

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

|   |  |                              |   |
|---|--|------------------------------|---|
| <b>Title of Module: Professional Portfolio Production</b>   |  |                              |   |
| <b>Code: COMP10067</b>  | <b>SCQF Level: 10<br/>(Scottish Credit<br/>and<br/>Qualifications<br/>Framework)</b> | <b>Credit Points:<br/>20</b> | <b>ECTS:<br/>10<br/>(European<br/>Credit Transfer<br/>Scheme)</b> |
| <b>School:</b>  | School of Computing, Engineering and Physical Sciences                               |                              |   |
| <b>Module Co-ordinator:</b>   | Mohammed Soheeb Khan   |                              |   |
| <b>Summary of Module</b>  |  |                              |   |
| <p>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.</p> <p>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. Additionally, you will be required to identify, refine and upgrade pieces of work from your current portfolio to make them showreel ready.</p> <p>You will be required to create a package that promotes you and your work. This will include creating an online presence and the compilation and editing of a suitable showreel and other portfolio material. The showreel will be the culmination of your work attained during your studies at University, combined with material you have generated independent of study. You will be expected to present your portfolio to your peers.</p> <p>You will undertake practical work in organising your digital assets, as well as group/peer review of individual work. You will be given critical feedback on your portfolio and presentation, and how you need to develop. Feedback will form part of your continuous assessment, and will allow you to develop your portfolio and presentation skills for the final assessment.</p> <p>You will further develop skills in critical self-evaluation and reflection to identify proficiencies and deficiencies in your abilities. You should be aiming to develop your cultural awareness, self-confidence and communication skills to enable you to present yourself effectively to potential employers and your peers.</p> <ul style="list-style-type: none"> <li>• To provide the student with a set of assets useful in helping them gain employment in the field of games or animation.</li> <li>• To raise awareness of graduate skill sets.</li> </ul> |  |                              |   |

- 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.
- 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

| Face-To-Face                        | Blended                             | Fully Online             | HybridC                  | Hybrid 0                 | Work-Based Learning      |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**See Guidance Note for details.**

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

| Paisley:                            | Ayr:                     | Dumfries:                | Lanarkshire:             | London:                  | Distance/Online Learning: | Other:   |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  | Add name |

### Term(s) for Module Delivery

(Provided viable student numbers permit).

|        |                          |        |                                     |        |                          |
|--------|--------------------------|--------|-------------------------------------|--------|--------------------------|
| Term 1 | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |
|--------|--------------------------|--------|-------------------------------------|--------|--------------------------|

### Learning Outcomes: (maximum of 5 statements)

**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

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| 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. |

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| L3   | Demonstrate knowledge and skill refinement relating to a relevant chosen topic in the student's subject area.  |
| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |  |
| <b>SCQF Headings</b>   | During completion of this module, there will be an opportunity to achieve core skills in:  |
| Knowledge and Understanding (K and U)                                      | <p><b>SCQF Level 10</b></p> <p>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.</p> <p>Students must also show that they understand the importance of how and why they must present their work and themselves.</p> <p>Students must also demonstrate knowledge of their industry and its expectations of them.</p>   |
| Practice: Applied Knowledge and Understanding                              | <p><b>SCQF Level 10</b></p> <p>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.</p> <p>They must be able to apply themselves verbally, through the written word, and illustratively through moving and still images.</p>   |
| Generic Cognitive skills   | <p><b>SCQF Level 10</b></p> <p>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.</p>  |
| Communication, ICT and Numeracy Skills                                     | <p><b>SCQF Level 10</b></p> <p>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.</p> |
| Autonomy, Accountability and Working with others                           | <p><b>SCQF Level 10</b></p> <p>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. This will demonstrate practices that show an awareness of both the students</p>   |

|                        |   |   |
|------------------------|---|---|
|                        | output and that of peers and other professionals.<br>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. |   |
| <b>Pre-requisites:</b> | Before undertaking this module the student should have undertaken the following:  |   |
|                        | <b>Module Code:</b><br>COMP09028<br>COMP09015   | <b>Module Title:</b><br>Animation Project<br>Games Project: Creating Game * |
|                        | <b>Other:</b>   |   |
| <b>Co-requisites</b>   | <b>Module Code:</b>   | <b>Module Title:</b>  |

\*Indicates that module descriptor is not published.

| <b>Learning and Teaching</b>  |   |
|---|---|
| <p><b>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.</b></p> <p>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.</p> <p>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.</p> <p>Students create an online portfolio which provides detail of the person, their work and their interests in the field of creative technologies.</p> <p>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</p> <p>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.</p> |   |
| <p><b>Learning Activities</b><br/>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>  | <p><b>Student Learning Hours</b><br/>(Normally totalling 200 hours):<br/>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Lecture/Core Content Delivery   | 10  |
| Tutorial/Synchronous Support Activity   | 38  |
| Independent Study   | 152   |

|  |                 |
|--|-----------------|
|  | Hours Total 200 |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>  |                 |
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Students will require access to computing facilities and some specialist software tools.</p> <p>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.</p> <p>Dolowicz, J. Creating your first ever CV in seven easy steps: how to build a winning skills-based CV for the very first time. Oxford: How to Books.</p> <p>Raugust, K. The animation business handbook. St. Martin's press.</p>   |                 |
| <p>(**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)</p>  |                 |
| <b>Attendance and Engagement Requirements</b>  |                 |
| <p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Students should regularly attend timetabled sessions. They will also be expected to participate in class activities. Students must also attempt assessment work, though where extenuating circumstances prevent this occurring, demonstrable communication with the teaching team should be evidenced as a marker of suitable engagement.</p> |                 |
| <b>Equality and Diversity</b>  |                 |
| <p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>   |                 |
| <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>  |                 |

## Supplemental Information

|                                       |   |
|---------------------------------------|---|
| <b>Divisional Programme Board</b>     | Computing   |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| <b>School Assessment Board</b>        | Creative Computing  |
| <b>Moderator</b>                      | John McQuillan  |
| <b>External Examiner</b>              | S Kennedy-Parr  |
| <b>Accreditation Details</b>          | e.g. ACCA <a href="#">Click or tap here to enter text.</a>          |
| <b>Changes/Version Number</b>         | 1.08  |

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| <b>Assessment: (also refer to Assessment Outcomes Grids below)</b>  |
| <p>The module is assessed through coursework, which is worth 100% of the overall module mark</p> <p>Summative assessment:</p> <p>Formative Assessment:</p> <p>In class work with careers service around CV writing and job application. This includes practical example.</p> <p>Students also experience mock interviews, taking roles of both interviewee and interviewer. Mock pitches are delivered across the course of the module building towards summative assessment.</p> <p>Feedback given in lab sessions on development of portfolio work.</p> |
| Assessment 1 – Creative Industries Career Roadmap and Portfolio Project Proposal Presentation:  |
| Assessment 2 – Application Preparation & Self Marketing (CV writing, covering letters, job application)   |
| Assessment 3 – Completion of Showreel and New/Refined Piece of Work (Portfolio, comprising of showreel, web site, Weekly Log and video critique.  |
| <p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>  |

## Assessment Outcome Grids (See Guidance Note)

| <b>Component 1</b>                       |                             |                             |                             |                             |                             |  |                                 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>     | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
| Portfolio of practical work              | ✓                           | ✓                           | ✓                           |                             |                             | 100  |                                 |
| <b>Combined Total for All Components</b> |                             |                             |                             |                             |                             | <b>100%</b>                                | <b>XX hours</b>                 |