

MODULE SPECIFICATION

1. **Title of the module**
Process – PRSN7008
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. Current and emerging theories of production and development in the creative industries
 2. Exploring and evaluating the theories and practice of managing complex innovative projectsDemonstrate Intellectual Skills (I) in...
 3. Critically evaluating and selecting tools and techniques for managing multifaceted collaborative projectsDemonstrate Subject Specific Skills (S) in...
 4. Structuring a sustainable company and work as an effective team in open and complex situations
 5. Adapting existing and creating new processes to suit shifting project needs
9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:
Demonstrate Transferable Skills (T) in...
 1. Managing a professional production process from concept to conclusion, adapting to changing requirements and constraints

2. Collaborating with peers, reflecting and giving feedback on a work and interpersonal level, to improve practice

10. A synopsis of the curriculum

This module is all about understanding, engaging in, and redefining the production or development process. As the digital products, services, and experiences that we create, evolve; the roles that people take in teams, change; and the shapes of the businesses that we run, shift: we need adaptable working processes to accommodate all of this change.

No matter what area of the creative industries you work in, agile production and development in a global context is becoming increasingly essential. Faster design and development cycles and greater demands from clients are now the norm, individuals and companies need to use and apply state-of-the-art tools and processes for structuring teams and managing workflow.

In this module students will be expected to structure their company's working process to maximise effectiveness and wellbeing. They will present their working methodology along with their product, and reflect on the benefits and drawbacks of the process they have devised.

Through inspirational lectures and seminars, and weeks of experimentation, success, and failure, students and teams will learn how to structure and implement an innovative production process to ensure deadlines are met and great work is done.

Keywords: Process, structure, agile, management, production, tools, collaboration

Outline syllabus:

- Project management theories
- Project management tools
- Agile development tools
- Team reflection and feedback methods

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

Learning Agile: Understanding Scrum, XP, Lean, and Kanban, Andrew Stellman, O'Reilly Media (2014)

Creating Effective Teams: A Guide for Members and Leaders, Susan Wheelan, SAGE Publications (2015)

Organizational Culture and Leadership, Edgar Schein, John Wiley & Sons (2010)

The Fifth Discipline: The art and practice of the learning organization, Peter Senge, Random House Business (2006)

<https://www.gov.uk/service-manual/agile>

<https://slack.com/>

<https://asana.com/>

<http://toolbox.hyperisland.com/>

<http://www.businessballs.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 advanced through practice-based learning, experimentation and reflection.

- Skills Sessions c. 0 hrs
- Tutorials c. 40 hrs
- Studio Time c. 260 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 project management options.

Assignment 2: Ideate (25%)

The groups produce and present a full proposal for the next stage of development at a Studio Crit, including a comprehensive management, communication and monitoring approaches appropriate to the nature of the project, including details of the how these will be supported and implemented.

Assignment 3: Accelerate (25%)

In their teams, students present the current state of the project at a Panel Crit, including evaluations of process management approaches and any adaptations 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 the management, monitoring and communication techniques 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 managed.

13.2 Reassessment Methods

14. Map of module learning outcomes

Module learning outcome	8.1	8.2	8.3	8.4	8.5	9.1	9.2
Learning/ teaching method							
Skills Sessions							
Tutorials	X	X	X	X	X	X	X
Studio Time	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

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

FACULTIES SUPPORT OFFICE USE ONLY

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)