

- 1. Title of the module**
Production 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 (Level 4, Level 5, Level 6 or Level 7)**
Level 7
- 4. The number of credits and the ECTS value which the module represents**
60 credits (30 ECTS)
- 5. Which term(s) the module is to be taught in (or other teaching pattern)**
Summer or Autumn
- 6. Prerequisite and co-requisite modules**
None
- 7. The programmes of study to which the module contributes**
MA Storyboarding & Previsualisation
- 8. The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 research and evaluate discipline-specific cutting edge and emerging theory and techniques and propose/develop new solutions.
 - 8.2 critically and technically evaluate and select advanced discipline-specific professional techniques to deliver a complex production project.
 - 8.3 make well-informed technical and creative decisions under conditions of incomplete information or uncertainty
 - 8.4 apply a variety of complex discipline specific creative and technical skills to deliver a creative technical project to a professional standard.
 - 8.5 understand the legal, ethical and practical requirements of a practicing professional artist.
- 9. The intended generic learning outcomes.**
On successfully completing the module students will be able to:
 - 9.1 organise and manage a complex project to meet changing constraints.
 - 9.2 communicate complex technical and creative information in a structured and effective manner.
 - 9.3 identify and take action to address their learnings and development needs to progress professionally
- 10. A synopsis of the curriculum**
Project direction, including a review of the storyboarding pipeline from concept to final output.

Project management and allocation of tasks and work flow.
Asset definition, selection, acquisition and creation.
Project monitoring.
Project evaluation
- 11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
Producing Animation, by Catherine Winder and Zahra Dowlatabadi, Focal Press, 2011
Effective project management, Wysocki, Robert K (2009). 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 (2001)

MODULE SPECIFICATION

SIGGRAPH papers and proceedings

IEEE Transactions on Computer Graphics

Escape Studios Animation Library: <http://lib-guides.pearsoncollegelondon.ac.uk>

12. Learning and teaching methods

Students undertake a self-directed or alternatively a collaborative project in a studio environment to meet a negotiated brief. The project is supervised by tutors and supported by studio assistants through regular formative feedback sessions.

Feedback sessions: 30 hours

Directed study: 570 hours

13. Assessment methods

13.1 Main assessment methods

Production Project 60%

The student will specify, develop and deliver a project to a brief negotiated with their tutors to that uses the advanced techniques that they have studied in a way that shows their mastery of the subject area. The decisions that student makes in developing the project will demonstrate the extent of their knowledge and understanding of the emerging state-of-the-art and the implementation will allow them to demonstrate a professional level of skills. (LO 8.3, 8.4, 9.1)

Retrospective (5000 words) 40% (LO 8.1, 8.2, 8.4, 8.5, 9.2, 9.3)

An in-depth self-assessment / post mortem report. The student will show that the design and production process that they have carried out in this project is one that exhibits the required characteristics for a Master's degree. It should discuss the decisions that they have made and place them in the context of current industry practice and research in the area. This is their opportunity to demonstrate the depth of their critical understanding of the field and to show that they can objectively analyse their own work. In the event that this project becomes a group project, involving a collaboration with other students, the Retrospective must clearly identify the role and remit of each individual student on the project.

13.2 Reassessment methods

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	8.4	8.5	9.1	9.2	9.3
Learning/ teaching method								
Feedback Sessions	X	X	X	X		X	X	X
Directed Study	X	X	X	X	X	X	X	X
Assessment method								
Production Project			X	X		X		
Retrospective	X	X		X	X	X	X	X

MODULE SPECIFICATION

15. Inclusive module design

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. Internationalisation

Storyboarding 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.

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