LCC Staff Guide to:
Unit Guides
22/23

Introduction

The Staff Guide to Unit Guides provides a step by step guide to writing your Unit Guide. The Unit Guide template for 22/23 reflects the changes that courses have gone through as a result of the pandemic and recognises the greater use of Moodle .

The Unit Guide provides students with an overview of their unit of study and aims to support them in managing their learning by providing them with the unit schedule indicating what they will be studying, when assessment will take place, dates of tutorials, and any additional information that will help them throughout their unit.

This Guides is designed to help you wrte your unit guides and support your students - we hope you find it useful.

A series of Guides and Handbooks have been written to support staff at LCC:
LCC Staff Guide to Unit Assignments and Project Briefs
LCC Staff Guide to Moodle
LCC Tutor Handbook
LCC Student Guide to Assessment

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

Content

1.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.

1. **Front Cover**
2. **Teaching and Administration Staff**
3. **Course Unit Diagram**
4. **Unit Introduction and Learning Outcomes**
5. **Unit Timetable**
6. **Teaching, Learning and Assessment**
7. **Tutorials**

1. Front Cover

The front cover should include:

- **The LCC Logo**
- **The Title of the Unit Guide**
- **The Course Title**
- **The Academic Year**
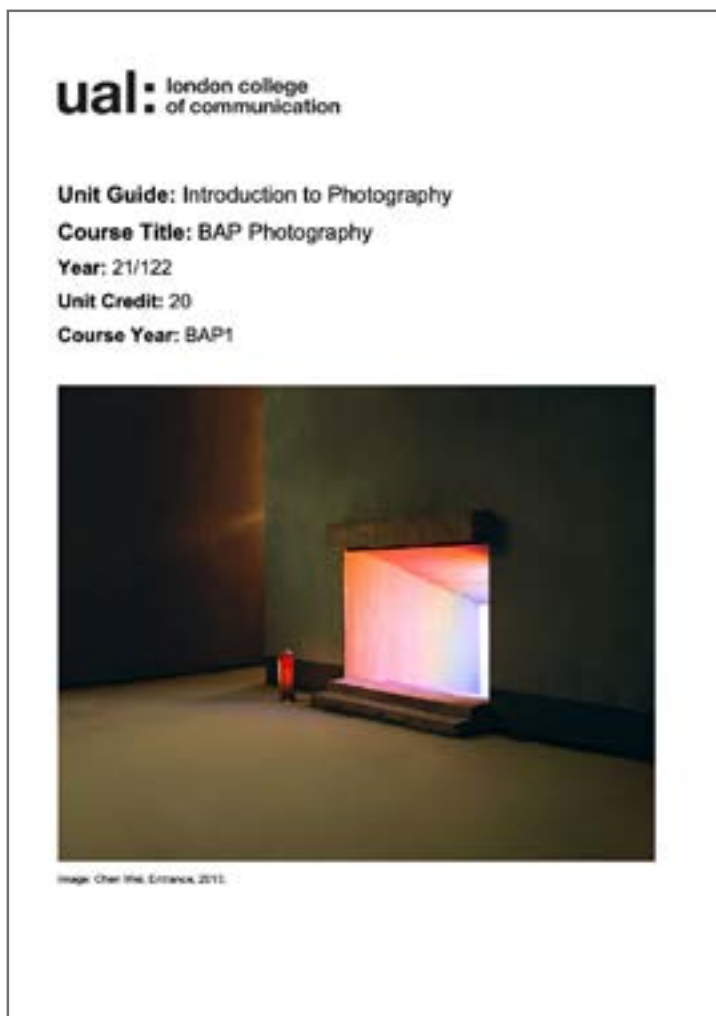- **Unit Credits**
- **Year of Study**

If possible incorporate an image to encourage engagement.

For copyright free images use the UAL image library.
https://images.arts.ac.uk/asset-bank/action/viewHome

Useful Information

Examples

2. 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**

3. 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.

Some courses 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

Key Concepts in Media Culture
Course Diagram

Course Structure
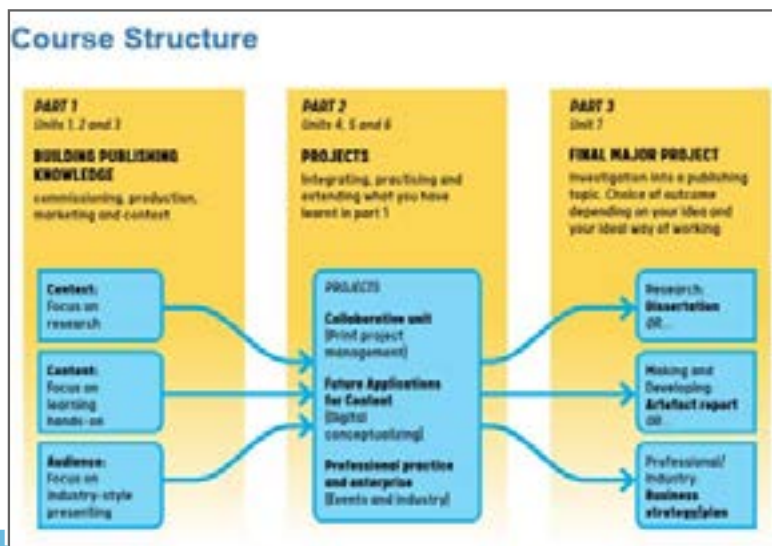
4. Unit Introduction and Learning Outcomes

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

BA Branded Spaces - Futures Unit 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 andPresentation)

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.

5. Unit Timetable

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**

Example

Unit Timetable | Introduction to Photography

Date	Time	Location	Topic	Content and Preparation	Lecturer
1 28.09.21	10.00 - 13.00	Online BLACKBOARD COLLABORATE	Unit Briefing and Introductory Lecture	**Topic:** 01 | Themes and Movements (1/3) | Photography as Theatre This introductory lecture **Photography as Theatre** explores the photograph as a construct and as a blank canvas on which to stage narratives, real or imagined. **Content of the session:** Unit Briefing | Lecture discussion and exercise	B.Carruthers A Wood

6. Teaching, Learning and Assessment

In this section explain to the student how the unit is taught delivered and assessed.

As a course team you might want to develop content for your unit guides that can be shared across the team, ensuring consistency in the Unit Guides.

It would also be useful to clarify the language we use around teaching, learning and assessment:
- **workshops**
- **lectures**
- **seminars**
- **blended learning**
- **asynchronous learning**
- **synchronous learning**
- **formative assessment**
- **summative assessment**

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 Unit assignment.

For more information about marking criteria go to:http://www.arts.ac.uk/assessment/markingcriteria/index.html.

7. 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.

Please see the updated Tutorial Policy

https://canvas.arts.ac.uk/News/199166/read-the-new-ual-tutorial-policy

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 but will also alert you to any issues regarding your progress and provide constructive advice.

Tutorials will take place in week 5 and 11 please see your timetable.

8. Moodle upload

Please up load 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. You can also contact the LCC Digital Learning team for support - LCCDigitalLearning @lcc.arts.ac.uk

9. Support with writing Unit Guides

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