MODULE SPECIFICATION

1. **Title of the module**

   Industry Studio Project – PRSN5004

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)**

   5

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

   45 (22.5 ECTS)

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

   Spring

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

   None

   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. 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

   Demonstrate Intellectual Skills (I) in…
   3. Selecting and developing creative and technical solutions to tightly defined client briefs
   4. Reflecting on, evaluating, and improving the outcomes of creative projects to whilst improving their craft

   Demonstrate Subject Specific Skills (S) in…
   5. The effective use of art, design and craft techniques deliver high-quality products
   6. Using regular and effective feedback to improve the group's work
   7. Working at the limits of their knowledge, and learning new skills when necessary

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

   Demonstrate 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.

10. **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 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 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

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 Bloq, http://www.creativebloq.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.

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**

13. **Assessment methods**

13.1 Main assessment methods

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%)

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 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	9.1	9.2
Learning/ teaching method									
Skills Sessions	X	X	X	X	X	X	X	X	X
Tutorials	X	X	X	X	X	X	X	X	X
Studio Time	X	X	X	X	X	X	X	X	X
Self-Directed	X	X	x	x	X	X	X	X	X
Assessment method									
Product	X	X	X		X	X		X	X
Retrospective				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

MODULE SPECIFICATION

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

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