



Unit Title	Project Management For Creatives
FHEQ Level	Level 5
Unit Code	EGMD201
Credit Value	15
Unit Type	Cross Departmental Elective

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	30	Independent Study	50
Supervised access to resources	7.5	Preparation for Assessment	12.5
		Unsupervised Access to Resources	50
Total			150

Unit Description

This unit introduces students to Project Management methodologies across the spectrum of practice. It will allow students to understand how projects are managed for success and why they fail.

The unit will look at software project management, digital strategy and human resource management through the lens of creative practice. It will look at teams and individuals in a wide variety of industries from software development, advertising and brand, social media and lean start-ups. It will review roles, resources and methodologies from waterfall and PRINCE 2 to Agile and user centric methodologies such as SCRUM and KANBAN.

Students will be introduced to methodologies and be expected to apply them to personal projects, college work. They will be challenged to review their own time management and how they can be effective managers.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines combine and evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / Where enquiry informs creativity.

Unit Indicative Content

- 1) Understand what a Project Manager/Account Manager / Business Analyst does
- 2) Understand how to create project plans and manage them successfully
- 3) Create campaigns and design strategy
- 4) Understand user stories and how to write them
- 5) Understand the difference between methodologies and their strengths

Unit Aims

Within the context of the Honours Degree credit framework, the aims of the course are to:

- Encourage students to engage with their own time management and goal setting
- Encourage students to create project management plans, including Gant charts and Product Backlogs
- Introduce students to campaign and resource management
- Build students confidence in their own PM skills
- Promote diversity, inclusivity, ethical, social and environmental awareness and provide opportunities for study and progression to all students.

The curriculum design and units will “*facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice.*” (Subject Benchmark Statements, 2017).

Unit Learning Outcomes (Items in bold are the main focus within each LO for the unit)

LO1 Cultivate

- Technical Competence
- **Subject Knowledge**
- **Resilience**

Demonstrate capacity for developing discipline specific knowledge and technical competencies, supporting academic & practical self-efficacy and emerging employability abilities.

LO 3 Integrate

- Communication & Presentation
- Networking
- **Professional Practice**

Demonstrate emerging ability to develop communication and presentation strategies (including narrative & storytelling) in physical, written and oral forms.

Demonstrate emerging capacity to engage with industry interactions, and professional working practices to support practical and theoretical development

LO5 Originate

- **Research**
- Experimentation
- Ideation

Demonstrate capacity for emerging enquiry methods to support practical and theoretical development in physical, written and oral forms.

Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms.

Learning and Teaching Methods

Learning will be developed through: lectures, practical demonstrations, and online courses provided by 3rd parties. It will also feature seminars, tutorials, master classes, critical self and peer appraisal and collaborative working.

Where appropriate external guest speakers will further support delivery on the unit. Students will also need

to undertake self-directed independent study to support learning.

The following methods play a significant role in learning and teaching on the course:

- Group projects underpin peer learning and are used to promote transferable skills such as team working and communication.
- Aligned Workshops, Lectures and Seminar sessions support the core teaching delivery.
- Research led projects are used to embed an understanding of research and research methods from the beginning to ensure students develop the skill to explore the contexts and conditions of their practice.
- Reflective journals are used throughout the course to promote the development of autonomous, confident and critically reflective, self-directed learners.
- Self-evaluative writing is used to enable students to take responsibility for their own learning by identifying needs and prioritising and planning their learning.
- Self-assessment encourages students to take responsibility for monitoring and making judgments about aspects of their own learning.
- Peer assessment is used to promote assessment as part of learning.
- Live projects and student exhibitions and /or pop up events, support an outward facing ethos and encourage students to develop their practice in relevant professional contexts.

Assessment methods and tasks

Brief description of assessment methods

- *Formative Assessment: You will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.*
- *Summative assessment: Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.*
- *Presentations to peers are usually within a small group environment where at least two tutors are present.*
- *Playable builds should be self-contained and not the editor project files unless stated by the brief*
- *In some cases digital files will be required to assess technical skill.*
- *Students will be notified of their grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.*

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
Pitch Presentation and Reflective Blog	100%

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

Demonstrate understanding of how and why we plan projects (LO1).

Demonstrate the ability to generate project plans and execute them (LO1, LO5)

Demonstrate a vocabulary of project management and professional practice (LO1)

Demonstrate personal development in planning and executing work (LO3, LO5)

Essential Reading list

1. Sutherland, J.. (2015) Scrum: The Art of Doing Twice the Work in Half The Time. Random House
2. Ries, E. (2011) The Lean Start Up. Portfolio Penguin
3. Kahn, S. (2019) Bounce Back. Kogan Page.
4. Stellman, A. (2019) Learning Agile: Understanding Scrum, XP, Lean, and Kanban.
5. Palmer-Trew, S., Taylor, P. (2019) Project Management: It's All Bollocks!: The Complete Exposure of the World of, and the Value of, Project Management. Routledge.

Detailed further reading and online resources will be provided in the brief and through the unit via AULA