

## 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**  
Process
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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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, Craft, Business*

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### 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. Current and emerging theories of production and development in the creative industries
2. Exploring and evaluating the theories and practice of managing complex innovative projects

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

1. Critically evaluating and selecting tools and techniques for managing multifaceted collaborative projects

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

1. Structuring a sustainable company and work as an effective team in open and complex situations
2. Adapting existing and creating new processes to suit shifting project needs

### 12. The intended generic learning outcomes

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

### 13. 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

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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

### 14. Indicative Reading List

#### ***Recommended***

- *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)

#### ***Electronic***

- <https://www.gov.uk/service-manual/agile>
- <https://slack.com/>
- <https://asana.com/>
- <http://toolbox.hyperisland.com/>
- <http://www.businessballs.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.

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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
<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, S1, T2

As a group, students produce and present research and initial proposals for the project in several 1-on-1 Crits to tutors, industry, and peers. 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 K2, I1, S2, T2

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%)**

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

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%)**

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

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.

**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