UNIVERSITY OF KENT

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

MArt/BA (Hons) Art of Visual Effects
MArt/BA (Hons) Art of Video Games
MArt/BA (Hons) Art of Computer Animation
Certificate of Higher Education in Creative Industries
Diploma of Higher Education in Visual Effects, Video Games, Computer Animation

1. **Awarding Institution/Body**	University of Kent
2. **Teaching Institution**	Pearson College London (PCL) (Escape Studios)
3. **School responsible for management of the programme**	School of Engineering and Digital Arts
4. **Teaching Site**	Pearson College London (PCL)
5. **Mode of Delivery**	Full-time
6. **Programme accredited by**	N/A
7. **Final Award**	MA, BA (Hons), Diploma HE, Certificate HE
8. **Programme &** 9. **UCAS Code**	I702: BA (Hons) Art of Visual Effects I703: MArt (Integrated Masters) Art of Visual Effects I630: BA (Hons) Art of Video Games I631: MArt (Integrated Masters) Art of Video Games I700: BA (Hons) Art of Computer Animation I701: MArt (Integrated Masters) Art of Computer Animation
10. **Credits/ECTS Value**	360 (180 ECTS) BA 480 (240 ECTS) MArt
11. **Study Level**	Levels 6 and 7
12. **Relevant QAA subject benchmarking group(s)**	Art and Design (level 6) Business & Management (level 7)

13. **Date of creation/revision** *(note that dates are necessary for version control)*	Sept 2015/v0.5
14. **Intended Start Date of Delivery of this Programme**	September 2016

15. **Educational Aims of the Programme**
The programme aims to:

The overall aims of the programme are to educate pioneering minds for the creative industries, thriving on visual adrenaline.

Students will develop and apply the theoretical understanding, skills, knowledge, and competences required to make high-quality visual effects, computer animations, or video games to a professional level. The first three years (BA) are focused on building these characteristics, with the final year (MArt) focusing on their practical application in existing and innovative new businesses.

Using the Pearson College London (PCL) / Escape Studios (ES) experience-based pedagogy, students will develop a deep understanding of the theory, context and practice of their technical craft, work in teams on professional projects, and learn how to produce beautiful visual and interactive experiences. Critical reflection will be integral to the learning process, as well as an understanding and application of leadership and team dynamics theories and practices.

Graduates from this programme will be unique in their deep understanding of the underpinning theory, the technical aspects of the field, and of their role in a professional production or development pipeline. After the first year they will specialise in one of the three pathways: Visual Effects (comprised of 3D and Compositing), Computer Animation, or Video Games.

The focus on creative foundations and core skills in each area in Stage 1 gives them a broad knowledge of their own and adjacent fields.

Advanced theory and skills development followed by a professional-level project in Stage 2 will improve their craft and ability to work in teams, with the tutors and industry professionals providing critical feedback.

Stage 3 is about getting them ready to work in the creative industries, with focus on an advanced specialism, honing professional techniques in the context of state-of-the-art theory and practice, and producing high-quality work for showreels and portfolios.

In Stage 4 the students will focus on the business and entrepreneurial skills they will need to work at and build innovative companies in the creative industries.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the Subject Benchmarking Statement for Art and Design (SBSAD)

Stage 1 – Level 4 – Certification in Creative Industries

At the end of Stage 1 students will have met the following learning outcomes:

Knowledge and Understanding (K) of:

1. The fundamentals of the creative process and its application to the creative industries
2. Fundamental theories, principles and tools relevant to the creative industries
3. The role of each element in a fundamental production process/pipeline

Intellectual Skills (I):

1. To evaluate fundamental solutions to solve creative and technical problems
2. To deliver to basic briefs and present the solutions
3. To improve their craft through instruction and experimentation

Subject Specific Skills (S):

1. To produce discipline specific work to a basic standard
2. To give and receive basic feedback on creative and technical work
3. To engage in personal and professional development and learn from their professional community

Transferable Skills (T):

1. To manage time and resources to deliver a basic project within given constraints
2. To collaborate with others to produce discipline specific work as a team
3. To communicate basic creative and technical ideas to selected audiences

Stage 2 – Level 5 – Diploma in Visual Effects/Video Game Art/Computer Animation

At the end of Stage 2 students will have met the following learning outcomes:

Knowledge and Understanding (K) of:

1. The creative process and its application to their discipline
2. Established theories, principles and tools relevant to their discipline
3. The role of each element in an established production process/pipeline for their discipline

Intellectual Skills (I):

1. To evaluate established creative and technical solutions to solve a range of problems
2. To deliver to a range of briefs and justify their solutions
3. To deepen their craft through instruction and experimentation

Subject Specific Skills (S):

1. To produce a range of work to an industry standard
2. To seek support for personal and professional development and to learn from and contribute to their professional community.
3. To give and receive detailed feedback on creative and technical work

Transferable Skills (T):

1. To manage time and resources to deliver a range of projects within given constraints.
2. To collaborate with others to produce discipline specific work as a team and improve their craft.
3. To communicate a range of creative and technical ideas to different audiences

Stage 3 – Level 6 – BA (Hons) Art of Visual Effects/Video Games/Computer Animation
At the end of Stage 3 students will have met the following learning outcomes:

Knowledge and Understanding (K) of:

1. The current state of the art in the creative process and its application to their discipline (SBSAD 6.5)
2. Advanced theories, principles and tools at the forefront of the discipline (SBSAD 6.5)
3. The ethical and legal issues involved in working in the creative industries (SBSAD 6.4, 6.5)

Intellectual Skills (I):

1. To critically evaluate emerging creative and technical solutions to solve a range of complex problems (SBSAD 6.3)
2. To deliver to a range of complex and advanced briefs and defend their solutions (SBSAD 6.3, 6.6)
3. To advance their craft through experimentation and critical reflection (SBSAD 6.3)

Subject Specific Skills (S):

1. To produce a wide range of discipline specific work to a professional standard (SBSAD 6.3)
2. To give and receive insightful feedback on creative and technical work (SBSAD 6.6)
3. To take ownership of their personal and professional development and to learn from and advance their professional community (SBSAD 4.6)

Transferable Skills (T):

1. To manage resources to successfully meet objectives accommodating changing constraints (SBSAD 6.6)

2. To collaborate with professionals and peers to produce high-quality discipline specific work as a team and improve their craft (SBSAD 4.6)
3. To communicate complex creative and technical ideas to a wide range of audiences (SBSAD 6.6)

Stage 4 – Level 7 – MArt Art of Visual Effects/Video Games/Computer Animation
In addition, at the end of Stage 4 students will have met the following learning outcomes:

Knowledge and Understanding (K) of:

1. Emerging theories and principles of innovation to tackle technical, artistic, business, and process challenges in an original way (SBSBM 5.1)
2. Emerging tools and techniques used to create high-quality, innovative digital products and services.
3. Emerging legal and ethical issues in relation to the creative industries (SBSBM 5.1, 5.2)

Intellectual Skills (I):

1. To solve problems, take decisions, and create solutions based on incomplete, limited, or controversial information (SBSBM 5.1, 5.2)
2. To challenge established knowledge and practice by developing innovative techniques and approaches to creative production.
3. To reflect deeply both during and after projects and draw conclusions to improve practice, and adjust goals accordingly.

Subject Specific Skills (S):

1. To create and manage an agile production process from concept to delivery using established and emerging techniques.
2. To use state-of-the-art and new tools to create innovative products and services that demonstrate aesthetic and technical excellence and commercial viability.
3. To give and receive insightful feedback using new and developing methods.
4. To collaborate with experts in their own and other fields and proactively seek expertise and training to address shortcomings (SBSBM 5.3)

Transferable Skills (T):

1. To create a working culture in which creativity and collaboration are nurtured and prized (SBSBM 5.2)
2. To apply advanced academic and professional knowledge to solve problems and improve practice (SBSBM 5.1, 5.2)
3. To communicate engagingly complex products and services to a wide range of audiences (SBSBM 5.1, 5.2)

Learning & Teaching Strategy

Escape Studios / Pearson College London's pedagogy has been developed over 13+ years of programme delivery, enhanced with reference to emerging and established educational theory, and refined through feedback from industry professionals and pilot projects. There are four principles that constitute the pedagogy:

Create Beautiful Things (Art & Design)

- Learning and applying fundamental art and design skills to creative digital projects
- Developing an artistic voice as the new generation of visual artists
- Shaking up the industry by prizing originality, curiosity, and innovation.
- Absorbing influences from outside the classroom.

Learn a Craft (Craft)

- Learning and honing a specific craft through hard work and a good eye.
- Challenging programmes that are rigorous, practical, and unpredictable; like a hybrid of an art and design school, an apprenticeship, and a start-up.
- Recognising the importance of learning from the masters, whilst developing a style and signature.
- Developing the cognitive skills that are required to work at a high level in the visual effects, computer animation, and video games industries.

Work in Teams (Process)

- Building strong communities of practice: supportive, professional, challenging, honest.
- Work in groups with their own culture and community feel. Being part of the wider Escape Studios / Pearson College London community, which is in turn part of the global professional community.
- Learning from each other, by giving and receiving feedback, sharing skills, and collaborating on projects as leaders and members.
- Having an equal stake in the learning experience. This is democratic education, not autocratic.

Make it Viable (Business)

- Respecting and contributing to the rich communities of visual effects, computer animation, and video games.
- Working with state-of the-art technology on realistic projects to produce work that would make studios money.
- Following a realistic production/development pipeline in all projects.
- Understanding the business case for the things that are being made.
- Having an in-depth knowledge and application of professional techniques so that graduates are useful in the industry.

Key Teaching Methods (all stages)

Introductory period

At the start of the programmes there is an extended two-week introductory period where students learn and practice the Escape Studios / Pearson College London principles and methodology. Sessions are divided between the four principles of Art & Design, Craft, Process, and Business, and through a range of experience-based workshops students will build their own culture and community of practice, developing a strong foundation for the rest of the programme.

Subsequent years start with a one-week intro period that serves to refresh the principles and methodology, bring the cohort together after a long Summer break, and explore the format and expectations for the year ahead.

Tutors

Students are assigned a tutor who will provide individualised pastoral support for them over the course of the programme. Each semester, tutors and tutees will meet in a 1-to-1 tutorial to talk about their progress through the programme; to discuss personal and professional development; and feedback on individual and group work from art & design, craft, process, and business perspectives.

Tutors will track the progress of tutees and record any issues relevant for discussion at progression panels and post-module review sessions.

Modules

The programmes are built around a logical series of intensive learning experiences, each of which are structured as specific modules. These are either Craft-focused or Project-focused. Students are expected to be engaged in their study whether it be in studio/class full-time or as independent directed study, for at least 35 hours a week, just like in a professional studio.

Tutors lead the Craft modules, teaching students everything they will need to know to create high-quality visual and interactive experiences. This is where the students initially gain most of their knowledge and subject specific skills and the environment fosters an apprentice-like experience, learning from and working with master craftsmen. The focus here is on the individual and their skills, with feedback coming from tutors, peers, and self-reflection.

Tutors and industry professionals lead the Project modules, giving students the chance to work in teams on a client brief, put their skills to practice, and collaborate through a production or development pipeline. These modules are the primary way that the intellectual and

transferable skills are developed. The focus here is on the group, and the individual's role in that group. Feedback comes from tutors, peers, self-reflection, and the industry. These Projects are generally divided into three phases: concept, making, and retrospective.

Delivery Modes

Skills Sessions
Tutor-led, intensive periods in the classroom where students learn the theory and technical skills that are essential for their specific craft. These sessions are very practical, with students following demonstrations and working on tutor-defined exercises to develop their understanding and skills of their craft in their theoretical context, providing a strong link between theory and practice. Such is the complexity of the software used in the creation of visual effects, computer animations, and video games, we have refined this effective and efficient way of supporting students to gain mastery.

Tutorials
These are tutor-led sessions that are not focused on technical skills, but on developing subject specific knowledge and broad transferable competencies. These include discussions and presentations around key theories, critical reflection and feedback activities (dailies and notes), team building & group dynamics workshops, and pastoral elements.

Tutorials will be held with the entire cohort, working groups, or on a 1-to-1 basis, as appropriate.

Studio Time
Practical, open, and largely collaborative periods in the studio, where students work on individual assignments or group projects without tutor intervention. Generally there will be a studio assistant available to support with technical issues, but these are periods where students learn how to apply their lessons from the Skills Sessions to an industry-appropriate challenge or brief.

Self-Directed
For the remaining time students will manage their own learning process. Working on individual or group projects as is appropriate, following the recommended reading, implementing tutor recommendations from 1-to-1 tutorials, or pursuing side projects for personal and professional development.

Environment
Learning takes place in a flexible, open space which can be configured in different ways to support collaboration whilst allowing space for individual, quiet working.
It features:

- A studio that mirrors the best in the industry.

- Walls that enable sketches, ideas, concepts, and storyboards to be shared.
- Flexible spaces that can easily be reconfigured to suit the activity.
- Industry-spec computers that are flexible and movable
- High air, sound, and light quality.
- Screens and speakers for presentation and streaming of visuals.

E-learning
Technical support is provided through online tutorials. These cover specific skills and can be accessed by students at anytime from anywhere.

Dailies / Notes
Success in the creative industries depends on regular and effective critical feedback on work-in-progress. During Craft and Project modules tutors and teams will run dailies (Visual Effects and Computer Animation terminology) / notes (Games terminology) sessions where individuals can get peer feedback from creative and technical points of view. This will be regular, constructive, and formative, supporting students to produce the best quality work possible before the summative assessment points at the end of modules.

Retrospectives (Retros)
The term is borrowed from agile production methods, and is essentially a designated period for reflection and analysis. Students will take part in retros, reflecting as individuals and through group discussion on the work produced and the module as a whole. They will explain and discuss their lessons, and define actions they will take in future work. Retros play an important role in students developing a keen understanding of themselves, how they work, what their role is in teams, and how they can improve their practice.

Studio Meetings
These short meetings will take place on a regular basis. Tutors, students, and key stakeholders will attend. This is an important space for updates, changes, feedback, showing work, special projects, solving problems, and celebrations.

Student Rep
To ensure that the needs and concerns of the students are being taken into account throughout the programme, we will appoint one student representative from each pathway. They will be responsible for collecting and feeding back to the delivery team at post-module review sessions.

Key Assessment Methods (BA, Stages 1, 2 and 3)

All assessment is 100% coursework.

As assessment contains a large proportion of industry, peer, and self-assessment, the introductory periods to each Stage will contain assessment training activities.

Team project work will be assessed according to the following table:

Assessor	Tutor	Industry	Peer	Self
Component	Product			Retrospective
Weighting	25%	25%	25%	25%
Group/individual	Group		Individual	

All marks are moderated by the tutors. Peer and self-marked components are moderated after a group or 1-to-1 discussion respectively.

Student Output

Proposal

Students present a detailed plan of how they will meet a specific brief, either as individuals or in a group. The plan will be presented in written form or through an in-person presentation.

Prototype

Often presented midway through a project, or for a shorter project. Students will work individually or in groups to create a prototype of a VFX shot, computer animation, or video game. They will present this in person, or online with written/audio commentary.

Product

Presented at the end of a project, or for a longer project. Students will work individually or in groups to create a high quality VFX shot, computer animation, or video game that fulfils a specific brief. They will present this in person, or online with written/audio commentary.

Portfolio

Cumulative work produced over a period of time, showing influences, work in progress, progression, and final products. Portfolios will demonstrate the breadth and depth of each student's craft. Almost exclusively for individual work, this output will form an essential part of each student's CV/showreel.

Retrospective

Individuals and groups reflect on the product and the process of a module as well as the theoretical and contextual underpinning of the process. Assessing their own performance in relation to the learning outcomes and assessment criteria. This is presented as a written journal or a recorded group discussion, for assessment and moderation.

Assessment Types

Studio Crit.
A discursive assessment method where students present work in front of the whole group. This is often used for formative assessment, but also used for summative assessment when a mix of tutor, industry, and peer input is required.

Written and/or verbal feedback and grades are given in line with the module learning outcomes and assignment assessment criteria.

Panel Crit.
A selected panel (which can include tutors, peers, and industry) hears presentations from groups and individuals and gives written and/or verbal feedback in line with the learning outcomes and assessment criteria.

1-on-1 Crit.
An individual or group presents work to a tutor or peer for feedback and/or grading. This is a private and in-depth assessment method. The assessor provides written and/or verbal feedback in line with the learning outcomes and assessment criteria.

Portfolio Review
Tutors (and sometime industry professionals) provide specific feedback on individual portfolios. Often in person, and always with the view to improving and making recommendations for further learning and development work. As always, the assessor provides written and/or verbal feedback in line with the learning outcomes and assessment criteria.

Retrospective Review
Individuals and groups submit the results of a project retrospective. This will generally be in written form for individuals, and as recorded audio with summary notes for groups. The assessor provides written and/or verbal feedback in line with the learning outcomes and assessment criteria.

Craft Modules

- There will be at least as many formative assessment points as summative points throughout each module. These will be organised by tutors and incorporate feedback from tutors, peers, and self-reflection.
- Summative assessment points will be at the end of the module, incorporating feedback from tutors, moderated peer and moderated self-reflection, with assessment criteria

derived from the learning outcomes.
- Feedback and grades will often be delivered in person to facilitate discussion and understanding, and will always followed up in written form for clarity and quality.

Project Modules

- Formative assessment points will be at the end of the *concept* phase and midway through the *making* phase, incorporating feedback from tutors, peers, and self-reflection.
- Summative assessment points will be at the end of the *making* phase, incorporating feedback from tutors, and moderated feedback from industry professionals and peers. A moderated self-reflection following the *retrospective* phase will make up part of final grade. All assessment criteria derived from the learning outcomes and the project brief.
- Feedback and grades will largely be delivered in person to facilitate discussion and understanding, and will always be followed up in written form.

Progression
All modules except for the Stage 1 craft modules are non-condonable/compensatable. Progression through the programme will be contingent on students passing all of the modules.

Where a pass mark in a condonable/compensatable module has not been achieved, a student may progress from Stage 1 to Stage 2 as long as that module does not form the foundation for their pathway. For example, if a student fails “Computer Animation Core” they can’t progress to the “Art of Computer Animation” pathway (see section 17 for details).

Management
Tutors will manage the assessment process, with oversight of the Programme Lead, Deputy Vice-Principal and the validating partner team.

Resubmission
Following any failed module, in accordance with University of Kent regulations, students have a maximum of two further attempts to successfully pass the module. Students who have failed a module will be given an opportunity for resubmission following detailed feedback and discussion with tutors.

Where failure is in a Craft module, the student will work as an individual to resubmit their assessed work at the earliest opportunity.

Where failure is in a Project module, tutors will devise a brief with individual work appropriate to the scale of the failed group project. The resubmitted work will be assessed with the same peer/tutor/industry/self-reflection split as the original group project.

Key Assessment Methods (MArt)

Stage 4, the MArt, comprises four phases (explore, ideate, accelerate, incubate) and four 30-credit modules (art & design, craft, business, process) that run through the whole year. As the focus has moved towards originating and building new business ideas, the assessment methods have been adapted accordingly.

This programme is wholly project-based, so as with any of the Project modules the assessment weighting is divided between tutors, and moderated feedback from industry, peer, and self-assessment. Given the integrated nature of the phases and modules, students are assessed on each of the four core modules at the end of each phase.

The assignment is designed as one overall collaborative project based on a concept developed by the team functioning as a digital business. This is taken from the concept phase, through a pre-production prototype (accelerate) to a minimum viable product and production phase (incubate).

Each module is assessed at the end of each phase, contributing 25% to the final grade. These four module marks are aggregated at the end of the year to give the final four module marks. Whilst this scheme may seem complex in terms of the number of different marking components, it has a number of significant advantages:

- The focus is on a substantial enterprise project, with a realistic time scale and with considerable opportunity to produce a viable, innovative product.
- There is frequent feedback, both informally and formally, throughout the year on their group and individual progress. This will also allow groups and individuals to refocus their efforts on any areas of weakness.
- Their final module profile will be strong indicator of their relative strengths across the four key areas that contribute to the project.
- The high amount of moderated peer marking ensures that the student input is rewarded even in the absence of intimate first-hand tutor knowledge of the inner workings of the groups
- There is still a significant element of individual work demanded of each students, and its integration across the whole programme ensures that they engage with each module.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The programmes are *integrated masters* (MArt) studied over four years full-time. The first three years of study make up a BA (hons) programme, students may therefore exit the programme at this stage or continue to study for the Masters. Normally students would be expected to enrol for the 4 year integrated Masters programme however students can apply and enrol for the BA only.

The programmes are structured to provide a balance between the development of technical craft skills, and the application of those skills in professional projects. The programmes are divided into four stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. Modules are 15, 30, 45 or 60 credits each. For further information on modules and credits refer to the Credit Framework at:
http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at:

http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html.

To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3. To be eligible for the award of a Masters degree students must obtain 480 credits, at least 90 of which must be at Level 7 or above.

Stage 1: Building the Foundations

This is common to all three programmes and builds the foundations for subsequent stages. It starts with an extended intro period where students build their professional culture, explore our pedagogy, and learn creative and idea development techniques. The first two modules run in parallel during the first semester, with broad creative Craft taught alongside an open Creative Foundation Project. In the second semester students learn the basics of computer animation, video games, 3D for visual effects, and compositing for visual effects to make an informed choice about which pathway they will take. On successful completion of Stage 1, students may opt to transfer to another programme, as long as they have passed the relevant Craft module (see below) and there are sufficient resources to support their .studies

Stage 2: Learning the Craft

This starts with a reintroduction to the culture and creative methods, then students study three Craft modules to deepen their knowledge of a pathway. The third of these modules runs in the second semester, and in parallel with *Studio Project 1*. This group project is focused around a creative brief from an industry partner. Tutors will provide support from a production perspective. The brief may

demand collaboration within and between pathways, mirroring the real world. Following this, students present their projects during a two-week showcase and individual retrospective period.

In the following weeks leading up to the start of Stage 3 (traditionally during the Summer holidays) students will be expected to prepare for the Stage 3 *Studio Project 2*.

Students successfully completing Stage 1 of a programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Creative Industries. Students successfully completing Stage 1 and Stage 2 of a programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Visual Effects, Video Games or Computer Animation (depending on the route they have followed).

Stage 3 - Preparing for the Industry
Following another intro week and a two week studio setup period, the bulk of this stage is given to the *Studio Project 2*. Students work in teams on multiple open and complex creative briefs from industry partners, and unlike *Studio Project 1*, they will work autonomously without the production oversight of tutors. Again this is likely to demand collaboration within and between pathways.

Two modules run alongside this project, both of which preparing students for work in the industry. They will deepen specific technical skills in “Advanced Specialism”, and enhance their teamwork and project management competences in “Professional Practice”. The content of these Craft modules are largely defined by the students themselves and conducted under the guidance of tutors.

The year will end with a two week showcase and individual retrospective period.

Students successfully completing Stage 2 of a programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Stage 4 - Innovation and Entrepreneurship
Students apply the skills they have developed over the last three years to work in teams to build real creative businesses. After a one-week introductory period the teams go through four phases of business innovation: exploration, ideation, acceleration, and incubation.

At each stage of development, teams and individuals must focus on refining their art, craft, business, and processes. The beauty and utility of the product/service they are creating must go hand in hand with its commercial viability and efficiency of their team.

They are challenged with flash briefs during the programme, and present regularly to a panel consisting of tutors, industry representatives and their peers, for assessment.

Condoning/Compensating

The Stage 1 Craft modules may be condoned/compensated except where they relate directly to the student's programme route (see table below). All other modules in Stage 1, 2, 3 and 4 may be condoned/compensated in accordance with University of Kent regulations.

Stage 1 Craft modules	**Art of Visual Effects**	**Art of Computer Animation**	**Art of Video Games**
Computer Animation – Core	Condonable/compensatable	Not condonable/compensatable	Condonable/compensatable
Video Games Art – Core	Condonable/compensatable	Condonable/compensatable	Not condonable/compensatable
Visual Effects 3D – Core	Not condonable/compensatable	Condonable/compensatable	Condonable/compensatable
Visual Effects Compositing – Core	Not condonable/compensatable	Condonable/compensatable	Condonable/compensatable

For the modules that are condonable, if a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at:

http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

All Craft modules have their predecessors as pre-requisites, i.e. Core is a pre-requisite for Pro, which is in turn a pre-requisite for Advanced, which is itself a pre-requisite for Exploration.

Studio projects follow a similar pattern, with the *Creative Foundations Project* being a pre-requisite for *Studio Project 1*, which is a pre-requisite for *Studio Project 2*.

Code	Title	Level	Credits	Term(s)
Stage 1				
Compulsory Modules – All Programmes Unless specifically stated, no module is condonable/compensatable.				
	Creative Foundations - Project	4	30	1
	Creative Foundations - Craft	4	30	1
	Computer Animation – Core*	4	15	2
	Video Game Art – Core**	4	15	2
	Compositing for Visual Effects – Core***	4	15	2
	3D for Visual Effects – Core***	4	15	2
***** Condonable/compensatable on all programmes except Art of Computer Animation ** Condonable/compensatable on all programmes except Art of Video Games *** Condonable/compensatable on all programmes except Art of Visual Effects				
Stage 2				
Compulsory Modules – Art of Computer Animation No module is condonable/compensatable.				
	Computer Animation – Pro	5	30	1
	Computer Animation – Advanced	5	30	1
Compulsory Modules – Art of Video Games				
	Video Game Art – Pro	5	30	1
	Video Game Art – Advanced	5	30	1
Compulsory Modules – Art of Visual Effects				
	3D for Visual Effects – Pro	5	30	1
	Compositing for Visual Effects – Pro	5	30	1
Compulsory Modules – All Programmes				
	Specialism	5	15	2

	Industry Studio Project	5	45	2
Stage 3				
Compulsory Modules – All Programmes No module is condonable/compensatable.				
	Advanced Specialism	6	30	1,2
	Professional Practice	6	30	1,2
	Professional Studio Project	6	60	1,2
Stage 4				
Compulsory Modules – All Programmes No module is condonable/compensatable.				
	Art and Design	7	30	1,2
	Craft	7	30	1,2
	Process	7	30	1,2
	Business	7	30	1,2

17b Module / Programme Outcome Mapping

See this spreadsheet for a mapping of learning outcomes to modules across the stages.

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Work-based learning is not structurally part of these programmes, but learning takes place in an environment that replicates that of a typical creative industries studio. This is particularly relevant to the project work, where students work in teams to industry practices and procedures, ensuring that they have experience of the workplace environment during their studies.

19 Support for Students and their Learning

- Escape Studios / Pearson College London extended induction programme (see Learning & Teaching Strategy above)
- Pastoral support from tutors
- Personal development workshops
- Online tutorials
- Access to industry professionals
- Programme/module handbooks
- Learning resources & support - https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/learning-support.html
- Student Support & Wellbeing https://www.pearsoncollegelondon.ac.uk/study/postgraduate/student-support.html
- PCL Student Association https://www.pearsoncollegelondon.ac.uk/student-experience/undergraduate/pcsa.html
- Careers and Employability https://www.pearsoncollegelondon.ac.uk/working-with-business/career-coaching.html

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 **Entry Route**

For fuller information, please refer to the University prospectus

Applicants are normally expected to have demonstrated:

- GCSE English and Mathematics grade C or equivalent
- 2 passes at A-level or equivalent.

Application is via a creative portfolio. Applications are welcome from students with non-traditional backgrounds or lower formal qualifications who have a passion for their chosen subject areas and can demonstrate their creative ability and communication skills. Students are required to submit a portfolio and attend an applicant day. Where an applicant does not have a creative portfolio then a creative brief will be provided to them in advance of the Applicant Day.

At the Applicant Day:

1. The creative portfolio or brief will be discussed with Programme Tutors.
2. Applicants will be placed in groups and a take part in a group exercise during the applicant day.

Their performance in these two tasks along with their creative portfolio will be used to assess their application.

Students who do not have English as a first language will need to demonstrate their proficiency with appropriate qualifications or evidence of having been taught English previously. Typical English Language Level: Average 6.5 IELTs, minimum 6.0 reading and writing.

Pearson College welcomes applications from people of all backgrounds and abilities. Those with a disability are encouraged to discuss the nature of their disability with the Programme during the application process. The College has a process to assess additional learning needs, providing support and where appropriate 'reasonable adjustments' in assessment.

20.2 **What does this programme have to offer?**

This programme has been designed through close consultation with leading educators and industry professionals in the digital creative industries. During this research period it became clear that we needed to create a programme in which technical skills and collaborative working practices were equally weighted. Students would learn their craft in intensive modules, then apply and consolidate the skills they've learned in a practical project.

A block delivery model was devised to ensure that the students could focus on either craft or project work, and to make those projects feel like real industry projects. Pearson College London / Escape Studios' existing pedagogy was adapted to incorporate elements of project-based delivery, and the four areas of focus were defined: Art & Design, Craft, Process, and Business.

The core design team met advisors at Degree Concept Team (DCT) sessions and visited them in their studios and offices. Partner organisations include: Double Negative, Framestore, Passion Pictures, Sony Computer Entertainment Europe, Media Molecule, Royal College of Art, ustwo, Future Games of London and Electric Theatre Collective. The industry and academic partners are really engaged, and will assure the relevance of this programme by delivering workshops, giving talks, setting briefs, and providing feedback for the students. This connection with the industry, combined with the expert instruction from existing tutors provides a powerful and practical student learning experience.

The assessment methods employed in this programme have been developed to mirror industry practice as far as possible. We balance feedback from tutors and industry experts, with peer feedback and self-assessment. It is crucial that students learn how to accept and work with feedback from their superiors and peers, as this will be the norm when they work in industry. They also need to develop a keen self-critical eye. To be able to step back from their work and see what they could improve, and to have the ability look at themselves and their working practices, and make changes where necessary.

Graduates of this programme at BA level will be ready for work. They will have a deep technical knowledge of their craft, and will have the ability to work in teams and collaborate with people in adjacent roles and fields. They will understand the business of the creative industries, and will bring all of these aspects together to create beautiful visual experiences, as they have already done through multiple briefs and projects.

Graduates at MArt level will be ready to start their own business. They will be able to apply a practical and theoretical understanding of Art & Design, Craft, Business, and Process to the design and development of digital products and services.

20.3 **Personal Profile**

- An obvious passion for working in visual effects, computer animation, or computer games
- A hunger to continually learn about the industry, new technologies, and new techniques
- A commitment to improving their own visual communication and software skills
- A fan of movies, TV shows, advertisements, web video, computer games, or interactive experiences
- A fearless experimenter and maker

21 **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

21.1 **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

- Student module evaluations and feedback questionnaires
- Annual programme and module monitoring reports, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
- External Examiners system, see http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html
- Periodic programme review, http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework, http://www.kent.ac.uk/teaching/qa/codes/index.html
- QAA Higher Education Review, see http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx

21.2 **Committees with responsibility for monitoring and evaluating quality and standards**

Committees at the University of Kent include:

- School Learning and Teaching Committee
- Faculty Learning and Teaching Committee
- Faculty Board

- Learning and Teaching Board
- Board of Examiners

Committees at Pearson College London include

- Staff-Student Liaison Committee
- Progression and Retention Committee
- Review and Enhancement Committee
- Academic Board

21.3 **Mechanisms for gaining student feedback on the quality of teaching and their learning experience**

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS (from 2016 onwards) and PCL internal annual student surveys

21.4 **Staff Development priorities at PCL include:**

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements (where appropriate)
- Programme team meetings
- Research seminars
- Conferences
- Study leave

22 **Indicators of Quality and Standards**

- PCL QAA Higher Education Review Plus report
- QAA Educational Oversight Report May 2015 (http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Pearson%20College/Pearson%20College-EO-AM-15.pdf)

Future indicators after the commencement of the programmes will include:

- Annual External Examiner reports
- Annual programme and module monitoring reports (UoK and PCL)
- Result of PCL periodic review
- Result of University of Kent Periodic Review

22.1 **The following reference points were used in creating these specifications:**

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s for Art & Design (UG) and Business & Management (PG)

UNIVERSITY OF KENT

- University of Kent's School and Faculty plan
- PCL Plan/Learning and Teaching Strategy

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