1. **Title of the module**
   Business – PRSN7006

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 7

4. **The number of credits and the ECTS value which the module represents:** 30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern):** 1 (Autumn) and 2 (Summer)

6. **Prerequisite and co-requisite modules:** None

7. **The programmes of study to which the module contributes:** MA Visual Effects Production (3D)

8. **The intended subject specific learning outcomes**
   On successfully completing the module, students will be able to.
   1. Established and emerging theories for business modelling and management
   2. Researching existing and new markets to find value gaps
   3. Critiquing existing and emerging business practices to develop new models for the creative industries
   4. Evaluating and selecting tools and theories for business model innovation

   5. Working in a team to develop a viable, innovative creative business
   6. Leading and following when necessary to deliver a viable response to a complex brief

9. **The intended generic learning outcomes**
   On successful completion of this module, students will have Transferable (T) Skills in…
   1. Fostering a culture of sustainable creativity and collaboration

10. **A synopsis of the curriculum**
    This module is all about building sustainable and profitable companies. In a world driven by digital technologies, business models are being invented and reinvented faster than ever before. The opportunities to disrupt established industries are everywhere. Teams and companies need to understand these emerging models for digital business, find the value gaps in the market, and rapidly develop companies that exploit them. That will be the focus of this module.

    Anyone can have ideas, but turning those ideas into businesses is a bigger challenge. In this module students will be expected to present viable business models that support innovative creative ideas. By the end of the programme (or earlier) they should be ready to pitch the idea to investors, or to take the next step in make the concept a reality.

Through inspirational lectures and seminars, and weeks of experimentation, success, and failure, students and teams will learn how to make viable businesses that support the development of innovative products and services.

Keywords: Business, innovation, startups, viability, business models, investment, culture

Outline syllabus:
- Business modelling
- Startup/SME basics
- Finance and legal
- Purpose-driven business
- Pitching to investors

11. **Indicative Reading List**

Recommended
- *Blue Ocean Strategy*, W. Chan Kim, Harvard Business Review Press (2015)
- *Zag: The #1 Strategy of High-Performance Brands*, Marty Neumeier, New Riders (2006)
- *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses*, Eric Ries, Portfolio Penguin (2011)
- *Creativity, Inc.*, Ed Catmull, Bantam Press (2014)
- *Start With Why*, Simon Sinek, Penguin (2011)

Electronic
- http://www.businessmodelgeneration.com/
- http://www.techstars.com/
- http://www.oxygenaccelerator.com/
- http://www.thehappystartupschool.com/
- http://www.startupdonut.co.uk
- http://www.wired.com/category/business
- http://www.forbes.com/
- http://startups.co.uk/raising-finance/
- https://www.gov.uk/starting-up-a-business/get-funding

12. **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 skills sessions and tutorials, and advanced through practice-based learning, experimentation and reflection.

Skills Sessions   c. 10 hrs
Tutorials   c. 40 hrs

Studio Time   c. 250 hrs
Self-Directed   c. 0 hrs
Total   **300 hours**

13. **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, I2As a group, students produce and present research and initial proposals on the business aspects of the project in several 1-on-1 Crits to tutors, industry, and peers. This must include detailed research into start-up costs, revenue model and sustainability aspects setting the work in context of the current theory and practice of business, along with extensive evaluation of alternative strategies.

Assignment 2: Ideate (25%)

The assessment will test Learning outcomes I1, I2, S1, S2, T1The groups produce and present a full proposal for the next stage of development at a Studio Crit, including a comprehensive coverage of the resources and financial aspects appropriate to the nature of the project, including details of the how these will be resourced.

Assignment 3: Accelerate (25%)

The assessment will test Learning outcomes S1, S2In their teams, students present the current state of the project at a Panel Crit, including evaluations of business strategy and justifications for adaptations relative to the original proposal, together with a full set of recommendations for the next phase.

Assignment 4: Incubate (25%)

The assessment will test Learning outcomes S1, S2, T1Students present their final project outcome in the context of the business model adopted with particular reference to sustainability. 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.

14. *Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)*

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	9.1
Learning/ teaching method							
Skills Sessions	X	X	X	X	X	X	X
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
Ideate			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 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.

16. **Campus(es) or Centre(s) where module will be delivered:**

Pearson College London / Escape Studios

17. **Internationalisation**

Visual effects is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18. **Partner College/Validated Institution:**
Pearson College London / Escape Studios

19. **University School responsible for the programme:**
School of Engineering and Digital Arts