University of Kent

1. **Title of the module**

   Art and Design – PRSN7005

2. **School or partner institution which will be responsible for management of the module**

   Pearson College London / Escape Studios.

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

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4. **The number of credits and the ECTS value which the module represents**

   30 (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

   Autumn and Spring

6. **Prerequisite and co-requisite modules**

   None

7. **The programmes of study to which the module contributes**

   MArt Art of Visual Effects

   MArt Art of Video Games

   MArt Art of Computer Animation

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:

   Demonstrate Knowledge & Understanding (K) of…
   1. Emerging and future trends and issues in art, design and innovation in the creative industries and their context in current practice
   2. New creative theories, processes and approaches for the creative industries

   Demonstrate Intellectual Skills (I) in…
   3. Evaluating innovative creative solutions in the absence of complete information and under changing conditions
   4. Challenging established creative practice through critical reflection and experimentation

   Demonstrate Subject Specific Skills (S) in…
   5. Creating innovative art and design work
   6. Understanding and discussing ethical issues related to the creative process

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:

Demonstrate Transferable Skills (T) in…
1. Designing, planning and delivering a project that delivers an innovative solution and adapts to varying constraints and requirements
2. Engaging and including peers and the wider community of practice into the creative process to advance art and design in the context of their discipline
3. Communicating complex art and design concepts for a variety of audiences

10. **A synopsis of the curriculum**

This module is all about making beautiful products and services that are functional and have a strong brand identity. The modern world is visual and tactile. We interact with products, services, and other people through digital user interfaces, and we consume visual content that has been carefully crafted with state-of-the-art digital tools.

The things that we make have to be beautiful and usable. It's no longer enough to create something that is purely functional. Design-led companies are the commercial and creative titans of this new industry. They focus on the look and feel, but also on the delightful experience of using their products.

In this module students will be expected to present aesthetically pleasing, intuitively designed, well branded products and services that meet their business goals.

Through inspirational lectures and seminars, and weeks of experimentation, success, and failure, students and teams will learn how to make complex and innovative beautiful products and services that are functional and have a strong brand identity.

Keywords: Art, design, trends, strategy, visual, interactive

Outline syllabus:
● Art and creative direction
● Design theories and methods
● Branding and brand strategy

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Hegarty on Creativity: There are No Rules, John Hegarty, Thames and Hudson Ltd (2014)

The Brand Gap: How to Bridge the Distance Between Business Strategy and Design, Marty Neumeier, New Riders (2005)

Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, Tim Brown, HarperBusiness (2009)

This is Service Design Thinking.: Basics - Tools - Cases, Marc Stickdorn, Bis Publishers (2014)

http://www.underconsideration.com/brandnew/

http://www.wired.com/category/design

http://designtaxi.com/

http://www.brainpickings.org/

http://www.dezeen.com/

http://boxesandarrows.com/about-boxes-and-arrows/

http://www.core77.com/

http://monocle.com/

http://www.coolhunting.com/

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12. **Learning and teaching methods**

Learning and teaching takes place through four key modes of delivery. These provide a blend of technical skills training, exploration of theory and praxis, application in the studio, and self-directed study and development time. The balance differs depending on the type of module. This module takes place almost exclusively in a studio environment. Knowledge, skills and understanding are supported by skills sessions, and advanced through practice-based learning, experimentation and reflection.

- Skills Sessions c. 20 hrs
- Tutorials c. 0 hrs
- Studio Time c. 280 hrs
- Self-Directed c. 0 hrs
- **Total 300 hours**

13. **Assessment methods**

13.1 Main assessment methods

Formative assessment will be provided throughout the module.

This module is delivered across the whole stage. Given the integrated nature of the modules, students are assessed on each of the four core modules at the end of each phase of their projects (explore, ideate, accelerate, incubate).

Assignment 1: Explore (25%)

As a group, students produce and present research and initial proposals for the project at a Studio Crit. This must include detailed research into the aesthetic aspects setting the work in context of the current state-of-the-art in design theory and practice for the chosen field, along with extensive evaluation of visual alternatives.

Assignment 2: Ideate (25%)
The groups produce and present a full proposal for the next stage of development in several 1-on-1 Crits to tutors, industry, and peers, including a complete design covering the visual aspects of the projects and the look and feel as appropriate to the nature of the project, including details of the how this will be achieved.

Assignment 3: Accelerate (25%)
In their teams, students present the current state of the project at a Panel Crit, including evaluations and justifications for adaptations and revisions relative to the original proposal, together with a full set of recommendations for the next phase.

Assignment 4: Incubate (25%)
Students present their final project outcome in the context of art & design. They will demonstrate how they have met each of the learning outcomes required and offer proposals for how the design may be developed further.

13.2 Reassessment Methods

14. **Map of module learning outcomes**

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	9.1	9.2	9.3
Learning/ teaching method									
Skills Sessions	X	X	X	X	X	X	X	X	X
Tutorials									
Studio Time	X	X	X	X	X	X	X	X	X
Self-Directed									
Assessment method									
Explore	X	X				X	X		X
Ideate			X	X			X		X
Accelerate				X	X		X		X
Incubate					X	X	X	X	X

15. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London / Escape Studios.

17. **Internationalisation**

The Creative Industries are by their nature international disciplines, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. **Partner College/Validated Institution**

Escape Studios, Pearson College London

19. **University School responsible for the programme**

Engineering & Digital Arts

MODULE SPECIFICATION

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)

Module Specification Template with Guidance (May 2018)