

## MODULE SPECIFICATION

1. **Title of the module:** Studio Project
2. **School or partner institution which will be responsible for management of the module:** Escape Studios, Pearson College London
3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7):** Level 7
4. **The number of credits and the ECTS value which the module represents:** 30 credits (15 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern):** Autumn or Spring
6. **Prerequisite and co-requisite modules:** Advanced Compositing for Visual Effects **OR** Advanced 3D for Visual Effects
7. **The programmes of study to which the module contributes:** MA Visual Effects Production (Compositing) / (3D)
8. **The intended subject specific learning outcomes**  
On successfully completing the module students will be able to...
  - 8.1 demonstrate a systematic knowledge and understanding of the issues and trends in the theory and practice of discipline specific development and production
  - 8.2 critically evaluate and select discipline specific techniques needed to complete a substantial project to a professional standard.
  - 8.3 apply a range of high level skills to deliver a collaborative creative technical project.
9. **The intended generic learning outcomes.**  
On successfully completing the module students will be able to:
  - 9.1 manage time and resources to meet shared objectives under varying conditions.
  - 9.2 communicate creative and technical information in a variety of contexts.
10. **A synopsis of the curriculum**  
Project direction.  
Project management and tasks allocation.  
Material creation, acquisition and selection.  
Project evaluation
11. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**  
Effective project management, Wysocki, Robert K, 5th ed. Wiley Pub.  
Project planning, scheduling and control: a hands-on guide to bringing projects in on time and on budget, James Lewis, McGraw-Hill  
Production Pipeline Fundamentals for Film and Games, Renee Dunlop, CRC Press.

## MODULE SPECIFICATION

The visual effects producer: understanding the art and business of VFX, Charles Finance, and Susan Zwerman. CRC Press

The VES handbook of visual effects: industry standard VFX practices and procedures, Jeffrey A. Okun and Susan Zwerman, Taylor & Francis.

The Game Production Handbook, Heather Maxwell Chandler, Jones & Bartlett Publishers, 2013.

### 12. Learning and Teaching methods

Tutors introduce theory and context of collaborative project work through initial meetings and directed study. Students undertake a collaborative project in a studio environment to meet a given brief. The project is supervised by tutors acting as producers, overseeing the allocation of tasks and monitoring progress and supported by studio assistants through regular formative feedback sessions.

Feedback sessions: 15 hours

Directed study: 285 hours

### 13. Assessment methods.

Collaborative Project 80%

Students will be required to be part of a team which will produce a project demonstrating personal and collective choices in techniques and approaches and their application to meet a professional quality brief. The scope of this project means that students will typically be working with others in a team to complete all the project requirements, with tutors acting as producers overseeing the process. The aim is to create a visually engaging and technically accomplished piece which demonstrates that they can follow a brief, work with appropriate guidelines, and be an effective team member. The key is to demonstrate skills that will be recognised as those used in professional production. (LO 8.1, 8.2, 8.3, 9.1)

Group presentation (20 minutes) 20% (LO 8.1, 8.2, 9.2)

This will take the form of a retrospective delivered as a 20 minute presentation, giving students the chance to show their work and reflect on the process and the outcome. It will demonstrate the depth of their understanding their area and its practical application during the project, and with cover the way that the group collaborated to meet the shared objectives.

### 14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	9.1	9.2
Learning/ teaching method	Hours allocated					
Feedback Sessions	15	5	5	5		
Directed Study	285	60	65	100	30	30
Assessment method						
Collaborative Project		✓	✓	✓	✓	
Presentation		✓	✓		✓	✓

## MODULE SPECIFICATION

15. **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 student support service, and specialist support will be provided where needed.**
16. **Campus(es) or Centre(s) where module will be delivered:**  
Escape Studios.
17. **Partner College/Validated Institution:**  
Escape Studios, Pearson College London
18. **University School responsible for the programme:**  
Engineering & Digital Arts

### FACULTIES SUPPORT OFFICE USE ONLY

**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 the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)