studio sessions provide hands-on experience in design thinking, visual communication, and creative experimentation, while seminars and lectures focus on the development of academic, analytical, and research skills. Tutorials and technical support are embedded throughout, offering students personalised guidance to develop independent enquiry, experimentation,

and project management skills. In addition, structured contact with BA/Level 4 staff and where possible mentorship from current undergraduate students allows learners to contextualise their work, gain insight into degree-level expectations, and build confidence in their emerging creative identity.

Collaboration is a core feature of the course. Early units focus on interdisciplinary group work, promoting peer learning, empathy, and teamwork, reflecting the collaborative nature of contemporary creative industries. Cross-disciplinary engagement is maintained through shared projects and critique sessions, supporting the development of communication, negotiation, and problem-solving skills. Reflective practice is embedded across all units, enabling students to critically evaluate their learning, identify areas for improvement, and articulate creative intentions.

Assessment strategies are closely aligned to the learning and teaching approach. Formative assessment occurs throughout each unit, offering students opportunities to present ideas, receive feedback, and refine their work before summative submission. Summative assessment for each unit is project and portfolio based, allowing students to demonstrate their development in research, experimentation, and reflective practice. Assessment formats include illustrated digital portfolios, creative presentations, and short academic essays, with all learning outcomes required to be passed for successful completion. Feedback is designed to be constructive and developmental, supporting students in understanding their progress and identifying steps for further growth.

This integrated approach to learning, teaching, and assessment ensures that students not only acquire the necessary academic and technical skills but also develop confidence, independence, and creative agency. By combining PBL, cross-disciplinary collaboration, and structured support, the course equips students to transition successfully into undergraduate study while fostering a reflective, innovative, and resilient approach to creative problem-solving.

Learning, Teaching, and Assessment Strategies

The BA (Hons) Events Management course is taught through a blend of theoretical instruction, practical workshops, project based learning and independent study. It utilises a variety of methods, including lectures, workshops, and both studio-based and public facing practice. Emphasis is placed on hands-on learning, investigating theoretical concepts by developing live projects that stimulate a deep learning approach and provide opportunities for students to engage with a wide range of learning styles. Students will develop resilience and learn through constructive failure. Students will listen, verbalise, visualise, and engage in kinaesthetic learning via the workshops and the projects that they produce.

Industry-standard resources are used extensively to provide students with valuable, up-to-date technical skills. Regular feedback from tutors ensures continuous improvement, while guest lectures from industry professionals provide unique insights and specialist points of view. The course encourages self-directed study, fostering creativity and independent problem-solving skills.

Learning is through intellectual enquiry, research, and practice. The course outcomes are met by deploying a wide variety of teaching and learning methods supervised by members of the team, visiting academic tutors, and support staff, practitioners, and consultants from industry. In consultation with the Course Leader, the wider course team are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery in accordance with the subject matter and to provide the best student learning experience.

Importance is placed upon students acquiring the skills to be able to learn independently and to develop a critical awareness. This is facilitated through a variety of learning and teaching

methods such as individual and group tutorials, group discussions, peer learning and assessment, project-based learning, lectures, workshops, seminars, study visits, demonstrations, skills-based workshops, educational visits, on-site learning, working with external clients, developing learning agreements and presenting both in groups and individually.

Theoretical, contextual, and authentic professional practices are embedded within all units. This integration dissolves the artificial barriers between these forms of engagement, allowing students to fully realise their potential and truly understand the rich relationship between theory, practice, and the wider, practical context of their work.

The total study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent and scaffolded learning as students reach the later stages of the course. The promotion of independent learning reflects a student's anticipated maturity and allows them to direct their learning towards individual goals.

Formative assessment and feedback take place following both group and individual presentations of work in progress. This formative assessment approach is transparent and promotes the summative assessment as part of the learning within the unit of study. Students will learn not only from the feedback and discussion relating to their own work but also from that of their peers. This approach will enable students to understand more fully how their work is assessed against learning outcomes.

Learning and Teaching Methods

- **Demonstrations** offer practical experience; students will be introduced to new and relevant skills that will enhance their practice.
- **Individual tutorials** provide an opportunity to discuss individual progress within a unit and the course in general. They are used to air specific issues raised through the work, provide critical observation, and recommend new directions and strategies.
- **Group tutorials** offer the opportunity for students to discuss their work, approach, and ideas regarding the unit with tutors, stakeholders, and their peers.
- **Workshops** include students in activities that develop their creative thinking, technical skills and develop their understanding of theoretical perspectives.
- **Project based learning** involves all students and forms the backbone of the course providing opportunities to develop the student’s practice, effective people management, communication strategies and building resilience through self-awareness.
- **Individual and group presentations** offer students the opportunity to prepare and present to stakeholders and peers. This enables them to develop, practice, and improve presentation skills.
- **Lectures** are used as oral and visual presentations intended to present information in a formal context to a large group of students.
- **Seminars** are important opportunities for generating discussion. They explore issues related to practice in context, giving an opportunity for students to test and develop ideas guided by their tutor.
- **Independent study** encourages students to become self-directed autonomous learners, able to manage their time in relation to the unit of study. Each level has regular independent study periods.

There may also be occasions where digital delivery is appropriate. Where this is the case, this might include on-line lectures, seminars, presentations, and one to one tutorials.

Assessment Methods

Written Assignments: These include both essays and reports that require students to explore events management theory and studies. They will also provide evidence to support proposals.

Presentations: These include both individual and group presentations that allow students to present their ideas and proposals, receiving feedback that is both formative and summative.

Responding to the relevant benchmark statements, frameworks and standards assessments and learning outcomes reflect the additional complexity of each level. A range of formative and summative assessment methods are used including academic posters, reflective commentaries, critical essays, continual process review, industry audits, and project-based learning. Learning styles and in particular the project-based learning approach of the existing BA (Hons) Events Management has received positive feedback from students in NSS and from the External Examiner who commented in 2022 “It is commendable how ambitious, innovative and creative the students have been”.

Learning Agreements

Learning agreements are used as a mechanism to support students in defining their individual learning in the context of the course, each other, and individual units. The agreement provides an opportunity for students to indicate why and how they are going to fulfil aims and outcomes.

Independent Learning

Independent learning is integral to the Events Management course. Students need to be able to work independently both in a practical sense and in a research context. Opportunities to develop independent learning increase incrementally throughout the course. This allows students to develop as confident individuals in the context of professional practice.

Visiting Tutors

Visiting tutors play a pivotal role in the Events Management course, as they bring diverse perspectives and unique skill sets, enriching the learning experience and fostering a deeper understanding of the standards and expectations of the creative industries. Industry professionals provide invaluable insights into the events industry, sharing their expertise and experiences. They conduct workshops, lectures, and participate in formative assessment and review of student work, offering constructive feedback from both an education and industry perspective. Their presence can also offer students the opportunity to network and learn about potential career paths, industry trends, and professional practices.

Educational Trips

Educational visits are organised by the course team. At least one visit to an event is offered during the academic year. Bournemouth’s proximity to London enables students to easily arrange visits to galleries and museums in the capital to support their studies. Developing a critical understanding of the event experience is an essential part of student's development as professional practitioners.

Student Engagement

Student engagement is central to the learning experience. Through active participation in workshops, seminars, and project presentations, students gain agency over their learning and benefit from co-constructing knowledge with peers and tutors. Collaborative critique sessions provide opportunities for constructive feedback, developing resilience, adaptability, and the capacity to integrate diverse perspectives into creative practice. Independent study is

carefully structured alongside contact hours, supporting students in developing self-reliant learning strategies necessary for progression to Level 4.

Students and staff co-design their learning whilst working through project-based learning. The course is built on foundations of collaboration both internally with students and courses at AUB but also with the wider community.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement, and also provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

Integrated Foundation Year
The integrated foundation year units will be assessed on a pass/fail basis, with written feedback but no numerical grade.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of the integrated foundation year students will be able to progress to level 4 of their chosen degree course.

Years 2-4

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. Details of this will be clearly expressed on the Unit Information Sheet. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Integrated Foundation Year Course Structure

All students are registered for their chosen award of BA/BSc (Hons); and will progress to level 4 of their chosen undergraduate degree upon successful completion of the year. If a

student's withdraws part way through the year, they will not receive an exit qualification. The Integrated Foundation Year does not provide a stand-alone qualification; it is a year of study to prepare the student for the expectations of level 4 study.

Course (Years 2-4) Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

"We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures." (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes have been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Integrated Foundation Year Course Content

This course is designed as a foundation year in preparation to progress to level 4 study. The focus on the undergraduate courses within the school is to provide learners with an opportunity to develop creative and conceptual skills and knowledge within their chosen discipline alongside project management, business and leadership skills and competencies. The integrated foundation year is designed as a study bridge that prepares learners from a wide range of backgrounds to begin level 4 study with a fundamental knowledge of:

- How learning is structured in higher education; what the expectations are of study at this level.
- An introduction to design thinking that is transferable across discipline areas.
- An introduction to visual literacy through engaging with practice that allows for exploration, play and questioning of physical and digital methods of making.
- Basic competencies around project management: working in teams, planning, communication, managing simple budgets.

- Academic research and writing, beginning to understand how to develop inquiry – using a range of techniques – through questioning, researching, visual exploration, observation and reflection.

Integrated Foundation Year Course Units

Creative Challenge 1 (40 credits)
Creative Challenge 2 (40 credits)
Final Major Project (40 credits)

Course (Years 2-4) Content

Each level operates within three terms over a period of thirty weeks. Each unit has its own aims, learning outcomes, assessment components and assessment criteria. The positive nature of progressive assessment is made clear throughout the experience. Units are self-contained but build upon previously acquired knowledge and skills. The assessment process summarises what has been achieved previously within the unit and identifies developmental strategies, enabling students to build a portfolio of knowledge, an ability to articulate their practice verbally and specific skills appropriate to the subject and their practice.

Level 4

The first year of the BA (Hons) Events Management degree is an introduction to study at higher education and provides students with foundation skills of events management including ideation, design, planning, feasibility, responsibility, and evaluation. The course provides students with some context and background knowledge of the impacts of creative projects. The first year will provide several opportunities for students to produce live projects for a range of different audiences.

Developing a passion for research is a crucial skill in academic and professional life. After successfully completing their first year, students will also be comfortable debating purpose and meaning after gaining an understanding of the wider social context of events and festivals.

Level 5

At level 5, students are challenged with additional complexity in their live project unit. The second-year live events will respond to briefs provided by external stakeholders. That means that students have a client with expectations and with that comes responsibility. Effective client relationship management is one of the most important skills that students will acquire. To be successful, students will need to develop their people management and communication skills.

Students will also learn the skills required to research and launch a startup creative business. This will provide students with the confidence to communicate their business ideas to others and the ability to seek funding to get a startup off the ground.

The second year of the course also provides students with an opportunity to gain valuable experience in a working environment within the creative industries that reflects their career interests.

Level 6

The final year is designed to prepare students to enter the world of work or to undertake post graduate study. It will bring together all the learning from the previous two years which will support students in the design and development of a creative and complex event. The project will be expected to have high creative values and impact on the community. It will be the centrepiece of their portfolio of work at graduation.

Students will also either research in-depth a topic that has become of personal interest to students and which may be relevant to their career path or embark on some consultancy work dealing with a real client and be challenged to deliver professional results.

The stories that students tell potential employers about their contribution and success in their final year will be an essential resource. They will enable students to pursue their chosen career path on graduation.

Specialist resources:

- We provide all the resources that students will find in an events business.
- Students will be able to work with equipment sourced specifically for their live projects, including lighting, sound, projection, staging and exhibition materials.
- We will also provide funding for their live projects so that students can produce work of a size and scale that looks and feels like a professional festival or event.
- Their learning is supported by our fully resourced library
- We are a specialist arts university campus which means that there is a full range of workshops, equipment and technicians that can help students access everything that students need.

Course (Years 2-4) Units

	Unit title	**Credit weighting**
Level 4		
CIM408	Introduction to Creative Project Management	40 credits
CIM409	The Purpose, Meaning and Impact of Creative Projects	40 credits
CIM410	Project Lab	40 credits
Level 5		
CIM501	Client Brief	40 credits
CIM502	Audiences Marketing and Programming	20 credits
CIM504	Creative Entrepreneurship and Business Planning	20 credits
CIM505	Contemporary issues in the Creative Industries	20 credits
CIM506	Industry Insights	20 credits
Level 6		
CIM601	Major Project Planning	20 credits
CIM602	Dissertation	40 credits
	OR	
CIM603	Consultancy Project	40 credits
CIM604	Major Project	60 credits

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Integrated Foundation Year																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Induction week	Creative Challenge 1 Weeks 1-10										Creative Challenge 2 Weeks 11-20										Final Major Project Weeks 21-30									

	Level 4																													
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
Induction	**CIM408 Introduction to Creative Project Management (Shared)** (40 credits) (Weeks 1-10) Pass/fail unit										**CIM409 The Purpose, Meaning and Impact of Creative Projects (Shared)** (40 credits) Weeks 11-20)										**CIM410 Project Lab (Shared)** (40 credits) (Weeks 21-30)									

	Level 5																													
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

	Autumn Term	Spring Term	Summer Term
	CIM501 Client Brief (40 credits) (Weeks 1-20)		**CIM606 Industry Insights (Shared)** (20 credits) (Weeks 21-30)
	CIM502 Audiences Marketing and Programming (20 credits) (Weeks 1-10) **CIM504 Creative Entrepreneurship and Business Planning (Shared)** (20 credits) (Weeks 1-10)	**CIM505 Contemporary Issues in the Creative Industries (Shared)** (20 credits) (Weeks 11-20)	

	Level 6																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**						
	CIM601 Major Project Planning (40 credits) (Weeks 1-10)										**CIM604 Major Project** (60 credits) (Weeks 11-30)																		
	CIM602 Dissertation (40 credits) (Weeks 1-15) **OR** **CIM603 Consultancy Project (Shared)** (40 credits) (Weeks 1-15)																											

Unit Title: Creative Challenge: Identity, environment, community

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description

This 40-credit unit introduces students to creative problem-solving within an interdisciplinary arts and management environment. Students will work collaboratively across disciplines to explore key concepts of identity, environment, and community through practical projects, academic study, and applied numeracy.

Students will engage in creative challenges that develop their capacity for observational research, idea generation, and experimentation across 2D, 3D, time-based media and creative events. They will begin to use vision boards, storyboards, wireframes, and other exploratory tools to document and develop their ideas. Alongside this, students will build confidence in Higher Education study skills, research methods, and reflective journaling, and learn how to apply numeracy and data handling within creative management practice.

Key features:

- A single, holistic 40-credit unit integrating practical, academic, and numeracy based learning
- Using creative methods to explore real work problems, across a range of different media
- Emphasis on collaborative work, peer review, and supportive features of group critique

Outline Syllabus

- Thematic project encouraging observational research, visual storytelling, and idea development
- Introduction to sketchbooks (digital or physical), storyboards, time-based experiments
- Introduction to working with visual communication through a range of digital and analogue media
- Introduction to research, critical questioning, and Harvard referencing
- Application of maths and data interpretation to real-world creative contexts
- Development of reflective practice as a core creative skill

Method of Delivery

Students will work collaboratively on short projects that begin with provocations based on real world problems, challenges or ideas. Themes should connect to ‘place, people and identity’ in order to begin the course by situating creative practice within a real-world context.

Taught sessions will focus on developing soft skills as well as tangible knowledge and skill in art, design and business. Workshop style sessions will teach technical skills such as mood boarding, story boarding, creating visual concepts, working with typography and documenting ideas.

Building confidence, understanding different types of approaches to listening, unconscious bias and through this building a learning environment that centres on an ethos of valuing all perspectives and experiences. Students will be taught about the value of critique alongside

how to navigate this process constructively, as the use of critique in art and design can be confronting for some students. Students will be encouraged to be open minded, and increasingly autonomous in their approach to learning.

Delivery Type	Student Contact Hours
Lectures	10
Seminars	60
Workshops	60
Open studio with supervisory presence	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

- Introduce students to interdisciplinary creative problem-solving through practical, academic, and numeracy-based learning.
- Develop students' ability to research, generate, and communicate ideas across a range of media and formats.
- Build confidence in Higher Education study skills, reflective practice, and critical questioning to support academic and personal growth.
- Foster collaborative working, peer review, and inclusive group critique as integral aspects of creative learning.

Learning Outcomes

LO1. Apply and contextualise research using a variety of sources and methods to inform responses to real world problems.
LO2. Identify and use a range of creative techniques to explore and communicate ideas
LO3. Critically reflect on their own learning and practice, using academic and reflective writing to evidence development.
LO4. Use applied numeracy and data interpretation to support decision-making in creative and management contexts.

Assessment Strategy

Formative Assessment
The formative assessment will support students in developing their critical and reflective analysis skills through requiring them to reflect at the mid-way point in the unit on their learning, engagement, achievement, barriers and to identify their own action points for successful completion of the unit.

Summative Assessment
For summative assessment students will produce an illustrated digital portfolio, using prompts to construct a portfolio that reflects their learning across different tasks throughout the unit. The portfolio will capture the research, experimentation, collaboration and evaluation students have undertaken throughout the unit.

Task	Formative / summative	Length	Weighting % for summative tasks
Illustrated digital portfolio	*Summative*	*3000 words*	*100%*
Mid way illustrated	*Formative*	*500 words*	*n/a*

reflective statement			

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Cottrell, S 2019, The Study Skills Handbook, Bloomsbury Publishing Plc, London. Available from: ProQuest Ebook Central. [28 September 2025].

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Unit Title: Creative Challenge: Systems, Story and Change

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description
This 40-credit unit will enable students to build on the knowledge, skills and practices developed in Creative Challenge 1, while beginning to focus more closely on their chosen specialist pathway. Through continuing a problem-based approach to task-based briefs connected to systems thinking, sustainability, activism, and innovation, students will explore how creative practice can respond to and influence real-world challenges.
The unit encourages students to define and test their creative ambitions within the context of their subject specialism, while also engaging in cross-disciplinary collaboration. In doing so, they will learn to situate their work within broader social, political, cultural and economic contexts, strengthening their understanding of the role of creative practice in driving change.
This unit also serves as preparation for the final stages of the foundation year by fostering personal interrogation, critical reflection, and specialist skills development. Students will begin to articulate their emerging identity as practitioners and develop the confidence to position their work for progression into their chosen degree pathway.
The courses aligned to the integrated foundation that indicate the subject specialisms are:

BA (Hons) Communication Design and Strategy
BA (Hons) Content Creation with Marketing
BA (Hons) Creative Direction
BA (Hons) Events Management
BSc (Hons) Fashion Management and Strategy
BA (Hons) Media, Marketing and Advertising

Key features:

The second unit of the course focuses on ideas connected to Systems, Story and Change, this intentionally helps to build a curriculum that situates creative practice within an engaged real-world context that teaches students the importance of social, political, cultural and economic context.

- Task based briefs should address systems thinking, sustainability, activism, or innovation
- Projects can be individual or collaborative; outcomes reflect students' chosen specialism
- Cross-disciplinary collaboration encouraged

Outline Syllabus
- **Task-based projects** exploring systems thinking, sustainability, activism, and innovation
- **Discipline-specific skills development** within Communication Design, Content Creation, Creative Direction, Events, Fashion Management, or Media/Advertising
- **Application of storytelling methods** to communicate ideas and influence change
- **Exploration of social, political, cultural, and economic contexts** and their impact on creative practice
- **Cross-disciplinary collaboration** through group briefs and peer critique

- **Introduction to project management and planning tools** relevant to creative and business practice
- **Development of professional communication skills** including pitching, presenting, and visual communication
- **Reflective and critical practice:** using journals and evaluation frameworks to assess process, outcomes, and impact.

Method of Delivery

Delivery Type	Student Contact Hours
Lectures	10
Seminars	60
Workshops	60
Open studio with supervisory presence	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

This unit aims to:

- Develop students' understanding of how social, political, cultural and economic contexts shape and influence creative practice.
- Introduce systems thinking, sustainability, activism, and innovation as frameworks for generating and evaluating creative responses.
- Enable students to apply discipline-specific skills within their chosen specialism, while also engaging in cross-disciplinary collaboration.
- Support students in developing reflective, critical, and professional skills to help define their creative ambitions and prepare for progression into their degree pathway.

Learning Outcomes

LO1. Research and contextualise creative ideas within their chosen specialist area, demonstrating awareness of social, political, cultural and economic contexts.

LO2. Apply technical skills and practical experimentation to develop and test ideas connected to sustainability, activism, or change.

LO3. Use self-reliant and collaborative learning strategies to solve problems, generating creative solutions that integrate specialist and cross-disciplinary approaches.

LO4. Critically evaluate and reflect on their own practice and development, using appropriate presentation and communication skills to articulate ideas and outcomes.

Assessment Strategy

Formative Assessment

Students will give a 5-minute creative presentation reflecting upon a issue that is addressed within their project work. The format of the presentation can be determined by the course teaching team and may include visual aids, digital presentation software, such as PowerPoint, sound, video or simply a verbal delivery. The critical opportunity is to support students in confidently presenting their thinking, their developing ideas and their reference points. The feedback will help to inform the future direction of their work as they move towards the summative assessment. It is recognised that presenting work, in person is a sophisticated skill and daunting for many learners. Preparation for the presentation will be an important part of the teaching sessions in order to ready learners for this formative assessment.

Summative Assessment

For summative assessment students will produce an illustrated digital portfolio, using prompts to construct a portfolio that reflects their learning across different tasks throughout the unit. The portfolio will capture the research, experimentation, collaboration and evaluation students have undertaken throughout the unit. The format of a digital portfolio is intentionally the same as the previous unit, allowing flexibility in the interpretation of the format for different subject specialisms. The continuation of a portfolio assessment also allows learners to see how they are building a body of work that begins to form their identity as visual practitioners.

Task	**Formative / summative**	**Length**	**Weighting % for summative tasks**
Illustrated digital portfolio	*Summative*	*3000 words*	*100%*
Presentation	*Formative*	*5 minutes*	*n/a*

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

The reading list and reference materials will be determined by the teaching team in relation to the course specialism.

Unit Title: Final Major Project

Level	n/a
Credit Points	40
Weighting	2.0
Notional Study Time	400 learning hours

Unit Description

This 60-credit unit enables students to deepen their creative enquiry through the development of a major independent project. Working within their subject grouping, students will propose, explore, and realise a project that reflects their emerging creative identity and aligns with their intended undergraduate course. The unit places emphasis on independent learning, experimentation, and critical reflection, while ensuring students are supported through tutorials, technical input, and mentorship. By the end of the unit, students will have produced a project and an essay that demonstrates their readiness to progress into undergraduate study.

Key features:
Independent major project aligned with chosen course specialism:

- **BA (Hons) Communication Design and Strategy**
- **BA (Hons) Content Creation with Marketing**
- **BA (Hons) Creative Direction**
- **BA (Hons) Events Management**
- **BSc (Hons) Fashion Management and Strategy**
- **BA (Hons) Media, Marketing and Advertising**

Students are supported throughout the unit by regular group tutorials and technical input, with additional opportunities to connect their work to undergraduate study through 2–3 contact points with BA/Level 4 staff. The final submission will include a project proposal, a realised creative outcome, and a critical reflection. Through this process, students are encouraged to develop their independent enquiry, creative experimentation, and reflective practice, building the confidence and skills needed for successful progression to Level 4.

Outline Syllabus

- Developing and writing a creative project proposal that articulates aims, methods, and intended outcomes
- Independent research and practical enquiry within chosen specialism
- Experimentation with creative techniques, processes, and media
- Tutorials and technical workshops to support project development
- Contact with BA/Level 4 staff to contextualise work and expectations for undergraduate study
- Mentorship with current students to share experiences of creative study and practice
- Ongoing reflection and critical evaluation to evidence learning and growth
- Realisation and presentation of a final independent creative project

Method of Delivery

Delivery Type	Student Contact Hours

Lectures	10
Seminars	60
Workshops	60
Open studio with supervisory presence	50
Total contact hours	180
Independent study hours	220
Total hours for the unit	400

Unit Aims

This unit aims to:

- Support students to define, plan, and realise an independent project within their chosen specialism.
- Enable students to deepen their creative enquiry through research, experimentation, critical analysis and reflection.
- Build independence and confidence in managing a self-directed creative project.
- Prepare students for undergraduate study by connecting their project work to the contexts, expectations, and approaches of their destination course.

Learning Outcomes

LO1. Propose and plan a final project that demonstrates creative ambition within their chosen specialism.
LO2. Apply research methods, technical skills, and creative experimentation to develop and realise a final project.
LO3. Critically reflect on their creative process and outcomes, evidencing independence and readiness for undergraduate study.
LO4. Communicate and present effectively, using appropriate methods to articulate ideas and outcomes.

Assessment Strategy

The final unit of the integrated foundation year focuses on students completing the learning journey they have undertaken throughout the year. By this point students will have a good grounding knowledge in the area of speacilism aligned to their planned undergraduate study. This will mean they will have a developing knowledge of key figures, practices and debates within the subject field. The assessment is designed to allow students to demonstrate application of knowledge, skills and methods through a small project-based outcome. Alongside this a short academic essay focusing on a topic linked to their subject specialism should demonstrate competency in academic writing.

Formative Assessment

In week 3 students will present their final project proposal via a ten-minute presentation. Following the format of the unit 2 presentation, the format can be determined by the course teaching team and may include visual aids, digital presentation software, such as PowerPoint, sound, video or simply a verbal delivery. This formative assessment is a critical point for supporting the students via feed forward feedback as they move into the production of the final project.

Summative Assessment

Final projects can take many forms, from live events to digital presentations and image-based work. The format of the project, as well as the methods used and the plan to document the project will be discussed and agreed with tutors to ensure it enables a student to meet the learning outcomes. The final project will be showcased via a portfolio. Alongside the portfolio students will submit an academic essay linked to the subject of their specialist practice. This essay should use Harvard referencing.

Task	**Formative / summative**	**Length**	**Weighting % for summative tasks**
Portfolio	*Summative*	*1500 words*	*50%*
Essay	*Summative*	*1500 words*	*50%*
Presentation	*Formative*	*10 minutes*	*n/a*

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

The reading list and reference materials will be determined by the teaching team in relation to the course specialism.

CIM408 Introduction to Creative Project Management

Level	4
Credit Points	40
Weighting	2
Notional Study Time	400 hours

Unit Description

This unit encourages students to think about the questions that they might ask themselves when face with managing a creative project, such as: Where do I start? Why am I here? What is my role? Working towards being able to answer those questions will provide students with the confidence and foundation of knowledge that will enable them to become not only the competent manager at the heart of every project, but it will also increase their abilities as experience architects.

Upon successful completion of this unit, students will be more comfortable working across all the fundamental phases of delivering experiences, including ideation, design, planning, feasibility, responsibility, and evaluation.

Outline Syllabus

- Ideation & Feasibility
- Planning & Project Management
- Sustainability & Ethical Responsibility
- Academic Skills
- Creative Technical Skills
- Financial & Risk Management
- Licensing, Intellectual Property & The Law
- Evaluation

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Unit introduction	2
Seminars	22
Workshops	37
Studio practice	25
Educational visit	7
Individual tutorials	*1*
Open studio with support	6
Total contact hours	100
Independent study hours	300
Total hours for the unit *(Independent and taught student contact hours added together)*	400

Unit Aims

A1: Acquire the ability to generate ideas independently.

A2: Generate inclusive, creative solutions that meet differing needs.

A3: Use the same techniques and skills used in industry to design and plan for delivering successful projects.

A4: Take responsibility for and evaluate your professional and personal integrity.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Recognise a foundational understanding of appropriate domains of knowledge that support the design, development, delivery & evaluation of creative projects.

LO2: Summarise application of the appropriate domains of knowledge including administration, design, operations, marketing, and risk in practice.

LO3: Critically reflect on learning and contribution to a group project.

LO4: Execute an effective approach to planning for impact.

Assessment Strategy

Formative Assessment: Students will engage in planning a live project, supported by workshops, group work checks, lectures, seminars, tutorials, and demonstrations. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will embark on planning a live project in groups. They will compile documentation of the process, showcasing the application of the design, development, delivery & evaluation of their creative project.

Formative Assessment

- Group work checks and reviews
- Group Tutorials
- 1-1 Tutorials

Summative Assessment This unit is assessed on a Pass/Fail basis

The summative assessments has two elements, one is group work and one is individual.

Process Work is a group submission of documentation that evidences the development of the students' creative project.

Reflective Journal is a personal record of a student's reflections on their learning experiences.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Process Work (Group)	Formative	n/a	n/a
Draft Reflective Journal (Individual)	Formative	500 Words	n/a
Process Work (Group) LO1, LO2, LO4	Summative	10-15 Pages	50%
Reflective Journal (Individual) LO3	Summative	2,500 words	50%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Atkinson, S., and Kennedy, H.W. (2022). *Secret cinema and the immersive experience industry*. Manchester: Manchester University Press.

Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2023). *Events management an introduction. [electronic resource]:* Third edition. London: Routledge [online]. Available from: https://www.vlebooks.com/product/openreader?id=AUB&accId=8982156&isbn=9781000589092.

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Quick, L. (2020). *Managing events: real challenges, real outcomes / Liz Quick.* Thousand Oaks: SAGE.

Shone, A. and Parry, B., (2019). *Successful event management: a practical handbook / Anton Shone and Bryn Parry.* 5th ed. Australia: Cengage.

The Purple Guide via Subject Guide on Library website.

CIM409 The Purpose, Meaning & Impact of Creative Projects

Level	4
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

What is the impact on society of creative projects? The ability to interpret, analyse and synthesise research, ideas and concepts is how effective people communicate the answer to this question.

This unit will provide students with an introduction to research. Context and background knowledge of the impacts of a range of creative projects will be acquired as a result of students engaging with research. Developing a passion for research is a crucial skill in academic and professional life.

After successfully completing this unit, students will be comfortable debating the purpose and meaning of their work in relation to a range of cultural, ethical, and societal issues. Students will also be supported in the development of their understanding of the strategies and techniques used to deliver successful socially conscious projects.

This unit will equip students with the knowledge required to make important production decisions that make creative projects impactful in meaningful ways.

Outline Syllabus

- Economic, social & cultural impact
- Foundations of socially-conscious marketing
- Market and academic research methods
- Providing and analysing evidence and data
- Project delivery techniques and evaluation

Method of Delivery
This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Unit introduction	2
Seminars	28
Workshops	21
Studio practice	28
Educational visit	8
Individual tutorials	1
Group tutorials	1
Assessed Presentation	2
Total contact hours	91
Independent study hours	300
Total hours for the unit *(Independent and taught student contact hours added together)*	391

Unit Aims

A1: Develop an ability to source and assimilate relevant research material.

A2: Clearly articulate ideas that are well supported by research.

A3: Learn why objective setting is important.

A4: Acquire the ability to evaluate the impact of creative projects.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Apply the knowledge and skills of an effective researcher.

LO2: Use appropriate academic referencing and protocols.

LO3: Evaluate the impact of a creative project.

LO4: Analyse the social, cultural, or economic impact of creative projects.

Assessment Strategy

Formative Assessment: Students will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will compile an essay, showcasing the application of research principles, academic protocols, critical thinking, and effective communication. Students will also present an evaluation of the social, cultural and economic impact of a creative project.

Formative Assessment

- Tutorials
- Draft submission of essay & presentation

Summative Assessment

- An individual essay, underpinned by quality academic research, which analyses the social, cultural, or economic impact of creative projects.
- A group presentation that evaluates the impact of a creative project.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Essay (Individual)	Formative	500 words	n/a
Draft Presentation (Group)	Formative	n/a	n/a
Essay (Individual) LO1, LO2, LO4	Summative	3,000 words	60%
Presentation (Group) LO3	Summative	15 minutes	40%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Cottrell, S. (2019). *The study skills handbook Stella Cottrell. [electronic resource] /*. 5th edition. London: Macmillan International Higher Education: Red Globe Press [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=6234945.

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Storey, J. (2021). *Cultural theory and popular culture: an introduction.* Ninth edition. London; New York, New York: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=6460290.

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Walmsley, B. (c2011). *Key issues in the arts and entertainment industry*. Oxford: Goodfellow. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=835809

Walters, T. and Jepson, A. (2019). *Marginalisation and events.* London; New York, New York: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=5630605.

CIM410 Project Lab

Level	4
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

In this unit students will apply learning that has been acquired so far and deliver a *real-world* live project, learning to work as part of a team.

During the first unit students finished planning and delivered a (formative) pitch. This unit takes things further and encourages students to explore how they deliver what was promised, gaining an understanding of the importance of keeping a clear head to execute plans.

Working in a group or groups students will utilise their concepts and the theory from previous semesters, enabling them to deliver a fun, safe and engaging experience. Students will learn to lead, collaborate, and further understand how to combine their own creative voice with other creative practitioners, through effective communication and team working. Research and market activity will be explored and should meet the needs of selected stakeholders and engage a potential audience. Students will continue to develop as independent learners, as they refine their project and risk management skills to deliver a concept that has a positive impact on the community that it serves.

Outline Syllabus

- Developing a Delivery Strategy
- Working with Partners
- Engaging with an Audience
- Delivering a Marketing Campaign
- Learning to collaborate
- Communication Skills
- Managing Resources

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Unit introduction	2
Studio practice	49
Individual tutorials	2
Open studio with support	56
Total contact hours	109
Independent study hours	300
Total hours for the unit *(Independent and taught student contact hours added together)*	400

Unit Aims

A1: Develop and deliver a *real-world* project.

A2: Understand how to operate effectively and manage a range of resources.

A3: Develop the ability to engage with effective collaborative activities.

A4: Analyse the outcomes of a project.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Interpret knowledge of creative planning and delivery skills required to deliver an effective project.

LO2: Apply effective collaboration with appropriate internal and external partners and stakeholders.

LO3: Communicate effective project management processes.

LO4: Analyse the outcomes/impacts of your project.

Assessment Strategy

Formative Assessment: Students will engage in delivering a live project. Students will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will embark on delivering a live project in groups. this will be evidenced by the submission of a Creative Artefact. This could be comprised of images, video or audio material which must be aligned to the learning outcomes for the unit. Students will also submit a Portfolio of Work that demonstrates a student's skills, creativity, knowledge and experience in response to the brief.

Formative Assessment

- Tutorials

Summative Assessment

- Creative Artefact
- Portfolio of Work

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft of Creative Artefact (Group)	Formative	n/a	n/a
Draft of Portfolio of Work (Individual)	Formative	n/a	n/a
Creative Artefact (Group)	Summative	n/a	40%
Portfolio of Work (Individual)	Summative	10-15 Pages	60%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

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Van Emden, J., and Becker, L.M. (2016). *Presentation skills for students*. Palgrave study skills. London: Macmillan Education, Palgrave.
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Digital Resources
MINTEL resources
The Purple Guide via Subject Guide on Library website.

CIM501 Client Brief (EM)

Level	5
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

By now, students have gained many of the foundational skills, knowledge and experience in staging live events. The second-year live event projects will respond to briefs provided by external stakeholders. This will expose students to the expectations of a practising professional and provide insights as to the level of responsibility required to fulfil those expectations.

This unit is an opportunity for students to examine the relationship between theory and professional practice using theoretical understanding to both improve and eventually critique their performance.

Effective client relationship management is one of the most important skills that students must acquire. To be successful, students will need to develop strong people management, relationship and communication skills.

This unit will enable students to further develop their problem-solving abilities, identifying solutions, communicating ideas and delivering on proposed strategies, concepts and solutions.

Outline Syllabus

- Developing a delivery strategy
- Developing a marketing approach/campaign
- Effective communication strategies
- Effective people and stakeholder management
- Impact assessments

Method of Delivery
This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Briefing	2
Seminars	20
Workshops	20
Studio practice	52
Educational visit	0
Individual tutorials	4
Group tutorials	2
Total contact hours	100
Independent study hours	300
Total hours for the unit *(Independent and taught student contact hours added together)*	

Unit Aims

A1: Develop an ability to critique theoretical knowledge against practice in creative projects.

A2: Identify creative and innovative ways of responding to a client brief.

A3: Work effectively as part of a team.

A4: Develop effective communication strategies appropriate to an audience.

A5: Develop critical awareness of a client / organisation, its aims, and objectives.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Analyse practice against theory in the management and delivery of a creative project.

LO2: Apply the skills and knowledge gained on this and other units to manage and deliver a creative project.

LO3: Critically reflect on the approach taken to collaboration, communication, leadership, and people management during a project.

LO4: Produce an impact assessment report showing an understanding of its value.

Assessment Strategy

Formative Assessment: Students will be provided with a project brief from an external stakeholder. They will pitch as a group their proposed solution to the brief. Students will then engage in delivering a live project. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will embark on delivering a live project in groups, which meets the needs of their stakeholder. They will compile an individual Reflective Commentary, critically reflecting on their application of the creative planning process, teamwork and project management skills. Students will also present an impact assessment in their groups.

Formative Assessment

- Tutorials
- A group pitch of proposed solution to the brief
- Draft Reflective Commentary (Individual)
- Draft Impact Assessment (Group)

Summative Assessment

- A Reflective Commentary on your individual contribution and approach to delivering the project
- A group impact assessment

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Pitch (Group)	Formative	10 minutes	n/a
Draft Reflective Commentary (Individual)	Formative	1000 words	n/a
Draft Impact Assessment Report (Group)	Formative	500 words	n/a
Reflective Commentary (Individual)	Summative	5,000 words	70%
Impact Assessment Report (Group)	Summative	1,500 words	30%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2023). *Events management an introduction. [electronic resource] :* Third edition. London: Routledge [online]. Available from: https://www.vlebooks.com/product/openreader?id=AUB&accId=8982156&isbn=9781000589092.

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Solomon, M. (2002). *Working with difficult people.* Rev. ed. Paramus, NJ: Prentice Hall Press [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=6055997.

Van der Wagen, L. and White, L. (2018). *Event management: for tourism, cultural, business and sporting events*. South Melbourne, Victoria, Australia: Cengage.

CIM502 Audiences Marketing and Programming

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200

Unit Description

Who are we producing for? Who is our audience on the day? What is the hook?

Events Management requires an in-depth understanding of programming for a range of different audiences and the appropriate channels that might be used to communicate with those audiences. This unit will provide students with the skills to understand who their audience might be and what tools and channels should be used to reach them effectively.

It will also provide students with a further developed knowledge of marketing tools and techniques that will empower them to become more confident decision makers when allocating marketing resources and making decisions.

Outline Syllabus

- Results Driven Programming
- Consumer Behaviour
- Geographical & Demographical Differences
- Digital Marketing
- The Marketing Mix & The Value Proposition
- The Role of Guerrilla Marketing
- Analytics, Analysis & Evaluation

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Briefing	2
Seminars	22
Workshops	22
Studio practice	0
Educational visit	0
Individual tutorials	4
Total contact hours	50
Independent study hours	150
Total hours for the unit *(Independent and taught student contact hours added together)*	200

Unit Aims

A1: Develop an ability to programme for a specific location and demographic.

A2: Recognise the importance of market segmentation in the delivery of a campaign.

A3: Reflect on appropriate marketing techniques that can be applied to reach a chosen audience.

A4: Produce a coherent concept brief that clearly articulates value.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Critically evaluate programming options for an event.

LO2: Apply the use of audience profiling to identify a target market.

LO3: Formulate a marketing plan appropriate to a chosen audience that utilises multiple channels.

LO4: Produce a visual design concept brief for the marketing collateral for an event utilising multiple channels.

Assessment Strategy

Formative Assessment: Students will engage in designing a marketing solution for a specific location. Students will present their initial research findings and receive feedback on those before submitting a draft Research File. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will compile a research file, articulating their chosen audience, highlighting the application of programming design principles, marketing principles and effective communication to a specified audience. This will be accompanied by 8 pages of creative work that communicates a visual design concept brief.

Formative Assessment

- Tutorials
- Presentation (Individual)
- Draft submission of research file

Summative Assessment

A research file accompanied by an 8-page design brief

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	**Formative / summative**	**Length**	**Weighting % for summative tasks**
Presentation (Individual)	Formative	10 Minutes	n/a

Draft Research File (Individual)	Formative	800 words	n/a
Research File (Individual)	Summative	3,500 words accompanied by 8 pages of creative work	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Bilton, Chris. (2017). *The disappearing product: marketing and markets in the creative industries.* Cheltenham: Edward Elgar [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=5449765.

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CIM504 Creative Entrepreneurship and Business Planning

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

Understanding what a startup is and how a business operates is incredibly important for creative entrepreneurs. From setting up a company to running a sustainable, viable creative business, students need to develop a thorough understanding of business planning and operations.

A good starting point is to assess the current market potential of a business idea Are there identifiable gaps or opportunities that could offer a starting point for a new business? How good is the current provision, and how well are competitors providing for their intended market? This analysis provides the evidence to support any new business proposition and indicates a direction of travel when it comes to developing a business vision and brand identity.

This unit will provide students with the confidence to communicate business ideas and equip them with skills enabling them to seek and pitch for start-up funding. Students are required to consider, plan, and identify what resources will be needed to achieve their business start-up goals.

Outline Syllabus

- Market Research
- From 'idea' to creative business
- Vision, mission & values
- Brand identity, narratives, and voice
- Financial Planning
- Leadership & entrepreneurship

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Briefing	2
Seminars	22
Workshops	22
Studio practice	0
Educational visit	0
Individual tutorials	4
Total contact hours	50
Independent study hours	150
Total hours for the unit *(Independent and taught student contact hours added together)*	

Unit Aims

A1: Develop an understanding of how to identify gaps in a market.

A2: Clearly articulate brand vision, mission, values, and tone of voice.

A3: Develop organisational and financial planning skills.

A4: Develop an awareness of brand authenticity and activism.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Apply knowledge of customers, competitors, and market opportunities.

LO2: Propose a start-up business idea / brand supported by market research.

LO3: Provide organisational, financial and brand guidelines.

LO4: Clearly communicate brand values and how they relate to the intended target market.

Assessment Strategy

Formative Assessment: Students will engage in creating a business plan. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will compile a business plan, showcasing the application of market analysis, proposed organisational structure, a financial plan and brand awareness. Students will also present an elevator pitch style presentation of the proposal.

Formative Assessment

- Tutorials
- Draft submission of the business plan

Summative Assessment

- A startup business plan for a new creative business
- An elevator pitch of your business plan

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Business Plan (Individual)	Formative	800 words	n/a
Business Plan (Individual)	Summative	3,00 words	80%
Pitch (Individual)	Summative	5 minutes	20%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

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CIM505 Contemporary Issues in the Creative Industries

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit examines issues relating to the creative industries and considers how these may influence our decision making. Being able to talk knowledgably about current issues in the creative industries may make all the difference to a graduate when seeking employment. Creatives need to be aware of and respond to global issues to make informed decisions. Furthermore, there are additional pressures that are industry specific.

Students will learn how to analyse, evaluate, and respond to current societal, community, industry, political or cultural issues. Students will also learn how to decipher information from a broad range of sources and gain the confidence to form, and present or debate their own opinions.

Outline Syllabus

- Researching, analysing, evaluating data, and responding to current issues.
- Deciphering information from various sources and presenting that as evidence.
- Forming, developing, and presenting own opinions.
- Expectations of the consultancy project/dissertation.

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Briefing	2
Seminars	22
Workshops	14
Studio practice	0
Educational visit	8
Individual tutorials	4
Total contact hours	50
Independent study hours	150
Total hours for the unit *(Independent and taught student contact hours added together)*	200

Unit Aims

A1: Understand a wide range of current and future issues in the creative industries.

A2: Develop a critical awareness and understanding of how these issues may impact the creative industries.

A3: Critically reflect on how the creative industries could respond to current societal, community, industry, political or cultural issues.

A4: Begin to understand and plan for the consultancy project/dissertation unit.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Apply knowledge and a critical understanding of a current issue in the creative industries.

LO2: Analyse how this issue could impact on the industry and how we may respond to the challenge.

LO3: Defend your choices of relevant material illustrating independent learning.

LO4: Understand how to produce a research proposal using appropriate academic protocols.

Assessment Strategy

Formative Assessment: Students will engage in research of a contemporary issue They will present an annotated bibliography of their research to date. Students will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will compile a Research File, showcasing their knowledge of a contemporary issue and how it may impact on the creative industry. Their arguments must be supported with quality academic research.

Formative Assessment

- Tutorials
- A Presentation of an annotated bibliography (Individual)
- Draft submission of the Research File (Individual)

Summative Assessment

A Research File (Individual)

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	**Formative / summative**	**Length**	**Weighting % for summative tasks**
Presentation (Individual)	Formative	10 Minutes	n/a
Draft Research File (Individual)	Formative	800 words	n/a
Research File (Individual)	Summative	3,500 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Brink-Budgen, R. van den (2010). *Critical thinking for students: learn the skills of analysing, evaluating, and producing arguments*. Oxford: How To Books.

De Bono, E. (2000). *Six thinking hats*. London: Penguin.

Fairbairn, G. and Winch, C. (2011). Reading, writing, and reasoning; a guide for students. *Open UP study skills*. Maidenhead: McGraw-Hill/Open University Press [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9780335238897.

Gander, J. (n.d.). Strategic analysis: a creative and cultural industries perspective. *Mastering Management in the Creative and Cultural Industries*. London, [England]; New York, New York: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4813419.

Harrison, A. (2021). *Music: the business: the essential guide to the law and the deals*. London: Virgin Books.

Naudin, A. (n.d.). *Cultural entrepreneurship: the cultural worker's experience of entrepreneurship.* New York, New York; London, [England]: Routledge [online]. Available from: http://ebookcentral.proquest.com/lib/aib/detail.action?docID=5118006.

Nielsen, J. and Pernice, K. (2010). *Eyetracking web usability*. Berkeley, CA: New Riders.

Parsons, E., Maclaran, P. and Chatzidakis, A. (2018). *Contemporary issues in marketing and consumer behaviour*. London, [England], New York, New York: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4912090.

Schon, D.A. (1991). *Reflective practitioner: how professionals think in action*. Aldershot: Arena.

Sedgewick, M. and Rugg, J. (2007). *Issues in curating contemporary art and performance*. Bristol: Intellect.

Digital Resources

Mintel Reports

CIM506 Industry Insights

Level	5
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

This unit provides students with the opportunity to gain valuable experience in a working environment within an area of the creative industries and aligns with their career aspirations.

This unit reinforces prior learning on the course and encourages students to make an informed evaluation of their own development and reflect how they wish to extend that by working within the professional world. This unit provides a source of investigative research, and of developing unique opportunities for the final year of study and beyond.

AUB (Arts University Bournemouth) staff will assist students in negotiating a learning agreement between them and their host business; this will clearly identify the learning outcomes to be achieved and assist the student with their understanding of how to achieve this while doing work experience.

By the end of this unit, students will have developed a professional network and valuable experience for their CVs. This unit often leads to students connecting with their future employers.

Outline Syllabus

- Connecting with industry
- CVs and cover letters
- Preparing for interview
- Gaining insight through research

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Briefing	2
Seminars	10
Workshops	22
Studio practice	12
Educational visit	0
Individual tutorials	4
Total contact hours	50
Independent study hours	150
Total hours for the unit *(Independent and taught student contact hours added together)*	200

Unit Aims

A1: Encourage students to develop insights into a chosen area of the creative industries aligned to career goals.

A2: Provide opportunities for the reinforcement, contextualisation and application of knowledge and skills acquired from other units in a professional environment.

A3: Enhance students understanding of how to contribute to the activities of host / placement provider and enrich their professional experience prior to Level 6.

A4: Extend student knowledge of, and first-hand experience of the structure, operational methods and working practices of host / placement provider.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Interpret the organisation worked for in terms of its context, structure, objectives, markets, and operational procedures.

LO2: Apply previous course learning in the creative industries with consideration for future career aspirations.

LO3: Reflect on personal learning objectives during the placement.

LO4: Critically evaluate host company's ethical approach to business.

Assessment Strategy

Formative Assessment: Students will engage in a 6-week work placement. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will compile a reflective report, providing an analysis of the organisation, their role on the placement, their personal learning journey, the application of knowledge and critically reflect their host's ethical approach.

Formative Assessment

- Tutorials
- Draft Reflective Journal

Summative Assessment

A Reflective Journal critically reflecting on the placement host and the learning that took place during the work experience.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Reflective Journal (Individual)	Formative	100 words	n/a
Reflective Journal (Individual)	Summative	3,500 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Bright, J. (2015). *How to write a brilliant CV*. 5th ed. Harlow: Pearson [online]. Available from: https://www.vlebooks.com/Product/Index/463234?page=0&startBookmarkId=-1

Cole, J. (2010). *Creative CV guide*. London: University of the Arts.

Haag, E. (2013). *Internship guide; work placements step by step*. [online]. The Hague: Eleven International Publishing. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=3015612

Helyer, R. (ed.) (2015). *The work-based learning student handbook*. 2nd ed. London: Macmillan Education/Palgrave. [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4763378

Jay, R. (2015). *How to succeed in any interview*. 3rd ed. Harlow: Pearson. [online]. Available from: https://www.vlebooks.com/Product/Index/703171?page=0&startBookmarkId=-1

McCabe, M. (2013). *How to get an internship or work placement*. [s.l.]: CreateSpace Independent Publishing Platform.

Rook, S. (2016). *Work experience, placements, and internships*. London: Macmillan Education. [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4762822

Yale, M.J. (2018). *Ultimate CV: master the art of creating a winning CV with over 100 samples to help you get the job*. 5th ed. London: Kogan Page.

Digital Resources

Prospects. (2023). *CVs and cover letters*. [online]. Available from: https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters

Prospects. (2023). *Interview tips*. [online]. Available from: https://www.prospects.ac.uk/careers-advice/interview-tips

Prospects. (2023). *Work experience and internships*. [online]. Available from: https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships

Unit title: 1-Year Placement

Level: Between L5 and 6
Credit Points: N/A
Weighting: N/A
Independent Study Time: 200 Hours (Reflective Journal)

Unit Description

This unit provides students with the opportunity to apply the theoretical knowledge and practical skills they have acquired during Levels 4 and 5 of the course, and to further develop their knowledge and skills within a work environment.

AUB staff will support students in working towards securing a placement and may have access to a limited number of placements, however, it is normally expected that students will find their own placement. The university has resources and access to placement recruitment tools to support this.

For practical reasons, students should consider placements that they can organise to travel to and from within their university accommodation, although for some students, it might be that they are in a position to undertake a placement further away, subject to their personal circumstances and with the approval from AUB staff. Any potential accommodation or travel costs that students incur because of undertaking a work placement will be the responsibility of the student. The University will not normally be able to help with these as the placement year is optional.

Outline Syllabus

This unit primarily acknowledges the work that students will do while on their work placement. This will provide the opportunity for them to apply theoretical knowledge and practical skills acquired up to the point of the placement, and to develop these further throughout the placement. Students will be provided with online resources to assist with the production of the assessed reflective journal, such as personal reflection techniques, and how to evaluate their own performance in the workplace.

There will be criteria in place, set by the university, by which placements are approved or not approved. Students will need to follow the guidance provided to ensure that the placement they achieve meets the necessary criteria provided in the Placement Handbook and on Canvas.

International students are permitted to complete a placement year in accordance with the above statement regarding the necessary criteria required to complete a placement and gaining the necessary approval of university staff.

Method of Delivery

Students will be contacted twice during the placement; the first contact will be around four weeks after the student starts work. The contact may take the form of a workplace visit or an online meeting, via, for example, Teams.
During and after the placement, students will be expected to utilise the resources and reflective writing guidance provided via the university VLE to complete their reflective journal.

Unit Aims

- Work at a professional level within a working environment that relates to career aspirations
- Evaluate professional activities in the workplace, including self-evaluation
- Manage deadlines and make effective use of time to conduct tasks and activities
- Develop high level interpersonal skills and intercultural awareness with a range of professionals
- Use specialist skills confidently and appropriately in relevant professional contexts
- Understand the culture and internal hierarchy within the organisation
- Acquire personal reflection skills and demonstrate these through writing and assessment of own performance during placement

Learning Outcomes

- Reflect in writing on your professional practice and experience of the workplace, identifying your positive impact and performance, along with areas for change and personal development.

Assessment Strategy

Assessment: Students will compile a reflective journal, articulating their personal reflections, and evaluation of their own performance in the workplace.

The Reflective Journal is assessed on a PASS / FAIL basis.

Formative Assessment

Students can use the opportunity to seek guidance and feedback on their approach to writing the reflective journal during contact with AUB staff wile on the placement. It will also be possible to utilise the guidance and reflective exercises provided on Canvas.

Summative Assessment

Reflective Journal: the reflective journal should demonstrate how the student has learned from their experience in the workplace while on the placement and how they intend to utilise this learning when progressing into the final year of study, and upon graduation.

Assessment Requirement

Assessment Task	Formative/ Summative	Length	Weighting % (summative tasks)
Reflective Journal	n/a	2,000-words	n/a

This unit will be shown on your final course transcript as 'Placement Year – PASS / FAIL'.

Reading List

Bolton, G. & Delderfield, R. (2018) *Reflective Practice: Writing and Professional Development.* Sage Publications Ltd.

Clayton, L. & Haines,S. (2020) *How to Go to Work: The Honest Advice No One Ever Tells You at the Start of Your Career.* Penguin.

Harris, R. (2019) *The Confidence Gap: From Fear to Freedom.* Robinson.

Moon, J. (2000) *Reflection in Learning and Professional Development: Theory and Practice. Routledge.*

Rook, S. (2015) *Work Experience, Placements, and Internships: 5.* Bloomsbury Academic.

CIM601 Major Project Planning (EM)

Level	6
Credit Points	20
Weighting	1.0
Notional Study Time	200 hours

Unit Description

Students are now ready to create their major final project proposal. This event will take place in the final semester. There is much planning to do. The event proposal should respond to the aims and objectives of the project stakeholders.

In preparation for embarking on the major project, this unit will bring together all the learning from the previous two years which will support students in the design and development of a creative and complex project proposal.

The proposal will be informed by research and will support a professional pitch.

Outline Syllabus

- Financial Planning
- Project Management & Leadership of Creative Teams
- Intellectual Property
- Hiring Talent
- Meeting the Needs of Stakeholders
- Planning & Measuring Impact
- Self-Reflection

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Brief	2
Seminars	16
Workshops	16
Individual tutorials	3
Assessed presentations	3
Total contact hours	40
Independent study hours	160
Total hours for the unit *(Independent and taught student contact hours added together)*	200

Unit Aims

A1: Encourage the utilisation of the extensive knowledge that students have gained over the previous two years in a professional context.

A2: Ensure students work independently in conceiving a product, concept, event, or service via a proposal which is creative and competent.

A3: Encourage students to use research material and detailed planning information in a professional manner to work towards desired outcomes.

A4: Further develop students' awareness of the potential social, economic, and cultural impact of their work.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Design an innovative product, concept, event, or service to the highest professional standard.

LO2: Develop a plan to deliver an innovative product, concept, event, or service which is realistic, viable and realisable.

LO3: Pitch a proposal in a professional manner.

LO4: Set clear objectives for the proposed concept or project to the outside world.

Assessment Strategy

Formative Assessment: Students will develop a project proposal which aims to deliver a final major project using all the knowledge gained on the course to date. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will provide a series of documentation to evidence the Process Work that outlines their proposal for a final major project, which meets the needs of any stakeholders and demonstrates how it will create impact. Students will also present their project proposal to a panel and peer groups as a final pitch.

Formative Assessment

- Tutorials
- Review of Draft Process Work
- Review the Draft Pitch

Summative Assessment

- An individual Process Work that outlines the project planning & developmental research
- An individual Pitch that presents the project proposal

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Draft Process Work (Individual)	Formative	1000 words	n/a
Draft Pitch (Individual)	Formative	n/a	n/a
Process Work (Individual)	Summative	3,500 words	70%
Pitch (Individual)	Summative	15 minutes	30%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Developing an Innovation Strategy /Developing a Design Strategy

Whittington, R. (2020). Exploring strategy : text and cases. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=69484

Neumeier, M. (2006). The brand gap: how to bridge the distance between business strategy and design : a whiteboard overview. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=3891

Nixon, N. (2015). Strategic design thinking : innovation in products, services, experiences and beyond. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=10353

Curedale, R. (2019). Design thinking : process & methods. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=71863

Lockwood, T. (2010). Design thinking : integrating innovation, customer experience and brand value. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=45069

Harrell, A. (2018). *Creative Direction in a Digital World: A Guide to Being a Modern Creative Director.* https://www.amazon.co.uk/Creative-Direction-Digital-World-Director/dp/1138847518/

Effective Communication Strategies

Devito, J. (2015). The interpersonal communication book. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=5420

Connor, A (2015). Discussing Design: Improving Communication and Collaboration Through Critique. https://www.amazon.co.uk/Discussing-Design-Improving-Communication-Collaboration/dp/149190240X

Effective People Management

Brasswell, P. (2019). *Let Them See You: A guide for leveraging your diversity at work.* https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=66473

Malia, K.L. (2019). *Leadership in the Creative Industries: Principles and Practice.* https://www.amazon.co.uk/Leadership-Creative-Industries-Principles-Practice/dp/1119334012

Mainemelis, C., Epitropaki, O. and Kark, R. (2020). *Creative Leadership: Contexts and Prospects.* https://www.amazon.co.uk/Creative-Leadership-Contexts-Prospects-Routledge/dp/0367733633/

Stakeholder Management
Greever, T. (2020). Articulating Design Decisions: Communicate with Stakeholders, Keep Your Sanity, and Deliver the Best User Experience. https://www.amazon.co.uk/Articulating-Design-Decisions-Communicate-Stakeholders/dp/1492079227

Siegler, B. (2018). *Dear Client: This Book Will Teach You How to Get What You Want from Creative People.* https://www.amazon.co.uk/Dear-Client-Bonnie-Siegler/dp/1579658334/

Foundations in Inclusive Thinking
Subrahmanian, E. (2020). We are not users : dialogues, diversity, and design. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=66867

Gilbert, R. (2019). Inclusive design for a digital world : designing with accessibility in mind. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=62043

Holmes, K. (2018). Mismatch : How Inclusion Shapes Design. https://libsearch.aub.ac.uk/cgi-bin/koha/opac-detail.pl?biblionumber=37889.

CIM602 Dissertation

Level	6
Credit Points	40
Weighting	2.0
Notional Study Time	400

Unit Description

This unit presents the opportunity for students to research in-depth a topic that has become of personal interest and which may be relevant to their chosen career path.

The dissertation involves independent study. Students are required to produce an 8,000-word research informed text on a topic relevant to the creative industries and their chosen subject discipline. Research should culminate in a piece of academic writing that contains a sustained, focused argument that demonstrates appropriate levels of the application of research, critical understanding, data analysis and theoretical application.

Outline Syllabus

- Definition of dissertation topic and title.
- Research skills development and research ethics consideration.
- Development of critical argument through the evaluation of research.
- Academic writing techniques.
- Chapter feedback and referencing support.

Method of Delivery

This unit will be made up of activities based on the delivery types in the table below.

Delivery Type	**Student Contact Hours**
Brief	2
Seminars	8
Workshops	5
Individual tutorials	7
Open studio with support	30
Total contact hours	52
Independent study hours	348
Total hours for the unit *(Independent and taught student contact hours added together)*	400

Unit Aims

A1: To identify and conduct in-depth research of a relevant subject area within the field of events, the creative and cultural industries using appropriate research methodologies and building a solid evidence base.

A2: To investigate and utilise appropriate theory and cultural contexts appropriate to the area of research.

A3: To produce a dissertation that critically analyses a solid foundation of evidence, to determine a sound and coherent argument whilst recognising the limits and evidence of knowledge.

A4: Produce a sustained piece of writing in an appropriate style using academic protocols and further develop skills in communicating research.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Apply independent judgement in defining and researching a relevant topic in the field of the creative and cultural industries.

LO2: Build a solid evidence base through using appropriate research methodologies.

LO3: Debate appropriate theoretical and cultural contexts through the study.

LO4: Analyse evidence to develop ideas leading to a convincing argument and sound conclusions within a particular area of study.

LO5: Plan, research, formulate and write a substantial piece of academic writing adhering to academic protocols.

Assessment Strategy

Formative Assessment: Students will engage in independent learning to research a topic in depth before presenting an update of their research. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will research and author a research file using their own informed judgement in the material they research, analysing and synthesising the material to present a coherent and supported argument, arriving at conclusions that align with their objectives.

Formative Assessment

- Tutorials
- Presentation of a Research Proposal
- Submission of chapters for feedback (4 opportunities)

Summative Assessment

- A Research File (individual) of 8,000-10,000 words, on a relevant topic in the field of the creative and cultural industries as negotiated with tutors.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Presentation (Individual)	Formative	10 minutes	n/a
Draft Research File (Individual)	Formative	By chapter x 4	n/a
Research File (Individual)	Summative	8,000-10,000 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Allison, B. and Race, P. (2004). *The student's guide to preparing dissertations and theses*. London: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=198498.

Bailey, S. (2015). Academic writing: a handbook for international students. Milton Park, Abingdon: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=1811067.

Bell, J. and Opie, C. (2002). *Learning from research: getting more from data*. Buckingham: Open University Press.

Bell, J. and Waters, S. (2014). Doing your research project: a guide for first time researchers. Maidenhead: McGraw-Hill. [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9780335264476.

Blaxter, L., Tight, M. and Hughes, C. (2010). *How to research*. Maidenhead: McGraw-Hill; Open University Press [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=650302.

Clough, P. and Nutbrown, C. (2012). *A student's guide to methodology: justifying enquiry*. London: SAGE [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9781446258620.

Collins, H. (2017). *Creative research: the theory and practice of research for the creative industries*. New York: Fairchild Books [online]. Available from: https://go.openathens.net/redirector/aub.ac.uk?url=http://doi.org/10.5040/9781474247115?locatt=label:secondary_appliedVisualArts.

Cottrell, S. (2014). *Dissertations and project reports: a step-by-step guide*. Basingstoke: Palgrave Macmillan [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4763634.

Craswell, G. and Poore, M. (2012). *Writing for academic success*. Sage study skills. London: SAGE.

Creme, P., and Lea, M.R. (2008). *Writing at university; a guide for students*. Maidenhead: McGraw-Hill Open University Press [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9780335235476.

Crotty, M. (1998). *The foundations of social research: meaning and perspective in the research process*. London: SAGE.

Denzin, N.K. and Lincoln, Y.S. (2018). *The SAGE handbook of qualitative research*. Thousand Oaks, CA.: Sage.

Gash, S. (2000). *Effective literature searching for research*. Aldershot: Gower.

Greetham, B. (2009). *How to write your undergraduate dissertation*. Basingstoke: Palgrave Macmillan [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=4762988.

Joyner, R.L., Rouse, W.A. and Glatthorn, A.A. (2018). *Writing the winning thesis or dissertation: a step-by-step guide*. Thousand Oaks, CA: Corwin [online]. Available from: https://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9781544317212.

McMillan, K., and Weyers, J.D.B. (2011). *How to write dissertations & project reports*. Harlow: Pearson [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9780273743842.

McMillan, K.A. and Weyers, J. (2012). *How to improve your critical thinking & reflective skills*. Harlow: Pearson/Education.

Oliver, P. (2012). *Succeeding with your literature review; a handbook for students*. Maidenhead: McGraw-Hill Open University Press [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=863799.

Rudestam, K.E. and Newton, R.R. (2015). *Surviving your dissertation: a comprehensive guide to content and process*. Thousand Oaks, CA: Sage.

Schostak, J. and Schostak, J.F. (2013). *Writing research critically; developing the power to make a difference*. London: Routledge [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9781317215165.

Sowton, C. (2012). *50 steps to improving your academic writing*. Reading: Garnet Education.

Swetnam, D. and Swetnam, R. (2000). *Writing your dissertation: how to plan, prepare and present successful work*. Oxford: How to Books.

Thomas, G. (2013). *How to do your research project: a guide for students*. London: SAGE.

Wallbank, A.J. (2018). Academic writing and dyslexia; a visual guide to writing at university. London: Routledge [online]. Available from: http://www.vlebooks.com/vleweb/product/openreader?id=AUB&isbn=9781351966894..

Walliman, N. (2014). *Your undergraduate dissertation: the essential guide for success*. SAGE study skills. London: SAGE.

CIM603 Consultancy Project

Level	6
Credit Points	40
Weighting	2.0
Notional Study Time	400 hours

Unit Description

This unit will provide students with the skills necessary to be effective in the world of client consultancy. The ability to effectively identify, understand and propose solutions to client problems is crucial to any industry. Success in the world of work depends on the quality and viability of responses.

Students will extend their learning and practice of how to investigate and propose solutions to complex client questions and / or issues. While developing their ability to challenge existing views and arrive at their own conclusions' student will understand the importance of proposing concepts that are supported by evidence. Student will also further develop their professional skills while dealing with a real client and be challenged to deliver professional, relevant results.

Outline Syllabus

- Definition of business / organisation challenge or issue and title of project.
- Research skills development and research ethics consideration.
- Development of critical argument through the evaluation of research.
- Report writing workshops.
- Working with professionals.
- Feedback and referencing support workshops.

Method of Delivery

Delivery Type	**Student Contact Hours**
Brief	2
Seminars	8
Workshops	5
Individual tutorials	7
Open studio with support	30
Total contact hours	52
Independent study hours	348
Total hours for the unit *(Independent and taught student contact hours added together)*	400

Unit Aims

A1: To identify, and research a relevant subject area within the field of events, the creative and cultural industries in depth using appropriate research methodologies and building a solid evidence base.

A2: To investigate and utilise theory, cultural and practical contexts appropriate to the client brief.

A3: To produce a report that critically analyses a solid foundation of evidence, to determine a sound and coherent solution to a client problem.

A4: Produce a professional, coherent proposition in response to a client brief using an appropriate style, academic protocols.

Learning Outcomes

LO1: Apply independent judgement in defining and researching a relevant topic in the field of events, the creative and cultural industries, building a solid evidence base through using appropriate research methodologies.

LO2: Debate appropriate theoretical, cultural and market driven contexts through responses to a client brief.

LO3: Analyse evidence and develop ideas leading to a convincing argument and sound propositions within a particular organisation.

LO4: Plan, research, formulate and professionally communicate an informed response to a client brief adhering to academic protocols.

Assessment Strategy

Formative Assessment: Students will engage in independent learning to conduct in-depth research of an issue facing a business or organisation. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will conduct in-depth research and author a report using their own informed judgement analysing and synthesising the material to present a coherent and supported argument and conclusions which meets the consultancy project's objectives.

Formative Assessment

ITutorials

- A presentation of proposed consultancy project
- Submission of chapters for feedback (4 opportunities)

Summative Assessment

- A Research File(Individual) of 8,000-10,000 words, on an issue facing a relevant business or organisation in the field of the creative and cultural industries as negotiated with unit tutors.

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	Formative / summative	Length	Weighting % for summative tasks
Presentation (Individual)	Formative	10 minutes	n/a
Draft Research File (Individual)	Formative	By chapter x 4	n/a
Research File (Individual)	Summative	8,000-10,000 words	100%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

Bailey, S. (2015). Academic writing: a handbook for international students. Milton Park, Abingdon: Routledge [online]. Available from: https://ebookcentral.proquest.com/lib/aib/detail.action?docID=1811067.

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CIM604 Major Project (EM)

Level	6
Credit Points	60
Weighting	3.0
Notional Study Time	600 hours

Unit Description

It is time to deliver the plan. The first part of developing the approach to a major project is to conduct a feasibility study. Once students have thoroughly investigated all the options and established the contingencies the project is ready to be delivered.

This unit provides students with the opportunity to use the experience developed on the course to define and manage the design and concept delivery process to bring an event experienceto life. This unit is designed to challenge students to produce work of a highly professional, industry ready standard. It will offer students the opportunity to demonstrate their ability to research analyse, synthesise, interpret and respond to a complex problem through the gathering of an in-depth body of knowledge and well-developed practice. The project is expected to present highly creative concepts, demonstrate meaningful values, and positive impact on a local, national or international community.

This project will be the centrepiece of the student's portfolio of work at graduation. The story that students will tell potential employers about their contribution and success will be an essential resource. It will enable students to pursue their chosen career path on graduation.

Outline Syllabus

The programme of study will vary according to the needs of student projects and interests

Method of Delivery

Independent research and study on a group and/or individual basis, refresher lectures, individual, and group tutorials.

Delivery Type	**Student Contact Hours**
Brief	2
Seminars	10
Workshops	10
Studio practice	80
Individual tutorials	4
Group tutorials	2
Total contact hours	108
Independent study hours	492
Total hours for the unit *(Independent and taught student contact hours added together)*	600

Unit Aims

A1: To enhance creative innovative capabilities and concepts through the production of complex work.

A2: To develop professional time management and problem-solving skills in a group and individual working environment.

A3: Utilise the full body of knowledge and skills learnt from other units on the course.

A4: To encourage students to become an effective collaborator, co-creator and leader of creative concepts and projects.

Learning Outcomes

On completion of this unit, students will be able to:

LO1: Conceive, plan, and deliver a high quality, complex, creative project to a professional standard.

LO2: Evaluate and reflect upon own abilities to deliver a professional project in a timely way individually or in a group, and how it relates to own career aspirations.

LO3: Use skills learned on the course to maximise the potential of a final project.

LO4: Analyse own collaboration abilities when working with stakeholders both internally and externally.

LO5: Evaluate objectively project outcomes and impacts, recognising aspects of strength and areas for development.

Assessment Strategy

Formative Assessment: Students will be provided with a project brief. They will then engage in delivering a live project in groups. They will receive ongoing dialogue based, ungraded feedback and guidance aligned to unit learning outcomes throughout the unit to build on skills development and conceptual understanding.

Summative Assessment: Students will embark on delivering a live project in groups (or individually upon agreement with a unit tutor), which meets their objectives and the needs of any stakeholders. This will be evidenced by the submission of a Group Creative Artefact This could be comprised of images, video or audio material which must be aligned to the learning outcomes for the unit. The Creative Artefact must be accompanied by an Impact Assessment Students will also submit a Portfolio of Work that demonstrates a student's individual skills, creativity, knowledge and experience in response to the brief.

Formative Assessment

- Tutorials
- Draft of Creative Artefact and Portfolio of work

Summative Assessment

- A Creative Artefact (Group)
- A Portfolio of Work (Individual)

The table below summarises the assessment for the unit and includes the length (in terms of word count or page count, or length of presentation), and the weighting of each summative component.

Task	**Formative / summative**	**Length**	**Weighting % for summative tasks**
Progress Review	Formative	20 minutes	n/a
Draft Submission of Creative Artefact	Formative	n/a	n/a
Creative Artefact (Group)	Summative	n/a	40%
Portfolio of Work (Individual)	Summative	20-30 pages	60%

All learning outcomes must be passed to successfully complete the unit.

Reading List and Reference Material

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