MODULE SPECIFICATION

University of Kent

1. **Title of the module**

   Creative Foundations – Project – PRSN4002

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)**

   4

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

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

   None

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

   MArt/BA Art of Visual Effects

   MArt/BA Art of Video Games

   MArt/BA 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. The creative process and its application in a team project
   2. Collaborative working practices in a creative environment

   Demonstrate Intellectual Skills (I) in…
   3. Appraising different creative solutions for a given brief
   4. Reflecting on and evaluating a creative project outcome

   Demonstrate Subject Specific Skills (S) in…
   5. The selection of appropriate creative processes for a given project brief
   6. The effective use of creative techniques and approaches to deliver a creative media project

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

   Demonstrate Transferable Skills (T) in…
   1. Effective communication in a team project environment
   2. The management of time and resources to deliver a creative media project

10. **A synopsis of the curriculum**

Responding to briefs in a way that addresses the requirements of the client and shows understanding of their vision is essential to success in the creative industries. This success also requires an understanding of the planning and resources required to deliver the project successfully, on time and on budget.

The scope of projects in this field will require a team-based approach, and so effective collaborative working is essential. The ability to work effectively in team towards shared objectives, whilst recognising individual strengths and using these to the advantage of the common goal, is the key to success in projects of all types.

In this module, students work in small teams to develop concepts to particular briefs and then pitch these for feedback, before going on to develop the concept and deliver the final product to the client in a showcase.

Tutorials involving exercises to foster good working practices and identifying team member strengths and weaknesses help to ensure a good collaborative environment is in place at the start of the module. Creative idea generation is introduced through tutored activities, and formative feedback is used throughout. The final product is then assessed, with students evaluating their own performance and contribution to the team through retrospectives.

Outline syllabus:
● Understanding client briefs
● Workshopping ideas
● Concept development and pitching
● Team structures and roles

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

Creative Confidence: Unleashing the Creative Potential Within Us, D.Kelley, and T.Kelley, William Collins 2013

Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas, E.De Bono, HarperCollins, 1995

Team Leadership in the Game Industry, S.Spaulding, Course Technology CPR, 2009

Practical Guide to Project Planning, Ricardo Viana Vargas, Auerbach Publications, 2008

International Journal of Design

Oxford Journal of Design History

Journal of Engineering, Design and Technology

Creativity Research Journal

The Journal of Creative Behavior

https://www.vitsoe.com/gb/about/good-design

http://tutsplus.com/

http://greyscalegorilla.com/blog/

http://siteinspire.net/

http://aisleone.net

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. As this is a Project module, the balance is skewed in favour of Studio Time, with some Skills Sessions and Tutorials to support the development of project management and leadership skills.

- Skills Sessions c. 30 hrs
- Tutorials c. 50 hrs
- Studio Time c. 85 hrs
- Self-Directed c. 135 hrs
- **Total 300 hours**

13. **Assessment methods**

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

Summative assessment will be based on a Portfolio and Retrospective, and assessed using one or more of the Assessment Types (see Programme Specification)

Concept (Formative, 0%)
For this the student will be required to produce a one-page Proposal outlining the project ambitions, to be presented as a pitch with supporting material for Studio Crit.

Progress (Formative, 0%)
For this the student will present progress on the project with details of any issues addressed and with a revised Proposal for completion, for Studio Crit.

Assignment 1: Product (75%)
This assignment requires the student to produce and deliver a project addressing the given brief and the solution outlined in their concept. They will be expected to select and use appropriate theory methods, tools and techniques to realise their concept, managing the team and resources effectively. They will then present the product and the process of their final work at a Retrospective Review.

Assignment 2: Retrospective (25%)
The student will be required to use the learning outcomes as starting points for an enquiry into their work over the course of the module. How does their work relate to established theory and practice? How well did they do? What might they do differently next time? They will need to write their analysis, and give themselves a grade based on the grading criteria and present for moderation and assessment.

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
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	X	X	X	X	X	X	X	X
Assessment method								
Product		X	X		X	X	X	X
Retrospective	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 Template with Guidance (May 2018)

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)