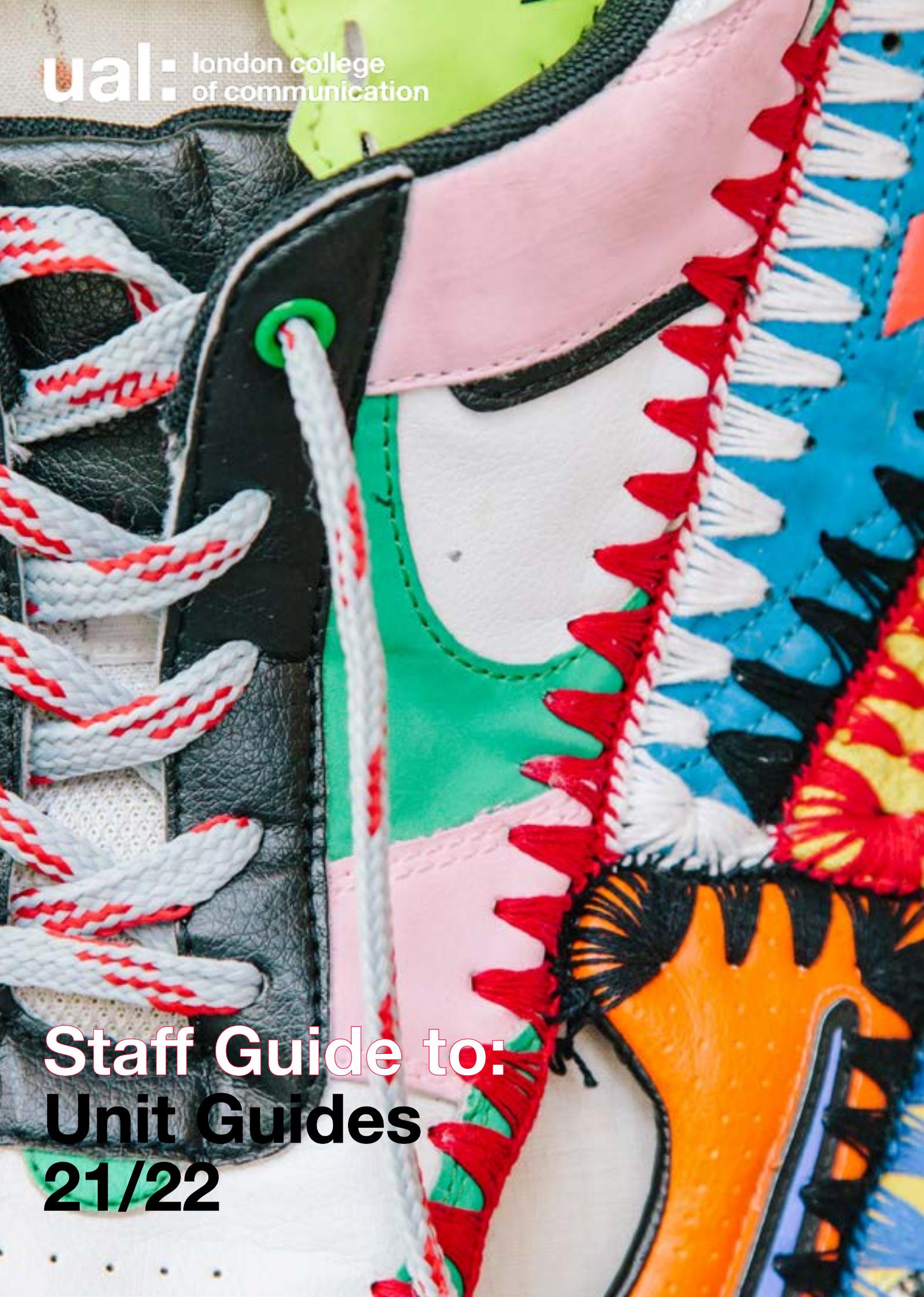


Staff Guide to:
Unit Guides
21/22



Introduction

The Staff Guide to Unit Guides provides a step by step guide to writing your Unit Guide. The Unit Guide template for 21/22 reflects the changes that courses have gone through as a result of the pandemic and recognises the greater use of Moodle . As a result the content of the Unit Guides for 21/22 has been reduced but additional information can be added.

A series of guides have been written to support staff these include:
Staff Guide to Unit Assignments and Project Breifs
Staff Guide to Moodle.

These can all be found on the LCC Teaching Hub
<https://lccteaching.myblog.arts.ac.uk/>

We hope you find this guide helpful.

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Guidance and Template

When producing your Unit Guides you can either use the template provided or design your own.

[Template](#)

If you do choose to design your own Unit Guide template please follow the agreed content as described in this staff Guide and the Unit Guide template. If you do design your own template it must be formatted as a digitally accessible document to ensure they are accessible to everyone, including people who use assistive software. Please follow the University guidance on [Creating Accessible Documents](#).

Please follow the guidance and include the following information in your Unit Guides.

- Front Cover**
- Teaching and Administration Staff**
- Course Unit Diagram**
- Unit Introduction and Learning Outcomes**
- Unit Timetable**
- Teaching, Learning and Assessment Tutorials**

Front Cover

The front cover should include:

- The LCC logo
- The title of the Unit Guide
- The course title
- The academic year
- Unit credits
- Year of study

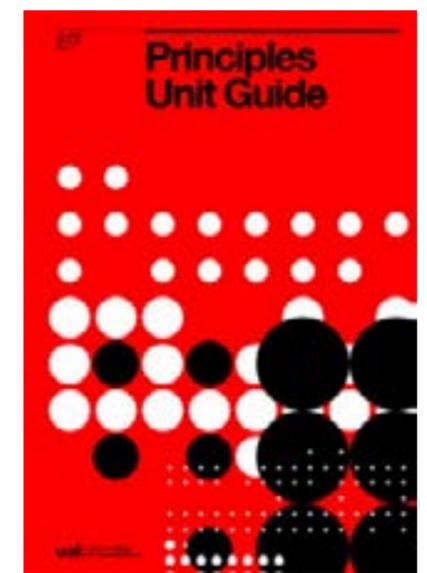
If possible incorporate an image to encourage engagement.

For copyright free images go to the UAL image library.

<https://images.arts.ac.uk/asset-bank/action/viewHome>

Useful Information

Examples



Teaching and Administration Staff

In this section provide students with information about the wider team; their contact details and availability.

This section should include:

- Names of teaching and relevant staff e.g. technicians
- Email addresses and telephone numbers where appropriate
- Availability where appropriate
- Name of PAM and Course Administrator and contact details
- Any additional details you think relevant

You may want to indicate:

- When students can contact you
- Specific office hours
- How long it will take to reply to an email
- What students should do in the case of an emergency

Course Unit Diagram

The unit diagram was introduced to show students how units relate to each other throughout the duration of their course. The unit diagram can enable course teams to visualise the themes of the course structure or how learning develops and progresses.

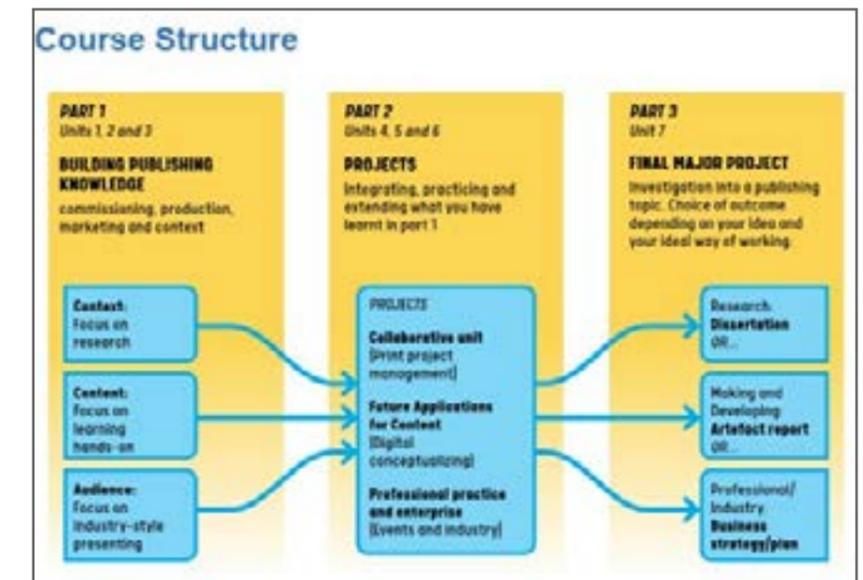
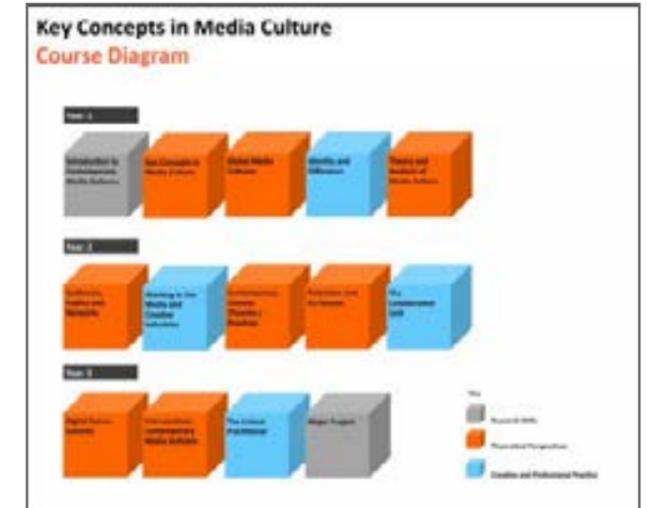
This section should include:

- Course Unit Diagram

Some course also include the Course Diagram from the Course Handbook; this is optional.

Courses can create their own diagrams or they can be designed for you. If you would like a new Course Unit Diagram, or want an existing diagram updated please contact Adrienne Tulley a.tulley@lcc.arts.ac.uk

Examples



Unit Introduction and Learning Outcomes

Provide a clear overview of the unit in language that students will understand. You can cut and paste this from the course handbook if you feel it is in student friendly language.

This section should include:

- Unit Introduction
- Learning Outcomes

Example

Branded Spaces Futures - Level 5

Taking design as site of action and agency to radically transform our world, this unit introduces forecasting tools and techniques that enable you to explore future opportunities and anticipate needs in the design of branded spaces. It will also help you prepare for the challenges of your Major project in year 3. The unit explores synergies between design, the museum as a site of learning and environment. It will provide you with a framework to apply design thinking to the investigation of the role of design and designers by exploring how design can operate in an ecology beyond the human centric, embracing uncertainty through experimentation and risk-taking and explore the value of interrogating the past to shape our futures.

The unit draws on one of the research themes from the UK Arts & Humanities Research Council, Care for the Future: Thinking forward through the Past. The theme considers how '[t]he relationship between past, present and future shapes our understanding of the world around us' (AHRC 2018). You will critically reflect on how the museum's art collection can illuminate how the challenges of past events resonate with the urgency of present concerns to foreground future challenges.

Learning Outcomes

- On completion of this unit you will be able to:
- Engage in critical research on the future of branded spaces (research)
- Apply design, contextual and theoretical principles to the analysis of your topic of enquiry (analysis)
- Investigate and test a range of design scenarios to anticipate problems and predict solutions (Experimentation)
- Apply forecasting tools and techniques to demonstrate a detailed understanding of predicted outcomes (Technical Competence)
- Effectively communicate how you address future opportunities and needs through design (Communication and Presentation)

Through a series of lectures, hands-on activities and project, you will explore:

- The anticipation of future opportunities and needs.
- Understanding the potential of emergent technologies.
- The role of the museum in shaping the future.
- Design fiction and scenario planning.
- Designing and implementing participatory activities.

Unit Timetable / Schedule

The aim of the timetable / schedule is to provide students with an accurate overview of the content of the unit including the times of the unit sessions, the topics being covered and the preparation required for each session.

The timetables are useful to students when units are running concurrently as they can use them to manage their learning.

The unit timetable should include:

- Week
- Date and time
- Topic
- Content and Preparation
- Lecturer

It is recommended that you:

- Indicate synchronous and asynchronous activities
- Include formative and summative assessment points
- Indicate tutorial sessions
- Avoid using acronyms

Detailed weekly plans can be included in your Unit Guides but it is not essential if this information is on Moodle.

Example

Week	Date Time	Topic	Content and Preparation	Lecturer
18	Monday 25/02 2.00-6.00 Synchronous	<p>Project briefing</p> <p>Presentations</p> <p>Study visit planning</p>	<p>This session is divided into 3 parts:</p> <p>In the first part of the session you will be briefed on the project and teaching and learning programme, including a seminar on projects' topics, requirements.</p> <p>In the second part you will present your research through practice activity as instructed by Kasia. There will be time afterwards for questions.</p> <p>In the third part, you will collaborate to plan the study visit to MUZA. We will also review information required for visas, accommodation, risk assessment and other operational issues related to our stay in Malta.</p>	V.Mace
		Independent study:	<p>Complete Adobe After Effects course on Lynda.com: After Effects CC 2019 (or 2018 is fine too) Essential Training: TheBasics.</p> <p>Start you research on all topics pertinent to the project. Begin with the resources on Moodle and expand with your own research.</p>	

Unit timetable Diagram (Visualising Synchronous and Asynchronous delivery) - Optional

As a result of the pandemic and courses moving to blended delivery some courses have produced diagrams for students showing the synchronous and asynchronous delivery. This has helped students manage their time and remain engaged with their course and with each other.

If you would like to include a visual(s) to help support learning you could include:

- Start of the week synchronous sessions to check in with everyone.
- End of week synchronous sessions to check in with everyone and discuss progress / issues.
- Synchronous teaching sessions.
- Asynchronous activities - Independent learning, students break out spaces, forums etc.
- Tutorial sessions (1to1/group)

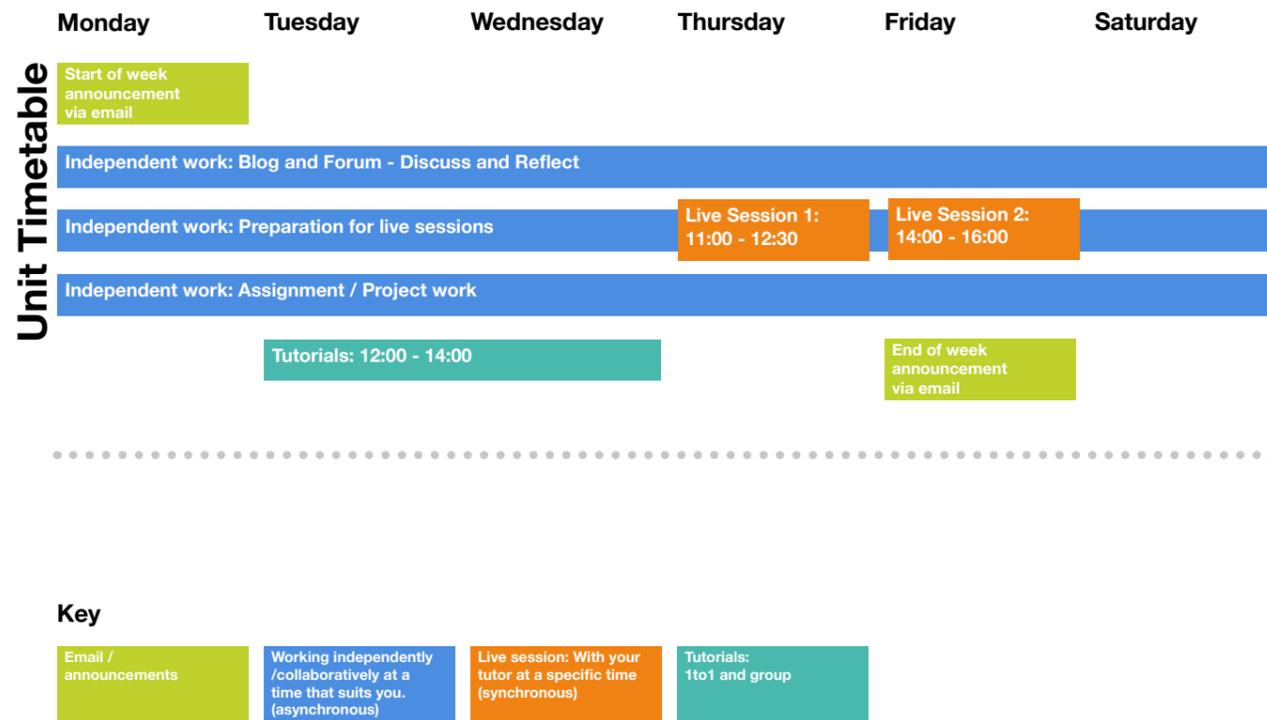
If you would like a visual of your timetable please contact Adrienne Tulley a.tulley@lcc.arts.ac.uk.

Alternatively you could include this on your Unit Moodle site.

Teaching, Learning and Assessment

The information required is how the unit is delivered and how it is assessed. An example of good practice would be to clarify how the unit is taught and how and when assessment takes place. It would also be useful to clarify the language we use around teaching, learning and assessment e.g. blended learning, asynchronous / synchronous learning / workshops , lectures, seminars, formative and summative assessment.

Example



Example

Teaching and Learning

How the unit will be delivered and assessed

The unit is taught using active teaching and learning methods, studio based assignments supported, where appropriate, by interactive lectures, peer-led activities and seminars, hands-on workshops, individual and group tutorials, guest tutors, visits, formative and summative assessment. Self-directed activities are also an important aspect of the learning process. These include workshop and projects related research and design developments, as well as skills practice, using our digital based course selected by tutors on the course to support skills development. Refer to your skills practice guide for more information about self-directed skills practice in Block 1.

Formative assessment (FA)

This takes place through formal and informal assessment procedures such as individual and group presentations or peer and self-assessment activities. These take place at regular interval during the unit to support your learning and progression, and help you achieve your objectives. Formative assessment points are important because the feedback you receive enables you to assess your progress and existing knowledge without affecting your grade. It helps you improve your work before the final submission.

Summative assessment (SA)

This is designed to evaluate your learning at the end of the unit. Your work will be assessed and graded against UAL marking criteria benchmark. You must submit at the time and date specified on the brief. For more information about marking criteria go to: <http://www.arts.ac.uk/assessment/markincriteria/index.html>.

Tutorials

In this section we would like you to include a statement on the tutorial policy for your course, how tutorials support learning, how tutorials will be conducted and any other information you feel is relevant e.g. sign up through Moodle, regular tutorial session via Blackboard Collaborate.

This statement should indicate how often students will receive a tutorial within the unit. It will also help students if the tutorials appear on the unit timetable.

Moodle upload

Please upload a pdf version of your Unit Guide to Moodle 1 week before the start of the unit.

The Staff Guide to Moodle will provide you with all the guidance you need to help you populate your course Moodle site.

Support writing Unit Guides

If you require help producing your Unit Guide please contact Adrienne Tulley a.tulley@lcc.arts.ac.uk.

Example

Tutorials

Tutorials are one to one or small group meetings to discuss your work and progress, requiring you to prepare and contribute as well as receive feedback. Individual (one to one) tutorials are also an opportunity for you to discuss non-academic concerns you may have which may be impacting on your work.

Some tutorials may be focused on a specific matter such as preparing for a study choice or discussing your feedback following assessment. Your tutor will listen and respond to your needs and questions in a tutorial but will also alert you to any issues regarding your progress and provide constructive advice.