UNIVERSITY OF KENT

Confirmation that this version of the module specification has been approved by the School Learning and Teaching Committee:

…………………………………………………………………………(date)

MODULE SPECIFICATION

1. **Title of the module**
   Specialism (PRSN5005)

2. **School or partner institution which will be responsible for management of the module**
   Pearson College London / Escape Studios

3. **Start date of the module**
   January 2018

4. **The number of students expected to take the module**
   c. 60 students

5. **Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal**
   N/A

6. **The level of the module**
   Level 5

7. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

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

9. **Prerequisite and co-requisite modules**
   Pre-requisites: Creative Foundations Project
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Co-requisites: Industry Studio Project

10. The programmes of study to which the module contributes

- BA/MArt Art of Video Games
- BA/MArt Art of Computer Animation
- BA/MArt Art of Visual Effects

11. The intended subject specific learning outcomes

On successful completion of this module, students will have Knowledge & Understanding (K) of:

1. The impact that trends relating to their chosen specialism have on the theory and techniques involved in the production process
2. The effective application of the theories, principles and tools of their chosen specialism.
3. The relationship between changes in technology and their chosen specialism

On successful completion of this module, students will have Intellectual Skills (I) in:

1. Critically evaluating existing practice and selecting smart artistic and technical solutions to problems
2. Exploring the interplay between design, art, business, and technical craft, in the process of their chosen specialism

On successful completion of this module, students will have Subject Specific Skills (S) in:

1. Developing innovative solutions to specialist problems to improve their own practice
2. Providing and acting on effective feedback from a wide community of practice to further their craft

12. The intended generic learning outcomes

On successful completion of this module, students will have Transferable Skills (T) in:

1. Communicating and presenting to a variety of audiences in a technical and creative context
2. Identifying their personal development needs and accessing appropriate resources to address those needs
3. Designing, planning and delivering a project that can adapt to meet a strict set of industry objectives within time and in technical budget

13. A synopsis of the curriculum

This module sits alongside the team-based module “Industry Studio Project” and is largely about the development of the individual’s craft in their chosen specialism in the context of current practice. Peers will support each other to learn and develop using the Pearson College London / Escape Studios methods that they have been using over the last two stages.
Tutors will support students to develop a proposal for what their specialism is going to be, and by helping them to identify concrete learning goals, set realistic challenges for themselves, and point them to relevant learning resources.

Industry professionals will support students through formative feedback on their proposals, demonstrations, and portfolios/showreels. Like the tutors, they can also suggest new tools and techniques that would advance each student’s personal learning and contribute to the group project.

The resultant portfolio/showreel will identify the students as specialists in their discipline. This will then be assessed by tutors, peers, and self-assessment.

This is typical of the creative industries. Professionals will often highlight examples of their contribution to collaborative projects, to demonstrate to future employers that they have a specific skillset and can work with others to make the most of that.

This approach enables students to develop their knowledge, skills and practice in their specialist area whilst developing their craft in the context of established techniques and tools, drawing from their community of practice to grow an identifiable specialism.

An example

A student is really interested in pursuing motion capture as a specialism in animation. He negotiates with his video game group to use it to drive their character animation. After talking with his tutor he runs through some tutorials, experiments with using the Kinect that is in the tech cupboard, and produces some basic animations. The group love it, and include the animation in their progress demonstration.

Encouraged by the positive feedback the student digs deeper into the technology. His tutor suggests visiting a motion capture studio. So he does. And gets some great input from one of the engineers there. He continues to learn this new skill and builds a solid portfolio of tests.

By this time the group project has advanced to a stage where his new skills are needed, so he works with his peers to capture all of the actions needed for the animation. He processes the data and hands it over to the animators to put the finishing touches.

The group presents their final game to the panel of tutors and peers, and he presents his contribution to a separate panel. He has learned, the group has benefited from his learning, and he gets a great mark.

Keywords: Specialism, collaborative, technical, portfolio

Outline syllabus:
- Research methods
14. **Indicative Reading List**

As the focus of the specialism differs for each individual student, readings will be defined in dialogue with tutors. Given the position of this module in the programme, readings are likely to be focused around inspiration, deepening conceptual understanding, and effective working processes, rather than technical knowledge.

15. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes**

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. Tutorials allow discussion and building of community, self-directed study supports the development of the individual.

| Skills Sessions | c. 0 hrs |
| Tutorials       | c. 20 hrs |
| Studio Time     | c. 0 hrs |
| Self-Directed   | c. 130 hrs |
| **Total**       | **150 hours** |

16. **Assessment methods and how these relate to testing achievement of the intended module learning outcomes**

Formative assessment will be provided throughout the module, both in terms of feedback on work in progress during Tutorials.

Summative assessment will be based on a Portfolio and Retrospective, and assessed using one or more of the Assessment Types (see Programme Specification).

**Proposal exercise (Formative 0%)**

The student will be required to review their skills in the context of their collaborative studio project and propose a way to develop their specialist craft whilst contributing to the successful completion of the team project. They will present for formative feedback at a 1-on-1 Crit with a tutor and a peer from their group.
Progress presentation exercise (Formative 0%)
This will take the form of an individual presentation of 5 minutes presenting the progress of the student’s personal contributions to the team project. They will present for formative feedback at a Panel Crit.

Assignment 3: Individual Portfolio (100%)
The assessment will test Learning outcomes: K1, K2, K3, I1, I2, S1, S2, T1, T2, T3

The student will present a portfolio of evidence showing development in their specialisation in the context of the team studio project and established theory and practice. They should highlight where specific learning outcomes have been met. The Portfolio Review with a tutor will support this.

17. Implications for learning resources, including staff, library, IT and space
No implications.

18. 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 support service, and specialist support will be provided where needed.

19. Campus(es) or Centre(s) where module will be delivered:
Pearson College London / Escape Studios

20. Partner College/Validated Institution:
Pearson College London / Escape Studios

21. University School responsible for the programme:
School of Engineering and Digital Arts