

<p>AUDIENCE (PERSONA)</p> <p>PROFILE 15–16 years old · first-year students · film, design, marketing Just chose their specialisation · no prior professional experience "Nowhere near professional practice yet"</p> <p>CORE NEED To get a real taste of the profession through doing. To find their people — for this age group, that matters more than skills (78% vs 23%, survey data). Case-based and problem-based formats don't work here.</p> <p>STUDENT GOAL To get a practical basis for an informed choice of specialisation. To create a first artefact worth taking home.</p> <p>LEARNING PROCESS 70% practice · 30% theory. No homework — all artefacts are made within sessions. Reflection and feedback are built into every class.</p>	<p>STAKEHOLDERS & CONTEXT</p> <p>KEY STAKEHOLDERS</p> <ul style="list-style-type: none"> Academic Director Head of Programme Subject teachers by specialisation Students — 54 people, three specialisations <p>STATED CLIENT GOALS</p> <ul style="list-style-type: none"> Give students their first hands-on experience within their specialisation Build a foundation for self-reflection and career orientation Eliminate the 'patchwork' effect — create programme coherence Move away from frontal teaching · establish clear assessment <p>UNSTATED CLIENT GOALS</p> <ul style="list-style-type: none"> Avoid encouraging students to switch specialisations Ensure manageability when scaling to 200 students Reduce first-day anxiety · stabilise motivation Create space for making friends · build affinity with the profession
<p>KEY GOALS: WHAT SHOULD THE PROGRAMME ACHIEVE?</p> <p>CLIENT BUSINESS GOALS Graduate specialists with portfolio-ready work ahead of competitors · strengthen reputation as a leader in creative industries education · deliver practice-oriented experience from year one · develop innovative learning methods</p> <p>PROGRAMME GOALS O1 — Provide a first hands-on experience in a creative profession O2 — Lay the foundation for informed professional self-determination</p> <p>TARGET STUDENT ACTIONS</p> <ul style="list-style-type: none"> Completes at least 7 of 10 artefacts within their specialisation across different contexts Reflects on each trial: captures actions, outcomes, emotions and connection to the profession Articulates an understanding of their own profession and adjacent specialisations through trial experience and meetings with practitioners 	
<p>DESIGN APPROACH</p> <p>EXPERIENCE-LED DESIGN An induction module, not a taught discipline — the focus is on exploring the professional landscape and socialisation. Competency development is the work of specialist courses over the next 3–4 years.</p> <p>CORE DESIGN DECISION Students stay within their own specialisation across all trials — only the context of application changes (personal · social · commercial · experimental). This reinforces the original choice without prompting reconsideration.</p> <p>STUDENT JOURNEY MAP Motivation is managed at every stage: attention (rituals) → relevance ("you're doing real work") → confidence (peer tutors, fast feedback) → consolidation (sketchbook, Show & Tell).</p>	
<p>CORE LEARNING MODEL</p> <p>EXPERIENTIAL LEARNING (KOLB'S CYCLE) · SESSION STRUCTURE: WARM-UP → THEORY → PRACTICE → PRESENTATION 10 practical trials within each specialisation across different contexts · each trial produces a real artefact in 2.5 hours · minimum threshold — 7 of 10. Sketchbook serves as the through-programme reflection tool.</p> <p>Cycle: trial → sketchbook (reflection) → Show & Tell + tutor (conceptualisation) → next trial.</p> <p>Outcome: portfolio of 7+ artefacts · sketchbook · final presentation.</p> <p>SUPPORT STRATEGIES</p> <ul style="list-style-type: none"> Onboarding 1–2 days before the programme starts Second-year peer tutors — lower power distance · UAL tutorial system model Show & Tell — small groups after each trial Industry rituals — professional identity through tradition Living Library — week 5 · practitioners from different roles · station rotation Sketchbook — individual work · reflection · course artefact · gateway to final 	
<p>PROGRAMME SUCCESS CRITERIA</p> <p>FROM STUDENTS</p> <ul style="list-style-type: none"> Student articulates an understanding of their profession and adjacent specialisations Attendance 70%+ at each intensive Students take their artefacts home and want to show them <p>FROM THE CLIENT</p> <ul style="list-style-type: none"> Programme runs without changes to methodology at 54 and at 200 students Fewer specialisation transfers after the first semester Programme can be handed to a new teacher without loss of quality <p>FROM THE DESIGN TEAM</p> <ul style="list-style-type: none"> Programme concept defended and approved by the client SJM and module script ready as reference materials for delivery Methodological framework transferable to any teacher without loss of logic 	<p>ASSESSMENT</p> <p>FORMATIVE (ONGOING)</p> <ul style="list-style-type: none"> Short survey at the end of each intensive Show & Tell — peer feedback after each trial Sketchbook — quality of reflection, not box-ticking Tutor conversation — student engagement and progress <p>SUMMATIVE Final presentation: portfolio (7+ artefacts) + sketchbook + spoken argument for their professional choice</p> <p>Sketchbook — gateway to the final</p> <p>CRITERIA Artefact completion · specificity of reflection · ability to articulate professional understanding · clarity of next step</p>
<p>TOOLS & ROLES FOR DELIVERY</p>	
<p>ROLES Subject teacher · Industry practitioners — brief and ritual at each intensive · Second-year peer tutors — small group support (1 per 10–15 students)</p> <p>TOOLS LMS/platform — content hosting · Visual editors · Survey tool — reflection and feedback</p>	<p>PHYSICAL RESOURCES Sketchbook (distributed at onboarding) · Brief library by specialisation · Basic materials for trials · Space set up as a studio or agency</p> <p>ITERATION CHECKPOINTS Sketchbook completed with substance · Artefacts taken home · Tutors managing the load · Students returning for the next intensive</p>