

## UNIVERSITY OF KENT

Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

.....(date)

### MODULE SPECIFICATION

1. **Title of the module**  
Craft
2. **School or partner institution which will be responsible for management of the module**  
Pearson College London / Escape Studios
3. **Start date of the module**  
September 2019
4. **The number of students expected to take the module**  
c. 60 students
5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  
N/A
6. **The level of the module**  
Level 7
7. **The number of credits and the ECTS value which the module represents**  
30 credits (15 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**  
1 (Autumn) and 2 (Summer)
9. **Prerequisite and co-requisite modules**  
Co-requisites: *Art and Design, Business, Process*

## UNIVERSITY OF KENT

### 10. The programmes of study to which the module contributes

MArt Art of Video Games

MArt Art of Computer Animation

MArt Art of Visual Effects

### 11. The intended subject specific learning outcomes

On successful completion of this module, students will have 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

On successful completion of this module, students will have Intellectual (I) Skills in...

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

On successful completion of this module, students will have Subject Specific (S) Skills in...

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

### 12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable (T) Skills in...

1. Design, plan and deliver a project that delivers an innovative solution to a problem, and adapts to varying constraints and requirements
2. Using and contributing to their wider community of practice to advance their craft

### 13. 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.

## UNIVERSITY OF KENT

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

### 14. Indicative Reading List

#### ***Recommended***

- *The Craftsman*, Richard Sennett, Penguin (2009)
- *Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Clayton Christensen, Harvard Business Review Press (2013)

#### ***Electronic***

- <https://www.elance.com/?r>
- <https://www.codecademy.com/>
- <https://www.fablabs.io/>
- <http://www.makerfaireuk.com/>
- <http://makezine.com/>
- <https://www.kickstarter.com/>
- <http://techcrunch.com/>

### 15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes

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.

## UNIVERSITY OF KENT

Skills Sessions	c. 6 hrs
Tutorials	c. 40 hrs
Studio Time	c. 254 hrs
Self-Directed	c. 0 hrs
<b>Total</b>	<b>300 hours</b>

### 16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during Skills Sessions.

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

#### **Assignment 1: Explore (25%)**

The assessment will test Learning outcomes K1, K2, I1, T1

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 assessment will test Learning outcomes I1, S2, T1, T2

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 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%)**

The assessment will test Learning outcomes I2, S1, S2, T1, T2

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%)**

The assessment will test Learning outcomes I2, S1, S2, T1, T2

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

## UNIVERSITY OF KENT

outcomes required and offer proposals for how the future development of the project may be implemented.

17. **Implications for learning resources, including staff, library, IT and space**  
No implications.
  
18. **The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner's disability/dyslexia support service, and specialist support will be provided where needed.**
  
19. **Campus(es) or Centre(s) where module will be delivered:**  
Pearson College London / Escape Studios
  
20. **Partner College/Validated Institution:**  
Pearson College London / Escape Studios
  
21. **University School responsible for the programme:**  
School of Engineering and Digital Arts