UNIVERSITY OF KENT

Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

…………………………………………………….(date)

MODULE SPECIFICATION

1. **Title of the module**
   Industry Studio Project

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London / Escape Studios

3. **Start date of the module**
   January 2018

4. **The number of students expected to take the module**
   c. 60 students

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
   N/A

6. **The level of the module**
   Level 5

7. **The number of credits and the ECTS value which the module represents**
   45 credits (22.5 ECTS)

8. **Which term(s) the module is to be taught in (or other teaching pattern)**
   2 / Autumn

9. **Prerequisite and co-requisite modules**
   Pre-requisites: *Creative Foundations Project*

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Co-requisites: *Specialism*

10. **The programmes of study to which the module contributes**
    BA/MArt Art of Video Games
    BA/MArt Art of Computer Animation
    BA/MArt Art of Visual Effects

11. **The intended subject specific learning outcomes**
    On successful completion of this module, students will have Knowledge & Understanding (K) of…
    1. The theories and principles of the creative pipeline, and their application to professional projects
    2. Tools appropriate to collaborative working in a professional studio environment

    On successful completion of this module, students will have Intellectual Skills (I) in…
    1. Selecting and developing creative and technical solutions to tightly defined client briefs
    2. Reflecting on, evaluating, and improving the outcomes of creative projects to whilst improving their craft

    On successful completion of this module, students will have Subject Specific Skills (S) in…
    1. The effective use of art, design and craft techniques deliver high-quality products
    2. Using regular and effective feedback to improve the group's work
    3. Working at the limits of their knowledge, and learning new skills when necessary

12. **The intended generic learning outcomes**
    On successful completion of this module, students will have Transferable Skills (T) in…
    1. Effective collaboration in a team, including the management of time, skills, and resources
    2. Communicating creative and technical ideas to peers and clients.

13. **A synopsis of the curriculum**
    Collaborating with others to solve a creative brief or meet a creative challenge is essential in the visual effects, computer animation and video games industries. Individuals and teams must understand that they are part of a larger creative process that their job is often to help someone else realise a vision. Finding the balance between meeting expectations and having artistic autonomy is difficult, especially for those at the beginning of their career.

    This project is all about crafting delightful visual experiences, to solve given client briefs whilst working effectively with others. As always with Escape Studios / Pearson College

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London projects, the focus is spread between art & design, craft, business, and process. Students work in teams that are reconfigured to meet each particular brief. They need to produce solutions that are beautiful and well designed, aligned with the client's visions and brands; they must demonstrate high quality craftsmanship; it needs to meet the key business goals of the client; and they will have to work effectively together in different teams at different times, defining and refining their creative process.

Whilst some theories and practices will be introduced by tutors and industry professionals, the bulk of this project is practice-based. Teams and individuals will implement the lessons learned from the previous Craft modules to produce a high standard of work. Tutors will support with project management and team processes, and will intervene with technical and creative support when necessary, but teams will generally work autonomously, interacting with peers, tutors, and industry through dailies, notes, and formative feedback sessions.

As with other projects, the final products are assessed via the showcase, with students evaluating their own performance and contribution to the team through personal retrospectives.

Students will design and develop creative solutions to a tightly-defined client briefs. They will work in teams, dividing tasks and managing workflows to meet given deadlines. They will pitch their concepts to the client and tutors for formative feedback before embarking on the development stage.

The teams will adopt industry-standard working practices, tools and techniques. They will be expected to critically reflect on both final product and the development process to offer insights that will inform their future work, and to assess their own contribution and performance.

Keywords: Projects, clients, briefs, intensive, complex, collaborative, technical, portfolio

Outline syllabus:
● Working with client briefs and expectations
● Collaborating with others
● Applying technical skills to a creative challenge
● Reflecting to improve practice
● Using regular feedback to support others

14. **Indicative Reading List**

Recommended
● Edward de Bono, *Lateral Thinking: A Textbook of Creativity*, 12 Nov 2009
● Mihaly Csikszentmihaly, *Creativity: The Psychology of Discovery and Invention*, 6 Aug 2013

- Ed Catmull Dr, *Creativity, Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration*, 8 Apr 2014
- David Kelley and Tom Kelley, *Creative Confidence: Unleashing the Creative Potential Within Us All*, 15 Oct 2013
- Dave Gray and Sunni Brown, *Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers*, 2 Aug 2010
- Susan Wheelan, *Creating Effective Teams: A guide for members and leaders*, Sage
- Peter Senge, *The Fifth Discipline: The Art & Practice of the Learning Organization*, Doubleday Business

Journals
- *Journal of Engineering, Design and Technology*
- *Creativity Research Journal*
- *The Journal of Creative Behavior*

Electronic
- Creative Bloq, http://www.creativeblog.com/
- 99u, http://99u.com/
- Harvard Business Review, https://hbr.org/
- Art of VFX, http://www.artofvfx.com/
- Mashable, http://mashable.com/
- Wired, http://www.wired.com/
- Kotaku, http://www.kotaku.co.uk/
- Gizmodo, http://www.gizmodo.co.uk/
- FastCompany, http://www.fastcompany.com/
- Inc, http://www.inc.com/
- Creative Review, http://www.creativereview.co.uk/

15. **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.

In this Project module, initial stages are supported by skills sessions and tutorials to address industry working practices. This is followed collaborative work on a creative project to defined briefs supported by continual formative feedback from peers, tutors and industry. Knowledge,

skills and understanding are developed through practice-based learning, experimentation and reflection.

Skills Sessions	c. 10 hrs
Tutorials	c. 60 hrs
Studio Time	c. 210 hrs
Self-Directed	c. 170 hrs
Total	**450 hours**

16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

Team Concepts exercise (Formative 0%)

Produce and present proposals for each project to the client at a Panel Crit. They must include development work covering the look and feel, technical requirements, project management, and justification of how they meet the brief.

Team Production progress exercise (Formative 0%)

The students will be required to produce and present progress for each project for the client at a Panel Crit. They will show their work completed to date, present an analysis of its success relative to the original proposal and a plan for successful completion of the projects.

Assignment 1: Team Product (75%)

The assessment will test Learning Outcomes: K1, K2, I1, S1, S2, T2

With clear direction from clients following the Concept and Progress phases, the student will present their completed solutions. This should demonstrate selection and use of appropriate methods, tools and techniques to realise the idea, managing the team and resources effectively to meet any changes during the project. The presentation will be at a showcase to a Panel Crit of peers, tutors and industry professionals. This presentation should include a Retrospective Review, in which the student should present the outcomes of a group retrospective that consolidates lessons from the project.

Assignment 2: Individual Retrospective (25%)

The assessment will test Learning Outcomes: I2, S3

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, give themselves a grade based on the grading criteria, and present this for moderation and assessment.

17. **Implications for learning resources, including staff, library, IT and space**

No implications.

18. **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.**

19. **Campus(es) or Centre(s) where module will be delivered:**
    Pearson College London / Escape Studios

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

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