PART A: GENERAL INFORMATION

1.	**Module Title**	Creative Foundation – Project – (EXPR4001)
2.	**School**	Escape Studios
3.	**Level**	4
4.	**Total Credits/ ECTS Value**	30 (15 ECTS)
5.	**Total Synchronous Contact Hours**	60
6.	**Programme(s) to which the Module Contributes**	BA/MArt The Art of Video Games BA/MArt The Art of Visual Effects BA/MArt The Art of Computer Animation (2D/3D)
7.	**Related Modules**	**Pre-requisites**	None
		Co-requisites	None
		Post-requisites	None
		Excluded Combinations	None
8.	**External Accrediting Body** *(If applicable)*	N/A
9.	**Modes of Study**	Full-time
10.	**Delivery Site(s)**	Escape Studios, London

PART B: MODULE LEARNING OUTCOMES

11. <u>Learning Outcomes</u>

On successfully completing the module students will be able to:

Demonstrate Knowledge & Understanding of…

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

Demonstrate Intellectual Skills in…

3. Appraising different creative solutions for a given brief
4. Reflecting on and evaluating a creative project outcome

Demonstrate Subject Specific Skills 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

Demonstrate Transferable Skills in…

7. Effective communication in a team project environment
8. The management of time and resources to deliver a creative media project

PART C: RATIONALE AND DELIVERY

12. <u>Synopsis of the Curriculum</u>

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

13. <u>Learning and Teaching Methods</u>
The module follows the Project module model, with tutor-directed project work the primary mode learning mode. Students are introduced to relevant theory in the context of the project, using their knowledge and understanding from the craft modules to respond to a given brief.

14. <u>Contact Hours</u>

Module Credit Value	Scheduled Learning Activities	Guided Independent Study	Total Learning Hours
30 credits	Tutorials (36 hours) Studio time (24 hours)	Preparation for classes, guided research, assignment preparation and development (240 hours)	300 hours

15. <u>Assessment Methods</u>

Formative Assessment

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

Summative Assessment

Assignment 1: Team Project (75%)

Approximately 4-6 weeks of collaborative project work.

Assignment 2: Individual Retrospective (25%)

Approximately 3000 words (+/- 10%)

Re-sits

Students who fail this Module will be permitted to submit revised assessment components in accordance with the Academic Regulations

16. **Map of Module Learning Outcomes to Learning, Teaching and Assessment Methods**

Learning outcome	1	2	3	4	5	6	7	8
Learning/ teaching								
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								
Team Project		X	X		X	X	X	X
Retrospective	X			X				

17. **Indicative Reading List**

    This is an indicative list, correct at the time of publication. Reading lists will be published at least 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

18. **Inclusive Module Design**

The College recognises and has incorporated 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 relevant policies and

support services. Furthermore, the module design has sought to embed inclusive curriculum content.

Date of initial approval	July 2023
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