

## 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**  
Professional Practice
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**  
September 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 **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**  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 6
7. **The number of credits and the ECTS value which the module represents**  
30 credits (15 ECTS)
8. **Which term(s) the module is to be taught in (or other teaching pattern)**  
1 (Autumn) and 2 (Summer)
9. **Prerequisite and co-requisite modules**  
Pre-requisites: *Industry Studio Project*

# UNIVERSITY OF KENT

Co-requisites: *Professional Studio Project, Advanced 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 range of professions and roles in the creative sector and strategies and processes involved in developing a career
2. The ethical and legal issues of being a professional in the creative industries

On successful completion of this module, students will have Intellectual Skills (I) in...

1. Critically evaluating established and emerging issues relating to a chosen area of professional practice

On successful completion of this module, students will have Subject Specific Skills (S) in...

1. Identifying current and emerging requirements of different roles within their discipline and relating these to their own practice
2. Reflective practice and self-analysis to identify and act on personal development in order to become a practicing professional

## 12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable Skills (T) in...

1. Communicating effectively their skills and abilities in interviews and other assessment meetings
2. Team and collaborative working

## 13. A synopsis of the curriculum

As this module sits alongside “Advanced Specialism” and “Professional Studio Project” it is largely individual work on a personal development portfolio that places their knowledge, skills and practices in the context of the student’s chosen industry. Peers will support each other to learn and grow using the Pearson College / Escape Studios methods that they have been using for the last two stages. Tutors and industry professionals will support through formative feedback on their personal audits and plans, and with a series of mock interviews midway through.

The final portfolio of work is assessed by tutors and industry.

## UNIVERSITY OF KENT

This will enable students to extend their understanding and skills in the area of professional practice in the creative industries. It allows them to develop their own way of working in the context established and emerging industries, including recognising their own and other's value and contribution to their community of practice.

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

Outline syllabus:

- The reflective practitioner
- Freelancing, contracting and the studio
- Communities of practice: being part of a bigger picture
- Ethical and legal responsibility
- Sustainable working: avoiding the crunch

### 14. Indicative Reading List

#### ***Recommended***

- *The Reflective Practitioner: How Professionals Think in Action*, Donald Schon, Basic Books (1984)
- *The Work-Based Learning Student Handbook*, Dr Ruth Helyer, Palgrave Macmillan (2015)

#### ***Electronic***

- <https://vfxsoldier.wordpress.com/>
- <http://www.awn.com/vfxworld>

### 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 module, tutorials allow discussion and building of community, whilst self-directed study supports the development of the individual and knowledge, skills and understanding are advanced through practice-based learning, experimentation and reflection.

Skills Sessions	c. 10 hrs
Tutorials	c. 60 hrs
Studio Time	c. 0 hrs
Self-Directed	c. 230 hrs
<b>Total</b>	<b>300 hours</b>

## UNIVERSITY OF KENT

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

#### **Personal development plan exercise (Formative 0%)**

This requires students to review their profile and objectively place this in the context of their chosen field, and then produce a development plan focused on their chosen career. Tutors assess the plan in a 1-on-1 Crit.

#### **Progress presentation exercise (Formative 0%)**

Individual presentation to a mixed Panel Crit presenting the progress of the development plan.

#### **Assignment 3: Individual Portfolio / CV / showreel (100%)**

The assessment will test Learning Outcomes: K1, K2, I1, S1, S2, T1, T2

Present a portfolio of evidence showing critical understanding of roles, career paths, requirements and strategies for success.

### 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