

1. **Title of the module**  
CC7004 Studio Project
2. **Division or partner institution which will be responsible for management of the module**  
Escape Studios, Pearson College London
3. **The level of the module (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**  
None
7. **The course(s) of study to which the module contributes**  
MA Character & Creature Creation
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, focusing in particular on new and emerging theories and technologies.
  - 8.2 critically evaluate and select discipline specific techniques needed to complete a substantial project to a professional standard with advanced knowledge of anatomy or physics being demonstrated
  - 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.
- Character and Creature development and production from concept and modelling, texturing, rigging, CFX and Final Presentation
- Project evaluation.

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

Winder, C. and Dowlatabadi, Z., 2019. Producing Animation 3e. CRC Press.

Wysocki, R.K., 2011. Effective project management: traditional, agile, extreme. John Wiley & Sons.

Lewis, J.P., 1995. Project planning, scheduling, and control: A hands-on guide to bringing projects in on time and on budget. Irwin.

Catmull, E. and Wallace, A., 2014. Creativity, Inc: overcoming the unseen forces that stand in the way of true inspiration. Random House.

Carnegie, D., 2020. How to win friends and influence people. Sristhi Publishers & Distributors.

## 12. Learning and teaching methods

Students undertake a collaborative project in a studio environment to meet a given brief. The project is supervised by tutors and supported by studio assistants through regular formative feedback sessions. Students are encouraged to take advantage of the potential opportunities to collaborate with students at Escape Studios from different disciplines, such as Visual Effects and Games, mirroring as closely as possible a real studio production environment.

Feedback sessions: 15 hours

Self directed study: 285 hours

## 13. Assessment methods

### 13.1 Main 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. 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. This assessment must be passed in order to pass the module.

Group presentation (20 minutes) 20%

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 of their area and its practical application during the project. The presentation should clearly identify the role and remit of each individual student on the project.

**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
<b>Learning/ teaching method</b>					
Feedback Sessions	X	X	X		
Self Directed Study	X	X	X	X	X
<b>Assessment method</b>					
Collaborative Project	X	X	X	X	X
Presentation	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.

**17. Internationalisation**

Character and Creature Creation is by its nature an international discipline, and learning resources, materials and directed learning will include resources, examples and case studies from across the world. This module offers collaboration with people of different genders and ethnic groups. This team oriented module allows for the development of soft skills that are very necessary in every industry.

**18. Partner College/Validated Institution**

Escape Studios, Pearson College London

**19. University Division responsible for the course**

Division of Computing, Engineering and Mathematical Sciences

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## DIVISIONAL 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 delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)