University of **Kent**

1. **Title of the module**

Professional Studio Project – PRSN6002

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 4, Level 5, Level 6 or Level 7)**

6

4. **The number of credits and the ECTS value which the module represents**

60 (30 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

6. **Prerequisite and co-requisite modules**

Pre-requisites: None

Co-requisites: None

7. **The programmes of study to which the module contributes**

MArt Art of Visual Effects

MArt Art of Video Games

MArt Art of Computer Animation

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:

Demonstrate Knowledge & Understanding (K) of…
1. Advanced theories and principles of the creative process, and their application in a professional project
2. Advanced tools appropriate to collaborative working in a professional studio environment

Demonstrate Intellectual Skills (I) in…
3. Critically evaluating state-of-the-art creative and technical solutions to complex problems
4. Developing and defending creative solutions for a range of tough client briefs
5. Reflecting on, evaluating, and improving the outcomes of creative projects to improve their craft

Demonstrate Subject Specific Skills (S) in…
6. The use of art, design and craft techniques to deliver a range of professional-quality products
7. Engaging in regular insightful feedback to improve their own and other's work
8. Teaching and learning from others in similar and adjacent professional fields

9. **The intended generic learning outcomes.**
    On successfully completing the module students will be able to:

    Demonstrate Transferable Skills (T) in…
    1. The management of resources to deliver shared objectives within a changing environment
    2. Effective collaboration within and across teams, including the management of time, skills, and resources
    3. Communicating creative and technical ideas to peers, clients and other professionals

10. **A synopsis of the curriculum**

    This module brings together all of the preparation, training, and experimentation of the previous two stages, into a learning experience that will ensure graduates are ready to work effectively in the industry or to take on the challenges of the final Master year.

    The cohort will operate like a professional studio, creating a company identity, and building a company culture. There will be an imposed hierarchy and structure, with support for project and client management where necessary. Students will work in teams on multiple open and complex creative briefs from clients and industry partners. Some of the briefs will demand working across teams within and between pathways, forcing the kinds of collaborations that are essential in the industry.

    This project is all about learning how to make beautiful digital products whilst dealing with the complexities of a fast-paced studio environment. As with previous projects, there are clear expectations on the quality of the art, design, and technical aspects, as well as a solid understanding of business and effective creative processes. The difference here are the much higher standards in all of those areas, and the demands of multiple, parallel projects with varying requirements and constraints.

    The studio must produce technically excellent, beautiful work for multiple clients, with varying artistic styles. They will have to deal with different kinds of businesses, all with different priorities for their products. Perhaps most importantly they need to ensure that their working processes are as efficient as possible. As complexity increases it is even more important to manage time and resources effectively, to avoid overwork, and to meet deadlines.

    As this module sits alongside "Advanced Specialism" and "Professional Practice" it is largely practical and the learning will be through working on the collaborative projects. Peers will support each other to learn and grow using the Pearson College / Escape Studios methods that they have been using during the last two stages. Tutors and industry professionals will support through formative feedback in dailies and notes 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 multiple, complex client briefs. They will work together as teams in a studio, dividing tasks, managing workflow, and building collaborations to meet given deadlines. They will pitch their concepts to clients and tutors for formative feedback before embarking on development and receive regular formative feedback during the production.

    The teams will adopt and adapt 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 multiple client briefs and changing expectations
    > ● Collaborating with others from different fields
    > ● Learning new technical skills to meet creative challenges
    > ● Reflecting to improve practice
    > ● Teaching others

● Using regular feedback and coaching to support others

11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

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
Journal of Engineering, Design and Technology
Creativity Research Journal
The Journal of Creative Behavior
Creative Blog, 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/

12. **Learning and teaching methods**
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.

As this module takes place largely in a studio environment, knowledge, skills and understanding are advanced through practice-based learning, experimentation and reflection.

- Skills Sessions c. 40 hrs
- Tutorials c. 90 hrs
- Studio Time c. 270 hrs
- Self-Directed c. 200 hrs
- **Total 600 hours**

13. Assessment methods

13.1 Main assessment methods

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.

Production progress exercise (Formative 0%)
The student will produce and present progress for each project for the client at a Panel Crit. They will show their work completed to date, together with an analysis of its success relative to the original proposal and a plan for successful completion of the projects.

Assignment 1: Team Product (75%)
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, at which the student should present the outcomes of a group retrospective that consolidates lessons from the project.

Assignment 2: Individual Retrospective (25%)
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.

13.2 Reassessment Methods

14. Map of module learning outcomes

Module learning outcome	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	9.1	9.2	9.3
Learning/ teaching method											
Skills Sessions	X	X	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	x	x	X	X	X	X	X	X	X
Assessment method											
Product	X	X	X	X		X	X		X		X
Retrospective					X			X		X	X

15.   **Inclusive module design**

The Collaborative Partner recognises and has embedded 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 the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Pearson College London / Escape Studios.

17.   **Internationalisation**

The Creative Industries are by their nature international disciplines, and learning resources, materials and directed learning will include resources, examples and case studies from across the world.

18.   **Partner College/Validated Institution**

Escape Studios, Pearson College London

19.   **University School responsible for the programme**

Engineering & Digital Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)