Module Descriptor

Title	Professional Portfolio Production		
Session	2025/26	**Status**	Active
Code	10067	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10 (European Credit Transfer Scheme)
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Mohammed Soheeb Khan		

Summary of Module

The module is aimed at those studying within creative technologies who require a substantial portfolio for employment. The primary goal of this module is to empower and support students as they embark on their journey into the industry. Throughout this module, students will research into various aspects related to employability, self-promotion, core skill development, and portfolio preparation. They will also reflect on their previous body of work, pinpointing areas that require refinement and improvements.

Moreover, students will delve into in-depth research to identify professional opportunities within their chosen discipline, aligning their work with industry requirements and developing a portfolio with the required standards. An emphasis will be placed on cultivating professional skills, particularly focusing on the development of essential soft skills. This encompasses pitching ideas and effectively promoting themselves to peers and potential employers.

Students also have the opportunity to enhance their portfolios by refining and upgrading existing pieces of work or creating new work specifically for their showreel. Students will be tasked with developing a comprehensive promotional package to showcase themselves and their work. This will involve creating CVs and tailored cover letters for targeted job opportunities, designing business cards, establishing an online presence, and compiling a polished showreel along with other portfolio materials. The showreel will serve as a culmination of their university work, supplemented by independently created content.

Students will be expected to present their previous and ongoing portfolio work to their peers. They will engage in practical tasks to organise their digital assets/ portfolio content and participate in group and peer review sessions. Constructive feedback will be provided on both their portfolios and presentation skills, highlighting areas for development. This feedback will contribute to their continuous assessment, helping them refine their work and enhance their presentation skills in preparation for the final assessment.

Students will continue to build their skills in critical self-evaluation and reflection, identifying both strengths and areas for improvement. They will work towards enhancing their cultural awareness, self-confidence, and communication abilities, ensuring they can present themselves effectively to potential employers and peers. As part of this process, they will participate in simulated job interviews, gaining practical experience and constructive feedback to further refine their presentation skills.

- To provide the student with a set of assets useful in helping them gain employment in the field of games or animation.
- To raise awareness of graduate skill sets.

- To raise awareness of opportunities for graduates outside of the field of study, including graduate vacancies, entrepreneurial opportunities and other opportunities.
- To develop employable skills including, but not limited to, CV and cover letter writing, interviewing, showreel and online material generation, funding applications, freelancing.
- To develop a portfolio in alignment with an industry role from the creative, Games or CG Art Production industries
- This module embeds the key "I am UWS" graduate attributes and in particular: Academic Universal Analytical Work Ready Digitally Literate Personal Universal Culturally aware Work Ready Effective communicator Motivated Successful Creative Imaginative Resilient Professional Universal Collaborative Research minded Socially responsible Work Ready Enterprising Ambitious

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Develop and present a personal portfolio that promotes the student and their work
L2	Undertake self and peer critical evaluation of practical outputs with reference to the creative industries in general.
L3	Demonstrate an ability to develop a portfolio in alighnment with an industry role from the creative and CG Art Production industries
L4	Demonstrate knowledge and skill refinement relating to a relevant chosen topic in the student's subject area.
L5	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Students will demonstrate an in-depth knowledge of a topic related to their chosen discipline. This could reflect their specialism in their field of study, and should be an area within which they have a genuine interest. Students must also show that they understand the importance of how and why they must present their work and themselves. Students must also demonstrate knowledge of their industry and its expectations of them.
Practice: Applied Knowledge and Understanding	**SCQF 10** Students will demonstrate that they have understood expectations that industry has of them. This will be shown in the way their output is pitched and the ability to talk confidently in regard to their own abilities. This will be both on a personal level and also through the content of a portfolio. They must be able to apply themselves verbally, through the written word, and illustratively through moving and still images.
Generic Cognitive skills	**SCQF 10** Students will be able to offer professional insight into their chosen field. They will be able to interpret information pertaining to the creative technologies and apply it in solution to their own output. In doing so the student will also be able to demonstrate originality and creativity relating professionalism and presentation.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be expected to communicate throughout the module on a variety of levels. This will include to small peer groups, one on one with the lecturing team, and on mass to the overall cohort. It may also include talking to invited speakers who will critique the work of the student, to which they will be expected to provide a response in return. All students will be required to make use of ICT equipment to establish an online portfolio which promotes the individual and their work. As part of this remit, students will also be expected to bring together their practical work and edit a showreel together.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Students will be expected to work autonomously to achieve the necessary outcomes of the module. They will be accountable for their own work and successful participation in the class activities (feedback sessions). This will demonstrate practices that show an awareness of both the students output and that of peers and other professionals. In working with other people, students will bring change to their portfolio through discussion and feedback. The student will identify the role that they must also play in contributing to such change and development.

Prerequisites	**Module Code** COMP09028 COMP09015	**Module Title** Animation Project Games Project: Creating Game *
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module will be delivered by means of lectures, workshops and peer review discussion groups.Students undertake exercises in pitches, showreel and portfolio development, CV writing and job applications and entrepreneurial skills. Students will be encouraged to regularly participate in peer discussion, which will include discussion of student ability and how this is portrayed to peers, colleagues and contacts. Students create an online portfolio which provides detail of the person, their work and their interests in the field of creative technologies. Students will be encouraged to partake in regular feedback sessions with staff to monitor and get feedback on progress for any work in development for showreel The nature of classes are such that student interaction and participation in activities are key to the success of learning and development in this module.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	10
Tutorial / Synchronous Support Activity	38
Independent Study	152
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Students will require access to computing facilities and some specialist software tools. Library resources and those of the employability centre will be important in regard to the development of a personal portfolio focussed towards attracting the attention of potential employers. Dolowicz, J. Creating your first ever CV in seven easy steps: how to builod a winning skills-based CV for the very first time. Oxford: How to Books. Raugust, K. The animation business handbook. St. Martin's press.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Computing**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Creative Computing
Moderator	John McQuillan
External Examiner	S Kennedy-Parr
Accreditation Details	Screenskills
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.09

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Assessment 1 – Creative Industries Career Roadmap and Portfolio Project Proposal Presentation:
Assessment 2
Assessment 2 – Application Preparation & Self Marketing (CV writing, covering letters, job application)
Assessment 3
Assessment 3 – Completion of Showreel and New/Refined Piece of Work (Portfolio, comprising of showreel, web site, Weekly Log
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
- Portfolio of practical work	☒	☒	☒	☒	☒	100	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**