1. **Title of the module**

DIGM8370 (EL837) - Professional Group Work

1. **Division or partner institution which will be responsible for management of the module**

Computing, Engineering and Mathematical Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

15 credits (7.5 ECTS)

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

Spring

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

Prerequisite: DIGM8310 - Digital Visual Art Set-Up

1. **The programmes of study to which the module contributes**

MSc Computer Animation, MSc Digital Visual Effects

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

In the context of undertaking a group project, understand the constraints and terminology of a professional animation and visual effects environment. These outcomes are related to the programme learning outcomes in the Computer Animation MSc curriculum map as follows: A1-A7, B1-B4 and C1-C6.

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

Be able to work in a team under pressure and learned to complete work of a high standard to a deadline despite client changes. Students will demonstrate ability in generating, analysing, presenting and interpreting data, will learn to use ICT, and will develop core key skills, such as learning effectively, critical thinking and time management, contributing to the Transferable/Key Skills in the generic learning outcomes for the MSc programme (D1, D2, D3, D5 – D7). They will also be asked to make presentations contributing to the effective communication learning outcome (D4).

1. **A synopsis of the curriculum**

This module is a group project which allows the student to work on a model of an actual animation job provided by our industrial partner. Each group produces an animation from established plates and models to a 4 week deadline. The student works with a model of a production pipeline, becoming familiar with the production process, chains of approval and departmental divisions.

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

* Visual Effects in A Digital World: A Comprehensive Glossary of over 7,000 Visual Effects Terms by Karen E. Goulekas Publisher: Morgan Kaufmann; 1st edition (August 22, 2001) ISBN: 0122937856
* Walt Disney's Nine Old Men and the Art of Animation by John Canemaker Publisher: Disney Editions (October 31, 2001) ISBN: 0786864966
* Producing Animation (Focal Press Visual Effects and Animation) by Catherine Winder, Zahra Dowlatabadi Publisher: Focal Press (May, 2001) ISBN: 0240804120
* Special Effects: The History and Technique by Richard Rickitt Publisher: Watson-Guptill Publications (October 1, 2000) ISBN: 0823077330

Background Reading:

* Industrial Light & Magic: Into the Digital Realm by Patricia Rose Duignan Publisher: Del Rey; 1st ed edition (October 1, 1996) ISBN: 0345381521
* The Game Asset Pipeline by Ben Carter Publisher: Charles River Media (September 2004) ISBN: 1584503424
* Special Effects: An Oral History, Interviews with 37 Masters Spanning 100 Years, Pascal Pinteau Publisher: Harry N. Abrams, Inc. ISBN: 0810955911
* From the Vatican to Vegas: The History of Special Effects, Norman M. Klein Publisher: The New Press ISBN: 1565848039

1. **Learning and teaching methods**

*Total contact hours: 56*

*Private study hours: 94*

*Total study hours: 150*

1. **Assessment methods**
   1. Main assessment methods

Portfolio (100%)

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** |  |  |  |  |  | **x** |  |  |  |  |  |
| *e.g. workshop* | **x** |  |  |  |  |  | **x** |  |  |  |  |  |
| *e.g. laboratory* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. MCQ test* |  |  |  |  |  |  |  |  |  |  |  |  |
| *e.g. Presentation* |  |  |  |  |  |  |  |  |  |  |  |  |
| *Portfolio* | **x** |  |  |  |  |  | **x** |  |  |  |  |  |
| *e.g. Examination* |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School 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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

**The methods and practices being taught are the international standard.**

**DIVISIONAL 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) |
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Revised FSO Jan 2018