

MODULE SPECIFICATION

1. **Title of the module**

Craft – PRSN7007

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)**

7

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 tools and techniques of their craft
2. New and emerging theories, practices and trends in the creative industries

Demonstrate Intellectual Skills (I) in...

3. Evaluating selecting or creating tools needed to build innovative products and services
4. Solving production and process problems through research and innovation as they arise to meet evolving requirements and constraints

Demonstrate Subject Specific Skills (S) in...

5. Working with and creating state-of-the-art and emerging tools and techniques to meet an open brief
6. Applying personal and shared knowledge and understanding to develop new products and services

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 to a problem, and adapts to varying constraints and requirements
2. Contributing to their wider community of practice to advance their craft

10. A synopsis of the curriculum

This module is all about striving for technical excellence. The products, services, and experiences that we engage with on a daily basis required a range of skilled people with different technical abilities to make them work.

Students will either have or will develop the skills in their teams to realise their vision. Their challenge is to work within realistic technical constraints to create something that is feasible and viable. This module will challenge them to expand their technical skills beyond what they currently know and is accepted practice, to learn new skills, collaborate with others, and seek help from elsewhere to advance their craft.

In this module students will be expected to present technically excellent digital products and services that stay true to their creative vision and meet their business goals. They will likely still be at draft or prototype stage, but should communicate the final product effectively.

Through inspirational lectures and seminars, and weeks of experimentation, success, and failure, students and teams will learn how to make technically excellent products and services that are support their creative and business visions.

Keywords: Digital, technology, development, prototyping, making, problem solving

Outline syllabus:

- State-of-the-art software and hardware
- SaaS development
- Technical innovation for the creative industries
- Distribution platform innovation

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

The Craftsman, Richard Sennett, Penguin (2009)

Innovator's Dilemma: When New Technologies Cause Great Firms to Fail, Clayton Christensen, Harvard Business Review Press (2013)

<https://www.elance.com/>

<https://www.codecademy.com/>

<https://www.fablabs.io/>

<http://www.makerfaireuk.com/>

<http://makezine.com/>

<https://www.kickstarter.com/>

<http://techcrunch.com/>

<http://www.core77.com/>

<http://monocle.com/>

<http://www.coolhunting.com/>

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 tutorials and a few skills sessions, but largely advanced through practice-based learning, experimentation and reflection.

- Skills Sessions c. 6 hrs
- Tutorials c. 40 hrs
- Studio Time c. 254 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, identifying their individual contributions with respect to the theory and techniques of their craft. This must include detailed research into the process and technique aspects setting the work in context of the current state-of-the-art theory and practice for the chosen field, along with extensive evaluation of alternatives processes and techniques.

Assignment 2: Ideate (25%)

The groups produce and present a full proposal for the next stage of development in crits to tutors, industry, and peers, including a comprehensive coverage of the theory, techniques and processes appropriate to the nature of the project, including details of their particular aspect will be developed and resourced in the context of the theory and practice of their craft.

Assignment 3: Accelerate (25%)

In their teams, students present the current state of the project at a Panel Crit, including evaluations of process adopted and justifications for adaptations relative to the original proposal, together with a full set of recommendations for the next phase, setting out their individual contributions in terms of their craft specialisms.

Assignment 4: Incubate (25%)

Students present their final project outcome in the context of the techniques and processes they have each used. They will demonstrate how they have met each of the learning outcomes required and offer proposals for how the future development of the project may be implemented.

13.2 Reassessment Methods

14. **Map of module learning outcomes**

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

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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)

